THE MATURITY PROCESS OF TOM SAWYER CHARACTER IN MARK TWAIN'S "ADVENTURES OF TOM SAWYER"

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F041181511

Submitted to the Faculty of Cultural Sciences, Hasanuddin University in Partial Fulfillment of Requirements to Undergraduate Degree in English literature Study Program

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AGREEMENT

On Friday, August 25th 2023, the Board of Thesis Examination has kindly approved a thesis by ADHE ANGGRYANI (F041181511) entitled **"THE MATURITY PROCESS OF TOM SAWYER CHARACTER IN MARK TWAIN'S "ADVENTURES OF TOM SAWYER"** Submitted in fulfillment of one of the requirements to obtain Sarjana Degree at English Literature Study Program, Faculty of Cultural Sciences Hasanuddin University.

Makassar, August 25th 2023

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DECLARATION

The thesis by ADHE ANGGRYANI (F041181511) entitled **THE MATURITY PROCESS OF TOM SAWYER CHARACTER IN MARK TWAIN'S "ADVENTURES OF TOM SAWYER"** has been revised as advised during the Examination on August 25th 2023 and is approved by the board of Undergraduate Thesis Examiners:

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Hereby, the writer declares that this thesis written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, August 25th 2023

ADHE ANGGRYANI

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Makassar, August 25th 2023

ADHE ANGGRYANI

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ABSTRAK

ADHE ANGGRYANI. 2023 *"Proses Pendewasaan karakter Tom Sawyer dalam "Petualangan Tom Sawyer".* **(**Di bimbing oleh **M. Amir P** and **Rezky Ramadhani)**

Tujuan penelitian ini adalah (1). Mendeskripsikan karakteristik Tom Sawyer (2). Menjelaskan konflik yang dialami Tom Sawyer (3). Menjelaskan konflik dengan proses kedewasaan Tom Sawyer.

Penelitian ini menggunakan pendekatan kualitatif atau metode deskriptif untuk menganalisis atau mendeskripsikan permasalahan yang ditemukan. Penelitian didasarkan pada data primer dan data sekunder. Data primer merupakan sumber data utama yang penulis peroleh langsung dari novel *Petualangan Tom Sawyer* karya Mark Twain sedangkan data sekunder diperoleh melalui buku buku literature umum yang berkaitan dengan penelitian tersebut. Penelitian ini menggunakan Teori pendewasaan Justin Pikunas untuk menganalisis proses pendewasaan Tom Sawyer.

Hasil analisis data, menemukan bahwa Tom Sawyer adalah seorang anak yang nakal selalu membuat masalah. ia juga anak yang memliki imajinasi, pemalas, penuh rasa ingin tahu,dan pengecut. Gambaran tokoh Tom sawyer terlihat jelas dari perkataannya, tingkah lakunya dan pemikirannya dalam menjalani kehidupan. Analisis ini menunjukkan bahwa ia memiliki banyak konflik dengan karakter lain: yaitu Bibi Polly, Huckleberry Finn, Becky Thatcher. Konflik ini merupakan konflik yang paling mendasar dalam cerita yang nantinya bisa mendewasakan Tom Sawyer. Konflik dengan karakter lain telah mengubah pemikiran dan perilaku Tom Sawyer. Pemahaman terhadap permasalahan di masa kecilnya menunjukkan bahwa kedewasaannya sudah mulai tercapai. Kedewasaan Tom Sawyer terlihat dari kemampuan evaluasinya, kemampuan menangani kekecewaan, dan rasa tanggung jawab.

Kata Kunci: *Karakter, Konflik, Proses Pendewasaan Tom Sawyer.*

ABSTRACT

ADHE ANGGRYANI. 2023 *"The Maturity Process of Tom Sawyer Character in Mark Twain's "Adventures of Tom Sawyer".* (supervised by **M. Amir P** and **Rezky Ramadhani)**

The researches aims are (1).To describe the characteristics of Tom Sawyer (2). To explain the conflict experienced by Tom Sawyer (3). To explains the conflict with Tom's maturity process.

This research used a qualitative approach or descriptive methods to analyze or describe problems found. Qualitative research is based on primary data and secondary data. Primary data is the main data source that the author obtained directly from the novel *Adventures of Tom Sawyer* by Mark Twain while secondary data was obtained through general literature books related to research.This research uses Justin Pikunas Theory of Maturity to analyze Tom Sawyer maturity process.

The results of data analysis, is the writer found that Tom Sawyer is a bad boy who always makes trouble. He is also a child who has a lot of imagination, lazy, full of curiosity and a coward. The depiction of Tom Sawyer's character is clearly visible from his words, behavior and in his thoughts in living life. Furthermore, this analysis shows that he has many conflicts with other characters: they are Aunt Polly, Huckleberry Finn, and Becky Thatcher. This conflict is the most basic conflict in this story which can later mature Tom. Conflicts with other characters have changed Tom's thoughts and behavior. His understanding of the problems in his childhood shows that his maturity has begun to reach. Furthermore, Tom's maturity is evident in his evaluation skills, his ability to handle disappointments, and his sense of responsibility.

Keywords: *Characteristic, Conflict, Maturity Process.*

CHAPTER I

INTRODUCTION

1.1 Background of Study

Literature is writing that is produced by the writer's imagination.Wellek and Warren (1963:22) also state that the term literature seems to be the best if we limit it to the art of literature that is imaginative literature. Literature is also produced by the imagination of the author. Literature is not just a document of fact. It is not just the collection of real events though it may happen in real life. Literature can create its own world as a product of unlimited imagination. As we know that the function of literature is not only to get entertainment but also to get an education. Wellek & Warren (1989:26) if literary work has a function that appropriates its nature; both of them (entertainment and benefit) must not only exist but also complement each other.

A novel is one of the forms of literary work; it is a fictional piece of prose that is usually written in a narrative style. Novels tell stories, which are typically defined as a series of events described in a sequence. It has been a part of human culture for over a thousand years, although its origins are somewhat debated. Regardless of how it began, the novel has risen to prominence and remained one of the most popular and treasured examples of human culture and writing.

As we know that every human being changes from time to time. Every human being and not specifically talking about "man" growth proceeds in the physical change and at the same time, it changes in every human being and not specifically talking about "man" behavior as the direct consequences of the growth. As human beings, we undergo stages of development from our process to become an infant, a child, a teenage, an adult and an elder person.

Human beings always human beings must pass through childhood. It becomes one of human's life stages of development that has to be faced by everyone. As we grow, we always learn and interact with others from our surroundings. Those learning and interacting processes often influence or change our characteristics. Basically, we face some kinds of developmental changes in our childhood and one of them is maturity development. We will reach physical change, categorized as the external growth, and reach mental maturity, categorized as the internal growth, in our age after facing some experiences in life. Being mature according to Lefrancois is "*related to development which includes growth and learning as a relatively permanent change in the behavior of individual resulting from experience"* (Lefrancois, 1982:107).

In literary work if there is a conflict appears in its plot, it becomes more interesting to read. That is why conflict becomes an important aspect of an author when creating a literary work. In a literary work, characters

need to struggle to overcome their conflicts which then lead them into their changes. As Jackson stated (2022) , conflict is the challenge a character must face and, in the end, overcome. Think of "conflict" as another word for "problem." The characters need to struggle a bit to resolve a difficulty. This problem of facing challenges and figuring out how to overcome them makes for exciting reading. If the characters do not have a problem to solve, they have no basis for an adventure. As the author, we want our readers to care about our characters, and to remain curious about the way the problem will be solved. Thus, the author must devise a story problem and then intensify it by throwing difficulties in the way of our characters. When our main character is confronted by an unpleasant event – the death of a pet, a fight with a friend, parents divorcing–he changes. Maybe they are not in the right away, but eventually. The author's job is to show that change and to make the process seem believable. In real life, conflict also becomes an important aspect in human life. To develop, sometimes people deal with conflicts which then lead them into their changes or help them shape their maturity.

As Santino stated (2023), human beings display some kinds of maturity level in their behavior. Generally, we would expect that people behave according to the levels of maturity of their age. We might think that people in the forty year old age would act like a forty year old age and twelve year old like a twelve year old, and so on. This is not that case. One can be a fully grown person but immature or, on the contrary, they can be a

person in young age but very mature in their mental and emotional. As human beings grow from infant to adult, they have more experiences helping them to develop and to understand those events that occur in life. As mature person, we become more flexible. There are some greater capacities to find peaceful solutions when human faces the differences with others. It results a more independent attitude, ultimately achieving interdependence. In addition, greater maturity will produce more kindness, compassion, and respect toward others, along with self-confidence and clarity of purpose. Sometimes maturity is used to indicate person's response to the circumstances or environment in an appropriate manner.

Literary works which requires a story about children developmental changes in their maturity is in Mark Twain's work, *The Adventures of Tom Sawyer*. This analysis is going to discuss the main character's maturity process as the result of conflicts in Mark Twain's *The Adventures of Tom Sawyer.*

The writer chooses this novel for the study because of some reasons. The First reason is because of the novel itself. *The Adventures of Tom Sawyer* is considered as one of Mark Twain's popular works in his period, 1876. He is considered as one of the eight American authors as Woodless states in his book *Eight American Authors*. Because of that the writer thinks that his work of *The Adventures of Tom Sawyer* can be a good sample of American literature to analyze.

The Adventures of Tom Sawyer is about a boy maturing throughout a span of adventures in love, treasure, and everyday life that make him more of an adult, than a boy. The name of the boy is Tom Sawyer. He is described as a boy from the beginning of the story. Although there is no specific description about Tom's age, it seems that Tom is a boy which is approximately more than 6 years old. It is very important to categorize Tom to that age, because it will help the writer to give the limitation to know his maturity development for the analysis. According to Hurlock, he states "*the late childhood for girls occurs In the range between 6-13 years old and for boys in between 6-14 years old"* (2000:146).

Based on the explanation above, Tom can be categorized in the late of childhood phase. Twain wrote this novel based on his own experiences in his childhood. The scenes and events were drawn largely from Mark Twain's childhood experiences in Hannibal, Missouri. He wrote the novel to remind adults of what they were once. As can be seen in the preface of the novel *The Adventures of Tom Sawyer,* it is clearly seen that the events in the story take place in Twain's childhood.

The main character in the story is Tom Sawyer. He and its story represent everything about childhood. Twain's *The Adventures of Tom Sawyer* is filled with Tom's adventures playing pirates and wars with his friend Joe Harper and Huck. It is a story filled with adventures, imagination,

love, superstition, and mischievousness. The whole story is seemingly a complication of what people do or wish they do during their childhood.

Furthermore there are a lot of conflicts occur between the characters in the story. The writer finds it as an interesting topic to be analyzed. Tom experiences some conflicts which then lead him into his maturity in his age. That immature people tends lack of understanding when dealing with conflicts. But a mature person tends to expect and respect conflict. Therefore, to improve his or herself, a mature person utilizes conflict while respecting its danger, they appreciate its benefit. This study tries to observe more closely on the self-maturity of the main character in Mark Twain's *The Adventures of Tom Sawyer*. The writer focuses on the character of Tom Sawyer as the main character in the novel. Then the writer intends to show Tom's conflicts with other characters. Therefore the writer attempts to identify how the conflicts of the main character's childhood life result in his maturity process.

1.2 Identification of Problems

After reading this story, the writer has identified some problems that can be analyzed. The writer focus on the following possible problems:

1. Tom Sawyer is an orphan, a cheerful, mischievous, and enterprising boy, who is raised by his aunt.

2. Aunt Polly is the sister of Tom's late mother. He was distinguished by a kind and gentle character, gullibility and sincere affection for his nephew.
3. Huck Finn is Tom's best friend, the son of a local drunk who doesn't care about the boy at all.
4. Tom Sawyer represents the civilized society that Huck and Jim leave-behind on their flight down the river.
5. Conflict experienced with Huckleberry Finn, Aunt Polly, Becky Thatcher

1.3 Scope of Problems

Based on the tittle of this thesis, the research object is the novel by Mark Twain's, entitled "*The Adventures of Tom Sawyer"*. There are three objectives. The first objective is to describe the characteristics of Tom Sawyer as main character. The Second objective is to describe conflict experienced By Tom Sawyer. The third goal is to shows the process of Tom's maturity as a result of the characteristics of Tom Sawyer.

1.4 Research Question

Based on the explanation above, the writer formulates the following questions as problems to answer in the analysis:

1. What are the characteristic of Tom Sawyer's?
2. What are the conflicts experienced by Tom Sawyer's?

3. How do the conflicts influence Tom's maturity process?

1.5 Objective of Study

Based on the explanation above, the following are the objectives of the analysis. Observing the formulation of the problem above, there are the three objectives in this study.

1. To describe the characteristics of Tom Sawyer.
2. To find out the conflicts experienced by Tom's Sawyer.
3. To explain the influence of conflict on Tom's maturity process.

1.6 Significance of Research

The significance of this research is as follows for me is:

1. The study provides benefits for writers, readers, and students. In a real life context, the writer will be able to study Tom Sawyer's characteristics and conflict and then conflict influences toward maturity process. This thesis gives its own satisfaction for writers who admire Mark Twain and all of his works.
2. Readers can see the characteristics of Tom Sawyer, and then readers can see the result of conflict experience of Tom Sawyer's conflict influence toward maturity process. Readers will be given a chance to more about the conflict experience Tom Sawyer and conflict influence toward maturity process.

3. Evidence from the literature can be an interesting asset for analysis. This study also provides them with useful information such as Tom Sawyer's conflict experience and conflict influence toward the maturity process. This study is expected to provide them with references about writing a thesis on literature.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Study

Some researchers have done study which are almost same as this writing but with different objects. Some of them are quoted as follows:

The First, Julius Yuma Preston (2003) in her thesis *"The influences of peers and family on Tom Sawyer in his social Development as depicted in Mark Twain's The Adventures of Tom Sawyer"* states that Tom's social development as the main character is mostly influenced by his society which is represented by peers and family. The existence of peers and family give either bad or good influences on Tom's character during his social development.

The Second, Hery Azhar Djafar **(**2008) in his thesis *"The analysis of Major Characters and Themes of Mark Twain's The Adventures of Tom Sawyer*" used Structuralism Approach in his thesis that describes the characteristic of the main characters and to identify the theme. The writer also identifies the characters, but the writer focuses on maturity of the main character.

The Third, Mahardika Susanto (2011) in his thesis *"Childish behaviors and Moral Dilemma in The Adventures of Tom Sawyer by Mark Twain"* is another thesis analyzing on Mark Twain novel. Mahardika Susanto used structural approach in his thesis that identifies

the childish behavior and moral dilemma in this novel. The difference between Mahardika susanto and the writer's analysis is the writer also identifies the main character maturity in the novel, but Mahardika Susanto focuses on the childish behavior and moral dilemma in the novel.

Previous studies have discussed *The Adventures of Tom Sawyer* from various perspectives. The author finds that no one has discussed the process of child maturity. Therefore the author intends to discuss more deeply about the process of child maturity, which is reflected in the characteristic analysis of Tom Sawyer.

2.2 Theoretical Background

To support this study, the writer presents some theories that would deal with the topic about maturity process of Tom Sawyer as the main character seen in *The Adventures of Tom Sawyer.* The theories are theory of character and characterization and, theory of maturity. The writer would like to use those theories in order to get appropriate answer of research question in this study.

2.2.1 Theory on Character and Characterization

Characteristic according to Stanton (1965:17), literature or literary work is *"the mixture of interests, desires, emotions, and moral principles that makes up each of these individuals."* Still according to Stanton, characterization is "the traits of a character, or his development, or his

attitudes toward others, or his effects upon them (and vice versa), or his similarities to and differences from them" (1965:70).

Henkle states that a character can be described as major and secondary characters. Major characters are the most important and complex characters in the novel. They can be identified as such through the complexity of their characterization, the attention given to them (by author and other characters) who deserve our fullest attention because they perform the key of structural function. Secondary characters are the characters who perform more limited functions. They are limited in ways that the major characters are not. They may be less sophisticated, so their responses to the experience are less complex and interesting *(Henkle, 1965:60).*

Characters according to Abrams (1981:20), are divided into major and minor characters. Major characters are involved in the main action and become the most important in a story. Minor characters are character who appear in certain setting or some parts of the story as the background of the major characters.

In addition, still according to Abrams, characters are also divided into flat character and round character. Round characters are fully developed in the story. They appear as the central of the story and possess all the characteristics of real human beings. While flat characters are not fully

developed as the major characters. They are static and do not change the story.

As Murphy states that characterization is how an author conveys to the reader what sort of people they are, how an author makes the reader get to know and understand them. According to Murphy, a character can be understood from 9 ways: *"personal description, character as seen by another, speech, past life, conversation by another characters, reactions, direct comment, thought, mannerisms" (1972:162-173).*

a. Personal description

The author describes a person by giving details of appearance. The author can tell the readers the details of the colour of the skin and of the hair, the shape, or the clothes used, which may keep the readers to visualize the person and to know characters as well.

b. Character as seen by another

Using this way means that the author may describe a person by using another person's eyes and opinion. What people in the story think about certain character can be significant to the reader's understanding from which the readers can set a reflected image on the character.

c. Speech

The author can give the readers an insight into a person's character through what the person says. Whenever a person speaks in a conversation, or it gives an opinion, he gives a clue that the reader may know how his character is.

d. Past life

It suggests that the author may picture a person's past life permitting the readers to obtain a clue to events that have helped to shape his character. This can be done by direct comment by the author, through the person's thought, through his or her conversation or through the medium of another person.

e. Conversation of other characters

The author uses this way to give a description of a person through the conversation of other people and things they say about him. People do talk about other people and the things they say often served as a clue to the character of the person that is spoken about.

f. Reaction

To describe a person, the author can show how the person reacts to various situations and events which allow the readers to get a clue to his character.

g. Direct comment

It means that the author can explicitly give direct description or comment on a person's character.

h. Thoughts

The author can describe a person's character by giving the readers knowledge of what the person is thinking about.

i. Mannerism

It suggests that the author can convey something about a person by describing his mannerism, habits or idiosyncrasies.

2.2.2 Theory of Conflicts

According to Redman *(1964:363)*, there are two kinds of conflicts. Firstly, it is inner or internal conflict, it means that the conflict occurs within one's character. For example, in a certain situation the character feels that she should take an action which is good according to her, but her belief prevented her to take it. In that situation, the clash occurs between her desire and her belief. Secondly, it is external conflict. This kind of conflict occurs between a character and his/her outside aspects. It can be the other characters, the setting, or society. Those outside forces are different from the character's belief, desire or way of thinking which then

create clash between them. Perrine also states in his book *Literature: Structure, Sound and Sense*, "*conflict is a clash of actions, ideas, desires and will between two individuals or among people in the story" (1974:44).*

States that a conflict does not always has the form in direct ones, such as frontal war, riot, fight, or any kind of open hostilities. Conflict does not always mean hate, hatred, or distrust. It also can happen through the limitation of differences of opinion, judgment, perspective, and their opposing arguments (1955: 31-32).

2.2.3 Theory of Maturity

According to Justin Pikunas maturity is defined as *"the state of maximal function and integration of a single factor or a total person; also applied to age-related adequacy of development and performance" (pikunas, 1976: 48).*

In addition, he states that there are nine criteria of maturity. They are In terms of application of knowledge and experience, communication of experience, sensitivity to the needs of others, ability to deal constructively with frustration, willingness to assume adult responsibility and understanding of moral character.

a. Differential responsiveness

The author states that a child and adolescent have a different kind of responsiveness if compared to the mature person. Mature person seems more responsive toward surrounding than a child and adolescent.

b. Interdependence

It means that in this case, the main point is not become fully independent but more on self-realization of becoming self-reliant individual.

c. Participate activity

The author believes that in his or her action, a mature person has to be able to act based on his or her initiative, set goals, and involves others in activities.

d. Application of knowledge and experience

The ability to evaluate and to self-examine is one of the most important criteria of maturity. That ability will help a mature person gains his or her appropriate decision in life.

e. Communication of experience

The author points out that communicating one's needs and experiences with others shows the level of maturity in each individual.

f. Sensitivity to the needs of others

A mature person is a person who realizes the needs of others in his or her life.

g. Ability to deal with frustration

The ability to deal with frustration is important to apply in life of a mature person. A mature person should be able to examine and draw positive lessons from his or her past frustration.

h. Willingness to assume adult responsibilities

The author believes that this criterion involves with sacrifice and courage to overcome fear of failure, disregard moods, feeling of disgust and also involves readiness in ignoring others comments when he or she should meet with responsibilities in life.

i. Perceive moral character

States that people will be influenced by moral value of a certain society and a mature person will be able to behave mannerly according to those values.

As Jayaram V stated in his article, (2022) maturity refers, to a complete physical and mental growth or the state of adulthood. People can make an intelligent guess of what complete physical growth means.

Physical growth is visible, measurable, and does not continue beyond a particular age except in certain other ways. Every individual undergoes physical maturity, but few individuals fail to grow normally because some exceptional conditions or circumstances. In case of mental maturity, an individual can grow mentally for long. It is difficult to say when an individual actually stops growing mentally. Mental growth varies from each individual. Some people develop in their mental maturity and rationality much earlier in their lives compared to others.

Furthermore, he states that maturity does not necessarily come with age, but with awareness and understanding, borne out of individual perception and cognitive experience. To be mature according to him does not necessarily mean just a fully grown up individual. It becomes a combination of many things that includes age, awareness, intelligence, decision making ability and more.

Worchel says deal with conflicts that they have learned from their experience of life. A mature person will not avoid problems or conflicts, he or she will accept it to develop his or herself. In addition, he or she must be able to solve problem without always depending on other's help. He or she has a good amount of responsibility of life. A mature person is a people who *"grows and accept responsibility" (1985:109).*

Mature person can solve him own problem without always depending on other's Help. He must be independent and help himself. He must be brave in facing the difficulties and sometimes he has to make a decision in order to make his life better (Overstreet, 1949:51). Furthermore, when he deals with problems, he will make a mature solution of such conflict that would involve a mutual out of the situation and the reaching of an agreement. So it can be said that a mature person will not avoid problems. But, he will attack the problems by developing the capability. This kind of person is the one who is mentally mature (Overstreet, 1949:24).

According to Santino one can be a fully grown person but immature or, on the contrary, they can be a person in young age but very mature in their mental and emotional. As human beings grow from infant to adult, they have more experiences helping them to develop and to understand events that occur in life.