



**MOTIVATION IN JEANNE WAKATSUKI HOUSTON
FEREWELL TO MANZANAR: A STUDY OF THE
MAIN CHARACTER'S EFFORT TO ACHIEVE
HER GOALS**

A Final Project

**Submitted in Partial Fulfillment of the Requirements
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Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah penelitian, Pembimbingan, diskusi dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang di peroleh dari sumber kepustakaan, Wahana elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim Penguji dan pembimbing penulisan skripsi/ tugas akhir /*final project* ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan dengan seperlunya.

Semarang,
Yang membuat pernyataan,

Nurma Himawati
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Allah SWT is the protector of those who have faith from darkness. He will lead them into light (Quran 2: 257)

*I am only one, but I am still one.
I cannot do everything, but I can do something.
And because I can not do everything I will not refuse to do the something that I can do.
(Helen Keller)*

To
My lovely Mother and Father
My beloved Brother and Sister, Yoyok & Hera
My best friend "Z-Berath" in English Education /8D/2002
My "dearest friend"

ABSTRACT

MOTIVATION IN JEANNE WAKATSUKI HOUSTON *FAREWELL TO MANZANAR*: A STUDY OF THE MAIN CHARACTER'S EFFORT TO ACHIEVE HER GOALS. Name: Nurma Himawati. Final Project. English Department. Language and Art Faculty. Semarang State University.

This thesis is an analysis about human characters, especially about the motivation underlying the action. People have their own reason to direct and active behavior toward their goal which is called motivation. Motivation can be classified into intrinsic and extrinsic.

There are three problems of the study, (1) What is the Intrinsic motivation of the main Character, (2) What is the Extrinsic motivation of the main character?, and (3) How is the analysis applied in English Teaching.

To support this study, the writer uses the motivation theories from Zoltan Dornyei, Yelon & Weinstein, Linda Davidoff, Brown, Ross Buck. The writer also uses other theories related to the topic which are gathered from books and websites

The object of this study is the novel entitled *farewell to Manzanar* by Jeanne Wakatsuki Houston. The purposes of the study are to describe the Intrinsic and Extrinsic motivation of Jeanne as the main character of the novel to achieve her goals.

The writer uses Qualitative research as a method of her thesis because the data are in the form of utterances in written words and they are analyzed descriptively. The procedures of collecting data involved several steps. First, the writer reads the novel repeatedly. Second, the writer attempting to find out the concepts of novel, third step is looking at the elements of the novel and the last steps is examining the Intrinsic and Extrinsic motivation of the main character.

The result of the analysis is the Intrinsic and Extrinsic motivation of Jeanne wakatsuki. There are four goal of Jeanne's life. First is she want to be an Odori Dancer, second she want to be a Professional Ballerina, third she want to be a nun and the last is she want to be known and accepted by the people around her.

By studying and analyzing Jeanne Wakatsuki *Farewell to Manzanar*, the writer expects the novel to be involved as a subject in the literary class since it has several values to be delivered to students. The writer also expects readers not just read the novel but also apply good motivation found in this novel, because motivation is the base of human effort to reach his or her goal. And it would be better if the act is not only based on the intrinsic motivation but also extrinsic motivation.

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The writer realizes that this final project is far from being perfect. So that the writer expects to get some criticism and suggestions in order to make this writing better. Hopefully, this writing will be beneficial for everyone.

The Writer

TABLE OF CONTENTS

ABSTRACT	
ACKNOWLEDGEMENTS	
TABLE OF CONTENTS.....	
CHAPTER	
I INTRODUCTION	
1.1 General Background of the Study	1
1.2 Reason for Choosing the Topic.....	4
1.3 Statement of the Problem.....	5
1.4 Objectives of the Study	5
1.5 Significance if the Study	6
1.6 Outline of the Study	6
II REVIEW OF RELATED LETERATURE	
2.1 Psychology	8
2.2 Motivation.....	9
2.3 Types of Motivation.....	11
2.3.1 Intrinsic Motivation.....	12
2.3.2 Extrinsic Motivation	13
2.4 The Elements of Novel.....	14
2.4.1 Character	14
2.4.1.1 Simple or flat characters.....	14
2.4.1.2 Complex or round characters	15
2.4.2 Plot	15
2.4.3 Setting	16
2.4.4 The Point of View	17
2.4.5 Theme	18

III METHOD OF INVESTIGATION

3.1 The Object of the Study	19
3.2 Role of Researcher	20
3.3 Procedure of Collecting Data	20
3.4 Procedure of Analyzing Data	20
3.5 Procedure of Reporting Data.....	21
3.6 The Elements of Novel “ <i>Farewell to Manzanar</i> ”	22
3.6.1 Themes	22
3.6.2 Setting	22
3.6.3 Plot	23
3.6.4 Point of View	24
3.6.5 Character Analysis	25
3.6.5.1 Major Character	25
3.6.5.2 Minor Character	25

IV RESULT OF THE ANALYSIS

4.1 Synopsis of the novel	29
4.2 Result of the Analysis	32

V CONCLUSION AND SUGGESTION

5.1 Conclusions	43
5.2 Suggestions	44

BIBLIOGRAPHY	46
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APPENDICES	48
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CHAPTER I

INTRODUCTION

1.1 General Background of the Study

Human beings are ordinarily curious about each other's, themselves or to convey their ideas related to human experience. In addition, they often ask questions about the reasons for her behavior and action. To satisfy their curiosity they learn through reading literature. Literature is not only gives us a fantasy of enjoying reading, but also takes us to understand and to learn about life experience.

People often tend to interpret it as textbooks or as anything simply that is written. This definition is too broad. Rees, (1973:2) states that:

Literature at least has two different ways in using the word literature. First, literature in the broad sense means anything that is written. This kind of literature is used when people need information. Second, literature in addition, serious sense, means a permanent expression in words of some thought or feeling or idea about life and the world.

Literature is performance in word; it strongly holds our attention seems complete in itself; it is not primary regarded as sources of information, it is offer unique delight satisfaction (Barnet, et. al, 1963:8).

Meanwhile, Connolly as quoted by Koesnosoebroto (1988: 3) states that literature is divided into literature of imagination and literature of knowledge. The literature of imagination interprets experience by victituo is

presentation of persons, ideas and events the author invents of life like image or story that embodies truths of human nature.

Whereas, the literature of knowledge interprets facts, ideas, or happenings. It is based on the people's need of information. The examples of literature of imagination are drama, poem, and novel. The examples of the literature of knowledge are technical books, textbook, etc.

Beside the definition of literature, it is necessary to know why people do study literature. Literature has its roots in one of the most basic human desire, the desire for pleasure. Literature gives pleasure to the reader by imitating life or more precisely by displaying its writer's vision of life as it displays or as the writers think, it should be. For example, a truly good book can speak of imaginary people so vividly that they seem more alive than other people do in real life.

Connolly as quoted by Koesnosoebroto (1988) states that people read literature because of hunger of information or amusement or solace because of an appetite for truth that seems to grow by what it feeds on. They read to discover themselves and their world, to assess their special roles in the universe, to learn the meaning of the personal struggles in which they are engaged. In other words, they want to share experience.

Based on the explanation above the writer draws a conclusion that literature is everything that has ever been written and one of the fine arts. It entertains and gives pleasures and it can imitate life and its problems.

Literature may be divided into novels, plays, short stories, poetry, essays, biographies, magazines and so on.

One of literary works is novel. The word *novel* is derived from the Italian *novella*, the full length novel may consist of over 100.000 words, contain a number of characters. Some of them are fully developed, have more incidents, scenes, or episodes, have a number of settings, and may take place in a long spent of time. It may have more than one theme, may have both minor and major crisis and climaxes. A Prose is longer than a short story. Its chief purpose is usually to entertain, but it may also help readers to understand life and the history of mankind. The novel can also help to make a reader a more understanding person, and more tolerant and more sympathetic toward suffering.

While, Kennedy (1979: 231) states that a novel is a book of length story in prose whose authors tries to creates the sense that, while we read our experience actual life.

Koesnosoebroto (1988: 19) quoted by Hall (1983: 195) states that length allows and perhaps requires the novel multiple structure, it gives space to several protagonists and more character, both round and flat. There may be plots, counterplots, and subplots, stories outside the main story, often arranged for contrast or ironic comment. We also have more space for social and historical complexity, more psychological background of character, motives, and choice. The reason of why character does some actions is called motivation.

Some people seem to be very successful, highly motivated individuals. The energy, the drive, or the directions come from motivation. Motivation is an area of psychology that has gotten a great deal of attention, especially in the recent years. The reason is that we all want to be successful, we all want direction and drive, and we all want to be seen as motivated.

Motivation refers, in a general sense, to processes involved in the initiation, direction, and energization of individual behavior (Parkinson & Colman, 1995: 38).

Based on the theories of motivation, the writer concludes that motivation is condition that activates behavior to refer in general sense of individual behavior. In this study, the writer focuses on the motivation of the main character's effort to achieve her goal in Jeanne Wakatsuki Houston *Farewell to Manzanar* as the topic of my study.

1.2 Reason for Choosing the Topic

There are several reasons why the writer chooses the topic "motivation in Jeanne Wakatsuki Houston's *Farewell to Manzanar*: A study of the main character's Effort to Achieve Her Goal" are as follows:

First, motivation is a great thing in our life that influences all of our activity. Therefore, this topic is important to be analyzed because it gives explanation about motivation of the character in achieving her goal. So, we can take it to be employed in our life.

Second, motivation is very important in learning teaching activity. Learners should have good motivation to get good result in studying. Therefore, by analyzing the motivation of the character in achieving the goal. Hopefully, it can apply the concept of motivation found in the novel *Farewell to Manzanar* in English teaching.

Third, the topic is very significant to the development of literary appreciation or literary analysis because it can be used as the example of literary analysis.

Finally, the writer knows, this topic has not been discussed broadly by students of English Department of UNNES. Therefore, it is necessary for me to explore it. This discussion can give benefit for students majoring in English Literature who interest in psychology. It also can help them to be more optimistic because after reading and analyzing this novel, they can see the struggle of life to become a successful person.

1.3 Statements of the Problem

In this thesis, the writer wants to limit the discussion of the motivation in Jeanne Wakatsuki Houston's novel *Farewell to Manzanar* by presenting the following problem:

- (1) What is the intrinsic motivation of the main character?
- (2) What is the extrinsic motivation of the main character?
- (3) How is the concept of motivation applied in English teaching?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

- (1) To analyze the intrinsic motivation of the main character in the novel.
- (2) To analyze the extrinsic motivation of the main character in the novel.
- (3) To find out the concept of motivation in English teaching.

1.5 Significance of the Study

The significance of the study would be as follows:

- (1) The study would be able to introduce literature to students.
- (2) The study would be able to help the readers to analyze the novel.
- (3) This study is expected to give additional knowledge for people who are interested in learning motivation.
- (4) The result of the study would become a basis or reference for those who want to make analysis in the same fields especially the students of English department of UNNES.

1.6 Outline of the Study

This thesis is divided into five chapters. Each chapter will contain different topic.

Chapter I is the introduction. This chapter explains the background of the study, the reason for choosing the topic, statements of the problem, the objectives of the study, the significant of the study, the method of investigation, and the outline of the thesis.

Chapter II is the review to the related literature. This chapter describes psychology, motivation, the type of motivation, the effort, achieves, the goal, the elements of the novel.

Chapter III is method of investigation. This chapter includes the object of the study, the sources of data, the procedures of collecting data, the procedures of analyzing data the procedure of reporting data, the elements of Jeanne Wakatsuki Houston's novel *Farewell to Manzanar*.

Chapter IV is the result of analysis. This chapter contains of the synopsis of *Farewell to Manzanar* and discussion of the study, they are intrinsic and extrinsic motivation of the main character

Chapter V contains the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Psychology

Psychology touches all aspects of our lives. As society has become more complex, psychology has assumed an increasingly important role in solving much kind of human problems. Psychology means a study of the mind, but since the workings of the mind are manifested in behavior, a more contemporary definition of psychology become highlighting the “study of behavior”. Behavior is including both biological and socio-cultural, and of the uniquely individual demission of experience states (<http://www.bluffton.edu/catalog/courses/psy/>). Psychologists assume that behavior is lawfully determined or caused by prior events.

Psychology is the study of an organism’s thoughts, feelings, and behavior and how these processes are affected by the environment, physical states, and mental states ([http:// www. alleydog.com/glossary/definition.cfm?term: psychology](http://www.alleydog.com/glossary/definition.cfm?term:psychology)).

Most contemporary psychologist would agree on a definition of psychology as the science of the behavior of organism (Ruch, 1967:8)

Moreover, Bootzin and friends (1983:3) define psychology as the study of behavior. Behavior will include thoughts, feelings, and dreams – anything a person does or experiences.

Behavior is any activity that can be observed, recorded, and measured. This includes first, what living beings, or organisms, do – that is, their movements in space. It also includes what people say or write. In addition, behavior includes psychological, or bodily, changes, such as changes in blood pressure or brain waves. Mental processes include thoughts, memories, emotions, motivations, dreams, perceptions and beliefs.

Based on the explanations above, the writer concludes that psychology is the scientific study of behavior including thoughts, feelings, and dreams—anything a person does experience. The word behavior should also be interpreted as any human or animal process or activity that can be objectively observed or measured.

2.2 Motivation

The following definitions of motivation were taken from a variety of psychology textbooks and reflect the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction.

Motivation is derived from the word motive. It is the course of a person to act in a certain way. Motivation can be seen in the choice of activity plus the persistence and intensity with which the activity is pursued (Yelon and Weinstein, 1997:249).

Motives active or a rouse behavior, it meant in fulfilling fundamental biological needs such as those for food, temperature, regulation, water, and so

on (Dafidoff, 1976:277). Motivation is often considered an answer to the question why an action is performed.

Meanwhile, Brown (1980:176) states motivation is inner drive impulse, emotion, or desire that moves one to particular action. Primary motivations, such as hunger, thirst, and the avoidance of bodily injury, must be satisfied for the organism to survive. Secondary motivations, such as affiliation of sex, aggression, and achievement, are important but need not to be satisfied for survival.

Whereas Buck (1988:5) states that motivation is the control of behavior that is the process by which behavior is activated and directed toward some definable goals.

Further more, Dornyei and Otto asquonted by Dornyei, state:

In general sense, motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes where by initial wishes and desire are selected, prioritized, operational zed and (successfully or unsuccessfully) acted out (2001:9).

In achieving a goal, effort is needed. A motivated act is complete when the goal is reached. Effort is conscious exertion of physical or mental power, active or effective force. The total energy expended and work done to achieves a particular purposes or result (www.robcom2000.com/glossary.html). Meanwhile, Hornby (1995) states that effort is the use of much paschal or mental energy to do something. In other words, effort is the act based on certain motivation to achieve particular goal.

Achieve is to succeed in reaching a particular goal status or standard especially by effort, skill, courage, etc (Hornby: 1995). To achieve is to gain with effort, “she achieved her goal despite setbacks” (www.cogsci.princeton.edu/cgi-bin/webwn).

Goal is a statement of intent or an end that a person or a group staves to attain. A goal tends to be more general an objective (see desired outcomes, instructional goal, objectives, and performance goal). Floyd I. Ruch (1967:375) states that the goal is substance, object or environmental condition capable of reducing or temporarily eliminating the complex of internal condition that initiated action. The establishment of goal implies sustained effort and energy directed to it over a longer period of time. An aimed -at target- achievement toward effort is expended. Broad based activities developed to support and realize organization management missions and visions (www.oly-us/sqn/glossary.htm).

From the definition above most motivation theorist assumes that motivation is involved in the performance of all learned behavior will not occur unless it is energized toward some definable goals.

2.3 Types of Motivation

One of the most general and well – known distinctions in motivation theories is that of intrinsic versus extrinsic motivation. Vallerand (1997) as quoted by Dörnyei (2001: 27) states:

The paradigm has been explored in over 800 publications to date. Intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment.

2.3.1 Intrinsic Motivation

Intrinsic motivation occurs because whatever activity is being pursued satisfies a deeply felt personal need. Intrinsic motivation is engaging in behavior out of curiosity, sense, challenge and internal sense of gratification.

In addition, Vallerand as quoted by Dornyei (2001:27-28) states that intrinsic motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction. Vallerand also adds that there are three sub-types of intrinsic motivation:

- (1) To learn (engaging in an activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world).
- (2) To get achievement (engaging activity for the satisfaction of surpassing oneself, coping with challenges, and accomplishing or creating something).
- (3) To experience stimulation (engaging in activity to experience pleasant sensation).

The three behaviors above show that any activity is not pursued by any reward from the outside of the individual, but actualized by the inner drive of the individual itself for the sake of the individual pleasure and satisfaction.

2.3.2 Extrinsic Motivation

Extrinsic motivation is engaging in behavior to attain a reward or to avoid a punishment from external source. We also can say that extrinsic motivation refers to situation in which we do act because we expect some external reward.

Vallerand as quoted by Dornyei (2001:27) states that extrinsic motivation involves performing behavior as a means to the end that is to receive some extrinsic reward or to avoid punishment.

Furthermore, Dornyei (2001:28) divides extrinsic motivation into four sub-types:

- (1) External regulation refers to motivation coming entirely from external sources such as reward or threats.
- (2) Interjected regulation involves externally imposed rules that the people accept as norms to be followed in order not to feel guilty.
- (3) Identification regulation occurs when the person engages in an activity because he or she highly values and identifies with the behavior, and sees its usefulness.
- (4) Integrated regulation is involving chanceful behavior that is fully assimilated with the individual's other values, need, and identity.

In this study, the writer will use intrinsic and extrinsic motivation to analyze the motivation of the main character's effort to achieve her goals in Jeanne Wakatsuki Houston's novel *Farewell to Manzanar*.

2.4 The Elements of Novel

It is important to study the elements of novel in order to understand and enjoy the novel well. The purpose of this analysis is to clarify the story and to discover its meaning.

2.4.1 Character

Abraham as quoted by Koesnosoebroto (1988:28-29) stated that the definition of character is:

The persons in a dramatic or narrative work, endowed with moral and dispositional qualities that are expressed in what they say, i.e., dialogue in the character's temperament and moral nature for his speech and action constitute his motivation.

In general, characters are people who inhabit the story.. Forster as quoted by Kenney (1966:28 –29) divided the characters into flat and round characters.

2.4.1.1 Simple or flat characters

The flat character is less the representation of a human personality than the embodiment of a single attitude or obsession in a character. Forster calls this kind of character flat because we see only one side of him.

2.4.1.2 Complex or round characters

The round character is obviously more lifelike than the simple, because in life people are not simply embodiments of single attitudes.

On the basis of importance, we can distinguish two types of character, main or major character, and minor character. Major character is the most important character in a story. She needs other characters to make the story more convincing and lifelike. Minor characters are less important than those of the main.

2.4.2 Plot

There are some definitions of plot. According to Connolly, Hall, and Foster as quoted by Koesnosoebroto (1988), the plot is the arrangement of the details and incidents in a story. Hall also defines plot as what happens in a story, the story has organized development a usually chain linking cause and effect. While Foster defines plot as the arrangement of even to show cause and reveal theme.

Usually, plot has a beginning, middle, and an end. The beginning or incentive moment acquaints the reader with situation in general. In this moment, the writer introduces the characters, describes the background, the place and time of the even, and suggests the basic lines of the conflict. The middle or complication describes or the troubles in the conflict. While, climax is the crisis or the peak of conflict in the

story. Finally, the story arrives at resolution, which is the point where the problems or conflict of the plot is solved.

Here the writer can say that plot is how the story is arranged in order that it can be followed and enjoyed by readers; it can be said how the story goes to arrangement of importance event.

2.4.3 Setting

The evidence of setting is the scenery and the properties, artificial or natural, as well as the time and the light of day, the mood or atmosphere, the culture, and the people who are not characters. Setting is created largely by descriptions of places, objects, seasons, and sounds (<http://the.//a.\LITERARY-ANALYSIS.nun>).

Abraham as quoted by Koesnosubroto described setting as follows. Setting as the general locale and the historical time in which the actions occur in the narrative dramatic work, while the setting of the episode or scene within a work is the particular physical location in which it takes place (1988: 80).

From that description, the writer tends to say that setting is where and when the story takes place

2.4.4 The Point of View

Point of view is the angle from which the events are seen or narrated, from the outside from the inside, from above or below. Stated simply, it is a term for who tells the story and how the story gets told.

Foster (1999: 331) classified the point of view into three kinds.

They are first person, second person, and third person point of view.

- a. First person point of view is a narrator who is a character in the story and refers to herself as “I”. The story is told therefore, from that character’s individual perception of reality.
- b. Second person point of view is narrator who addresses “you” directly. Reading such story is similar to the experience of reading letter.
- c. Third person point of view. There are three kinds of the third person point of view.
 - (1) Omniscient: a non-participating narrator who knows everything that is free to move at will in time and place, to shift from character to character, and to report speech and actions. This narrator also has privileged access to the character’s thoughts and feelings and motives, as well as to their actual speech and actions.
 - (2) Limited Omniscient: A non-participating narrator who sees the events of the story through the eyes of single character.
 - (3) Objective: A non-participating narrator who does not enter the mind of any characters but simply describes the events as they occur. This narration is similar to the way a movie camera would record the event of a strong.

From those descriptions, the writer tends to say that point of view is the most complex element of fiction. Although it lends it self to analysis, definition, and diagrams, it is finally a question of relationship among writer, character, and reader.

2.4.5 Theme

Pickering and Hoeper (1981:61) defined that the definition of theme is:

The central idea or statement about life that is unifies and controls the total work. Theme is not the issue, or problem, or subject with which the work deals, but it is the comment or statement the author makes about that subject as it necessarily and inevitably emerges from the interplay of the various elements of the work.

According to Serayawati (2000:2), theme is the meaning, the central and unifying concept of the story. It must be expressed in the form of statement with a subject and predicate. It must be stated as generalization about life. Theme is the central idea, the author's message to the readers. Theme is what the story about. A story may be about a family happiness love, sadness, tragedy, death, or jealousy.

CHAPTER III

METHOD OF INVESTIGATION

The data is analyzed in order to answer the research problems. In this thesis, the writer used qualitative method in analyzing the novel. According to Mc Miollan (1989:414), qualitative analysis is system process of selecting, categorizing, comparing, synthesis zing and interpreting to provide explanation of a single phenomenon of interest. From that explanation, the writer learns accounting, but rather with analyzing synthesizing and interpreting phenomenon of life.

In this chapter, the writer explains the methodology that she used in her final project. There are three subchapters. The first subchapter is the object of the study. The second subchapter is the source of data and the last subchapter is procedure.

3.1 The Object of the Study

The object of this study is a novel written by Jeanne Wakatsuki Houston's entitled *Farewell to Manzanar*. The novel was published firstly in 1973. This novel is about Jeanne Wakatsuki Houston's story of being taken from her home to go to a Japanese internment camp during World War II. It is not only about her experiences in the camp but also about her family before and after the World War II.

3.2 Role of Researcher

Here the researcher collects and analyses the data from this novel. It means that she is a data collector and data analyzer.

3.3 Procedure of Data Collection

There are two types of data source in this final project. This first source is called primary source. It is source from which the main data of the analyzing were taken. They are taken from the object of the study that is a novel *Farewell to Manzanar*. The second source is called secondary source. It is source from which the supporting data were taken. It involves theory of fiction, and biography of the writer of the novel. Those data were taken from books, dictionary, and websites. In writing this thesis, the writer took several types. They are:

- (1) Reading the novel *Farewell to Manzanar* repeatedly to understand the content of the story,
- (2) Attempting to find out the concepts of novel,
- (3) Looking at the elements of the novel, and
- (4) Examining the intrinsic and extrinsic motivation of the main character.

3.4 Procedure of Data Analysis

After the writer finished collecting the data, she analyzed the provided data using the psychoanalytic theory. The steps in analyzing data were:

(1) Categorizing Data

Categorizing the data refers to the process of selecting the data that appear in the object of the study. In this case, the writer selects the data based on the topic that is the motivation of the main characters in *Farewell to Manzanar*.

(2) Interpreting Data

It refers to give the interpretation of the quotation that had been categorized. The main characters of this method is showing or clarifying the meaning of the quotation.

(3) Drawing conclusions

After categorizing data and interpreting data, the writer gives conclusions to complete the final project.

3.5 Procedure of Reporting the Data

The reporting of this study is in the form of analyzing the motivation in the story. In writing the result of the analysis, the writer used descriptive method. It involves the description and the interpretation of the data. In this thesis, the writer used descriptive analysis to relate the following issues:

- (a) To do the analysis of the main character of the novel and
- (b) To describe the main character in intrinsic and extrinsic motivation theories connected to the topic, they are the concepts of the novel *Farewell to Manzanar* written by Jeanne Wakatsuki Houston.

Based on the explanation above, the writer describes the motivations of Jeanne as a main character in reaching her goals. In supporting the thesis, the writer did not only report the analysis of motivations but also showed theories related to the analysis of the novel. They were the definitions of psychology, motivations, novel and its elements.

3.6 The Elements of Novel in “*Farewell to Manzanar*”

3.6.1 Themes

Racial prejudice, the strain of the war, and the gradual decline of the family are all issues with grave thematic import in the memoir. The impact of these weightily issues on a young girl’s adolescence is the focus of the text, and the sole reason for its existence.

3.6.2 Setting

(a) Time: World War II

December 1941 until 1951 (after bombing of Hiroshima)

(b) Place:

The first places are in the Ocean Park, California, U. S. A.

“Wakatsuki family lived in a big frame house with a brick fireplace, a block back from the beach. At that time Wakatsuki family is the only Japanese family in the neighborhood”. (P.8)

The second place is Terminal Island. There were many canneries on this man-made island during the time of the internment. Lot of people with Japanese ancestry was employed there.

“After Papa gone and no way of knowing what to expect, my mother moved all of us down to Terminal Island. Woody already lived there and one of my older sisters had married a Terminal Island boy”. (P. 8)

The third one is Boyle Heights, U. S. A, this was a minority ghetto in downtown LA that was mainly inhabited by Chicanos before the war. The Wakatsukis moved there after the eviction from Terminal Island.

” It is another minority ghetto, in down town Los Angeles that was mainly inhabited by Chicanos before the war”. (P.11)

The fourth place is Manzanar U. S. A.

“It has been a desert ever since its water started flowing south into LA, sometimes during the twenties. In the spring of 1943 Wakatsukis moved to block 28, that’s where we stayed until the end of the war”. (P. 69)

The last place is San Jose.

“I was senior when we moved. In those days, 1951, San Jose was a large town, but not yet a city. Coming from a big high school in Southern California gave me some kind of shine”. (P. 123)

3.6.3 Plot

(1) Incentive Moment

Jeanne Wakatsuki watched Papa’s crew, Bill and Woody, preparing and checking for the boat before they sailed. She said farewell to Papa’s sardine fleet that had just taken off from Terminal Island.

(2) Complication

Mama Wakatsuki, Bill's wife, Woody wife Chizu, and Jeanne were curious why the boat had not disappeared then someone told them that Pearl Harbor was bombed for having been accused of delivering oil to Japanese submarines offshore.

(3) Climax

Papa came back from his imprisonment in Fort Lincoln. He became violent and abusive to Mama and drank heavily. Wakatsuki's family began to disintegrate. The frustration in camp life became greater that resulted an event called "December Riot". It caused three Japanese died during the riot.

(4) Resolution

They moved from Manzanar to Long Beach and then moved again to San Jose. There, the family began to have a better life. Jeanne went to school while Papa began to take up berry farming.

3.6.4 Point of View

This novel is written based on the first person Point of View for the writers tell own experience during World War II.

"When I had entered kindergarten two years earlier, I was the only Oriental in the class". (P. 9)

"I had never been outside Los Angeles Country, never traveled more than ten miles from the coast, and had never even ridden on a bus." (P. 13)

3.6.5 Character Analysis

3.6.5.1 Major Character

Jeanne Wakatsuki. She is the youngest of the Wakatsuki children. When she is seven years old, she loses her naive, as she grows older. She is cheerful and innocent like a child. She is troubled by racism and normal female adolescence as she matures. She is quite patient to face a man like Papa.

3.6.5.2 Minor Characters

(a) Papa (George Ko Wakatsuki):

Papa has complex character. He also as an *Issei*: (a first-generation of Japanese immigrant). Papa also has a strong sense of honor as Japanese, especially in facing problem during internment in World War II. He is a persevering man because he always has an alternative to make his own money. He becomes abusive and violent after his imprisonment in Fort Lincoln but anyhow his gentle love to his family still exists. He also has a tender heart, it is proven when Eleanor gives a birth to baby, he cries wholeheartedly.

(b) Mama (Rigu Sukai Wakatsuki):

Mama has physical characters, there are: small, buxom, with a classically round face. She is a dignified woman and she is a supportive wife, she always supports his husband and children in making their mind. She also has a strong character because of her status as primary breadwinner and her effort to keep the family

together. Mama is patient; it is proven when she faces Papa's behavior after his imprisonment. Mama is a plump woman who laughs and cries easily. She places a high value on privacy and dignity.

(c) Woodrow (Woody Wakatsuki):

Woody is the third Wakatsuki child. He is a responsible brother; he takes care of the family during Papa's imprisonment. He is always relaxed in solving problems. He also demonstrates his loyalty to America by joining the U.S. Army. The last is, he is hardworking, honest and always optimistic.

(d) Kiyoko Wakatsuki

He is the ninth Wakatsuki child and Jeanne's closest brother. Kiyoko shares many experiences with Jeanne, including being ambushed by children in the Japanese ghetto on Terminal Island and being "a dirty jap" by an old woman in Long Beach.

(e) Eleanor Wakatsuki

She is the second Wakatsuki child and Jeanne's older sister. She leaves the camp with her husband, Shig, to relocate to Reno, Nevada, but returns to camp when Shig is drafted. She gives birth to a baby boy, which leads Mama and Papa to reconciliation.

(f) Bill Wakatsuki

He is the oldest Wakatsuki child. Along with Woody, he serves as one of Papa's crew before the war on his sardine boats. In the camp, he is the leader of a dance band called "The Jive Bombers".

(g) Kaz

He is Jeanne's brother-in-law and Martha's husband. He is stopped by a detachment of frightened military police while monitoring the reservoir with his crew on the night of the December Riot.

(h) Aunt Toyo

She is Ko's favorite aunt. She is the one who gave him money to America in 1913. Woody visits her in 1946 after the bombing of Hiroshima and Nagasaki.

(i) Radine

She is Jeanne's best friend at Cabrillo Homes in Long Beach after the war. Radine's surprise at Jeanne's ability to speak English makes Jeanne realize that while she will not be attacked for being Japanese, she will always be seen as different and non-American. Radine's popularity and recognition in high school further underscore the fundamental differences between her and Jeanne.

(j) Leonard Rodriguez

He is Jeanne's classmate in the high school in San Jose. His willingness to be friends with Jeanne despite her outsider status is admirable, and contrasts their teacher's inherent prejudice against Japanese people.

(k) Interrogator

He is the American military man who gives questions to Papa at Fort Lincoln, North Dakota. He is grilling of Papa on his personal history and his accusation that Papa supplied oil to Japanese submarines represents the U. S. government's tendency to give stereotype Japanese American as traitors.

(l) Fred Tayama

He is the leader of Japanese American Citizen League and the suspected collaborator with the U. S. government. On December 5, Tayama is severely beaten and the arrest of his attackers leads to the December Riot at Manzanar.

(m) Granny

She is Mama's sister, sixty-five at the time of the relocation to Manzanar. Her inability to go to the mess halls is one reason that the Wakatsuki family stops eating together. Granny speaking no English and nearly blind

(n) Chizu

She is Wood's wife. She is on the wharf with Jeanne and Mama when the news of the attack on Pearl Harbor is announced. She is almost like a mother to the younger Wakatsukis.

CHAPTER IV

RESULT OF THE ANALYSIS

In this chapter, the writer presents the synopsis of the novel and the result of the novel analysis. They are intrinsic and extrinsic motivation of the main character's effort to achieve her goal.

4.1 Synopsis of the novel

Beginning with a foreword and a time line, *Farewell to Manzanar* contains an autobiographical memory of Jeanne Wakatsuki Houston's wartime incarceration at Manzanar, a Japanese-American internment camp. On Sunday, December 7 1941, in Long Beach, the family consisting of both parents, Jeanne's brothers and five sisters, and granny were startled by news that Japan had attacked Pearl Harbor, Hawaii. Papa burned his Japanese flag and tore down everything that could indicate him as a Japanese but anyhow he was still arrested by FBI at Fort Lincoln, near Bismarck, North Dakota and released a year later. Then Mama took over her family and moved us to Japanese ghetto on the Terminal Island. In February 1942, President Roosevelt issued Executive Order 9066 ordering Japanese-Americans to evacuate their homes and took up residence in internment camps to Manzanar Relocation Center in desert 225 miles northeast of Los Angeles.

After they arrived there, they found it hard to adjust to the bad condition of the camp. Badly prepared food, diarrhea, lack of privacy,

unfinished barracks, and swirling dust blowing in through every crack and knothole were all they faced. For the highly civilized women like Mama, they considered the indignity of the non-partitioned toilet as an insult. The unity of Wakatsuki began to break down for then they stopped eating together in the camp mess hall. This situation influenced Jeanne's mental condition. She tried to express herself by taking an interest in the other people in the camp and began studying religious question with a pair of nuns. It made her imagine herself as a suffering saint until she experienced sunstroke. Papa knew it and ordered her to stop.

The problem happened in the camp became even greater because of Papa's behavior. His experience during the imprisonment in Fort Lincoln had sent him into a downward emotional spiral. He became violent and abusive to Mama. She was almost stricken by him before Kiyō, Papa's youngest son, succeeded to stop him by punching his face.

The most horrible event ever happened in the camp was what so called as 'the December riot'. Camp life grew difficult as the result of pro Japanese riots and forced loyalty oaths. Many young men, including Woody, disagreed with the older generation and signed up for the military as a means of proving their loyalty. The government issued a Loyalty Oath to distinguish loyal Japanese from potential enemies. People who answered 'No No' to the loyalty questions would be deported, and those who answered 'Yes Yes' would be drafted. For there was no other place to live in , so Papa and Woody decided to be on behalf of 'Yes Yes'.

Camp life calmed down after the riot. The Wakatsukis began to have a better life after moving to a nicer barracks, barracks no. 28. Since then, the children began to go to schools and the residents were allowed to take trips out of camp. Jeanne took an interest of exploring the things inside the camp, taking many activities in her school, and returning to her religious study. again.

By the end of 1944, the number of people in Manzanar dwindled as men were drafted and families took advantage of the government's new policy of relocating families away from the west coast. In December, the U. S. Supreme Court ruled that the internment policy was illegal, and the War Department began preparation to close the camps. The remaining residents, out of fear and lack of prospects, tried to postpone their departure, but eventually they were ordered to leave. Papa decided to leave in style and bought a broken-down blue sedan to ferry his family back to Long Beach.

In Long Beach, the Wakatsukis moved into a housing project called Cabrillo Homes. Though they feared public hatred, they saw little sign of it. On the first day of sixth grade, a girl in Jeanne's class was amazed at Jeanne's ability to speak English, which made Jeanne realize that prejudice was not always open and direct. She later became close friend with the girl, Radine who lived in the same housing project. The two shared the same activities and tastes, but when they moved to high school, unspoken prejudice kept Jeanne from the social and extracurricular successes available to Radine.

Jeanne retreated into herself and nearly drops out of school, but when Papa moved the family to San Jose to take up berry farming, she decided to make another attempt at school life. All homeroom nominated her to be queen of the school's annual spring carnival, and for the election assembly she left her hair loose and wore an exotic sarong. Papa was furious that Jeanne had won the election by flaunting her sexuality in front of American boys. He forced her to take Japanese dance lesson, but she stopped taking the after a short time. As a compromise, she wore a conservative dress to the coronation ceremony, finally she realize that neither the exotic sarong nor the conservative dress represents her true self.

Even though the camp was a prisoner to Jeanne, it provided a security to herself. Her first timid attempts at discovering her true self resulted in disappointment, as she was uncomfortably exploring beyond what was known and certain. But, when she was finally pushed out of the comfort of the camp, she had the deeper realization that in order to understand her identity, her definition of herself must go beyond simply being Japanese or American

4.2 Result of the Analysis

In this part, the writer presents Intrinsic and Extrinsic motivation of the main character's effort to achieve her goal. Here the main character is Jeanne Wakatsuki

(1) Goal : To be Professional Odori Dancer

Intrinsic motivation :

Even at ten years old, before Jeanne really knew what waited out-side the barrack, the Japanese in her could not compete with that. Her visit to the old geisha who lived across the firebreak was a typical example of how those attempts to improve her skill in dancing, especially to be an Odori dancer traditional Japanese dancing.

(1) "I shook my head and told her no, I did not want to do that right now. I had another kind of dancing in mind." (p. 81)

From quotation above Mama told Jeanne to stay away from old geisha, because they were just being mean to her. But, Jeanne still practiced dancing to improve her skill and ignored what mama said.

It shows to us that Jeanne was curious about Odori dancing, this activity was for her pleasure and satisfaction of understanding to something new. Even though her mama disagreed with her decision, she wanted to prove to her self that she could dance as well as the real Odori dancer, a perfect body and popularity are her purpose.

Extrinsic motivation :

Jeanne was interested in traditional Japanese dances. She studied Odori dance with Reiko and Mitsue. Jeanne studied hard in order to be a good Odori dancer. We can see from this quotation:

(2) *“For a while I tried to keep in contact with her lore via the reports of two girls from my class, Reiko and Mitsue, who had stayed on as students. Because they come from wealthy families and spoke and understood both English and Japanese, they had high opinions of themselves whenever I pressed them for details of what they’d learned, they would tease me”. (p. 80)*

(3) *“A good dancer must have good skin”. (p. 80)*

From Quotation (2) and (3) One day she made a mistake in dance movement, so she asked Reiko and Mitsue who mastered this dance more about it. Yet, they just teased her with unimportant things. Like an Odori dancer should do a rub Rose Brilliantine hair ionic on her face and rubbed cold cream in her hair, and that it was not about the dance but about performance in stage. Jeanne did not give up with that, she tried repeatedly.

That description shows us that Jeanne still practiced and learned Odori dancing, although she got a lot of criticism from her friends, she still went on. She wanted to be a profesional Odori dancer to prove to her family that she had a good skill and disserved to get her family affection.

(2) Goal : To be Professional Ballerina

Intrinsic motivation :

Jeanne was interested in extracurricular activities in her school. She joined ballet for the first time. We can see from this quotation;

(4) *“That time it was Ballet. She had never seen Ballet. She had only heard of it. However, it sounded like something she would want to do”. (p.81)*

In quotation (4), ballet was something new for Jeanne after odori dancing. With flat toed shoes, badly frayed, Jeanne tried to learn ballet for the first time.

In short she wanted to be a professional Ballerina in order to learn something new that she never heard and did before and also to satisfy her curiosity in Ballet, because, with ballet she could get a perfect body and experience for her future. She also did it just because she wanted people to look at her as an ordinary girl, not a strange one.

Extrinsic motivation :

The strange, flat-toed shoes, badly frayed, intrigued her. She could not stop watching the spun sidestepping knotholes thick white, blue-veined, tapering sharply from the quivering things. Jeanne was interested in ballet. She joined her older sister in ballet class.

(5) *“I felt so sorry for her I decided to go a head and sign up for her course. But once I left that room, back out into the dusty, wind-flurried afternoon. Ballet seemed then some terrible misuse of the body, and she was so anxious to please us, her very need to hold on to whatever she had been scared me away. (p. 82)*

From quotation (5) she watched her sister dancing the first three ballet positions. After showing the first three ballet positions, she sat down to rest. She took the shoes of and the toes were bleeding. Ballet seemed then to be a terrible misuse of the body and that made

Jeanne scared away. But that is not a big problem because it can not break her motivation.

From the explanation above we know that Jeanne wanted to be a professional ballerina like her sister. Jeanne wanted to get a lot of friend's popularity and to gain her parents' affection like her sister.

(3) Goal : To be a nun

Intrinsic motivation :

(6) *"I resumed my catechism. Once again I was listening with rapt terror to the lives of the saints and the martyrs, although that was not really what attracted me this time". (82)*

In quotation (6) when she was ten, Jeanne was interested in many things, one of which was that she wanted to be a nun. Jeanne had final venture into Catholicism.

(7) *"Old enough to know God
Who knows anything of God at ten?" (p. 84)*

Quotation (7) Jeanne wanted to know her God. She wanted to get closer with him. Although she was only ten years old.

So, Jeanne intrinsic motivation to be a nun is she wanted to get closer to God. By being closer to God she is calmer, wise to face the reality that her father alcoholism. She also wanted to learn something new in Catholicism. She also saw another way that the church might make her into someone quite extraordinary.

Extrinsic motivation :

- (8) *“I had watched a girl in my own age shining at the center of one of their elaborated ceremonies. It appealed to me tremendously”.* (p. 82)
- (9) *A few days later I let it be known that I was going to be baptized into the church and confirmed as soon as the nuns thought. I was ready.* (p. 83)
- (10) *“waching her from the pew I was pierced with envy for the position she had gained. At the same time I was filled with awe and with a startled wonder at the nation that this girl, could become such a queen”.* (p. 83)

From those quotations, we see that among Jeanne is an exploration during that month, after being an Odori and ballet dancer, there was one more final venture into Catholicism. She had watched a girl on her own age shining at the center of one elaborate ceremony. This girl had already been baptized and looked very beautiful.

All of these quotations show us that Jeanne interested to be a nun because a nun dressed like a bride, white lace hood, and sheer veil, walking toward the altar and became a beautiful girl, just like a queen, and that was the reason why Jeanne wanted to be a nun. This means that her extrinsic motivation to be a nun is to get admiration from others or to get an identity that was respected in the society.

(4) Goal : To be as the same as an American

Intrinsic motivation :

(11) *“I never wanted to change my face or to be some one other than myself.” (p. 123)*

From the quotation (11), Jeanne realized that she was proud of her condition and herself. She was proud of her face, her Japanese, her skin, and, all the things in her body. She was proud of herself and did not want to be someone else.

(12) *“I could do that very easily. I wasn’t going to be caught caring about this, or needing it, the way I had needed the majorette position. I already sensed, though I couldn’t have said why, that I would lose either way, no matter how it turned out. My face was indifferent. (p. 125)*

From quotation (12), we see that Jeanne was confident with her oriental face.

(13) *“I instinctively decided I would have to prove that I wasn’t different, that it should not be odd to hear me speaking English.”. (p.144)*

From the definition above, the writer concludes that Jeanne’s Intrinsic motivation to be an American is to get a good achievement to prove to her friend that she can be majorette position. With that position hopefully can eliminate race discrimination in her school.

Extrinsic motivation :

(14) *“The burden fell away, leaving me afloat, and I was a spectator witnessing the nearest to a love scene I would ever see between them. My own perception removed me from it. I was more awed than aware, but I knew whatever I was watching was somehow*

both tender and profound, with an intimacy that made me invisible to them". (87)

Quotation (14) Because of the different ethnic, Jeanne realized that it could make her lose her confidence so she ignored it and shared her love to every one including her nephews.

(15) *"I knew a head of time that if someone looked at me with hate, I would have to allow it, to swallow it, because something in me, something about me deserves it."*(95)

Based on the quotation (15) it is clear that Jeanne hated her condition. She wanted people to recognize her as an ordinary girl not the extraordinary one. All of these really motivated Jeanne to be an ordinary girl.

(16) *"That afternoon, during a reading lesson, she finally asked me if I'd care to try a page out loud. I had not yet opened my mouth, except to smile."*(p.113)

In quotation (16), Jeanne was scared whenever her friends laughed at her, just because of the way she spoke, her language, her face or her body. Therefore, she chose to shut her mouth and she just smiled. She would not get disappointed about her condition.

(17) *I wouldn't be faced with physical attack, or with overt shows of hatred. Rather, I would be seen as someone foreign, or as someone other than American, or perhaps not be seen at all. (p. 113-114)*

In quotation (17), at the age of eleven, in the classroom Jeanne was praised by her friends because she could read a text with no

mistakes. Since that time, she wanted to forget about the different ethnic, physical appearance, or something that indicated her as someone different or as someone other than Americans. She got the spirit and motivation to change her life better than before.

(18) She was probably the best teacher I've ever had. Strict fair-minded, dedicated to her job. Because of her, when we finally returned to the outside World War I was, academically at least, more than prepared to keep up with my peers. (p. 77)

From quotation (18) After the Desember Riots, camp life calmed down and the Wakatsuki family moved to a nicer barrack. The residents were allowed taking short trips outside the camp. Jeanne got a good teacher at school. Because of her teacher, Jeanne had spirit and motivation to go to school. She felt comfortable joining the class. She explored the World inside the camp and tried out various Japanese and American hobbies before taking up baton twirling.

(19) By the time I was desperate to be 'accepted' and baton twirling was one trick I could perform that was thoroughly; unmistakably American- putting on the boots and a dress crisscrossed with braid, spinning the silver stick and tossing it high to the tune of a John Philip Sousa march. (p. 79)

In quotation (19), we can see that, when Jeanne entered high school in Southern California, her friends treated her badly, just because she was Japanese-American. She tried hard to be accepted in school with the boots and a dress crisscrossed with braid, spinning the

silver stick and tossing it high to the tune of a John Philip Sousa march.

(20) Although I couldn't have defined it at the time, I felt that if attention were drawn to me people would see what this girl had first responded to. They wouldn't see me, they would see the slant-eyed face, the Oriental. (p.114)

(21) But another part of me did not want to disappear with the same sort of reaction that sent Woody into the army. I instinctively decided I would have to prove that I wasn't different, that it should not be odd to hear me speaking English. (p. 114)

From the previous quotations (20) and (21), we can see that Jeanne really wanted to be known and accepted by the people around her. No matter how hard she tried, people still thought that Jeanne was not an American girl but an Oriental girl or Japanese girl with slant-eyed face. She was motivated with the condition and she wanted to prove that she was not different from the others.

(22) I knew I could beat the other contestants at their own game that is look like a bobbysoxer. Yet neither could I look too Japanese. I decided to go exotic with a flower-print sarong, black hair loose and a hibiscus flower behind my ear. (p. 124)

Quotation (22), shows that one day, Jeanne's friends nominated her as the queen of the school's annual spring carnival, in order to be chosen, Jeanne left her hair loose and wore an exotic sarong. Jeanne realized that she could not win the competition because of her Japanese face. However, she got other ideas to win the competition. She wore a flower-print sarong and had her black hair

loose and a hibiscus flower behind her ear. Jeanne also considered the way she walked on the stage and showing of her sexuality to American boys.

That definition shows to us that Jeanne extrinsic motivation relates to her integrated regulation. It is involving chanceful behavior that is fully assimilated with the individual's other values, need, and identity. Jeanne wants people will accept her condition, Japanese-American girl. She also can do as the same as another American people, and she also can get a famous figure in beauty contest. Being American, she can get allot of easy way to get what she want in social life, companionship, carrier, and so on.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusions

Farewell to Manzanar written by Jeanne Wakatsuki Houston as one of literary works provides us with a lot of message and values that are important to our lives. One of the precious values in this novel is motivation. Motivation can be caused by external and internal factors, such as environment, childhood, or family life. Based on the result of the analysis, it can be concluded that:

1. *Farewell to Manzanar* novel is full of advantages and motivation to survive in different societies.
2. In this novel, there are four goals of Jeanne as the main character;

- a. First, Jeanne wanted to be professional Odori dancer.

Intrinsic motivation : To get a perfect body and popularity as well as Odori dancer.

Extrinsic motivation : To obtain her family affection

- b. Second, Jeanne wanted to be professional Ballerina.

Intrinsic motivation : Perfect body and experience to be an ordinary girl

Extrinsic motivation : To get a lot of friend and popularity

- c. Third is she wanted to be a nun.

Intrinsic motivation :

Extrinsic motivation :

d. And the last to be as the same as American

Intrinsic motivation : Eliminate race discrimination in Jeanne school

Extrinsic motivation : To get easy ways in social life

3. Motivation is one of the important factors in education. *Farewell to Manzanar* contains abundant advantages, which can be conveyed to students to encourage them to study.
4. Jeanne as the main character in *Farewell to Manzanar* provided the readers some moral values conveyed by the author, which are delightful to follow. The moral values implied are that racial prejudice or discrimination always results in unfairness and that cooperation is the best way to survive especially among family's members, as maintaining family's integrity is essential. We should be creative and multitalented to solve any problems in our life.

5.2 Suggestion

The writer would like to give some suggestions to the readers after analyzing this novel. Novel is not merely writing. It has meaning and lessons to study. It is beneficial to read novels and to observe more carefully in order to get the right understanding of human psychology. This analysis gives us a description about a tough hard life faced by somebody. We know that life has great potential of good or bad experiences. Experience usually leads someone to think much about better strategies to reach the advancement in her life to

face either good or bad experiences, a strong will and family support are badly needed as motivation. The motivation will strengthen an individual to reach her goal of life.

By studying and analyzing *Farewell to Manzanar*, the writer expects that this analysis should be discussed in English class since it has abundant advantages concerning about motivation to convoy. Furthermore, the novel is interesting to read. Not to mention, Jeanne Wakatsuki as the main character is a good figure for students in reaching her goals.

It will be better for teachers and lectures to consider using a novel as an alternative in discussing literary, poetry, drama, though it will be a little difficult for students, but they can broaden their mind of famous figures in the world.

Farewell to Manzanar can be used as a reading material for students of university level. It can broaden their vocabulary because there are so many new words or items. If this novel is used as a reading material, it is somewhat uneasy for students to criticize directly. To overcome this problem, especially for students of English Department of Semarang State University who want to analyze this novel, they have to read this novel first. If they do not understand about the difficult words, it will be better if they try to make themselves accustomed of not consulting a dictionary directly when they encounter difficult words. At least, they will know the meaning of difficult words and new words if they read the context of the word. Last but not least, the writer finally suggests that library should provide more various literatures.

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LIST OF APPENDICES

APPENDIX 1 : BIOGRAPHY OF JEANNE WAKATSUKI

APPENDIX II : SELECTED DATA

FAREWELL TO MANZANAR

APPENDIX I

BIOGRAPHY OF JEANNE WAKATSUKI

Jeanne Wakatsuki Houston was born in Inglewood, California on September 26, 1934. She grew up in Southern California until 1942 when she and her family were evacuated after President Roosevelt signed Executive Order 9066. They were stripped from their home and taken to Manzanar, a Japanese internment camp. They spent the next three years in the there.

Several years after leaving the camp in 1945, Jeanne went to San Jose St.College where she studied sociology and journalism. She met her husband, James, there and they married in 1957 and have three children. She also attended Sorbonne University in Paris. Besides writing, Jeanne has worked as a group worker and a probation officer in San Mateo, California. Jeanne later decided to tell her story about the time she spent in Manzanar in Farewell to Manzanar, co-authored with her husband James D. Houston

This book has been compare to the Diary of Anne Frank and is used in many classrooms in the United States to teach about the internment.

APPENDIX II

SELECTED DATA FAREWELL TO MANZANAR

NO	GOAL	Motivation	
		Intrinsic	Extrinsic
1.	Professional Odori Dancer	<p>“I shook my head and told her no, I did not want to do that right now. I had another kind of dancing in mind.” (p. 81)</p>	<p>“For a while I tried to keep in contact with her lore via the reports of two girls from my class, Reiko and Mitsue, who had stayed on as students. Because they come from wealthy families and spoke and understood both English and Japanese, they had high opinions of themselves whenever I pressed them for details of what they’d learned, they would tease me”. (p. 80)</p> <p>“A good dancer must have good skin”. (p. 80)</p>
2.	Professional Ballerina	<p>“That time it was Ballet. She had never seen Ballet. She had only heard of it. However, it sounded like something she would want to do”. (p.81)</p>	<p>“I felt so sorry for her I decided to go a head and sign up for her course. But once I left that room, back out into the dusty, wind-flurried afternoon, I never did return. Ballet seemed then some terrible misuse of the body, and she was so anxious to please us, her very need to hold on to whatever she had been</p>

3.	She wanted to be a nun	<p>“I resumed my catechism. Once again I was listening with rapt terror to the lives of the saints and the martyrs, although that was not really what attracted me this time”. (82)</p> <p>“Old enough to know God Who knows anything of God at ten?” (p. 84)</p>	<p>scared me away. (p. 82)</p> <p>“I had watched a girl in my own age shining at the center of one of their elaborated ceremonies. It appealed to me tremendously”. (p. 82)</p> <p>A few days later I let it be known that I was going to be baptized into the church and confirmed as soon as the nuns thought. I was ready. I announced this to the sisters and they rejoiced. I announced it at home, and Papa exploded. (p. 83)</p> <p>“waching her from the pew I was pierced with envy for the position she had gained. At the same time I was filled with awe and with a startled wonder at the nation that this girl, this orphan, could become such a queen”. (p. 83)</p> <p>“How are you going to get married”.(p. 83)</p>
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4..	She wants to be known & accepted by the people around her	<p>“The burden fell away, leaving me afloat, and I was a spectator witnessing the nearest to a love scene I would ever see between them. My own perception removed me from it. I was more awed than aware, but I knew whatever I was watching was somehow both tender and profound, with an intimacy that made me invisible to them”. (87)</p> <p>“I knew a head of time that if someone looked at me with hate, I would have to allow it, to swallow it, because something in me, something about me deserves it.”(95)</p> <p>“I never wanted to change my face or to be some one other than myself.” (p. 123)</p> <p>“I could do that very easily. I wasn’t going to be caught caring about this, or needing it, the way I had needed the majorette position. I already sensed, though I</p>	<p>”That afternoon, during a reading lesson, she finally asked me if I’d care to try a page out loud. I had not yet opened my mouth, except to smile.”(p.113)</p> <p>I wouldn’t be faced with physical attack, or with overt shows of hatred. Rather, I would be seen as someone foreign, or as someone other than American, or perhaps not be seen at all. (p. 113-114)</p> <p>She was probably the best teacher I’ve ever had. Strict fair-minded, dedicated to her job. Because of her, when we finally returned to the outside World War I was, academically at least, more than prepared to keep up with my peers. (p. 77)</p> <p>By the time I was desperate to be ‘accepted’ and baton twirling was one trick I could perform that was thoroughly; unmistakably American- putting on the boots and a dress crisscrossed with braid, spinning the silver stick and tossing</p>
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		<p>couldn't have said why, that I would lose either way, no matter how it turned out. My face was indifferent. (p. 125)</p> <p>"I instinctively decided I would have to prove that I wasn't different, that it should not be odd to hear me speaking English." (p.144)</p>	<p>it high to the tune of a John Philip Sousa march. (p. 79)</p> <p>Although I couldn't have defined it at the time, I felt that if attention were drawn to me people would see what this girl had first responded to. They wouldn't see me, they would see the slant-eyed face, the Oriental. (p.114)</p> <p>But another part of me did not want to disappear with the same sort of reaction that sent Woody into the army. I instinctively decided I would have to prove that I wasn't different, that it should not be odd to hear me speaking English. (p. 114)</p> <p>I knew I could beat the other contestants at their own game that is look like a bobbysoxer. Yet neither could I look too Japanese. I decided to go exotic with a flower-print sarong, black hair loose and a hibiscus flower behind my ear. (p. 124)</p>
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