AN ANALYSIS OF DIDACTIC VALUES IN THE FIGURES OF NOVEL THE
WITCHES BY ROALD DAHL

A PAPER
Submitted to the Faculty of Adab and Humanities in partial accomplishment of the
requirements for Degree of Strata 1

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THE ENGLISH LETTERS DEPARTMENT
FACULTY OF ADAB AND HUMANITIES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2007
APPROVAL OF ADVISOR

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SYARIF HIDAYATULLAH
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LEGALIZATION OF EXAMINATION BOARD

A paper entitled “An Analysis of Didactic Values in the Figures of Novel the Witches by Roald Dahl” was examined by the examination board of Adab and Humanities Faculty, State Islamic University Syarif Hidayatullah Jakarta on February 19th 2007. It has been accepted as a partial fulfillment of the requirements for Sarjana Degree.

Jakarta, February 2007

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ABSTRACT

EKO PRIYONO, with the paper entitled Analyze the Didactic Values in the Figures of Novel The Witches by Roald Dahl, Syarif Hidayatullah, State Islamic University, Jakarta, 2007.

The study concerns with the didactic values on The Witches novel by Roald Dahl and the messages of the didactic values for the novel readers. The writer focuses the analyses on the didactic values in the figures of The Witches novel, and uses qualitative research with the descriptive comparative analysis method. The writer analyzes the didactic values of The Witches novel through the attitude, the utterance, the event and the communication of the figures. The study is aimed to know the didactic values submitted by Roald Dahl in figures of The Witches novel and to know the messages of the didactic values for the novel readers.

In The Witches novel, there are two main characters; “I” and “Grandmother”, and there are about five peripheral characters. This novel tells a story about the struggle of a child who against the magic strength of the witches, helped by the grandmother. They fight the witches, because children in all England will be destroyed by the witches. And many didactic values which are emerge in the story through the attitude, the utterance, the event and the communication among the figures.

As the conclusion, the writer found 10 didactic values in the figures of The Witches novel, they are; politeness, responsibility, obedient, struggle, friendship, love & affection, tolerance, firmness, patience, cooperation. And the messages of the didactic values for the readers are; the examples about the values of life, and they are expected to influence and to form the good characters for the readers.
ACKNOWLEDGEMENT

In the name of Allah SWT, the most Gracious, the most Merciful.

There is no nice word to say at first, but thanks to the God who gives the writer opportunity to finish this paper. Without his blessings it is impossible that this paper can be present. The second, may salawat and salam be with our prophet, Muhammad SAW, who has guided people to be a good and successful man in this world.

The great thank aims to his parents, Supriyadi and Neni, who have never given up support him in studying at State Islamic University (UIN Jakarta). Without their praying and efforts he is nothing. The writer just hopes that he can do what they both dream. So he dedicates this work to them.

In this occasion, he specially would like to thank to Drs. Asep Saefuddin, M.Pd, who has given his guidance, patience, kindness and contribution in correcting and helping him to finishing this paper. Without him this paper probably will not focus based on the research methodology.

The writer also would like to say thanks to some persons who have given many helps to do this research. They help him many kinds such as legality, time, support, energy, and praying. They are following bellow;

1. Prof. Dr. Komaruddin Hidayat, the Rector of UIN Jakarta.
2. Dr. Abdul Chair, MA, the Dean of Adab and Humanities Faculty.
3. Dr. Mohammad Farkhan, M.Pd, the Head of English Letters Department.
4. His young brother Ferdiyan Indah Yana and young sister Eva Tri Andari, who have always supported.

5. His lovely heart; Rina Susiani, S.Sos, who is the aim of his life. She never stops to support and to ask when this paper will finish, and with her prays to light his life.

6. All lecturers in English Department, for teaching precious knowledge and for giving wonderful study experience.

7. All his friends in Hartz Chicken Buffet MTA, Bistro & Café 54; the kitchen team 54; Anjar, Rizal, Sofyan, who gives support and give opportunity to changes the work schedule.

8. All his friends in English Department, especially Class IX A, who cannot be mentioned one by one.

At the end, the writer just hopes that this paper can be used as good as possible. The study of didactic value is one of the interesting subjects to be analyzed. So, may this work be able to motivate the reader to study the same research but in a different perspective.

Jakarta, February 2007

The Writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Literature is the work of art using language as a medium. It is the result of imagination of the author and reflecting of social problem. The literary works represent the experiences and also all viewpoints about real life. It is created by people to be useful and understood by society, language stands toward literature as sound towards music, as form and color towards painting.¹

A certifiable literary work can bring us a deep meaning to what we know about the life. The mean of the literary work is to instruct the mind and the readers feeling in involving the life. Therefore, serious literary works reader does not only read literary works as entertainment or wasting time, but also wishes to obtain a new experience from masterpiece that he read. Reading a literary work is also meant to feel the story, and to get the lesson of it.

The Literary works can be used in developing humanities like smooth soul, kind heart, sincerity, honesty, etc. In addition, they also can offer all about the ideal of life, such as moral attitude and behavior of all figures in accordance with the authors' views about ethics. Through story, behavior and attitude of all figures in

literary work, it is expected that the reader can take the values from commended message.²

In this study, the writer uses the intrinsic and the extrinsic elements for analysis. The intrinsic element is an element which develops the literary works itself, for example; character, plot, theme, setting and message. The other side that the extrinsic element has element which come from in outside the literary works which indirectly influence the reader. Some examples of the extrinsic elements are; the author psychology, the author history, etc.

Novel created by Roald Dahl entitled The Witches contains messages which earning us to take, the goodness for the children and also for the adult reader. It also contains the didactic messages which can form the good attitude and mind to face the life, especially for the children.

For children ages, they can get a good lesson about life and can shape a good personality in the period of their adult. As we have known, children represent the generation of nation router and in their critical age that they can be given by a good education. The writer tries to analyze one of the greatest children novels which won the Whitbread award, and the writer will analyze through descriptive analysis approach. This novel is a British novel for children, entitled “The Witches” written by Roald Dahl.

The writer chooses Roald Dahl’s novel because his novel contains the education value, which is able to educate everyone to have the bases of attitude and also action which have potential to become one who wise later on someday in the future. The Roald Dahl’s novel is very easy to understand, because his novel is for children allotment so that the reader can catch easily and understand the messages which are submitted by Roald Dahl in his novel.

This novel described about a child who lived with his grandmother, because both of his parents had died. In this novel, the child depicted in ‘I’ character. His grandmother was really hated about the witches, because her whole life experiences are always deal with the witches. The big enemies of the witches were children. So, the child and his grandmother had to fight and destroy all witches until the last.

Through Roald Dahl novel’s, the writer tries to analyze the didactic value on the literary work especially the novel. To study about that, it needs content or textual analysis method. The content analyzes method itself is meant to find out the messages that exist in the literary work. Through this consideration, the writer decides to write a paper entitled “An Analysis of Didactic Values in the Figures of Novel the Witches by Roald Dahl”.

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B. Scope and Limitation of the Study

This study focuses on the novel of The Witches by Roald Dahl, and the writer emphasizes on the didactic commendation which exists in it and giving the influence to its reader. Didactic problem in a literary works namely teaching and education to send the reader to a certain direction. On that account, the literary works represents one form of art works which bring the esthetic intention, and of course they have the specific way in the case of submitting their moral messages.4

C. The Statement of the Problems

Based on the background of the study above and the focus of the study, the writer would like to concentrate and limit it by formulating the statements of the problems as:

1. How did Roald Dahl describe didactic values in the figures of his novel, The Witches?
2. What messages of didactic values are given to the reader?

D. The significance of the Study

The writer expects this study is useful for the readers of the literary works, even those children and youngsters who are interested in the literary works such as in the form of children and adult novels. Through this study, the writer hopes the readers

4 Nurgiyantoro, Burhan. op. cit., p.335
insist on comprehending and enhancing the understanding of the didactic values in a novel, and absolutely can reach for something educative applying moral messages from the writer.

Research Methodology

1. The Objective of the Research

The study is held with the purpose of knowing didactic values in the figures of The Witches novel by Roald Dahl and the messages of the didactic values which are given to the readers. Then, this study tries to know:

1. Didactic values described by Roald Dahl in the figures of his novel, The Witches.
2. The messages of didactic values that are given to the readers.

2. The Time and Place of the Research

The writer starts doing this research on September 2006 when the writer was studying at ninth semester at English Letters Department of Faculty of Adab and Humanities, State Islamic University Syarif Hidayatullah Jakarta, up to December 2006.

This research takes place at the English Letters Department of Faculty of Adab and Humanities, State Islamic University (UIN) Syarif Hidayatullah Jakarta.
3. The Method of the Research

To examine and to have some answers from the research questions of this study, the writer uses qualitative analyze content method which is supported by the library research.

The writer analyzes the figures in the novel of The Witches by using content analysis through comparative approach. In this analysis, the writer explains the data that exist in the novel and compare with theories of didactic value. Content analysis method is a research that tries to analyze the literary work to find out the content, the meaning, and the goal that exist in the data. There are two kinds in this method, the real of content and the communication of content. The real of content is content which implied in the document and copy, while the communication of content is content which some messages cover inside the literary work and cause the communication happened. The researcher will more emphasize how to translate the communications content in communications event. Through this method, the writer will answer the statement of the problems above.

4. The Technique of Data Collection and the Unit of Analysis

In the technique of data collection, the writer uses the data or relevant materials to the study. They are collected from some libraries. In this research, the writer is an instrument of the study. By reading deeply and identifying the didactic

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6 Ratna, Nyoman Kutha, *op.cit.*, p. 49
values in figures of novel “The Witches”. Then, the writer tabulates the main data, which are classified into attitude, behavior, communication, and event in the related figures. In addition, the writer also finds some other aspects that are related to the didactic values.

While in the analysis unit of this research is the novel of The Witches, written by Roald Dahl, published by The Penguin Group – London, United Kingdom, 1983.

5. The Technique of Data Analysis

The writer uses the textual approach by using descriptive comparative analysis technique. Here, the writer analyses the collected data and their results are compared with some theories which come from other resources.
CHAPTER II

THEORETICAL FRAMEWORK

A. The Definition of Didactic

Didactic is a term coming from Greek language that is “didascœin” meaning “I teach”. The other word, didactic is science of studying the way to give moral lesson to others. Didactic values gives the general guide to teach and valid for all lessons. 7

In the other assertion the didactic word comes from Greek language that is “didasko”, which comes from “didasœin” or “teacher”, have meaning the activity deed that cause of activity and efficiency at the others. “Didaktikus” means clever to teach, and “didaktika” means I teach. 8

The didactic is science gives the moral lessons briefly and surely. 9 Didactic is fitted or intended to teach; conveying instruction; instructive; teaching some moral lessons. 10

According to Prof. Dr. S. Nasution didactic is science of teaching principles about the way of submitting lesson materials that mastered and owned by children. 11

In this life, many things can be made as a medium to learn, through the direct or indirect instruction. We can get the direct instruction; form; from our parents at

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7 Roestiyah, Didaktik Metodik, (Jakarta: Bina Aksara, 1986), p. 1
8 Team Kurikulum IKIP Surabaya, Pengantar Didaktik Metodik Kurikulum PBM, (Jakarta: Raja Grafindo, 1976), p. 1
10 www.didactic.edu/it/themes/html. (October 22, 2006)
home or our teacher at school, and etc, and the indirect instruction from the science’s books, newspaper, art of works and not except of novel. So, the novel is a good way to learn, because besides as informal medium gives entertainment, novel also gives the lesson of life.

B. Didactic value in Literary Works

Didactic value in literary works is connecting with *dulce* and *utile* concept, with the other words literary works have to beautiful and useful function. Both of those things have completed to each other to get the intention of literary works. The beautiful or esthetic values in literary works relate to the easiness obtained when we read it. In the other side, we can get the useful function of the literary works after we read it.

The use of the literary works itself is to give the information, which relates to maintenance of life values and also to enrich the view as one of the element give the meaning and also values increasing of human life itself. The literature benefit relates with the cognitive values and live values. The cognitive values include; the awareness of human itself, personal experience or values which is concerning the creature, feel of the human itself. Meanwhile, the live value include; ideas and basic right of the human.

There are two forms of the forwarding message in literary works; the first is the direct forwarding. This form is identified with the figure describes having the

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12 Nurgiyantoro, Burhan, *op.cit*, p. 321
telling or expository character. The direct forwarding message usually felt to be forced and less relevant with another element, that thing of course will reduce the values of literary works. Meanwhile, the indirect forwarding messages submits implicit story, which relevant with other element. The author submits the messages of novel through the event, conflict, attitude and behavior of the figures.

The authors through literary works present the existed value in society and also circumstantial knowledge about human and their behavior. By reading the novel, we do not only enjoy the art through the esthetic element but we also understand the event or occurrence portrayed by the author.

The literary works, especially the novel supported by the good story attract people to read it. Through the story, the author is also easier to tell the idea in the interest form. Therefore, the literary works have the communicative characters, more flexible values, goodness fill, and the way of submitting by the author. Through story, the reader has been invited to contemplate this life along with details, about the relationship with people, Bless of God, humanity, and also with their self.

The other word, a quality of literary works represents the life interpretations. It is not only the daily life note, but also reflects and gives meaning of the life, which makes life more valuable and humanity. And in a quality of literary works certainly exist with a didactic value in it.

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13 Nurgiyantoro, Burhan, op.cit, p. 336
14 Ibid, p. 341
C. The Novel

In this study the unit of analysis is a novel and then to analyze the novel, the writer has to know about the definition of novel, the elements of novel, and kind of novel. Before we know all about the novel, we begin know the intricacies about the novel.

According to Jakob Sumardjono and Saini K.M, literature is classified into the two types, imaginative literature and non-imaginative literature. Both of groups are divided into some parts. Non-imaginative literature consists of the works which form likes essay, critics, biography, autobiography and historical. Imaginative literature consists of poetry and prose, the group of poetry consists of epic poem, lyrics poem and dramatic poem. And prose classified into drama and fiction.¹⁵

As an imaginative literary works, fiction offers kinds of humanity problem. The authors answer all kinds of the problems with seriousness which is then re-laid opens through the fiction media as according to their view.¹⁶

Fiction is an imaginative works based on the awareness and responsibility from creativitical aspects as literary works. Therefore, fictions represent a story which have the target to gives entertainment as well and the moral message. Many people mentioned that the fiction is the novel; more over is a part of fiction.

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¹⁶ Nurgiyantoro, Burhan, *op.cit*, p. 3
D. The Definition of Novel

Literary works are the application of feeling and language about the real life. One of literary works form is a novel. The novel is an exploration or chronic of living, dreaming, and illustration in standard of work.

Novel word comes from Latin that is novellas and be derived from word novies that means “new”. In literary books, novel is a story in prose about imagination of people that long enough to cover a book. There are some definitions about the novel. The novel is picture of real life and manners, and of the times in which it is written. The romance, in lofty and elevated language, describes whatever happened nor is likely to happen nor is likely happen. According to Oxford English Dictionary, Novel is a fictional prose narrative of considerable length and a certain complexity, in which characters and actions representative of real life are portrayed in a plot of more or less complexity.

Novel is one of the kinds of new prose. It is a prose that is not as long as roman, usually it describes or tells about incredible events of someone or character in the story. In The American College Dictionary, novel is a fiction story, description of figures, motion of figures and real life scene intrude or tussled. In The Advanced

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19 Zainuddin, Materi Pokok Bahasa dan Sastra Indonesia, (Jakarta : Rineka Cipta, 1992), p. 106
Learner’s dictionary of current English, novel is a story with a path, telling about imaginative people life.\textsuperscript{20}

Those theories about the novel are related and support to each other. In other words, each theory completes and affirms the other theory. From some theory above about the novel, the writer conclude that novel is a form part of fiction which enough length, the novel tells about the character’s life in society, the style and sometimes tell whole life episodes of the characters. Sometimes all events in the story of novel can be a real life or just imagination of the author, and always there are messages in a novel.

A. Description of Data

In this description of data, the writer discusses the didactic values which exist in the novel of *The Witches* by Roald Dahl. In this discussion, the writer found 10 didactic values on *The Witches* novel described through the attitude, the utterance, the event and certainly the communication of the figures. The writer not only analyzes the main figures, but also the peripheral figures that supported *The Witches* story.

Here, the writer tries to tabulate the collected data that includes 10 didactic values. From this tabulated data, we can know what kinds of the didactic values are utilized in *The Witches* novel. The tabulated data are described as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>The Didactic values</th>
<th>The figures</th>
<th>The evidence</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Politeness</td>
<td>I and Grandmother</td>
<td>* &quot;Don't interrupt, &quot;she said.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I and Grandmother</td>
<td>&quot;Don't interrupt, &quot;she said.</td>
<td></td>
</tr>
</tbody>
</table>
|     |                     | Mrs. Jenkins and Grandmother | "Go away!" Mrs. Jenkins said. "You are a silly old woman!"
|     |                     |              | "I am trying to tell you as gently....." |
|     |                     |              |              | 25    |
|     |                     |              |              | 27    |
|     |                     |              |              | 152   |
| 2.  | Responsibility      | I and Grandmother | * "You will stay here with me."
|     |                     | I and Grandmother | "Of course I don't, "she said."
<p>|     |                     | The Grand High Witch and The ancient witches | &quot;it is we ancient ones, &quot;she said a meek voice from behind the door. &quot;It is six o'clock and we have come to collect the bottles.&quot; |
|     |                     |              |              | 14    |
|     |                     |              |              | 35    |
|     |                     |              |              | 143   |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3. | Obedience | Grandmother I and grand-mother | * There was no way out of it. We had.................................
* "You are still going to brush your teeth after meal, "My grandmother said. And I did. |
|   |   |   | 35 |
| 4. | Friendship | I and Timmy I and Bruno | * One Saturday afternoon when Timmy.................................
* Suddenly, I caught sight of a chambermaid........................... |
|   |   |   | 43 |
| 5. | Struggle | I and Grandmother I | * I flew around the outside of the great Ballroom.............................
* She popped me into a shock..............................................
* I waited until they had all passed .................................... |
|   |   |   | 112 |
| 6. | Love & Affection | I and Grandmother I and Grandmother I and his mouse I and Grandmother I and Grandmother I and Grandmother | * "You will stay here with me.................................
* "Come inside," she said. "You'll be all right with me.........................
* Then I taught them to climb up........................................
* "You are a brave little fellow," "She said. "I do love you." |
|   |   |   | 14 |
| 7. | Tolerance | I and Timmy The Grand High Witch and The Ancient witches I and Grandmother | * One Saturday afternoon when Timmy was in bed with flu...................
* I have therefore prepared personally with my own hands a limited quantity of Delayed Action Mouse-Maker which.............................
* But after a few days, my grandmother began to invent gadgets................................. |
|   |   |   | 43 |
| 8. | Firmness | I and Grandmother I | The very next day, in order that we might both try to forget our great sadness, my grandmother.............
You are probably wondering why I wasn't depressed at all. I found........ |
|   |   |   | 14 |
|   |   |   | 82 |
Grandmother and Mr. Jenkins ................................. 152
* “I am trying to tell you as gently as I possibly...........
* “I can well understand your anger, Mr. Jenkins, “she said...........
180

| 10. Cooperation | I and Timmy | * We were able to work on it only at the weekends, but we were...........
| I and Grandmother |  | She popped me into the sock and started lowering me over..............
| I and Grandmother |  | My grandmother pretended she had dropped something...................
|  |  | 41
|  |  | 137
|  |  | 160
|  |  | 162

B. Data Analysis

From the tabulated data, the writer tries to analyzes and classify the didactic values through the attitude, the utterance, the event that related to the figures of the Roald Dahl’ novel, The Witches. Based on the writer’s classification, there are ten kinds the didactic values that found from The Witches novel. They are: politeness, responsibility, obedient, friendship, struggle, love & affection, tolerance, firmness, patience, cooperation.

To analyze the ten didactic values, the writer wants to describe the data one by one as follows:

1. Politeness

The first didactic value that the writer classifies is politeness. According to Oxford Dictionary, that is the politeness is having a good manners.\textsuperscript{21} Politeness is one of the didactic values on The Witches novel, because the utterance or action of politeness can take care of someone does not opposite with the society norm. While

the goal of politeness is to make comfortable with other person in the society. On The Witches novel, the attitude of politeness is described through the action and utterance the figure of “I” and “Grandmamma”. When the “Grandmamma” narrated the story about the witches, the “I” character always interrupted her speech. The action what “I” did that against the society norm, he supposed to let her continue to narrate about the witches. It seems from the quotation as follows:

“Witches wear gloves even in the house. They are only taken them off when they go to bed.”
“How do you know all this, Grandmamma?”
“Don’t interrupt,” she said. “Just take it all in. (The Witches, p. 25)

“Now wait a minute, Grandmamma...”
“Don’t interrupt,” she said. “The point is this. (The Witches, p. 27)

The quotation above means the grandson character does not respect his “Grandmamma”; and it makes “Grandmamma” uncomfortable with that situation. He should not interrupt “Grandmamma”, in this situation the “grandson” character had impinged the existing courtesy value in society culture, especially politeness. Grandmamma wants to educate his grandson and gives him a warning, that his interruption her speech is a bad deed. The problems of politeness have also been impinged by Mrs. Jenkins, when he asks to Grandmamma about “grandson”. Grandmamma answer courteously and as smooth as possible.

“Go away!” Mrs. Jenkins said. “You are a silly old woman!”
“I am trying to tell you as gently as I possibly can that Bruno really is in my handbag.” my grandmother said. (The Witches, p. 152)

The quotation above described the impinged of politeness be done by Mrs. Jenkins. He talks rudely and looked very angry to grandmother, that attitude very bad
to be imitated. He ought to respect one who is older by enquiring with the good words and refinement, not with emotion. That situation makes grandmother not comfortable, but the grandmother is a good personality. She replies with the smooth sentences, her action and utterance reflecting attitude esteem and respects to others, her attitude will create the peaceful and reconciliation goes into society. The example of existing polite attitude in the novel can assist the reader form a good character.

Human is not alone in this life, we live together with the other person, human life as social being. We have to respect and obey about the society rules; the society will leave someone who impinged the courtesy.

2. Responsibility

The definition of responsibility is having something to look after or do something as duty. Doing something according to the right and duty, and get risk of all deed. All deed conducted by human being have to represent the awareness form to themselves and to others.

The action done by grandmamma, who keeps and loves her orphan grandson is one of the kind the responsibility value. There is no person who is known by “I” after the death both of his parents. Grandmamma is the only person that is known by him, and it becomes Grandmother’s responsibility to keep and take care of her grandson. It can be seen from the quotation as follows:

“What are we going to do now?” I asked her through the tears.

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“You will stay here with me,” she said. “and I will look after you.” (The Witches, p. 14)

“Oh Grandmamma!” I cried. “You don’t want to go and live in our English house, I know you don’t!”

“Of course I don’t,” she said. “But I am afraid I must. The will said that your mother felt the same way about it, and it is important to respect the wishes of the parents.” (The Witches, p.35)

The two situations above, described the Grandmother’s responsibility to keep and care about her grandson. It became grandmother duties to enlarge and take care of her grandson, because only his grandmother that he recognized after both of his parents died in the car accident. The grandmother’s responsibility is more reasserted, because in the will; his mother want him to stay in England with his grandmother and continue his school in London. The grandmother has to conduct what have been wanted in the will. The other responsibility value seems in “The Grand High Witch” character, when she has to fulfill promise to the ancient witches.

There came a knock on the bedroom door. “Vot is it his time?” shouted The Grand High Witch.

“It is we ancient ones,” said a meek voice from behind the door. “It is six o’clock and we have come to collect the bottles that you promised us, O your Grandness.” (The Witches, p. 143)

The Grand High Witch has duty to fulfill her promise to give the bottles of formula to the ancient witches. She has to do what she has promised to the ancient ones, if she does not fulfill her promise, it will harm the ancient witches. They can not to make the formula because their old age and the limit of them power, and only The Grand High Witch who can help them.
The didactic value be wished to be inculcate in this relation with the attitude of responsibility; as social life who have interaction with the society, we will not be released from the responsibility. This attitude represents a consequence from attitude and action which we have done to others person.

3. Obedient

In term of human behavior, obedience refers to direct change caused by a demand.23 Obedient is doing what one is told to do, something what have to do. This obedient attitude represents the action which must be done by people, especially in the case to parents. In novel The Witches, the attitude of obedient seen in the attitude of figure “Grandmother”, when she has to obey the will that written by the “I” parents, the will told that grandmother has to take care of her grandson. The Grandmother obeys what commanded in the will.

“Of course I don’t,” she said. “But I am afraid I must. The will said that your mother felt the same way about it, and it is important to respect the wishes of the parents.”

There was no way out of it. We had to go to England, and my Grandmother started making arrangements at once. (The Witches, p. 35)

The quotation above described the obedient behavior done by grandmother. In the will written by “I” parents say that he must stay with grandmother, and continue his school in England. Grandmother has to obey the will although by forcefully, because grandmother does not want to leave her home land, Norway. The attitude of

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obedient also seems in the utterance and the action be done by “I” and “Grandmother”.

“You are still going to brush your teeth after every meal,” my grandmother said. And I did. (The Witches, p. 193)

The quotation above talks about the obedient behavior done by figure of “I”. He has to do what his grandmother said. Grandmother asks to “I” about his habitual to brush teeth every after meal such as those which is commanded, and “I” reply that he always obeys his grandmother command to brushes teeth every after meal.

The behavior of obedient is an attitude must be followed, because this attitude can helps somebody determine the action what going to do in the next. Every command that is given represents the step action assumed very great by one who gives command. People obey a command because in general everything becomes the command of a good deed; especially they have to obey the God command.

4. Friendship

Every human being in this life needs friend partner as a partner to share each other. This feeling exists because of human being as a social being needs others for the interaction in society. In friendship, having a sense is a part of important things. Friendship is affinity and part of the basic of affection between two people or more. In novel The Witches, the value of friendship seen in “I” figure. The quotation as follows:
Now at the bottom of our garden there was an enormous conker tree and high up in its branches Timmy (my best friend) and I started to build a magnificent tree-house.

One Saturday afternoon when Timmy was in bed with flu, I decided to make a start on the roof all by myself (The Witches, p. 43)

In this situation, the figure of “I” together with his friend, Timmy, build a tree house. When Timmy gets flu, “I” tries to build the tree house by him self. The discourse above has shown the friendship relation between “I” with Timmy. In this case, the figure of “I” has an important role, and then “I” asked by him to build that tree house. Besides with Timmy, the figure of “I” has a friend whose name is Bruno. It seen the quotation as follows:

Suddenly, I caught sight of a chambermaid coming along the corridor towards us. I saw at once that she was the one who had reported me to the manager for keeping white mice. Not, therefore, the sort of person I wanted to meet in my present condition. “Quick!” I said to Bruno. “Hide in one of those shoes!” I hopped into one shoe and Bruno hopped into the other. (The Witches, p. 124)

Bruno is “I” friend, although Bruno is not well known by “I”, he believes Bruno as a friend. Bruno and “I” are the children who got experience of the bad event, because of both of them become the mouse after given the formula by Grand High Witch. Like previous event, in this situation feeling also plays an important role. “I” said to Bruno in order to hide in one of the shoes to avoid the chambermaid. “I” wishes to enter his grandmother room; by bringing him to her room too. He does not want his best friend Bruno to gets bad situation; “I” always helps Bruno.

A friend of course does not wish his friend suffers; he will always help his friend. Making friends with someone means to get the good relationship with our best
friend. The friendship relation will be formed if both parties recognizing, trust and receptive the deficiency each other. Here, human being can learn to accept the deficiency, integrity and respect to each other.

5. Struggle

Human beings in this life surely have an ideal, and how to get the ideal? The answer is effort and keeps struggling, do not give up facing any resistance. In Oxford Dictionary, struggle is fight, thing needing great effort. In novel The Witches, the values of struggle can be seen from figure “I” who has never surrendered against the magic of The Grand High Witch.

The Witch reached out a gloved hand and grabbed me by the hair but I twisted free and jumped away. I ran, oh how ran! The sheer terror of it all put wings on my feet! I flew around the outside of the great Ballroom and not one of them had a chance of catching me. As I came level with the doors, I paused and tried to open them but the big chain was on them and they didn’t even rattle. (The Witches, p. 112)

The quotation above describes “I” figure tries to avoid the witches capture. Then, he hides but unfortunately all the witches could smell his stink. He runs around the Ballroom but the door is locked, and then he was caught by the witches. And then the struggle of “I” to against The Grand High Witch was continued.

She pooped me into the sock and started lowering me over the balcony. I crouched inside the sock and held my breath. Through the stitches I could see out quite clearly. Miles below me, the children playing on the beach were the size of beetles. The sock started swinging in the breeze. I looked up and saw my grandmother’s head sticking out over the railings of the balcony above. (The Witches, p. 137)

24 Manser, Martin H, Op. cit, p. 412
With his grandmother’s help, the figure of “I” struggles to go down the balcony from the grandmother’s room; chamber to takes the formula by using sock. All the figure of “I” did only want to help the English children from the magic influence of The Grand High Witch, although he had to hang up from high place and make the sock started swinging.

I waited until they had all passed on toward the kitchen door. A waiter opened it to go in. I nipped in after him and hid behind a big garbage-bin on the floor. I had to get out of the kitchen and back to my grandmother. There was only one way to do this. I must make a dash across the floor and out through the door behind one of the waitress. I stayed quite still, watching for my chance. My tail was hurting terribly. (The Witches, p. 163-175)

This is the hardest struggles of “I”. After the grandmother put him down on the floor, and then he runs slowly to the kitchen by bringing a bottle of formula. He hears the ordinary bustle was happened in the kitchen and later he got the information that all witches where residing in the Dining room wish they soup. Swiftly he goes to the soup; he climbs up the kitchen rack helped his tail. He succeeds to pour all the content of the formula bottle in the soup. But, after making a success of his duty, a cook sees him. He tries to refrain so that he is not caught by that cook. The cook succeeds to cut his tail with the knife. With the persistent struggle finally he got back to the grandmother with alive.
Struggle is one of the great life values as guidance to each people. With never surrender attitude, human can reach for their idealism. Life do not forever easy, in life is surely meet with many resistances.

6. Love and Affection

Love and affection is feeling of fondness, love. Affection is a great character which every human live must have it. Love and affection are an important part to make a peace in this life; no more wars, people starve, people killed, and no other bad impacts of wars. Basically every human being has the affection, but not all human shares the affection to each people without exception. There are many values of affection that can be found in this novel, and depicted through “I” and “Grandmother’s” behavior or utterance.

“You will stay herewith me,” she said, “and I will look after you.” (The Witches, p. 14)

Grandmother loves his orphan grandson, after both of his parents died there is no person known by “I”. In the quotation above, the attitude of affection described through Grand mamma’s utterance. She wants her grandson stayed with her and she will keep caring of him. That action is the form of Grand mamma’s affection to her orphan grandson.

“Come inside,” she said. “You’ll be all right with me.” She led me into the house and gave me a cup of hot cocoa with lots of sugar in it. “Tell me every thing,” she said.

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I told her.
By the time I had finished, it was my grandmother who was trembling. Her face was ashy grey and I saw her glance down at that hand of hers that didn’t have a thumb. “You know what this means,” she said. “It means that there is one of them in our district. From now on I’m not letting you walk alone to school.” (The Witches, p. 46)

In the other situation when ‘I’ build his house tree, there was a strange woman asked him to climb down. That strange woman distinguishes like the witch with the green snake on her forehead. “I” was scared; he was trembles when he climbed down. At least “I” heard grandmamma calling him when the day begun to grow dark. Then, He tells everything to grandmamma, and she looked worry about his grand son. Grandmamma does not let his grandson walk alone to school; she keeps him every time and everywhere. She loves his grandson, she will not let her grandson hit by the magic of the witches.

Just before we left for Bournemouth, my grandmother had given me, as consolation, a present of two mice in a little cage and of course I took them with me. I called them William and Mary, and in the hotel I set out right away teaching them to do tricks. (The Witches, p. 52)

The quotation above talks about grand mamma’s affection to her grandson. She had given him two mice in a little cage as a present. “I” was happy, when he gets two mice as a present. He loves that two mice, and gives them name. They are William and Mary. With his love and affection to them, he was teaching them some tricks. In this situation depicted that “I” is a child who animal lover.

“You are a brave little fellow,” she said. “I do love you.” (The Witches, p. 157)
“Let me look at it,” she said. She bent her head and examined my tail. “You poor little thing,” she whispered. “I’m going to bandage it up with my handkerchief. That will stop the bleeding.” (The Witches, p. 176)

The quotation above describes grandmother’s affection to her grandson. After “I” finishes his duty, the grandmother wraps the tail because of cook’s knife. The form of affection given by the grandmother to her grandson, she bent the tail with her handkerchief and hope it will stop the bleeding. She does not want her grandchild painful and many releasing blood.

But after a few days, my grandmother began to invent gadgets for me in order to make life a bit easier. She got a carpenter to put together a number of slim tall stepladders and she places one of these against each table in the house so that I could climb up whenever I wanted to. (The Witches, p. 191)

The quotation above describes about grandmother’s affection, she makes some small gadgets for her lover grandson. All small kind of ware houses just to make her grandson’s life easier. Those adapted for his grandchild’s body, which is now turn into the mouse. All goods made small completely, and “I” really happy.

Love and affection do not only we give to someone, but love and affection also earn we give to the animal. All being which live in this world needs the affection. This world will full of peacefulness and beauty if all being live loves to each other.
7. Tolerance

Tolerance is a recent political term that is used in debates of social life, cultural and religious context as antithesis discrimination, as such may advocate persecution. Its usage came about is a more wide and acceptable alternative of "acceptance", the usage that have been widely derided, as certain cases would not be considered by common society as acceptable. There are many differences in society, but the tolerance can handle all differences. The tolerance can create the life integrity. In the novel of Roald Dahl, *The Witches* many tolerance attitude existed through the figures.

*One Saturday afternoon when Timmy was in bed with flu, I decided to make a start on the roof all by myself* (*The Witches*, p. 43)

The quotation above describes the tolerance attitude of "I", he chooses to build the tree-house by himself, because Timmy cannot help him. Timmy attacked by flu, "I" can understand and comprehend the weakness of Timmy. The tolerance attitude like this is needed in a friendship, and it will be created reconciliation and peacefulness. The tolerance attitude also has done by The Grand High Witch to her staff especially the old witches.

"You ancient vuns have served me well over many years," said The Grand High Witch, "and I don't wish to deny you the pleasure of bumping off a few thousand children each just because you have become old and feeble. I have therefore prepared personally with my own hands a limited quantity of Delayed Action Mouse maker which will distribute to the ancient vuns before you leave the hotel* (*The Witches*, p. 107)

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The quotation above, described The Grand High Witch has the tolerance attitude too. With all respects to the old witches she has drawn up the formula and will give it to them. She gets the picture that all old witches no longer possible to look for the ingredient of the formula because of physical limitation. Absolutely, because the old witches had served her for many years.

But after a few days, my grandmother began to invent gadgets for me in order to make life a bit easier. She got a carpenter to put together a number of slim tall stepladders and she places one of these against each table in the house so that I could climb up whenever I wanted to. (The Witches, p. 191)

The tolerance form that is grandmother makes some small gadgets in her house. Her action is makes easier her grandson to use the ware house. The grandmother aware of, her grandchild disables to use normal wares, until the grandmother makes some house-wares small completely.

Tolerance is the attitude to comprehend as well as to handle the all differences becomes togetherness. The term of tolerance is often used in reference to foreign religious belief, as well as to more particular categories, such as discrimination against unusual sexual and social orientation. The attitude of tolerance can begin from family scope until wide of society.

8. Firmness

The term of firmness always relates with the resistance. Every human being has to face the resistance in their life with the firmness and has the positive mind.
When we have success against the resistance, it must be a great thing that we have earned. According to Oxford Dictionary, firm is fairly hard; strongly fixed in place. The writer tries to mention that the firmness is an attitude when we accept bad condition with patience, and becomes the important motivation for us to face of next step. In Roald Dahl’s novel, The Witches, we get one of the values of firmness when the figure of “I” help the motivation from his grandmother, out for eliminate all sorrow befalling him after the death of his parents.

The very next day, in order that we might both try to forget our great sadness, my grandmother telling me stories. She was a wonderful story-teller and I was enthralled by everything she told me. (The Witches, p. 14)

The quotation above talks about the grandmother who tries to forget his sadness after the death of his grandson’s parents. She tells the stories all she known to his grandson. The grandmother does not wish his grandson sorrow continuously, because there are a lot of problem to be faced. Toughly he can accept all accident befalling him and earns to forget the sorrow until the grandmother told a story subject of witches.

You are probably wondering why I wasn’t depressed at all. I found my self thinking, what’s so wonderful about being a little boy anyway? Why is that necessarily any better than being a mouse? I know mice get hunted and they sometimes get poisoned...............................Yes I told my self, I don’t think it is at all a bad thing to be a mouse. (The Witches, p. 118-119)

The figure of “I” accepts the happened befalls him. He must accept the fact that he was not a little boy anymore but he only a little mouse with a normal voice

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27 Manser, Martin H, Op. cit, p. 156
and thinking like a human being. He has to obstinate and takes the lesson that befalls him, and he has to run his life as a mouse. He believes that his destiny as mouse will not change the death destiny of him. He admits of grateful because there is still the grandmother who loves him very much.

The firmness is an important values life that we must inculcate in ourselves. Human being face the difficulty in life, is altogether faced by the firmness so that the difficulties can be a strong motivation and lesson for us to take the next action.

9. Patience

Patience is the ability to delay or provocation without becoming annoyed or upset, or to persevere calmly when faced with difficulties. Patience represents something matter bringing efficacy, and one who are patient is one who succeed. The enragement attitudes can cause the regret, and that regret usually in the last. The patience also brings The Grand High Witch successes to create the Formula 86.

"Exercise patience," answered The Grand High Witch. "First, I am explaining to you how my Formula 86 Delayed Action Mouse-Maker is working. Listen carefully." "We are listening!" cried the audience who were now jumping up and down in their chairs with excitement. (The Witches, p. 82)

The quotation above describes about The Grand High Witch’s patience attitude, and she successes to make the Formula 86. The audiences have impatient to know the way of making the formula. She orders them to be patient, and she will

explain the way of the formula making to the audiences. Certainly, if way of explainable making the formula is good; and then all audiences also will know better about the materials and the way of making it.

“The plain fact is” my Grandmother said, “that your son Bruno has been rather drastically altered?”
“Go away!” Mrs. Jenkins said. “You’re a silly old woman!”
“I am trying to tell you as gently as I possibly can that Bruno really is in my handbag,” my grandmother said. “My own grandson actually saw them doing it to him.” (The Witches, p. 152)

“I can well understand your anger, Mr. Jenkins,” she said. “Any other English father would be just as cross as you are. But over in Norway where I came from, we are quite used to these sorts of happenings. We have learnt to accept them as part of everyday life.” (The Witches, p. 180)

Both of the quotations above talks about the attitudes of patience belong to the grandmother. The grandmother tries to explain the existence of Bruno to his parents, but clarification submitted by grandmother was unacceptable to them. They can not believe that his son, Bruno, is a mouse. They are harsh and dissipate the grandmother. With the patient attitude and good utterance, grandmother tries to explain to them again. And finally they can accept about the condition of his son, Bruno.

There is an aphorism that the patience is a success key. Human being is always claimed patient, so they act carefully and do not act improperly, because careless can cause the failure.
10. Cooperation

Human being as being society cannot separate from the others helps. A work will be easier if we do together. According to Oxford Dictionary, cooperation is acting or working together with common purpose. In novel *The Witches*, the act of cooperate seen when the figure of “I” tries to build a tree-house with his friend, Timmy.

*Now at the bottom of our garden there was an enormous conker tree and high up in its branches Timmy (my best friend) and I had started to build a magnificent tree-house. We were able to work on it only at the weekends, but we were getting along fine. We had begun with floor, which we built by laying wide planks between two quite far-apart branches and nailing them down. (The Witched, p. 41)*

Here, the cooperation attitude is done by “I” figure. He and his friend, Timmy, worked together built the tree-house in Garden. Although it is only done on weekend, however if they work together of course it will be felt easier and quickly finish their job.

*She pooped me into the sock and started lowering me over the balcony. I crouched inside the sock and held my breath. Through the stitches I could see out quite clearly. (The Witches, p. 137)*

The quotation above describes about the cooperation that done by the “Grandmother” and “I” figures. They work together to get the Grand High Witch’s room that right below grandmother’s room. To reach the target, they take the Formula 86 that located in The Grand High Witch’s room. Without their cooperation,

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of course that thing is impossible can succeed. “J” was conscious that he can not climb down without his grandmother’s help; with his little body put him in the sock. Finally, they succeed to enter The Grand High Witch’s bedroom and get that formula.

And other attitude of cooperation is:

\[ My \text{ grandmother pretended she had dropped something and as she bent down, she slid me out from under the napkin on to the floor under the table. “Go, darling, go!” she whispered, and then she straightened up again. (The Witches, p. 160-162) } \]

The quotation above described that the grandmother cooperation with her grandson who has become a mouse. The duty had run the figure of “J” will not succeed without the help from the grandmother. They have to support each other if they want to be successful to defeat all witches in England. The situation described the grandmother slides out her grandson from under napkin on to the floor under the table. After that, the figure of “J” has to run his duty to go to the kitchen and to pour the Formula 86 brought by him into food to be served for all witches.

We will get successful, if we work together. Besides that, cooperation also makes a work become light and easy done.

Those are the didactic values which are gathered from Roald Dahl’s novel, The Witches. The writer hopes with the existence of the didactic values above, they can form a great or a good behavior and attitude to this novel readers. As human being, surely people will face many problem of life.
The Intrinsic Elements of Novel “The Witches”

Novel of course consists of several elements. The elements that are able to develop that novel becomes a story form and able to be understood by the readers. Each element has correlated with specific function with the other, so that cannot be replaced. As well as we know about the elements of novel that are the intrinsic and the extrinsic elements, but in this study the writer explains only about the intrinsic elements because it correlates with the study. Such as those which have been explained previously, the intrinsic element is the element develops literary works from within itself. The intrinsic elements consist of:

A. Theme

Themes are the fundamental and often universal ideas explored in a literary work.30 In another definition, theme is a target goal. It is a basis of story in a novel and it is a certain point of view or feeling about life or certain values, which form a base or main idea of literary works.31 Theme is something that becomes the story base. Themes always relate to various life experiences, like problem of love, suffers, lonely life, religion, etc.32 From some definitions above, the writer can conclude that theme is an idea in a story submitted by the author, related to problem of life and also main idea of the author.

31 Henri GunturTarigan, *op.cit.*, p. 125
32 Nurgiyantoro, Burhan, *op.cit.*, p. 25
In Roald Dahl’s novel, *The Witches*, the theme is about obstinacy a child to struggle against the cruelty of witches helped by his grandmother. Even though he had changed to be a bright little mouse because of the formula mouse-maker, he tried to save the children around the world from the cruelty of witches; with his effort; bravery and ingenuity he succeeds to defeat all witches.

B. Character & Characterization

An event in novel is an event that happened in everyday life. In a novel of course there is something or someone which sharing to play or conduct action in the story. That matter usually as we know as a character, character is created by the author. Character has experience in the event of fiction story, and then can braid a story referred as characters.33

Richard has said that: “A character is a person in a literary work; characterization is the way in which a character is created. Characters are all the product of characterization; that’s to say, they have been made in a particular way. Characters are what they are like because of the way they have been made. The kind of conversations they have, the things they do, their appearances and so on are the particular ways in which the author has chosen to characterize his or her characters.

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We might remember the difference by saying that: characterization is a method and character is the product.\textsuperscript{34}

Klarer has asserted that: generally speaking, characters in a text can be rendered either as types on an individual. A typified character in literature is dominated by one specific trait and is referred to as a flat character. The term round character usually denotes a person with more complex and differentiated features.\textsuperscript{35}

In novel can be divided on two groups of character based on the role; that is the main character and peripheral character.

1. The main character

In The Witches novel, there are two main characters: I and grandmother. These following descriptions are some example of them.

a. “I” character/figure is an orphan child of clan Norway, after his seventh birthday both of his parents died because of the car accident and then he lives with his grandmother.

\begin{quote}
Soon after my seventh birthday, my parents took me as usual to spend Christmas with my grandmother in Norway. And it was over there, while my father and mother and I were driving in icy weather just north of Oslo, that our car skidded off the road and went tumbling down into a rocky ravine. My parents were killed. (The Witches, p.13)
\end{quote}

\textsuperscript{34} Richard Gill, \textit{Mastering English Literature}, 2\textsuperscript{nd} ed, (London: Macmillan Press LTD, 1995), p. 127

\textsuperscript{35} Mario Klarer, \textit{An introduction to Literary Studies}, 3\textsuperscript{rd} ed, (New York: Routledge, 1999), p.
Although “I” figure always narrated horrible things about the witches by his grandmother, but he was a brave child. That thing makes him to attract and ask his grandmother continue to narrate about the witches.

“I’m not going to tell you,” she said. “It would frighten you out of your skin and give you bad dreams.”

“Please tell me,” I begged.

“No,” she said. “Certain things are too horrible to talk about.” (The Witches, p.32)

He is unlucky child, besides as an orphan child. He can not avoid being a little mouse because of a formula 86 action mouse-maker by the Grand High Witch.

Soon after my seventh birthday, my parents were killed. (The Witches, p.13)

At that moment, I realized that I was not a little boy any longer. I was a mouse. (The Witches, p.116)

b. “Grand mother” character, she is more than eighty years old woman. She is tremendously old and wrinkled Norway. Because of smoking cigars, she gets pneumonia.

My grandmother was tremendously old and wrinkled, with massive wide body which was smothered in grey lace. My grandmother was the only grandmother I ever met who smoked cigars. (The Witches, p.15)

When there were only three weeks of the Summer Term left, an awful thing happened. My Grand mother got pneumonia. The doctor explained to me that pneumonia is not normally a dangerous illness nowadays because of penicillin, but when a person is more than eighty years old, as my grandmother was, and then it is very dangerous indeed. (The Witches, p.48)
“Grand mother “character love her homeland country very much that is
Norway; she can speak Norwegian and English.

She was my mother’s mother and I absolutely adored her. When she and I
were together we spoke in either Norwegian or English. (The Witches, p.12)

“No,” she said. “I could never do that. Heaven shall take my soul, but
Norway shall keep my bones.” (The Witches, p.14)

She knows well all about the witches, because her life experienced always
comes in contact with the witches and she had been study about the witches. All she
knows about the witches, submitted to her grandchild through a story because she is
very like to tell a story.

She was a wonderful story-teller and I was enthralled by everything she told
me.
They were all true. They were the gospel truth. They were history. Everything
she was telling about witches had actually happened and I had better believed
it. (The Witches, p.14)

“A person who studied witches and knows a lot about them,” my Grand
mother said.
“Are you a witchophile, grandmamma?”
“I am a retired witchophile, “she said. “I am too old to be active any longer.
But when I was younger, I traveled all over the globe trying to track down the
Grand High Witch. I never came even close to succeeding.” (The Witches,
p.40)

2. The peripheral character

In the Witches’ novel, there are about four peripheral characters, and the
examples are as below:

"She is all-powerful. She is without mercy. All other witches are petrified of her. (The Witches, p.39)

The Grand High Witch would hate the children, if she became a woman, she was tiny, looked quite young about twenty-five or six and she was pretty. But her face looks like underneath the mask that really horrible. She likes the other witch with wig, glove, bald head, finger claws, and her feet had no toes.

"Children are rrreee-voiting! "Screamed the grand High Witch. "Vee vill vipe them all away! Vee vill scrrrub the oj! the face of the earth! Vee vill flush them down the drain!"
"Children are foul and filthy! "Thundered the Grand High Witch.
"Children are dirty and stinky! "screamed The Grand High Witch. (The Witches, p.77)

The first thing I noticed about this woman was her size. She was tiny, probably no more the four and a half feet tall. She looked quite young, I guessed about twenty-five or six and she was very pretty. (The Witches, p.65)

But when it came describing what her faced looked like underneath the mask, I simply couldn 't find the right words. "Oh, it was horrible! It was ... it was like something that was going rotten!"

Then I told her about all the other taking off their wigs and their gloves and their shoes, and how I saw before me a sea of bald pimply heads and how the women's finger had little claws and how their feet had no toes. (The Witches, p.129)

The Grand High Witch has trouble pronouncing the letter w; she speaks with foreign accent, harsh and guttural.

"You may rrreee-foof your vigs!" snarled The Grand High Witch. She had a peculiar way of speaking. There was some sort of a foreign accent there, something harsh and guttural, and she seemed to have trouble pronouncing the letter w. (The Witches, p.69)
She does not like somebody that argues with her, and she becomes angry.

"Who dares to argue with me? It was you, was it not?" She pointed a gloved finger as sharp as a needle at the witch who spoken. (The Witches, p.73)

"I didn't mean to argue! I was just talking to myself!"
"You dared to argue with me!" screamed The Grand High Witch.
"A stupid witch who answer back
Must burn until her bones are black!"
"A foolish witch without a brain
Must sizzle in the fiery flame!" (The Witches, p.74)

b. Bruno Jenkins is an arrogant child and he is very greedy to eat. He also like to torture animals.

He was still in the banana bowl on the table. He had eaten three bananas and was now attacking a fourth. He had become immensely fat. (The Witches, p.147)

What’s more, Bruno never stopped boasting about how his father made more money than my father and that they owned three cars. But worse than that, yesterday morning I had found him kneeling on the flagstones of the hotel terrace with a magnifying-glass in his hand. There was a column of ants marching across one of the flagstones and Bruno Jenkins was focusing the sun through his magnifying-glass and roasting the ants one by one. “I like watching them burn,” He said. (The Witches, p.100)

He is one of the children cursing to be a little mouse, because The Grand High Witch putting magic liquid mouse-maker into his chocolate bar.

“So vot am I doing yesterday with this magi liqvid? “Asked the Grand High Witch. “I vill tell you vot I am doing. I am putting vun drrroplet of it into a very sqvishe chocolate bar and I am giving this bar to an rrree-pulsive smelly little boy who is hanging rrround the lobby of the hotel.” (The Witches, p.97)

Bruno was getting smaller by the second. I could see him shrinking...... Now his clothes seemed to be disappearing and brown fur was growing all over his body. (The Witches, p.103)
Previously he doesn’t believe that he becomes a mouse, and he really refuses being a mouse.

“You’re lying! “He cried. “I am not a mouse!”
“If you hadn’t been so busy guzzling that sandwich, “I said, “You would have noticed your hairy paws. Take a look at them.”
“I don’t want to be a mouse! “Bruno shouted, jumping up and down. “I refuse to be a mouse! I’m Bruno Jenkins. (The Witches, p.121)

c. Mr. and Mrs. Jenkins are Bruno Jenkins parents. They are inhospitality.

“I’m afraid I have some rather alarming news for you, “She said. “It’s about your son Bruno.”
Mrs. Jenkins looked up but went on knitting. (The Witches, p.149)

“Kindly state your business and then leave us alone, “He added. He spoke as though he was addressing someone who was trying to sell him a vacuum-cleaner at the back door. (The Witches, p.151)

Mr. Jenkins is a large coarse man, he has a black moustache.

“He was a large coarse man and he wasn’t used pushed around by anybody. (The Witches, p.151)
He had a black moustache which jumped up and down when he shouted. (The Witches, p.152)

Mrs. Jenkins is very hateful a mouse.

She sprang out of her chair yelling. “It’s a mouse! Take it away! I can’t stand the things!”
“Help! “Screamed Mrs. Jenkins. Her face had gone color of the underside of a fish. (The Witches, p.153)
d. Mr. Stringer is a manager hotel, a bristly man in a black tail-coat. He tolerances and respects to hotel guests.

*The manager, whose name was Mr. Stringer, was a bristly man in a black tail-coat. (The Witches, p.52)*

The manager knew when he was beaten. “May I suggest a compromise, madam? “He said. “I will permit him to keep them in his room as long as they are never allowed out of the cage. How’s that?” (The Witches, p.54)

C. Plot

Plot is a movement structure that exists in the fiction or play. A fiction must move from the beginning, the middle and to the ending. There are elements of plot: exposition, rising action, climax, falling action and ending or resolution or denouement phase. Plot is the sequence of events in narration, the structure of action and the incident in which the playwright tells a story.36

1. Exposition phase: is an antecedent information necessary to understand the forward progress of the action; it includes a knowledge of the characters and their relation to each other, the time, the place, the situation out of which the conflicts develop.37 The information needed to understand a story. It is containing of portraying and situation recognition, background and story figure. This phase usually contents of many information relate the matter of next phase in the story.

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In *The Witches* novel, the exposition in this novel is the existence of “I” character as an unlucky child because both of his parents have die. He has to live with his grandmother in Norway. In the next day, his grandmother started to tell stories about the witches to forget his sadness.

2. **Rising action phase:** is the portion of the play where the complications and entanglements occur. The conflicts which have been existed at the previous phase progressively expand. The problems, the collision between figure aim to the climax and progressively cannot be obviated.

In *The Witches* novel, the rising action phase is the figure of “I” has known that women who attend in the Ballroom altogether are the witches. Then he sees how Bruno Jenkins becomes the mouse because the magic of The Grand High Witch. In a few moments later he has been caught by the witches because the effect of aroma kissed, he was also forced to drink the formula 86 delayed action mouse-maker by them. And finally in a few second he changed a little mouse.

3. **Climax’s phase:** the climax, conflict becomes more complicated. The climax is the moment of maximum tension, the point after which the circumstance must change. Conflicts and oppositions that happened, to all story figure reach the dot culminate.

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In *The Witches* novel, the climax’s phase is after the figure “I” changes a little mouse, he tells to his grandmamma about that horrible event. The figure of “I” and his grandmother compile a revenge strategy to against the torture of the Grand High Witch and also all witches. He and his grandmother try to take the formula 86 residing in The Grand High Witch room.

4. **Falling action phase:** the term falling action applies to that part of the struggle section which takes us from the crisis to the last part, to the end of the play.40

Roald Dahl described the falling action on his novel, after the figure of “I” got the formula 86. He and his grandmother try to find the way to put the formula on the Grand High Witch’ food.

5. **Ending or denouement phase:** This phase the conflict which has been the climax given by that way out or the solution, and bring to the end of story.

In the novel, the figure of “I” who helped by his grandmother put the formula 86 in the witches’ food. The Grand High Witch and all witches in the Ballroom become little mouse. He and his grandmother have reached for the victory defeats the Grand High Witch and all witches become the mouse.

Many opinions about plot, plot is one way and only one way, of providing a center or focus for all the other elements of novel, but the most important function of

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40 Hubenka, García, *op. cit.*, p. 13
plot is to provide a core of order. Plot is a causal sequence of events, the “why” for the things that happen in the story. The plot draws the reader into the characters live and helps the reader understand the choices that the characters make.

According to Stanton that: Plot is containing story of occurrence sequence, but every that occurrence only connected in causality, event which is one caused or cause the other events.

Klarer has argued that: plot is the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset narrative.

D. Setting

Understand about setting, Richard has stated that: A word is necessary on just how broad a term “setting” is. It can be used to cover: the places in which characters appears, the social context of characters, such as their families, friend and class, the customs, belief and rules of behavior that give identity to a society, the particular locations of events, the atmosphere, mood and feel that all the above elements create.

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42 www.learner.org/exhibits/literature/read/plot.html (November 19, 2006)
43 Nurgiyantoro, Durhan, op.cit., p. 113
44 Mario Klarer, op.cit., p. 15
45 Richard Gill, op.cit., p. 15.
Klarer has said that: “setting” denotes the location, historical period, and social surrounding in which the action of a text develops.46

“Setting” helps the reader to visualize the action and the credibility of the character. Therefore, the setting of place, time and social might be expressed explicitly in the story or might be only eluded.

The setting of place is a picture of location where the event happened in a story of literary works. The function of this setting is given the clear picture about the situation, room and place of the story.

1. Norway

“You will stay here with me, “She said, “and I will look after you.”
“Aren’t I going back to England?”
“No, “she said. “I could never do that. Heaven shall take my soul, but Norway shall keep my bones.” (The Witches, p.14)

2. A big living room of grandmother’ house in Oslo.

We were in the big living room of her house in Oslo and I was ready for bed. (The Witches, p.15)


The next morning, we sailed for England and soon I was back in the old family house in Kent, but this time with only my grandmother to look after me. (The Witches, p.41)

4. The grandmother’s bedroom.

He said he didn’t even dare to move her to hospital in her condition, so she stayed in her bedroom and I hung about outside the door while oxygen cylinders and all sorts of other frightening things were taken in to her. (The Witches, p.48)

46 Mario Klarer, op.cit., p. 25

Rooms were booked for us in a place called the Hotel Magnificent in the famous seaside town of Bournemouth. (The Witches, p.51)

6. The Ballroom hotel.

I went down a long wide corridor and at the end of it I came to 'The Ballroom'. (The Witches, p.55)

7. The Grandmother’s room in the hotel.

My grandmother’s door opened. “What on earth is going on out here? “She said. I darted between her legs into her room and Bruno followed me. (The Witches, p.125)

8. The Grand High Witch’ bedroom.

I jumped out of the sock and ran into the Grand High Witch’s bedroom. There was the same musty smell about the place that I had noticed in the Ballroom. (The Witches, p.137)

9. The Lounge Hotel.

We went down in the lift to the ground floor and made our way through the Reading-Room to the Lounge. And there, sure enough, sat Mr. and Mrs. Jenkins in a couple of armchairs with a low round glass-covered table between them. (The Witches, p.149)

10. The Dining-Room.

The lift reached the ground floor and stopped with a jerk. My grandmother walked out of it and crossed the lobby of the hotel and entered the Dining-Room. It was a huge room with gold decorations on the ceiling and big mirrors around the walls. (The Witches, p.159)

11. The Kitchen Hotel.

I waited until they had all passed me by, then I dashed on toward the kitchen door. A waiter opened it to go in. I nipped in after him and did behind a big garbage-bin on the floor. I stayed there for several minutes, just listening to all the talk and the racket. By golly, what a place that kitchen was! The noise!
And the steam! And the clatter of pots and pans! And the cooks all shouting! And the waiters all rushing. (The Witches, p.163)

12. The grandmother’s fine old house in Norway.

It was lovely to be back in Norway once again in my grandmother’s fine old house. (The Witches, p.191)

The setting of time relates to the events happened of the story. The place of time has double function; one side showing time of narrating, time of writing and the other side showing time sequence that happened in the story. ⁴⁷

1. A night of the snow season.

The curtains were never drawn in that house, and through the windows I could see huge snowflakes falling slowly on to an outside world that was as black as tar. (The Witches, p.15)

2. The summer season.

“Then don’t let her go on a long journey this summer, she’s not yet strong enough. And stop her smoking those vile black cigars.” (The Witches, p.51)

3. On the first morning in the hotel.

On the very first morning after our arrival, the chambermaid was making my bed when one of my mice poked its head out from under the sheets. (The Witches, p.52)

4. 15.30 pm in the Ballroom Hotel.

“It is now exactly twenty-five minutes past three and the nasty little stinker who will be turning into a mouse in five minutes’ time should at this time very moment be standing outside the doors!” (The Witches, p.98)

5. 19.30 pm in the Hotel.

It was exactly half-past seven. Bruno was in the bowl finishing the fourth banana, “Hang on,” he said. “Just a few more bites.” (The Witches, p.158)

6. One evening in Grandmother’s house.

One evening, as I lay on my grandmother’s lap in front of the fire, she said to me, “I wonder what happened to that little Bruno.” (The Witches, p.194)

The setting of social is related to the social life behavior of society somewhere narrated in the fiction story, but the writer do not explain it because do not relate to the research.

E. Point of View

According to Abrams in Nurgiyantoro’s book that point of view is the way or view utilized by author as medium to present the figure, action, background and various events forming the story in a fiction work to its reader. Point of view is a technique used by the author to find and submit the artistic meaning, to able received and related to the readers.

Point of view means the mental or physical real or imaginary platform from which the events of the novel are first witnessed and then broadcast. It can be divided into: the first person (the first character tells by him/her self), the first person peripheral (the observer as a peripheral character), observe-author (the writer as an

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48 Nurgiyantoro, Burhan, op. cit., p. 248
49 Duhamel & Hughes, op. cit., p. 448
observer) and omniscient-author (the writer as a third person). This element shows the realization of relation between thought and feeling of the writer and the reader.

Point of view of The Witches’ novel is the first person, because in this novel the figure of “I” telling a story about himself. A story about the event and his action, which knew, seen, heard, experienced and felt to other figures in a story to the readers.

F. Moral Messages

In literary works, moral messages represent something intended by author to its reader, representing existing meaning in a story. In general, moral messages have meaning concerning with bad and good teaching.

According to Kenny, moral is a suggestion related to certain moral teaching having the practical character which can be taken by reader through story.

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50 Henri Guntur Tarihan, op.cit., p. 138-139
51 Nurgiyantoro, Burhan, op.cit., p.262
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The writer has found many lessons in The Witches novel as the didactic values. Those values are found through describing the figure’s attitudes that have the didactic values in the novel; the main figures and the peripheral figures. Through the utterance, the event, the communications, and the behavior of all figures can support the importance of the didactic values in The Witches novel. The didactic values can teach the readers to behave and also have the good character, so that didactic values can assist the novel reader to make better lives. The didactic values are classified into ten moral values, they are: politeness is having a good manners, responsibility is having something to look after or do something as duty, obedient refers to direct changed caused by a demand, friendship is affinity and part of the basic of affection between two people or more, struggle is fight or thing needing great effort, patience is ability to delay without becoming annoyed, love & affection are feeling of fondness, tolerance is antithesis of discrimination, firmness is success against resistance, and cooperation is working together with common purpose.

The writer concludes that the messages of the didactic values for the readers are: giving a good example about the values of life; the didactic values that gathered
from *The Witches* novel can be a learning media to know the values of life which can form the good characters for the readers.

**B. Suggestions**

In this study, the writer has suggestions for the English Letters students as follows:

1. To utilize values of life earned from the novel as a media to change the human being characters.
2. To get the didactic values that useful for their life.
3. To improve the study of didactic values in the English Letters Department, especially in the Faculty of Adab and Humanities, UIN Jakarta.
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APPENDIX

The Summary of novel

_The Witches_ novel, this novel tells a story about the struggle of an orphan child against the real witch that help by the grandmother. The novel consists of two main figures; “I” and “Grandmother” and about five peripheral figures; The Grand High Witch, Bruno, Mr. and Mrs. Jenkins, Mr. Stringer. The story started when the grandmother narrated story about the real witch to her grandson. She told about the recognized, the habit, and the enemy of witches. The grandmother was Norwegian, the Norwegian know well all about the witches. While “I” is British, because born in there, both of his parents had a business and live in England.

After his seventh birthday, his parents took him as usual to spend Christmas with the grandmother in Norway. And it was over there, while his father, mother and he were driving in ice weather just north of Oslo. Their car skidded off the road and went tumbling down into a rocky ravine. His parents were killed, and he was a lucky child. Because no body know by him beside the grandmother, and then he stay with his grandmother in Norway.

In the next day, in order that to forget their great sadness, the grandmother told about the witch story. The grandmother told about five children who disappeared by the witch, and then she told to her grandson about how to recognize a witch. The grandmother was a witchophile, the witchophile is a person who studies witches and knows a lot about them. In the other day, the grandmother and the grandson have to
go to England, because they have to obey the will that written by his parents. The will said that the grandmother had responsibility to take care of her grandson and bring back his grandson to continue his school in England.

The next morning, they sailed for England and soon they were back in the old family house in Kent, England. Then the Easter Term began and every weekday the grandson went to school. One day, the grandson had come in contact with the real witch, that event was happened when he was making the tree house. The suddenly a weird woman emerge with distinguishing like a real witch, that woman try to persuade the grandson to go down. And then, he told about his bad experienced seen a witch to grandmamma. The grandson was scared, and grandmamma promises to keep and not let him lonely.

The summer Term began at school, the grandmother and his grandson already have planned to take their summer holiday in Norway. The grandmother had booked a cabin on the boat from Newcastle to Oslo. The grandmother told a story about her summer holiday moment with her brother in Oslo. When there were only three weeks of the Summer Term left, an awful thing happened. The grandmother got pneumonia, she became very ill. So, she has to rest and get the medical treatment from doctor and nurse. It was because bad habit of grandmother which like smoke cigar. The doctor even dare to move her to hospital in her condition because of her old age, so she stayed in her bedroom. One was evening, about ten days later: the doctor permitting the grandson to see grandmamma but only for a short time. And the grandmother will get better on few next days, but the doctor didn’t permit us to have our summer
holiday in Norway. The doctor had booked for us in a place called the Hotel Magnificent in the famous seaside town of Bournemouth.

Soon after that, the grandmother and her grandson took the train to Bournemouth and settled into the Hotel Magnificent. Just before they left for Bournemouth, the grandmother had given him a present of two white mice in a little cage. His grandson was really happy get that two mice, and then he named his mice; William and Mary.

One day, when the grandson was walking around the hotel, he interested to see a ballroom with a big door but only chairs in that room. He enters that room, and plays tight-rope together both of his white mice. He settled himself on the thick green carpet behind the big screen. And then he heard voices outside the Ballroom, the sound grew louder. A few moments later, emerge the manager with women which likely will perform a meeting. He guesses more there are about two hundred persons. Then the most astonishing thing happened. He saw one lady pushing her fingers up underneath the hair on her head, and the entire head of hair lifted upwards all in one piece, and the hand slid underneath the hair and went on scratching. The lady was wearing a wig, she also wearing gloves.

The grandson saw all existing woman in that ballroom change. And that entire woman distinguish the real witch is such as those which narrated by grandmother. The women in that Ballroom become dreadful, and one of them with the have small body and have horrible face to stand up onstage. That woman face was dreadful view which is he has seen. And in fact, they all the real witches which planned to destroy
all children in England. The woman stand up on the stage is the Grand High Witch, and he announced have found the Formula 86 Delayed Action Mouse-Maker to ended all children in England. The real witch really hates a child, and then the Grand High Witch commanding all witches to destroy the children in England with her formula.

The grandchild witness a child named Bruno turn into the mouse because of the formula made by The Grand High Witch. And the fearful event also happened in him; all that witches catch the grandchild and then they turn him becomes a mouse. All witches were really happy about that moment, and they let both of unlucky children to go. The grandson and Bruno went to grandmother’s room, and told to grandmamma the happened to them. Grandmamma was really sad to hear her grandson story, and then they planned a strategy to against the real witches. They still have opportunity to stop the witches from turning all children of England into mice.

After passing very heavy struggle, finally they can defeat all real witches. The grandmother and her grandson succeeded to turn all witches become the mice; they put the Formula 86 Delayed Action Mouse-Maker into the soup. They had saved the children of England from the magic of witches. But, they still have the duty to destroy all witches in all around the world.