THE ANALYSIS CHARACTERIZATION OF MAJOR CHARACTERS OF NOVEL CARRIE'S WAR BY NINA BAWDEN THROUGH IMPLEMENTING FEMINIST APPROACH

[1]Ni Putu Sri Puspita Dewi
[1]Ganesha University of Education, Singaraja
e-mail: sripuspitaaa4@gmail.com
(correspondence email)

[2]Ni Luh Putu Novi Wulandari
[2]Ganesha University of Education, Singaraja
e-mail: noviwulandari983@gmail.com

Abstract
This study is conducted to identify the struggle that found in the novel Carrie's War by Nina Bawden. In this study the researcher used Feminist criticism based on the content of the story in Carrie's War by Nina Bawden. In Carrie's War there is a story that shows how Carrie survived with a new environment after being evacuated to Wales. This novel also tells Carrie's life which is full of challenges and new experiences that make Carrie must be able to pass it. Feminist criticism is literary criticism conveyed by feminist theory, or more broadly, by feminism politics. In criticizing a language, feminist criticism uses the principles and ideology of feminism. This study is used qualitative method to analyze the charactaerization from each major characters. The researcher use three major characters such as Carrie Willow, Nick Willow, and Mr. Evans.
Keywords: characterization, major characters, feminist approach

INTRODUCTION

Literature is part of human work in written form through language. According to Wellek and Warren (1973: 20-21, as cited in Mulyawan, 2015) literature is everything written that contains ideas and thoughts. Literature is a written product of human activity in expressing their ideas, thoughts and expressions (Mulyawan, 2015). One of the literature work is novel. The novel is a story about an extraordinary event or incident in someone's life (Patmarinanta & Ernawati, 2016). According to Sumarjo (1991, as cited in Patmarinanta & Ernawati, 2016) novel is a story in the form of prose which has a broad size. Imaginary factors are important in supporting the storyline to create a novel. Taylor (1981, as cited in Patmarinanta & Ernawati, 2016) also said that the novel is a prose work that is quite long and complicated that reflects and expresses something from human experience or behavior.

There are several elements that must be existed in a novel and one of them is characterization. Characterization is one crucial element which has a function to tell the reader about personality and behaviour of the characters. According to Kenney (1983: 45, as cited in Suardi Utama, Asty Senja Pratiwi, & Sena Darmasetiyawan, 2018) the character is the one important aspect because the character has a function as a medium for introducing the readers various human characteristics built by the author. According to Barnet (1988, as cited in Patmarinanta & Ernawati, 2016) characters are characters who appear in literary works such as novels, poetry, and drama. In general, some one or more characters are depictions of a story. One or more of these characters appear as main characters. Abrams (1982, as cited in Patmarinanta & Ernawati, 2016) said that characters are people who appear in prose or narrative novels that are interpreted by readers as people who have certain morals and tendencies as expressed by what they say or do.

In general, characters will be introduced first by the writer before they appear in the story. Patmarinanta & Ernawati (2016) said that characterization can be done indirectly through dialogue or conversation. In other words, character characterization is known through dialogue between characters. According to Nurgiyantoro (1955, as cited in Patmarinanta & Ernawati, 2016), characterizations are public figures that put forward in narrative works and can be interpreted by readers who have moral qualities through their conversations. One of the character that usually exist in the novel is major character. The major character can be defined as the prominent character who takes play in a story (Mulyawan, 2015). Major characters take an important role because he / she / they or it often plays or appears in the whole story. The major character has a big role relating to develop and also the resolution on the conflict appears in the story. Major characters are often distinguished as protagonists or antagonists.

There are two types of characterization, namely direct characterization and indirect characterization (Patmarinanta & Ernawati, 2016). Characterization directly tells the reader what the character's personality is, while characterization does not directly indicate things that reveal the character's personality. Patmarinanta and Ernawati (2016), also said the reader believes that direct

characterization is easier to understand than indirect characterization. According to Kenney (1966: 34 as cited in Mulyawan, 2015), the method of presenting characters is called characterization. According Kenney (1966:34 as cited in Mulyawan, 2015) there are five methods in characterization namely discursive method which the characters will be presented directly by the writer through narration, dramatic method which the writer will permit the characters to show themselves through words or actions to the reader, character on characters method which one character will be presented by another character and it means that one character shows or talks about another character in the story, contextual method which the characters will be presented by certain descriptions based on the surrounding conditions, and mixing method which the characters will be presented by using more than one method.

Character and characterization between novels with another novel are generally different. It is also applied to the novel Carrie's War by Nina Bawden, this novel tell the of Carrie's life after Second World War. DiYanni (2001: 55, as cited in Mulyawan, 2015) said that the character is a fictive person that the author used to build a story. Characters are divided into two types, namely the major character and minor character. The major character is a character that stands out from a story and a minor character is a character who supports a story (Mulyawan, 2015).

There are some approaches that can be used to analyze a novel. This research used feminist literacy criticism for analyzing Carrie's War novel. Feminism can be interpreted as a point of view that has different sources such as living and developing in accordance with different social and cultural (Patmarinanta & Ernawati, 2016). Patmarinanta & Ernawati (2016) also said that feminism is an analytical guideline or movement that deals with history and contextualize in accordance with the new awareness that is developing to deal with issues of women's injustice and inequality. Heroepoetri & Valentina (2004: 34, as cited in Septa, 2016) stated that feminism explores themes that include discrimination, objectification (especially sexual objectification), oppression, patriarchy, stereotypical art history, and contemporary and aesthetic art.

The researcher began a short literature review that related to this research. Walking through a literary journal, the researcher found four likely articles. The researcher read four articles and wrote down a paragraph description of each article.

Misra & Ghadai (2017) conducted feminist criticism to underline the importance of gender mainstreaming; spurring India in providing for separate Gender Budgeting in 2005-06. The issue of gender justice is not only a matter of adequate allocation or effective restoration of justice, but includes a larger problem of "a culture of silence" that surrounds patriarchal societies. The Oslo Summit confirms the importance of value-based education to achieve the Sustainable Development Goals (SDG).

Essel and Opoku-Mensah (2017) conducted feminist criticism to know how to dress in carvings outside the 1990s in Accra cityscape highlighting feminist activism, sensitive child rights campaigns, and encouraging girls' education efforts to support the government and the activism of civil society organizations in Ghana. The study revealed that the 'kaba' fashion and pre-colonial feminine cover style of dress contributed to the creation of feminist identity and increased feminist activism in Ghana in the 1990s.

Yang (2016) conducted feminist criticism to analyze the causes of Wharton's duplicate sound by using *The Age of Innocence's* textual analysis in expressing the specific strategies of the text hidden behind opposing attitudes. Wharton puts forward feminism in his works by revealing the factors that lead to the "other" status of women, which have been ignored by male writers, making modern women think about their marginal circumstances and encourage them to rebuke existing cultural norms.

Jamili & Roshanzamir (2017) conducted feminist criticism to provide a new picture of trauma as a devastating miracle in connection with the construction of male and female character identities and reveals the reconstruction of male and female identities in Virginia Woolf (1882-1941) The Waves (1931). In *The Waves*, the characters such as Rhoda, Jinny, and Susan get relevant in the scramble for the self-definition connecting to their collective and individual identities, respectively. Woolf, de facto, said how trauma as a disaster, both

individually and in groups, affects the amazing identity of male and female characters, so that their physical and psychological responses can be analyzed in terms of diagnosis of trauma and its consequences.

From the empirical review above, the researcher found that the topic of this research is appropriate to be analyzed. Besides that, this research is about Feminist criticism, where it is used to analyze the major characters in the novel.

RESEARCH METHOD

The method used in this study was qualitative method. The qualitative method in this study is used to analyze the meaning of the literary works in the more detail (Yuliani, Salombe, and Waris 2013). The main research object of this study was the novel by Nina Bawden, Carrie's War. The first step in collecting the data was reading the novel. The novel that is used in this research is in the form of an e-book (pdf.).The second step was finding the characterization of major characters one by one. Then, the data was analyzed and reported. The last step was concluding the findings of the data.

RESULT

The analysis of the characterization of the major character consists of three major characters. The major characters that the researcher choose are Carrie Willow, Nick Willow, and Mr. Evans. Those characters are called as major characters because they often appear and make the atmosphere of the novel more lively.

The researcher found some characterization of Carrie Willow after reading the whole novel. First is steadfast. Carrie Willow is steadfast can be seen from indirect presentation through action was in the novel stated that Carrie smiled, a remembering smile, half happy, half sad while she told her children about what happened at that time (pp. 9). Besides that, Carrie is steadfast can be seen from direct presentation by the author was in the novel the author that although Carrie was smiling there was something tight in her voice, as if she were holding her breath (pp. 13) it means that she was a steadfast women because she doesn't want her children will sad if they knew that her mother was sad. The second is wise. Carrie Willow is wise can be seen from indirect presentation through action was in the novel stated that Carrie said that place change more than people, perhaps

(pp. 17) and it means that Carrie told her children that the place will be changed as time goes by but people will be changed if they want to. Besides that, Carrie is wise also can be seen from direct presentation by the author was in the novel the author stated that Carrie was felt afraid when her younger brother will make the enemy of Mr. Evans because she realized that she was lived with Mr. Evans and she had to respect with him (pp. 50). The third is responsibility. Carrie is responsibility can be seen from indirect presentation through action was in the novel stated that she was afraid that Mr. Evans will did something to her younger brother because Nick was staled Mr. Evans's biscuit and she tried to defend Nick (pp. 47). The fourth one is polite. Carrie is polite can be seen from indirect presentation through action was in the novel stated that Carrie said sorry to Mr. Evans when Mr. Evans gave Nick a gift and Nick speak disrespectfully to Mr. Evans (pp. 63). The next is brave. Carrie is brave can be seen from direct presentation by the author was in the novel the author wrote that when Carrie and Nick went to Druid's Bottom and it was at evening and Carrie wasn't afraid of darkness (pp. 90). From indirect and also direct presentation Carrie is steadfast, wise, responsibility, polite and also brave. She also the main character of this novel.

The researcher found some characterization of Nick Willow after reading the whole novel. First is cynical. Nick Willow is cynical can be seen from indirect presentation through action was in the novel that Nick whispered to Carrie and said:

"She thinks we're poor children, too poor to have slippers." (pp. 16)

It means that he had negative thinking to Miss Evans when she looked at their feet and said:

"Better change into your slippers before we go up to your bedroom." (pp.16).

Besides that, Nick is cynical can be seen from direct presentation by the author was in the story the author said Nick was good at guessing what people thinking (pp. 16). Second is coward. Nick is coward can be seen from indirect presentation through action was in the novel when Nick found spiders and said:

"Spiders.' Nick's eyes rounded with remembered horror. 'There was spiders!' (pp. 18).

It means that Nick was a childish and coward with spiders. Nick is cynical also can be seen from direct presentation by the author was in the novel the author said Nick's voice rose in a loud, breathy cry (pp. 18) and from that statement was said that Nick was very scared with spiders and he almost cry. Next is impolite. Nick is impolite can be seen from indirect presentation through action was in the novel when Nick said to Mr. Evans:

"You don't mind Language, do you? I mean, I don't know the deaf and dumb alphabet.' (pp. 22)

It means that Nick was impolite to speak with older person because it is a rude sentence to be spoken to Mr. Evans. Overall, Nick was a good person but with several people that he liked and he will be impolite if the other people said something rude to him.

The researcher found some characterization of Mr. Evans after reading the whole novel. First is rough. Mr. Evans is rough can be seen from direct presentation by the author was in the novel the author said that he bullied his sister. He even bullied the women who came into his shop, selling them things they didn't really want to buy and refusing to stock things that they did (pp. 21) it means that he will bullied every women that came to his shop and it was a bad attitude that will make the buyer wasn't buy anything in his shop. Besides, Mr. Evans is rough can be seen from indirect presentation through action was in the novel when in the morning and they have breakfast, then Mr. Evans said:

"You've got a few manners, I see. That's something! That's a bit of sugar on the pill!' (pp. 22)

It was rough sentence that he said because he spoke with two children that he never meet before. Second is kind. Mr. Evans is also kind can be seen from indirect presentation through action was in the novel when Nick celebrated his birthday a week before Christmas. Mr. Evans gave him Holy Bible with a soft, red cover and pictures inside (pp. 30) it means that he still caring with Nick Willow because he still giving him a gift for his birthday. Besides, Mr. Evans is kind can see from direct presentation by the author was in the novel the author said that heart if Mr. Evans really knew Nick wanted a knife, he was unlikely to give him one (pp. 31) and it means that Mr. Evans still remembered that it was a day of Nick birthday and he gave what Nick want to. Next is stubborn. Mr. Evans

is stubborn can be seen from direct presentation by the author was in the novel the author said that there are some things you know without being told and she knew Mr. Evans was jealous of Hepzibah (pp. 47) it means that he was jealous to Hepzibah because she can lived with his sister in the Druid's Bottom but he didn't show it because he is stubborn and he wasn't anyone know that he still love and miss her sister Mrs. Gotobed. Overall, Mr. Evans was a good people because he still want to adopt Carrie and Nick to live in his house and but he is also stubborn because he did not want to admit that he still loved his sister and wanted to see her.

CONCLUSION

Literature is a human creation that usually write in the written form through language. According to Wellek and Warren (1973: 20-21, as cited in Mulyawan, 2015) literature is everything written that contains ideas and thoughts. One of the literature work is novel. The novel is a story about an extraordinary event or incident in someone's life (Patmarinanta & Ernawati, 2016). Imaginary factors are important in supporting the storyline to create a novel. This research explains about feminist criticism. Feminism is a theory in understanding the nature of gender inequality to analyze gender inequality. This research also explains the characterization of major characters. DiYanni (2001: 55, as cited in Mulyawan, 2015) said that the character is an imaginary person that the author creates for a story. The major character is a character that stands out from a story and a minor character is a character who supports a story (Mulyawan, 2015). There are three major characters that exist in Carrie's War by Nina Bawden namely Carrie Willow, Nick Willow, and Mr. Evans. Carrie Willow that the researcher analyze from indirect and also direct presentation is steadfast, wise, responsibility, polite and also brave. She also the main character of this novel. Nick Willow was a good person but with several people that he liked and he will be impolite if the other people said something rude to him. The last is Mr. Evans was a good people because he still want to adopt Carrie and Nick to live in his house and but he is also stubborn because he did not want to admit that he still loved his sister and wanted to see her.

REFERRENCES

Essel, O. Q., & Opoku-Mensah, I. (2017). Dress Fashion in Feminist and Child Rights Campaigns in Ghanaian Public Sculptures of the 1990s. *International Journal of Education & the Arts*, *18*(30–33), 1–18. https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=124930441&site=ehost-live

Jamili, L. B., & Roshanzamir, Z. (2017). Postmodern Feminism: Cultural Trauma in Construction of Female Identities in Virginia Woolf's The Waves. *Advances in Language and Literary Studies*, *8*(4), 114. https://doi.org/10.7575/aiac.alls.v.8n.4p.114

Misra, S. N., & Ghadai, S. K. (2017). Feminism, Budgeting and Gender Justice. *Journal of Education and Practice*, *8*(10), 149–154. http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1139777&site=ehost-live

Mulyawan, I. W. (2015). Three Dimensional Aspect of the Major Character in Oscar Wilde's Vera. *Journal of Language and Literature*, *15*(1), 7–13. http://e-journal.usd.ac.id/index.php/JOLL/article/download/368/315

Patmarinanta, A., & Ernawati, P. (2016). *A Study on Characterization of the Main Character in " The Fault in Our Stars ."* *1*(August), 26–33. file:///C:/Users/DELL/Downloads/713-959-2-PB.pdf

Septa, A. (2016). An analysis of Perempuan Berkalung Sorban novel: Feminist Perspective. *English Education: Jurnal Tadris Bahasa Inggris*, *9*(2), 429–443. https://doi.org/10.24042/ee-jtbi.v9i2.414

Suardi Utama, I. K., Asty Senja Pratiwi, P. A., & Sena Darmasetiyawan, I. M. (2018). Characterization and Three Dimensions of the Main Character in Looking for Alaska. *Humanis*, *22*(2011), 102. https://doi.org/10.24843/jh.2018.v22.i01.p15

Yang, H. (2016). A Compromise and Resist World Feminism Analysis of the Age of Innocnece. *English Language Teaching*, *9*(6), 141. https://doi.org/10.5539/elt.v9n6p141

Yuliani, Salombe, M. K., & Waris, A. (2013). An Analysis the Main Characters and the Plot in the Novel of Bacharuddin Jusuf Habibie's Habibie and Ainun.

Journal of English Language Teaching Society, *1*(1), 1–14.