

# CHAPTER I

## INTRODUCTION

### A. Rationale

English is an International language, which is studied by a lot of people in the world. There are many tribes and races in the world. Each of them has different language and culture. Although they have different language and culture, they have to make good relationship among them. As Allah The Almighty states in the Qur'an:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ\* (الحجرات/ 49:13)

To pass those differences, we need something universal which can be used and understood globally. So English become one solution by being international language among countries all over the world.

English is used in many parts of life. In communicating, English is useful to understand people from different language. In trading, communication and business also use English as universal language. In science, many books are written in English or translated into English to make the readers easier to read even though their native language is not English. In education, English gets intent attention because it helps children to prepare themselves when they involved in

community in such fields mentioned before and others. No doubt that learning English is needed now

Some people claimed English to be a second language or national language and foreign language. Especially in Indonesia, English becomes a foreign language. Many people in Indonesia learn English to improve their ability in mastering English as a language. English is studied in school either as a subject matter or as a form of literature.

Language as subject matter of study means language is learned because of its significant in education field. Language is learned by studying its competence which builds the language itself such as grammar, vocabulary, structure and others<sup>1</sup>. Whether language as a form of literature means language is learned from its sense of art. All language competences are not only just part of language but its combining gives meaning for the writing.

Language is associated its activities with both speech and writing: an encoding process and a decoding process. Speaking and writing are the encoding process by which we communicate our ideas, thoughts or feeling through one or the form of language; listening and reading are the parallel decoding process by which we understand, either a spoken or a written message<sup>2</sup>.

In communication, generally there are two abilities which must be mastered by students. How they send the message wanted to give or share is named as productive skill, it includes speaking and writing, whereas receptive

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<sup>1</sup> Heldin Manurung, *Mastering English Competence*, (Jakarta: Geat Media, 2003), p. 1.

<sup>2</sup> David P. Haris, *Testing English as a Second Language*, (USA Georgetown: McGraw-Hill Book Company, 1969), p. 6.

skill is used to understand the message or the information given. Students can understand it by reading and listening. Those skills are needed when people communicate to make the message's transferring runs well either for speakers and listeners.

Regarding the skills above, language has four general functions. First, heuristic function of language, it means language is used to understand the lesson in teaching-learning process especially in the class. Then, language is used to change or influence our environment (manipulative function). Third, language has imaginative function, in this terms, language is not used to explain but to develop an imagination, especially in literary works such as novel, poetry, short-story etc. And the last, ideational function, which concluded that language is used to tell to other people about our experience or our ideas<sup>3</sup>.

Language is not only used for communication between two persons or more but also it can be used to support class' activity between teachers and students. It can be used to influence around us such as giving instruction or asking something. People can use language to tell an opinion or share ideas. And also language is used to show someone's thoughts. It's related with imaginary feeling. It sticks out art's appreciation.

In this paper, the writer discusses one competence of English and both terms of language mentioned before. That English competence is vocabulary. Also, it is related with decoding process stated before if reading is used to

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<sup>3</sup> Tim Penyusun, *Panduan Pengembang Silabus Mata Pelajaran B. Inggris*, (Jakarta: Depdiknas, 2006) , p. 4-5.

understand a written message and language has imaginative function of language to develop an imagination in literary works.

Literature is one kind of art, which contains some beautiful thoughts of the writer. As a creative work of art, literature is always entering to talk about, because to understand a literary work, it has to be known thoroughly in order to find some implicit values. A literary work is created not just as a meaningless reading but have many important values that the readers can take, like as social cultural and moral values. As Rahmila Murtiana states that:

Poems, novels, short-stories, essay, comedies and other literary work are written for anyone who can read it in the language they are maintained. They are not meant for limited readers. They are published and made available for the time passing readers, for those who may find pleasure through them, for serious and contemplative readers and for students of the language.<sup>4</sup>

The statement suggests that there is nothing usual in any literary works. They are written in such manner as to please any readers.

Literature is a more serious piece of writing such as poetry, prose and drama, which needs a repeated reading and deep thoughts to understand it. R. J. Roes in his book *English Literature: An Introduction for Foreign Readers* said that literature is a writing which expresses and communicates thoughts, feeling and attitudes toward life<sup>5</sup>.

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<sup>4</sup> Rahmila Murtiana, *Introduction to Literature: History of English Literature & Types of Literary Works*, (Banjarmasin: tp/npb, 2006), p. 39.

<sup>5</sup> R.J. Roes, *English Literature: An Introduction for Foreign Readers*, (London: The Macmillan Press Limited, 1978), p. 2-3.

It means that literature not only contains some information but it also reflects the portrait of real life of thoughts, feelings and attitudes in the writing. It needs to read really if the readers want to understand it well.

Literary works can be divided into three types; prose, poetry and drama. Hoad defines prose is a form of language not restricted in measure or rhythm. Prose included some non-fiction types, there are biography, autobiography and essay, while fiction types are romance, novel, short-story, legend, fable and fairy-tale.

Hornby stated novel is a story in prose, long enough to fill one or more volumes, about either imaginary or historical people. Smith defines novel as “fictitious prose tale, in which integrated plot, profession to be a cut from real life is woven around characters and action”, while Roes defines it as “a fictitious prose narrative of considerable length in which characters and actions representative of real life portrayed in a plot of more or less complexity”<sup>6</sup>.

Novel is one kind of literature. It can be defined as a story taken from imaginary story or real life and built by some elements.

In creating prose or novel, an author must notice the elements of literature, extrinsic elements and intrinsic elements. Extrinsic elements are all elements beside intrinsic elements which influence the real life such as social, cultural and religious values. While intrinsic elements are covered theme, plot, setting, character and characterization, point of view and style.

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<sup>6</sup> *Op. Cit.*, p. 40.

Like mentioned above, character and characterization are one parts of novel's elements. It is useful to understand the story by knowing the characters and the portrait of the characters. These two things describe the people at that time. How they think and how their habits will seem in their characters.

According to Abrams, characters are the persons presented in a dramatic or narrative work who are interpreted by the reader endowed with moral qualities that are expressed in what they say - the dialogue – and what they do – the action.<sup>7</sup>

Aminuddin said that the events which present in a fiction like the events of everyday life are always experienced by the actors or certain characters. People who experience those events and make a sequence of story are called characters. And characterizations are the way the author presents characters<sup>8</sup>. So characters are imaginary people represented in a work of fiction or players' portrayal of people in a fiction.

Characterizations are not only the description of the person physically such as age, occupation or attitudes which we can see but also their description mentally such as IQ, thoughts and personality. We can understand their description through what they say, the narrative description from the author, their action and reaction in one condition.

In this paper, the writer uses one of English novel as an object, it is Agatha Christie's novel. It is "The Murder of Roger Ackroyd". Agatha Christie (1890-1976) was the world's best-known mystery writer. The Guinness Book of Record

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<sup>7</sup> M.H. Abrams, *A Glossary of Literature Term*, (Canada: Canada Press, 1981) , p. 20.

<sup>8</sup> Aminuddin, *Pengantar Apresiasi Karya Sastra*, (Bandung: Sinar Batu Algesido, 1991), p. 79.

listed her as the best-selling fiction author of all time with an estimated two billion copies of her works sold. It is often said that she is outsold only by the Bible and Shakespeare.<sup>9</sup>

Agatha Christie is accounted as one of the greatest English mystery-novel from Modern period. She portrayed the typical life of Modern-period society, educated people, anti-imperialist movement.

“The Murder of Roger Ackroyd” was first published in the UK by William Collins & Sons in June 1926 and later in the USA by Dodd, Mead and Company in the same year.<sup>10</sup>

It is one of her best-known and most controversial novels. Its innovative twist ending is having a significant impact on the genre. Some characters in this novel are amazed such as the doctor who killed. He was a portrayal of people hidden-personality. How they used their potencies and portrait dark’s side of someone’s life.

Based on the writer’s observation, this novel was has been popular with young readers since its publication. But most of the readers now, especially in other country beside England, are reluctant to read an English novel. It may be related to the vocabularies they do not understand. In fact, vocabularies needed to understand a reading, a conversation or a written. As Yusran states:

*Penguasaan kosa kata (vocabulary) adalah sebuah kemestian bagi seseorang yang ingin memahami suatu bacaan, percakapan atau tulisan yang berbahasa inggris.<sup>11</sup>*

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<sup>9</sup> Agatha Christie Homepage, “Agatha Christie”, <http://www.agathachristie.com> September 9<sup>th</sup>, 2007 .

<sup>10</sup> *Ibid.*

The statement above indicates that vocabulary has important role in understanding a piece of writing. Concerning with the problem before, no doubt that vocabulary is needed in reading all kind of English books and, of course, novel. By having many vocabularies, it helps them to understand whatever such materials they have in English. It also helps to enrich vocabulary or get something new by encountering new words. In holy al Qur'an, al Baqarah 31 Allah taught about the name of thing. In another way, it means that Allah taught about vocabulary:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Vocabulary is one of English competence. It is included as one basic competence which has to be mastered in English. Vocabulary consists of words which are used in communication written and orally. People try to speak or listen to conversation by using the vocabulary they have. More vocabularies they have mean more chances they can understand. People express their idea using words and understand what others speak by interpreting what they hear with the words they know. So vocabulary has important role in learning English.

Vocabulary is a treasure words or lists of words or idioms usually arranged in all alphabetical order with the meaning, collection of sign or symbol that form and instrument or written communication system<sup>12</sup>. It means that words

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<sup>11</sup> Yusran Pora, *Enrich Our Vocabulary through Reading and Idioms*, (Yogyakarta: Pustaka Pelajar, 2003), p. 1.

<sup>12</sup> Peter Salim, *The Contemporary English Indonesian Dictionary*, (tth., Jakarta: Modern English Press), p. 2242 .



which even the simplest form but has meaning and use in verbal or oral signal communication and also can be understood are classified as words.

In English, vocabulary can be divided into four kinds. There are High Frequency Words (HFW), Academic Words, Technical Words and Low Frequency Words (LFW)<sup>13</sup>. Especially in this paper, the writer discuss about HFW and LFW.

**High Frequency Words** *adalah kosakata yang paling sering muncul dalam wacana tulis, dan membentuk 80 % sampai 95 % dari keseluruhan kosakata dalam wacana tulis tersebut. Contohnya adalah kata-kata seperti do, make, say, atau live, yang hampir dapat dipastikan selalu ada dalam wacana tulis bahasa Inggris dari berbagai jenis.*

**Low Frequency Words** *adalah kosakata yang jarang dipakai dalam teks-teks bahasa Inggris. Jumlahnya sangat banyak, meliputi hampir 126.000 kosakata<sup>14</sup>.*

High frequency words, in general, have many more meanings and grammatical or discourse functions than low frequency words, such as "do" in English. A glance at high frequency words can serve to reveal the contents of the text and can be used as a reading readiness strategy to form a "schema" or hypothesis of what the source text is all about. Low frequency items are more often than not candidates for dictionary look-up and of more importance to the vocabulary acquisition of very advanced students. HFW are often used more than LFW because it is general to use but LFW vocabularies are seldom used because it is for specific writing.

So reading this novel can provide us opportunities to study the language especially its vocabularies and help us to understand the description of the people

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<sup>13</sup> -, "Word Frequency", [http://learningtactics.com/2008\\_04\\_01\\_archive.html](http://learningtactics.com/2008_04_01_archive.html) June 20<sup>th</sup>, 2008.

<sup>14</sup> *Ibid.*

and the values, through the portrait of the characters in the novel, in the story taken. This novel has different genre so it gives challenges for the readers to understand some specific advanced vocabularies. These vocabularies can help the readers to gain wider vocabulary field which make their vocabulary's store increased. Also, the values taken from literature especially from the characters and its portraits may be applied into the life of the readers. When the readers enter the experience of the literature, the literary works may have a great impact on their experience in life. It shows the readers personal insight and the ability in looking at others as they see themselves from the evaluation on the value of characters and its portraits. So reading this novel gives contribution either for academic improvement or mental experience. And there is also no one until now, who researches the characters and characterization of novel particularly.

Then this good noted qualification in the field of literature, the uniqueness of the characters and characterizations and also its significant to enrich vocabulary makes the writer interested in making a study through this novel.

Based on the problem above and the importance of reading a novel as a kind of literary works in literature, the writer is interested in doing a research about An Analysis on The Characters and Characterization in The Novel "The Murder of Roger Ackroyd" by Agatha Christie in Enriching Vocabulary.

To avoid misinterpretation toward the title, the writer will explain some terms of the title as follow:

1. Analysis

That is to examine the nature of something, especially by separate it into parts possibly with comments and judgments.

2. Character

It is persons in a novel; persons who are not ordinary or typical; person with individuality.

3. Characterization

It defined as act of characterizing; the portrayal of human character in novels, plays.

4. Novel

The term of novel is story in prose, long enough to fill one or more volumes about either imaginary or historical people.

5. Enrich

Make rich, improve in quality, flavor, etc.

6. Vocabulary

Total number of words which (with rules for combining them) make up language<sup>15</sup>.

**B. Statement of the Problem**

1. Who are the characters in the novel?
2. How does the writer portray the character (characterization) in the novel?

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<sup>15</sup> A.S. Hornby, *Current English Oxford Advanced Learner's Dictionary: New Edition*, (Walton Street Oxford: Oxford University Press, 1990), fourth edition, p.16, 188 & 499.

3. How can an analysis on the characters and characterization of the novel enrich vocabulary?

### **C. Reason for Choosing the Title**

There are some reason for choosing the title, they are:

1. Novel is constructed by text, paragraph, sentences, grammar and vocabulary which are studied as language structure.
2. Learning vocabulary in the novel can improve and enhance the knowledge of English language.
3. Novel is a kind of literary works which give the readers more knowledge about the people and the values of life.
4. Characters described the author in the novel portray the personality taken from his imagination however it is from experience or real life's portrait.
5. The character and characterization in this novel are amazed because of its complicated personality.
6. This novel is for young teenagers or popular among them especially of this genre. This novel contains more difficult vocabularies. By comparing them with other vocabularies which have same meaning in different level or frequency it can enrich vocabulary across level.
7. This research is not found yet as reference in the library of IAIN Antasari Banjarmasin.

### **D. Purpose Of Study**

Based on the problem above, the purposes are:

1. To get a description relatively completed about the characters and characterization in the novel “The Murder of Roger Ackroyd”.
2. To inform the readers about the richness of vocabulary from different frequency for all level of readers
3. To give the readers new point of view in reading novel and enriching vocabulary. Readers not only can get sense if feeling of the story but it can also help them enrich vocabulary.

#### **E. Significance of Study**

The results that expected to be achieved in this study are:

1. As a contribution in analyzing characters and characterization particularly mentioned in the novel “The Murder of Roger Ackroyd”.
2. As a reading resources to understand characters and characterization in a novel.
3. Make the readers easier to understand the content of the novel by knowing characters and characterization of the novel “The Murder of Roger Ackroyd”.
4. Give a contribution for the readers in enriching vocabulary
5. Give an alternative paper in literature field

#### **F. Literature Review**

1. Concept of Literature

Generally, literature means things which written alphabetically. It can be general writing such as books or journal or newspaper and etc. But the term literature often tied with creative works in context of art. The story or the information is written by the author using beautiful language. Literature can be formed of fiction and non-fiction

The word literature derives from the Latin word *littera*, "a letter of the alphabet". The Latin word for literature was simply the plural, *litterae*, and in this basic sense literature embraces everything written with the letters of the alphabet. The term is often used to refer to writing that is creative in some way – the written province of the larger field of Art.<sup>16</sup>

The definition of literature is constituted in Wikipedia, the free encyclopedia:

Literature is literally "acquaintance with letters" as in the first sense given in the the Oxford English Dictionary (from the Latin *littera* meaning "an individual written character (letter)"). The term has generally come to identify a collection of texts or works of art, which in Western culture are mainly prose, both fiction and non-fiction, drama and poetry. In much, if not all the world, text can be oral as well, and include such genres as epic, legend, myth, ballad, and other forms of oral poetry and folktale.<sup>17</sup>

The term literature has different meanings depends on who use it and in what context. It could be applied broadly to mean any symbolic record, encompassing everything from images and sculptures to letters. In a more narrow sense, that term could mean only text composed of letters or other examples of symbolic written language. An even more narrow interpretation is that text has a

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<sup>16</sup> -, "Literature", <http://www.plu.edu/~jensenmk/271literature.html> , May 1<sup>st</sup>, 2009. p.1

<sup>17</sup> Wikipedia, the free encyclopedia, "Literature", <http://en.wikipedia.org/wiki/literature>, May 1<sup>st</sup> 2009.

physical form, such as on paper or some other portable form, to the exclusion of inscriptions or digital media.

Another word of defining literature is to limit it to great books, which, whatever their subjects are 'notable for literary form or expression'. Here the criterion is either aesthetic worth alone or aesthetic worth in combination with general intellectual distinction. Within lyric poetry, drama, and fiction, the greatest works are selected on aesthetic grounds; other books are picked for their reputation or intellectual eminence together with aesthetic value of a rather narrow kind: style, composition and general force of presentation are the usual characteristics singled out. This is a common way of distinguishing or speaking of literature.<sup>18</sup>

Here the term literature refers to the more specific explanation. It means a more serious piece of writing such as poetry, prose and drama, which need a repeated reading and deep thought to understand it. R.J. Roes stated that literature is a writing which expresses and communicates thoughts, feelings and attitudes toward life.<sup>19</sup> What makes it different with other form such as news articles or advertisement, is the permanent quality it has. A work of literature can be enjoyed hundred or thousand years latter or it is intended to last for future generations not “here today gone tomorrow”.

From the statements above, literature forms a writing where is found many thoughts of the writer, he is free to express what in his hearts, feelings and

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<sup>18</sup> *Op. Cit.*, <http://www.plu.edu/~jensenmk/271literature.html>.

<sup>19</sup> R.J. Roes, *English Literature: An Introduction for Foreign Readers*, (London: The Macmillan Press Limited, 1978), p. 2-3.

opinions, as a response toward what happened around. Because in a writing, someone can talk and convey what he feel to tens of thousands even hundreds of thousands people outside there.

Furthermore, a writing of literature like prose both fiction and non-fiction, poetry, essay, drama or other genres, can be read and enjoyed by our descendants or the future generations hundred or thousand years later, either about social, psychology, education, romantic, fantasy, etc. Different with other writings like article, a writing of newspaper or journal can be enjoyed today, tomorrow, or the day after tomorrow only. It cannot be kept for a long time until hundred or thousand years later, because what the writer conveys is limited only at the time.

Besides that, literature has the following qualities: first, psychological truth, means that work is actually part of our experiences or life reflections, like the experience of feeling love, anger or hurt. Second, originality, is the writer has a special way to present the old themes into a new and fascinating light. Third, craftsmanship, that is a technical skill possessed by the writer in using the language. Through their creative imagination, the writer is able to use special style in language. The last is a consciousness of moral values, is literature reminds us that the idea of good and evil is real and always exists in this world.<sup>20</sup>

A writing of literature, indeed, cannot be separated from the experience of life, even when it may happens to us, because from the experience, the writer can tell what he has experienced to the readers. The main thing is the message which

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<sup>20</sup> *Ibid.*, p. 5-9.



is wanted to convey by the writer, and also the lesson values which contained in the writing, so the readers will get a valuable experience from what they read.

Reading literature helps us to encounter diverse culture and points of view to confront and interpret reality in a new life. But for literature to affect us deeply, we need to be engaged mentally as well as emotionally. By reading it, we can gain a different perspective on the world and our own lives.

Literature is a reflection of life, which can bring us toward a better understanding of our fellow human beings. By studying about it, we can get more knowledge not only about the country, but also the people, the culture and the language.

## 2. Novel

The term novel, based on its etymology, derived from various language, i.e. “novelty” (English) which means new, “novella” (French) which means new or young and novella” (Italian) which means short story.<sup>21</sup> In lexical meaning, novel is a story in prose, long enough to fill one or more volumes, about either imaginary or historical people and actions; and are written even from real life situation.

Smith defines novel as “fictitious prose tale, in which integrated plot, profession to be a cut from real life is woven around characters and actions, while Roes defines it as “a fictitious prose narrative of considerable length in which

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<sup>21</sup> *Op. Cit.*, p. 4.

characters and actions representative of real life are portrayed in a plot of more or less complexity”.<sup>22</sup>

Novel is one of literary works – form of written language not in lines of verse, not restricted in measure or rhythm, consists of writing that does not adhere to any particular formal structures – besides short story, romance, comic, folktale, etc., which is written to entertain, to present a problem or a realistic cut from real life.

In Wikipedia, the free encyclopedia, it stated that a work of fiction containing more than 50,000 words falls squarely into the realm of the novel. A novel consists simply of a long story written pro, yet the form developed comparatively recently.<sup>23</sup>

The full length novel may consist of over 100,000 words, contain a number of character – some of them are fully developed, have more incidents, scenes or episodes, have a number of setting and may take place in a long span time. It may have more than one theme, may have both minor and major crises (conflict) and climaxes.<sup>24</sup>

The definition of the term has usually embraced several other criteria. These include artistic merit, fictional content, a design to create an epic totality of life, and a focus on history and the individual. On the one hand, it is related to public and private histories. On the other hand, mostly, the novel can be viewed as

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<sup>22</sup> *Ibid.*

<sup>23</sup> Wikipedia, the free encyclopedia, “*Literature*”, <http://en.wikipedia.org/wiki/literature>, p. 4.

<sup>24</sup> Sunaryo Basuki Koesnosoebroto, *The Anatomy of Prose Fiction*, (Jakarta: Proyek Pengembangan LPTK, 1988), p. 19.

a form of art, to be evaluated in terms of the history of literature and calling for a specific sensitivity on the part of the reader to fully understand and properly appreciate it.

A novel is a kind of prose fiction, which contains a theme, some plots, characters and setting. Every novel presents some problems, which carry out some conflicts. The problem may have happened or may happen in our real life but not every problem in the novel can happen in our life. Through reading a novel, one can know and learn how to solve the problem he may face in his own life by learning from the experience in the novel.

So it can be concluded that novel is a long story as one of literary work in prose, which present an imitation of life in an imaginary world. Through the novel, the author tries to involve the readers into the world of the story. When one reads it, he will experience the actual life.

To be able to understand novel, first of all, readers should know the elements, namely intrinsic and extrinsic elements. Extrinsic element is the elements out of the literature such as biography of the author, setting of creating process, social and cultural setting and values which support the presence of literary text, while intrinsic element will be discussed below.

### 3. Intrinsic Element of Novel

To write a lively novel, a writer arms his novel with intrinsic novel elements of novel, that are theme, plot, character and characterization, setting, point of view, and language style.

#### a. Theme

An author, in his literary work, does not merely tell a story but he tells an idea or a message to the readers. The idea, which he wants to convey, can be a human life problem or his opinion about life. Theme, in literature, can be defined as the central idea or the central meaning of a novel. We can say that theme is the most important element of story. A story, which has no theme, can be meaningless and useless.

Kennedy says that theme of story is whatever general idea or insight the entire story reveals.<sup>25</sup> In literary fiction, a theme is seldom so obvious that the readers have to find it implicitly. It can be concluded that theme is the main subject or main idea of a story that the author will convey to the reader.

Betty Matix Dietsch in his book stated that the main idea embodied in a work of literature is called the theme. She also stated that some works have more than one theme. Theme reflects a universal belief about human life or “the human condition” – those experiences that are basic to the human race, regardless of color, class or century.<sup>26</sup> Thus the idea may come from the author’s daily life, the author’s opinions and criticism upon his society and government. Without a theme, a novel will not be meaningful and the story will end up in a stag.

To find out the theme of a story, we must finish reading the whole story so we can grasp the idea. For example, the theme in *The Murder of Roger Acroyd* is strong people’s motivation can cause destruction if they follow their feeling without seeing its moral value and human have each secret.

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<sup>25</sup> X.J. Kennedy, *Literature: An Introduction to Fiction, Poetry and Drama*, (Canada: Little Brown & Company, 1986), p. 161.

<sup>26</sup> Betty Matix Dietsch, *Reasoning & Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*, (New York: McGraw-Hill Companies, 2003), Third Edition, p. 435.

Besides that, we need to pay attention and understand the parts of the story, which describes the conditions culminate, climax, and completion of the story. This part will help us very much to open the implicit things previously and impression of the story, so it will easier for us to found the theme.

#### b. Plot

Plot in a novel is an important element because when a novel only has the element in theme in it then the theme will still remain merely as a thought. Other elements are needed to bring the theme up to the “surface”. One of them is plot.

According to Kennedy, the plot may refer to structure of events arising out of a conflict.<sup>27</sup> In addition, Koesnosoebroto states that a plot or the structure of story is the arrangement of tied-together chronological events.<sup>28</sup> The plot can be defined as the artistic arrangement of those events. So a plot is the rendering and ordering of the events and actions of story in narrative particularly towards the achievement of some particular artistic or emotional effect.

Ahmad Badrun divide the plot into four kinds<sup>29</sup>, they are:

##### 1) Chronological Plot

This plot usually tells the sequence of events in chronological order. It means that in this plot, the story actually begins from exposition, exceeds complication and climax which begin from a certain and ends at solution or denouement.

##### 2) Flashback Plot

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<sup>27</sup> *Op. Cit.*, p. 7.

<sup>28</sup> Sunaryono Basuki Koenosoebroto, *Op. Cit.*, p. 29.

<sup>29</sup> Ahmad Badrun, *Pengantar Ilmu Sastra*, (Surabaya: Usaha Nasional, 1983), p. 86.

This plot does not propose the sequence of events in chronological order, but the end of the issue the back to the beginning issue. Flashback opens the possibility to apply what happen by seeing what happen formerly.

### 3) Combination of Chronological and Flashback

In writing, an author not only uses one kind of plot, but also combines two kinds of plot sometimes because it is very rare if we meet a story which really uses chronological plot or flashback only. In fact, both are often combined in a story.

### 4) Closely and Distantly Plot

In closely plot, it is looked that between the main plot and supporting plot cannot inserted a new plot because the structure is closely. While in distantly plot, the relationship between the main plot and supporting plot is very distant, so that there is a possibility to insert a new plot.

#### c. Setting

In The setting of a story is defined as its place and time of occurrence. Places include the physical environment of a story, for instance a house, a street, a city, a landscape where the story takes place. Time is the time when the story takes place – hour, day, month, year of century. Moreover, the social, religious, moral, intellectual and emotional environments also have important parts in setting the story in place and time. Other elements in plot are geographical location and the daily activities of the characters.

In the literary work, the setting is an element of the builders of the story which is very important because the element will decide the general situation for a literary work. Therefore, setting can be concluded as the aspect of time and location where the events in the story happen.

#### d. Point of View

Point of view is the intrinsic elements that deal with the angle from which the story is told by the author. Point of view means the way of the delivery story. It also constitutes the realization of the relationship which is found the author in his fantasy world with the thoughts and feelings of the readers.

According to Griffith<sup>30</sup>, there are four points of view:

##### 1) Omniscient Point of View

The author tells the story and assumes complete knowledge of the characters' actions and thoughts. He can move from one place to another place or from one character to another. Moreover, the author can give his own views directly to the readers as the plot flows.

##### 2) Limited Omniscient Point of View

The author still narrates the story but limits his revelation of the thoughts of the characters but one.

##### 3) First Person Point of View

The author narrates the story by manifesting as one the characters involved in the story.

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<sup>30</sup> Kelley Griffith, *Writing Essay About Literature*, (University of North Carolina USA: Hercourt Brace Javanovich, 1982), p.38.

#### 4) Objective Point of View

In this point of view, the writer does not manifest himself as any the characters in the story. The readers learn about the characters from what they say and what they do.

#### e. Style

According to Abrams, language style refers to the manner of linguistic expression in prose or verse. It is the way that the author arranges the words in his creation to maintain attention of the readers.<sup>31</sup> Sometimes there are the authors who like to use long sentences in his writing and there are also the authors who like to use short sentences in the writing. So, from style it can be distinguish one author from another.<sup>32</sup>

#### f. Character and Characterization

Since this research deals with an analysis on the character and the characterization who are involved in a novel, the researcher in this part tries to mention some descriptions upon character and characterization.

#### 1) Character

A story, especially novel, should contain characters with specific characterization that make the story alive. An author cannot neglect character and characterization in his novel. A story does not merely exist without any one doing

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<sup>31</sup> M.H. Abrams, *The Mirror and The Lamp*, (Oxford: Oxford University Press, 1983)

<sup>32</sup> *Op. Cit.*, 38-39



something. And his event is related to other events in the story. We can see that character has an important relationship with other elements in a novel.

According to Kennedy<sup>33</sup>, character is defined as imagined person who inhabit a story. Similarly, Griffith<sup>34</sup> states that character is the person presented in a dramatic or narrative work. In addition, he also said that sometimes as in fantasy fiction, the character is not person. They may be animals or robots or creatures from outer space, but the author gives them human abilities and human psychological traits. Thus they really are people in all, but outward form. Therefore, character can be said as imagined person or another creature which have been given human abilities and psychological traits that are presented in a dramatic or narrative work.

Abrams stated that characters are the person presented in a dramatic or narrative work, who are interpreted by the readers endowed with moral and disposition qualities that are expressed in what he say – the dialogue – and what they do – the action. The characters are the imaginary persons that are created by the author who have moral and disposition qualities which are expressed in their dialogue and their action in a story.<sup>35</sup>

Character is the person involved in the story. In fictional narrative, character is the person who causes or is affected by the action. The author tries to present people as distinct characters by having them act or talk in a certain way,

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<sup>33</sup> X.J. Kennedy, *Op. Cit.*, p.79.

<sup>34</sup> Kelley Griffith, *Op. Cit.*, p.29.

<sup>35</sup> M.H. Abrams, *A Glossary of Literature Term*, (Canada: Canada Press, 1981) p. 20.

by reporting what they do, by describing them. In addition, the word character is used to identify the people who appear in the story, play or poem.

Since the researcher wants to analyze a character involved in a novel and its characterization structurally, therefore the analysis in this study is focused on the character's function and position in the novel. As a result, the character will be classified into several categories; based on role, involvement in a conflict, nature and character stability.

In case of role in a novel, characters can be classified into two types named *main* and *supporting characters*. Main characters are those who become the central attention and have the most important role in a literary work. These characters take part in most of the plot to they are the persons who are told by the author most. However, the supporting characters are those who have less important role in a literary work. This due to they merely complete, help and support the main characters. To determine the main characters and supporting characters in a story, we can do it by seeing the frequency the characters appear in the story.

The next character classification is based on its involvement in a conflict or its role. In this case, characters in a novel can be classified as *protagonist* and *antagonist characters*. Protagonists are characters who get great obstacles or barriers from the antagonist characters, in order to reach their goals. A protagonist character usually has a good personality such as helpful and good manners. On the other hand, antagonist characters are those who make efforts to make obstacles

and hamper the protagonist upon their goals. An antagonist usually has bad personality such as hypocrite. They become the enemy to protagonist characters.

Another character classification in this study is based on its nature or its development. In this classification, characters are divided into two types, *flat* and *round character*.

Forster in Griffith's book stated that the flat characters have only one or two personality traits and are easily recognizable as a stereotype. This trait usually belongs to a character who has a minor role in a story such as a supporting character like a loyal servant, an honest worker, etc. In the other hand, round characters have multiple personality traits and therefore, resemble real people. This is usually belongs to a character who has an important role in a story such as the main character, such as Shakespeare in *Hamlet* and many others.

The last classification is based on character stability. In this classification, the characters involved in a novel are divided into two types namely static and dynamic character. In relation to this classification, Griffith stated that characters who remain the same throughout a work are called static characters<sup>36</sup>. However, characters who change in the course of the work are called dynamic characters. Moreover, usually round characters change and flat characters remain the same; but not always.

Sometimes simple and complex characters also connected with dynamic and static characters. Simple characters mean characters who show only one or two personality traits. They only face a certain problem that does not cause a

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<sup>36</sup> *Op. Cit.*, p. 30.

complex mental obsession. Complex characters have multiple personality traits. They face many problems and have mental obsession which is complex enough.

In addition, since characters are people in narratives, therefore they can be treated as humans or figures who have human aspects. There are three human aspects in order to appraise a character which is physical, sociological and psychological aspects. Physical aspect involves a character's age, height, weight, color of hair, eyes, skin, posture, appearance, defects and heredity. Next, sociological aspect involves a character's social class or status, occupation, education, home-life, religion, race, nationality, etc. last, psychological aspect deals with a character's moral standard, personal premise, ambition, frustration, disappointment, attitude, manners, way of thinking, etc.

## 2) Characterization

Characterization refers to the author's presentation and development of characters. It is an obvious description of the characters in fiction as seen in their attitudes, behavior, the way of thinking, environment, habit, emotion, desire and instinct. Characterization is the way the author presents the attitude and personality of the characters.

Moreover, Ewen in Fu's book stated that characterization can be accomplished through two methods; direct definition and indirect definition. Direct definition is description of a character's traits by an adjective (e.g., he was good hearted), an abstract noun (e.g., his goodness knew no bounds), or possibly

some other kind of noun (e.g., he was a real hero) or part of speech (e.g, he loves only himself)<sup>37</sup>.

On the contrary, indirect presentation depicts character traits through the means of action, speech, external appearance and environment. In addition, another widely used means of presenting character traits indirectly is to highlight the character's manner of speech, which may reveal his occupation, ethnic background, or social status (Rimmon-Kenan)<sup>38</sup>.

In case of external appearance, it may also be utilized the indirect characterization. As Rimmon-Kenan points out, the relation between external appearance and character traits that have been widely used since the creation of fiction. Moreover, a personality trait of a character can be implied by such aspect of his environment as physical surrounding (room, house, street, town) as well as his human environment (family, social class).

Similarly, Esten stated:<sup>39</sup>

*Ada beberapa cara dalam menggambarkan tokoh-tokoh. Pertama, secara analitik, yaitu pengarang langsung menceritakan bagaimana watak tokoh-tokohnya. Kedua, secara dramatis. Pengarang tidak langsung menceritakan bagaimana watak tokoh-tokoh ceritanya. Misalnya: melalui penggambaran tempat dan lingkungan tokoh, bentuk-bentuk lahir (potongan tubuh dan sebagainya), melalui percakapan (dialog) dan melalui perbuatan sang tokoh.*

In this case, Esten told that character's characterization is revealed in two techniques namely analytic and dramatic techniques. Analytic technique means

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<sup>37</sup> Yuan Shen Fu, *Narrative Strategies in Robert Cormier's Young Adult Novels (Dissertation)*, (Ohio: Ohio State University (online), 2006), <http://www.scirus.com> p. 38 December 10<sup>th</sup>, 2008.

<sup>38</sup> Ibid. p. 39.

<sup>39</sup> Mursal Esten, *Kesusasteraan: Pengantar Teori dan Sejarah*, (Bandung: Angkasa, 1988), p. 27.

the author narrates the character's characterization directly. On the other hand in dramatic techniques, the author reveals the character' characterization indirectly, such as through its dialogue and actions.

In short, character's characterization in a novel can be revealed through two distinctive technique called direct definition or analytic technique (using an adjective, abstract noun, noun or part of speech)and indirect presentation or dramatic technique (using manner of speech, external appearance, the environment and actions).

Fatchul Mu'in stated that characterization of characters can be revealed based on:<sup>40</sup>

- \* What the author tells about the character.
- \* The description of his appearance, clothes, house, etc.
- \* How he speaks about himself.
- \* His way of thinking.
- \* How the other characters speak about him.
- \* How the other characters speak with him.
- \* How the other characters' reaction to him.
- \* How his reaction to other characters.

Therefore in case of the devices of characterization stated above, characterization of a character can be obtained from three courses. First is from the author explanation or narration about the character. The author narrates to the readers how a character physically, sociologically and psychologically looks like.

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<sup>40</sup> Fatchul Mu'in, *Pengantar Studi Sastra*, (Banjarmasin: Pendidikan Bahasa Inggris FKIP UNLAM, 2002), p.36.

Next is from the character itself. This means that characterization can be obtained by analyzing the character's utterances (either about himself or other characters), way of thinking and reactions toward other characters or occurring events, etc. The last is from other characters who are involved in the story. In this case, characterization can be obtained through the way of other characters react and speak about and with the intended character.

#### 4. Vocabulary

Vocabulary is list of words with their meaning as a form of language. It often used to communicate in many fields in life. Vocabulary is most frequently taught and used in a spoken or written context. All the words of a language are used by a person, class, profession. Sometimes all the words are recognized and understood by a particular person, although not necessarily used by him.

Burton mentioned the source of this wealth of words is the fusion of some languages of conquerors. The fusion that took place between the Anglo-Saxon (or Old English) language of the English already enriched by Celtic and Latin words and Norman-French language of the conquerors of 1066. This resulted in profound changes in English vocabulary.<sup>41</sup>

The definitions of the word "vocabulary" are various. According to A.S. Hornby, vocabulary is the total number of words in a language.<sup>42</sup> Webster stated

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<sup>41</sup> -, "English Language", [http://en.literature.org/pnd/english\\_language](http://en.literature.org/pnd/english_language), p. 4.

<sup>42</sup> A.S. Hornby,., *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 1331.

that vocabulary is a list of words usually arranged, defined, explained and translated alphabetically.<sup>43</sup>

In this research, the researcher defines vocabulary as a list of English words with their meaning. Vocabulary is total number of words to form a language. And language used by a person to communicate with other person. For this reason, it is very important for them to gaining wider vocabulary store.

a. The Importance of Vocabulary

There are some opinions from the experts that showed the importance of vocabulary. Harris stated that vocabulary and grammar are two important elements shared by all four skills.<sup>44</sup>

Unlike Harris who placed vocabulary as important as grammatical structure or the other components of language, David Wilkins in Thornbury's book compared the importance of vocabulary and grammar and made the summary as:

“without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed.... If you spend most of your time studying grammar, your English will not improve very much. You will see much improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost everything with words”.<sup>45</sup>

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<sup>43</sup> Webster, *New Webster Dictionary*, (New York: Practice Hall inc, 1992), p. 486.

<sup>44</sup> Haris P. David, *Testing English Language as a Second Language*, (New York: McGraw Hill Bokk, 1969), p. 9.

<sup>45</sup> Scott Thornbury, *How to Teach Vocabulary*, (England: Pierson Education Limited, 2002), p.13.



Grammar and vocabulary are two components which cannot be separated in learning language. One completed each other. Grammar is focused in arrange sentence into good arrangement. But saying the meaning in speaking is using words or vocabulary. So having more vocabulary is needed to communicate. No doubt that learning vocabulary is very important because it is basic source to express idea and thought in communication.

Once someone has to understand the fundamental grammatical apttern of language, his next task is to learn the vocabulary or at least that part of its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit or has particular urposed and we continue to learn new words as long as we live.<sup>46</sup>

Learning language is not only limited in a period of time but continues along live. Someone cannot learn those words in length of time because it depends on his field, profession, environment, etc. So learning vocabulary runs in a long time because there are many words in a language. Like Allah says in the holy Qur'an:

قُلْ لَوْ كَانَ الْبَحْرُ مَدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا (الكهف\18:109)

According to Hockett, the status of vocabulary in David Nunan's book that one of the structure of the day, went so far as to argue that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers said about teaching vocabulary in David Nunan's book, he stated that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, it

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<sup>46</sup> Ronald H. Sitorus, *English Vocabulary*, (Bandung: Pionir Jaya, 1993), p.1

will be unable to use the structure and function we may have learned for comprehensible communication.<sup>47</sup>

Learning English as second or foreign language needs a number vocabulary. It is the basic material that have to be learnt because when communicating in limited store of words especially in new language, it will make difficult to express and understand the idea. It cannot associate through explaining the words such as in native language. So it is very important to have many vocabularies.

#### b) Vocabulary Enrichment

There are various ways of helping students to develop their vocabulary. One of them is using book. They are, especially, those that case question and stimulate discussion, another high source of vocabulary enrichment. It is necessary to read a wide variety of interesting book that are challenged enough so that the new words and ideas can be learnt from the context. For example: magazines, comic, novel and so on.<sup>48</sup>

When reading a variety of book, it will naturally come across words that are not known. Instead of just skipping these words, it can made a note of them. The very act of taking note of a word before looking it up has been shown to greatly enhance the vocabulary skill of the people who do it.

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<sup>47</sup> David Nunan, *Language Teaching Methodology: a textbook for teachers*, (England: Prentice Hall International Ltd, 1991), p. 117

<sup>48</sup> Wanityastuti, *A Descriptive Study on Vocabulary Mastery of the First Year Students of SLTP 1 WonosariYogyakarta 2002* (thesis unpublished), (Yogyakarta: The English Departement Faculty of Teacher Training and Education, 2002), p. 18.

Considerable attention has been paid to the issue of a minimum adequate of vocabulary. West published a list of 1,200 words based on a frequency count of the 2,000 most frequent words in English which he argued provided learners with a minimum adequate vocabulary.<sup>49</sup>

English learners are recommended to have a number of vocabularies. It is needed either to communicate and understand, orally and written. Basic vocabularies of 1,200 words are suggested to English learners as first source in English language. These 1,200 vocabularies are high frequency words. By knowing the 1,200 words with the highest frequency, one would know 80 % of the words in those texts. The numbers look even better than this if someone wants to cover the words that come across in an informally spoken context. Then the 1,200 most common words would cover 96 % of the vocabulary.

In this research, the writer will discuss about high frequency words and, on the contrast, low frequency words as couple of high frequency words. Knowing 1,200 English words, one could understand quite a lot of English, and even read a lot of simple material with less problems.

#### a. Levels of Vocabulary

Vocabulary levels talks about the frequency of words used in reading, writing and daily activities. Vocabulary can be divided into four levels largely on the basis of how often it occurs in the language (its frequency) and how widely it occurs (its range).<sup>50</sup>

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<sup>49</sup> David Nunan, *Op. Cit.*, p. 118.

<sup>50</sup> I.S.P. Nation, *Teaching Vocabulary: Strategies and Technique*, (USA: Heinle Cengage Learning, 2008), p. 7.

### 1) High Frequency Words

The most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed in formal and informal uses of the language, in speech and writing, and in novels, conversation, newspapers and academic texts.<sup>51</sup>

High frequency words consist of around 1,200 word families. It may be noticed several things about it. First, most of the words are quite short. Second, 169 of the 1,200 word families are function words. Third, most of these words are ones that even very young native speakers of English are likely to know. They are very common words that are needed daily of using English.

The high frequency words of English have the following characteristic:

- a) Each high frequency word occurs very often, so the effort of learning it will be repaid by plenty of opportunities to meet and use it.
- b) The high frequency words are useful no matter what use is made of both oral and written use, and both formal and informal use. They are useful when reading newspapers, novels and academic texts. They are useful when writing assignment, letters, taking part in conversation and giving formal talks.
- c) Because of their frequency and wide range they make up a very large proportion of the running words in all kinds of texts and language use.
- d) They are relatively small group of words (1,200) that could be covered in a school teaching program over three to five years.

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<sup>51</sup> *Ibid.*

In order to know which are the most frequent words, it can be read or listened to a lot of English and list the words that are used, showing which ones are used most often and which are used least often.

## 2) Academic Words

It is usually possible to find a vocabulary that consists of words that are not from the most frequent words but that are frequented and widely used within that specialized area.

The most well researched special purpose area for vocabulary is academic writing.<sup>52</sup> Academic writing includes academic textbooks like economics or geography texts, academic articles such as articles from journals and laboratory manuals.

Academic words do not occur so often in other kinds of language use. Less than 2 % of the running words in conversation are from the Academic Word list. These words are very important for learners who will use English for academic study either in upper secondary schools or in universities or technical institutes.

## 3) Technical Words

Technical words are clearly important for anyone who specializes in a particular area.

There have not been many statistical studies of technical vocabulary, but a best guess, it would seem that at least 20 % of the running words in most technical text, such as botany, anatomy, geology textbooks, are likely to be technical words.

## 4) Low Frequency Words

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<sup>52</sup> *Ibid.*, p. 8-9.

Low frequency words are a diverse group. They include (1) words that are not quite frequent or wide range enough to be high frequency words such as accusation, acid, etc, (2) technical words from other areas – one person’s technical vocabulary is another person’s low frequency vocabulary, and (3) words that just occur rarely. Of only single-word items are counted, English probably has a low frequency vocabulary of over 10,000 word families.<sup>53</sup>

Low frequency words have the following characteristic:

- a) Each word does not occur very often
- b) Most low frequency words have a very narrow range. They are not needed in every use of the language
- c) The low frequency words make up a very small proportion of the running words in a text, once proper noun are excluded usually less than 10 % of the running words
- d) They are a very large group of words, numbering well over 100,000

b. Table of 1,200 high frequency words

The words in this words bank are listed in the order of their frequency of use in everyday writing. Since **the** is the most frequently used word in our language, its number is one in the words bank. The first 25 words are used in 33% of everyday writing, the first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

Table 1.1 List of 1,200 High Frequency Words

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<sup>53</sup> *Ibid.*, p. 14.

1 the	301 living	601 shape	901 divide
2 of	302 black	602 eight	902 supply
3 and	303 eat	603 edge	903 laid
4 a	304 short	604 soft	904 dear
5 to	305 United States	605 village	905 surprise
6 in	306 run	606 object	906 gun
7 is	307 book	607 age	907 entire
8 you	308 gave	608 minute	908 fruit
9 that	309 order	609 wall	909 crowd
10 it	310 open	610 meet	910 band
11 he	311 ground	611 record	911 wet
12 for	312 cold	612 copy	912 solid
13 was	313 really	613 forest	913 northern
14 on	314 table	614 especially	914 flower
15 are	315 remember	615 necessary	915 star
16 as	316 tree	616 he's	916 feed
17 with	317 course	617 unit	917 wooden
18 his	318 front	618 flat	918 sort
19 they	319 American	619 direction	919 develop
20 at	320 space	620 south	920 shoulder
21 be	321 inside	621 subject	921 variety
22 this	322 ago	622 skin	922 season
23 from	323 sad	623 wasn't	923 share
24 I	324 early	624 I've	924 jump
25 have	325 I'll	625 yellow	925 regular
26 or	326 learned	626 party	926 represent
27 by	327 brought	627 force	927 market
28 one	328 close	628 test	928 we're
29 had	329 nothing	629 bad	929 flew
30 not	330 though	630 temperature	930 finger
31 but	331 idea	631 pair	931 expect
32 what	332 before	632 ahead	932 army
33 all	333 lived	633 wrong	933 cabin
34 were	334 became	634 practice	934 camp
35 when	335 add	635 sand	935 danger
36 we	336 become	636 tail	936 purpose
37 there	337 grow	637 wait	937 breakfast
38 can	338 draw	638 difficult	938 proper
39 an	339 yet	639 general	939 coat
40 your	340 less	640 cover	940 push
41 which	341 wind	641 material	941 express
42 their	342 behind	642 isn't	942 shot
43 said	343 cannot	643 thousand	943 angry
44 if	344 letter	644 sign	944 southern
45 do	345 among	645 guess	945 dress
46 will	346 able	646 forward	946 bag
	347 dog	647 huge	947 proud
	348 shown	648 ride	948 neck
	349 mean	649 region	949 breath
	350 English	650 nor	950 strength

47 each	351 rest	651 period	951 member
48 about	352 perhaps	652 blood	952 twelve
49 how	353 certain	653 rich	953 mine
50 up	354 six	654 team	954 company
51 out	355 feel	655 corner	955 current
52 them	356 fire	656 cat	956 pound
53 then	357 ready	657 amount	957 valley
54 she	358 green	658 garden	958 double
55 many	359 yes	659 led	959 till
56 some	360 built	660 note	960 match
57 so	361 special	661 various	961 average
58 these	362 ran	662 race	962 die
59 would	363 full	663 bit	963 liquid
60 other	364 town	664 result	964 alive
61 into	365 complete	665 brother	965 stream
62 has	366 oh	666 addition	966 provide
63 more	367 person	667 doesn't	967 drink
64 her	368 hot	668 dead	968 experience
65 two	369 anything	669 weight	969 future
66 like	370 hold	670 thin	970 tomorrow
67 him	371 state	671 stone	971 drove
68 see	372 list	672 hit	972 population
69 time	373 stood	673 wife	973 finish
70 could	374 hundred	674 island	974 station
71 no	375 ten	675 we'll	975 shook
72 make	376 fast	676 opposite	976 stage
73 than	377 felt	677 born	977 oxygen
74 first	378 kept	678 sense	978 poem
75 been	379 notice	679 cattle	979 solution
76 its	380 can't	680 million	980 burn
77 who	381 strong	681 anyone	981 cent
78 now	382 voice	682 rule	982 electricity
79 people	383 probably	683 science	983 everybody
80 my	384 area	684 afraid	984 rate
81 made	385 horse	685 women	985 dust
82 over	386 matter	686 produce	986 worth
83 did	387 stand	687 pull	987 community
84 down	388 box	688 son	988 captain
85 only	389 start	689 meant	989 bus
86 way	390 that's	690 broken	990 protect
87 find	391 class	691 interest	991 cook
88 use	392 piece	692 chance	992 raise
89 may	393 surface	693 thick	993 further
90 water	394 river	694 sight	994 steam
91 long	395 common	695 pretty	995 guide
92 little	396 stop	696 train	996 discover
	397 am	697 fresh	997 plain
	398 talk	698 drive	998 usual
	399 whether	699 lead	999 seat
	400 fine	700 break	1000 accept



93 very	401 round	701 sit	1001 police
94 after	402 dark	702 bought	1002 consider
95 words	403 past	703 radio	1003 dozen
96 called	404 ball	704 method	1004 baseball
97 just	405 girl	705 king	1005 rubber
98 where	406 road	706 similar	1006 symbol
99 most	407 blue	707 return	1007 support
100 know	408 instead	708 corn	1008 exactly
101 get	409 either	709 decide	1009 industry
102 through	410 held	710 position	1010 they're
103 back	411 already	711 bear	1011 beneath
104 much	412 warm	712 hope	1012 laugh
105 go	413 gone	713 song	1013 groceries
106 good	414 finally	714 engine	1014 popular
107 new	415 summer	715 board	1015 thank
108 write	416 understand	716 control	1016 quarter
109 our	417 moon	717 spread	1017 climbed
110 me	418 animals	718 evening	1018 continue
111 man	419 mind	719 brown	1019 potatoes
112 too	420 outside	720 clean	1020 receive
113 any	421 power	721 wouldn't	1021 design
114 day	422 problem	722 section	1022 president
115 same	423 longer	723 spent	1023 charge
116 right	424 winter	724 ring	1024 mistake
117 look	425 deep	725 teeth	1025 hospital
118 think	426 heavy	726 quiet	1026 remain
119 also	427 carefully	727 ancient	1027 service
120 around	428 follow	728 stick	1028 increase
121 another	429 beautiful	729 afternoon	1029 students
122 came	430 everyone	730 silver	1030 insects
123 come	431 leave	731 nose	1031 address
124 work	432 everything	732 century	1032 sincerely
125 three	433 game	733 therefore	1033 dollars
126 must	434 system	734 level	1034 belong
127 because	435 bring	735 you'll	1035 bottle
128 does	436 watch	736 death	1036 flight
129 part	437 shell	737 hole	1037 forget
130 even	438 dry	738 coast	1038 bicycle
131 place	439 within	739 cross	1039 secret
132 well	440 floor	740 sharp	1040 soldier
133 such	441 ice	741 fight	1041 silent
134 here	442 ship	742 capital	1042 structure
135 take	443 themselves	743 fill	1043 height
136 why	444 begin	744 deal	1044 observe
137 help	445 fact	745 busy	1045 indicate
138 put	446 third	746 beyond	1046 railroad
	447 quite	747 send	1047 knife
	448 carry	748 love	1048 married
	449 distance	749 cool	1049 suggested
	450 although	750 cause	1050 entered

139 different	451 sat	751 please	1051 magazine
140 away	452 possible	752 meat	1052 agree
141 again	453 heart	753 lady	1053 fifty
142 off	454 real	754 west	1054 escape
143 went	455 simple	755 glad	1055 threw
144 old	456 snow	756 action	1056 planet
145 number	457 rain	757 pass	1057 dangerous
146 great	458 suddenly	758 type	1058 event
147 tell	459 easy	759 attention	1059 leader
148 men	460 leaves	760 gas	1060 peace
149 say	461 lay	761 kitchen	1061 spelling
150 small	462 size	762 pick	1062 chapter
151 every	463 wild	763 scale	1063 swimming
152 found	464 weather	764 basic	1064 opportunity
153 still	465 miss	765 happen	1065 immediately
154 between	466 pattern	766 safe	1066 favorite
155 mane	467 sky	767 grown	1067 settled
156 should	468 walked	768 cost	1068 telephone
157 home	469 main	769 wear	1069 repeat
158 big	470 someone	770 act	1070 prepare
159 give	471 center	771 hat	1071 instance
160 air	472 field	772 arm	1072 avenue
161 line	473 stay	773 believe	1073 newspaper
162 set	474 itself	774 major	1074 actually
163 own	475 boat	775 gray	1075 employee
164 under	476 question	776 wonder	1076 review
165 read	477 wide	777 include	1077 convince
166 last	478 least	778 describe	1078 allowed
167 never	479 tiny	779 electric	1079 nobody
168 us	480 hour	780 sold	1080 details
169 left	481 happened	781 visit	1081 muscles
170 end	482 foot	782 sheep	1082 model
171 along	483 care	783 I'd	1083 climate
172 while	484 low	784 office	1084 coffee
173 might	485 else	785 row	1085 whenever
174 next	486 gold	786 contain	1086 serious
175 sound	487 build	787 fit	1087 angle
176 below	488 glass	788 equal	1088 feather
177 saw	489 rock	789 value	1089 determined
178 something	490 tall	790 yard	1090 dictionary
179 thought	491 alone	791 beat	1091 ordinary
180 both	492 bottom	792 inch	1092 extra
181 few	493 check	793 sugar	1093 rough
182 those	494 reading	794 key	1094 library
183 always	495 fall	795 product	1095 condition
184 show	496 poor	796 desert	1096 arrived
	497 map	797 bank	1097 located
	498 friend	798 farther	1098 program
	499 language	799 won	1099 pencil
	500 job	800 total	1100 tongue

185 large	501 music	801 sell	1101 title
186 often	502 buy	802 wire	1102 enemy
187 together	503 window	803 rose	1103 garage
188 asked	504 mark	804 cotton	1104 lose
189 house	505 heat	805 spoke	1105 vegetable
190 don't	506 grew	806 rope	1106 parents
191 world	507 listen	807 fear	1107 style
192 going	508 ask	808 shore	1108 education
193 want	509 single	809 throughout	1109 required
194 school	510 clear	810 compare	1110 political
195 important	511 energy	811 movement	1111 daughter
196 until	512 week	812 exercise	1112 individual
197 form	513 explain	813 bread	1113 progress
198 food	514 lost	814 process	1114 altogether
199 keep	515 spring	815 nature	1115 activities
200 children	516 travel	816 apart	1116 article
201 feet	517 wrote	817 path	1117 equipment
202 land	518 farm	818 careful	1118 discuss
203 side	519 circle	819 narrow	1119 healthy
204 without	520 whose	820 mental	1120 perfect
205 boy	521 correct	821 nine	1121 recognize
206 once	522 bed	822 useful	1122 frequently
207 animal	523 measure	823 public	1123 character
208 life	524 straight	824 according	1124 personal
209 enough	525 base	825 steel	1125 disappear
210 took	526 mountain	826 salt	1126 success
211 four	527 caught	827 speech	1127 traffic
212 head	528 hair	828 forth	1128 yesterday
213 above	529 bird	829 nation	1129 situation
214 kind	530 wood	830 knowledge	1130 realize
215 began	531 color	831 appear	1131 message
216 almost	532 war	832 ate	1132 recently
217 live	533 fly	833 dinner	1133 account
218 page	534 yourself	834 hurt	1134 physical
219 got	535 seem	835 spend	1135 neighbor
220 earth	536 thus	836 experiment	1136 excited
221 need	537 square	837 touch	1137 whisper
222 far	538 moment	838 drop	1138 available
223 hand	539 teacher	839 chair	1139 college
224 high	540 happy	840 east	1140 furniture
225 year	541 bright	841 separate	1141 leather
226 mother	542 sent	842 truck	1142 husband
227 light	543 present	843 sing	1143 principal
228 country	544 plan	844 column	1144 medicine
229 father	545 rather	845 twice	1145 excellent
230 let	546 length	846 particular	1146 operation
	547 speed	847 shop	1147 council
	548 machine	848 unless	1148 author
	549 information	849 spot	1149 organize
	550 except	850 neither	1150 concern

231 night	551 figure	851 met	1151 barbecue
232 picture	552 you're	852 wheel	1152 accident
233 being	553 free	853 none	1153 disease
234 study	554 fell	854 hill	1154 construction
235 second	555 suppose	855 television	1155 motor
236 soon	556 natural	856 bill	1156 affect
237 story	557 ocean	857 solve	1157 conversation
238 since	558 government	858 pressure	1158 evidence
239 white	559 baby	859 report	1159 citizen
240 ever	560 grass	860 farmer	1160 environment
241 paper	561 plane	861 count	1161 influence
242 hard	562 street	862 trade	1162 cancel
243 near	563 couldn't	863 chief	1163 audience
244 sentence	564 reason	864 month	1164 apartment
245 better	565 difference	865 clothes	1165 worse
246 best	566 maybe	866 doctor	1166 transportation
247 across	567 history	867 indeed	1167 frozen
248 during	568 mouth	868 dance	1168 waste
249 today	569 middle	869 church	1169 couple
250 however	570 step	870 original	1170 function
251 sure	571 child	871 enjoy	1171 connect
252 knew	572 strange	872 string	1172 project
253 it's	573 wish	873 sister	1173 pronounce
254 try	574 soil	874 familiar	1174 offered
255 told	575 human	875 onto	1175 apply
256 young	576 trip	876 imagine	1176 improve
257 sun	577 woman	877 blow	1177 stomach
258 thing	578 eye	878 quick	1178 collect
259 whole	579 milk	879 law	1179 prevent
260 hear	580 choose	880 lie	1180 courage
261 example	581 north	881 final	1181 occur
262 heard	582 seven	882 rise	1182 foreign
263 several	583 famous	883 loud	1183 quality
264 change	584 late	884 fair	1184 terrible
265 answer	585 pay	885 herself	1185 instrument
266 room	586 sleep	886 slow	1186 balance
267 sea	587 iron	887 noise	1187 ability
268 against	588 trouble	888 statement	1188 arrange
269 top	589 store	889 hungry	1189 rhythm
270 turned	590 beside	890 join	1190 avoid
271 learn	591 oil	891 tube	1191 daily
272 point	592 modern	892 rode	1192 identity
273 city	593 fun	893 empty	1193 standard
274 play	594 catch	894 twenty	1194 combine
275 toward	595 business	895 broke	1195 attached
276 five	596 reach	896 nice	1196 frighten
	597 lot	897 effect	1197 social
	598 won't	898 paid	1198 factory
	599 case	899 motion	1199 license
	600 speak	900 myself	1200 recommend

277	himself			
278	usually			
279	money			
280	seen			
281	didn't			
282	car			
283	morning			
284	I'm			
285	body			
286	upon			
287	family			
288	later			
289	turn			
290	move			
291	face			
292	door			
293	cut			
294	done			
295	group			
296	true			
297	half			
298	red			
299	fish			
300	plants			

*Source: Word List from Sitton Spelling Sourcebook Series by Egger Publishing, Inc.*

## **F. Method of Research**

### **1. Library Research**

In running the research, the writer chooses library research, which describes characters and characterizations in the novel by using the objective approach as the most appropriate method for this study. The study will make good for using data from novel, journals, article and online resources.

The writer chooses the library research to analyze library materials, which are related to the research. In this library research, there are four main steps namely:

a. Consulting library catalogue

In this step, the writer hunts for references by consulting the catalogues. They guide the writer to get the assumed information contained in the available references.

b. Selecting related references

This is the most crucial step. It is possible that the available references do not contain information needed. The writer must read quickly each references and the reading may end up into nothing valuable at all. If it does, the writer must go on hunting for other references so that, at the end, he hits into the right one.

c. Note-taking from available references

This step is also important. What and which to take into notes will be a matter of trial and error to mention the adequacy of the notes.

d. Picking quotation throughout the novel to establish and understand the characters and characterizations in the novel “The Murder of Roger Ackroyd”

Picking quotation is the guidance in the formulated problem limitation. This means that the problem must be made more operational so that the writer can pick the right quotation. It is not only the matter of the right quotation but also they are adequate to establish the theme of the story.

## 2. Subject and Object of Study

a. Subject of Study

The subject of this study is the novel “The Murder of Roger Ackroyd” by Agatha Christie.

b. Object of Study

The object of this study is the characters and characterization of the novel “The Murder of Roger Ackroyd”.

3. Data and Sources of Data

a. Data

There are two kinds of data in this study, namely primary data and secondary data.

1) Primary data

- a) Data about characters of the novel.
- b) Data about how the author portrays the characters in the novel (characterization).
- c) List of words (vocabulary) related to character and characterization of the novel

2) Secondary data

To complete the primary data, the writer also collects the secondary data namely those, which related to the research object as mentioned in the following:

- a) Description about the concept of literature, novel, character and characterization of the novel.
- b) Description about the novel “The Murder of Roger Ackroyd”, its synopsis, background and biography of Agatha Christie.

c) Description about the analysis of characters and characterization.

b. Sources of Data

The data is collected through sources of data such as the novel itself, text-book, journal and online resources.

4. Techniques of Data Collecting

In this technique, the writer tries to collect some literatures and other library materials, which are related to the study. The data for this study will be taken through the following procedure:

- a. First, the writer will read and comprehend the novel, choose the data dealing with the problem of the study and conduct survey on the next paragraphs and dialogues in the novel.
- b. Then, the writer will take evidences related to the questions from selected data. In answering the question, the writer will add some opinion to support the data. All answers of the questions are supported by theories, which have been reviewed.

5. Techniques of Data Processing and Analysis

a. Techniques of Data Processing

In this study, the writer will use two techniques of data processing, they are:

1) Editing

This technique is used in the purpose of re-examining all of the data collected to make sure whether they have already completed or not yet.



## 2) Clarify

The writer will clarify all of those data in order to make it easier within preparing it.

## 3) Listing

After re-checking the data, the writer makes list of words of character and characterization's analysis then grouping all words.

### b. Data Analysis

After all data are classified properly, the writer will analyze them with descriptive method. The writer also will use objective approach. Analyzed literary works with objective approach is called structural approach. That means to the description of the characters and characterizations of the author in literary works then trying to find synonym of that words which is used in different frequency of vocabulary.

## 6. Research Procedure

There are some steps that are passed through in completing this study, they are:

### a. Preliminary steps

- 1) To hold a prior observation to the number of literatures, which are related to the research.
- 2) To consult the result of the investigation with the guiding lecturer.
- 3) To make a research proposal design to be approved by the Bureau of Thesis Writing of Islamic Education Faculty.

### b. Preparatory steps

- 1) To hold a seminar on the research proposal design.
  - 2) To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research to the literatures which are found in the library.
- c. Research steps
- 1) To collect the number of literatures from several resources.
  - 2) To collect all of those data, process them in a procedural way, organize and then analyze them properly.
- d. Organization steps

Having all the obtained data completed, the writer will organize them soon in the forms of research based on continual guide.

## **G. Organization of Content**

This study is divided into five chapters as follow:

Chapter I : Introduction, which consists of rationale, statement of the problem, reason for choosing the title, purpose of the study, significance of study, literature review, method of research and organization of content.

Chapter II : The Primary Subject which consists of the synopsis of *the Murder of Roger Ackroyd*, the background of *the Murder of Roger Ackroyd* and biography of *Agatha Christie*, elements of novel include characters and characterizations mainly, different frequency of words in characters and characterization and

enriching vocabulary by high frequency word and low frequency word.

Chapter III : Conclusion.