

**THE INFLUENCE OF PARENTS' EXPECTATION IN
MILLER'S *DEATH OF A SALESMAN***



A Thesis

*Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial
Fulfilment for The Requirement to Obtain Sarjana Degree in English*

WRITTEN BY

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**ENGLISH DEPARTMENT
FACULTY OF CULTURAL SCIENCE
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LEGITIMATION

THESIS

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MILLER'S *DEATH OF SALESMAN***

BY

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It has been examined before the Board of Thesis Examination on 25/08/23 and is
declare to have fulfilled the requirements.

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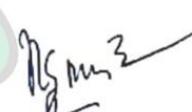
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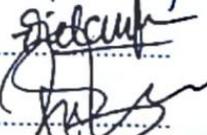
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On August 25th 2023, the Board of Thesis Examination has kindly approved a thesis by Fauziah Ayu Rossi (F041191029) entitled *The Influence Of Parents' Expectation in Miller's Death of a Salesman* submitted in fulfilment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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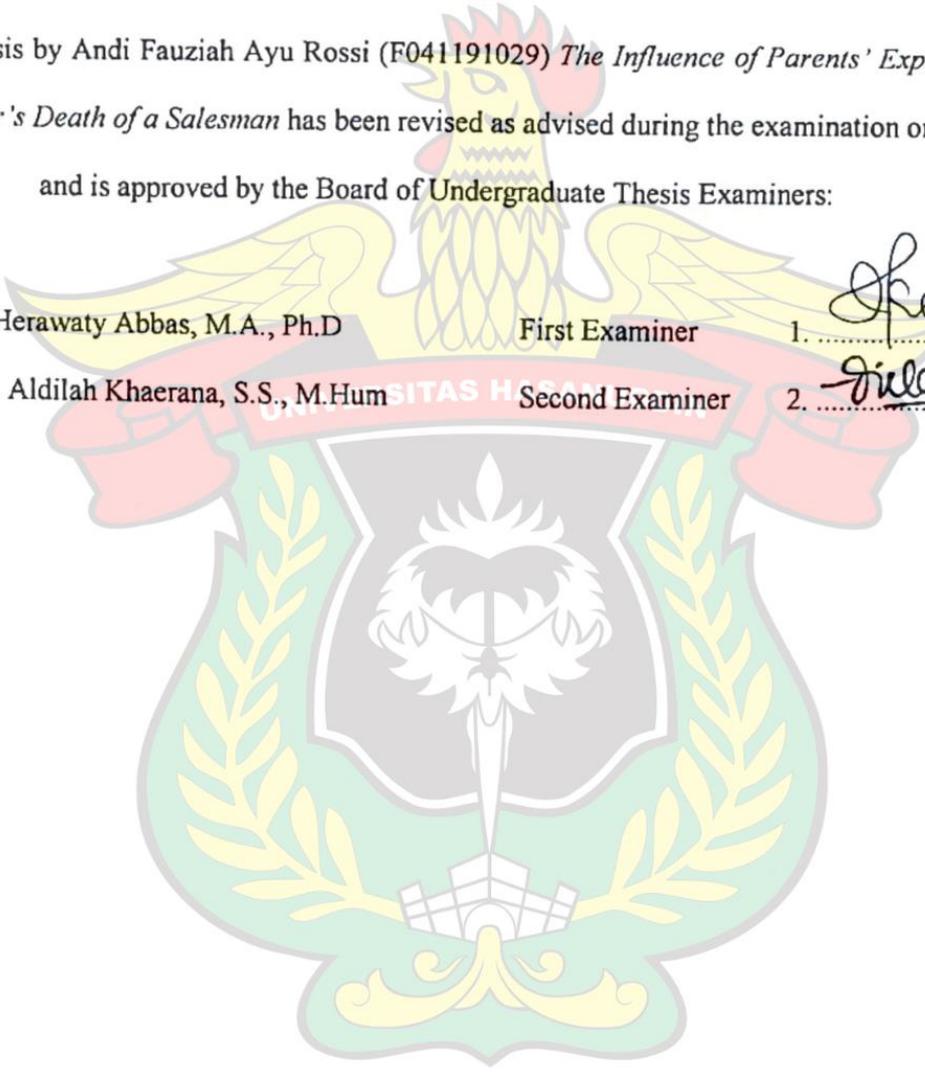
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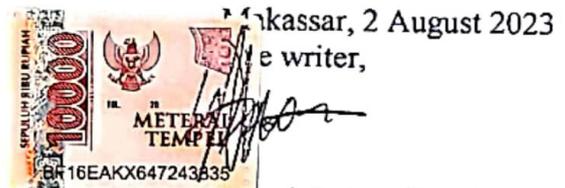
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The Writer,



Fauziah Ayu Rossi

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ABSTRAK

Fauziah Ayu Rossi, 2023. Pengaruh Harapan Orang Tua dalam "Death of a Salesman" karya Miller. Dibimbing oleh **Syafri Badaruddin** dan **Abbas**.

Penelitian ini bertujuan untuk mengeksplor harapan orang tua yang terdapat dalam drama "Death of a Salesman" karya penulis Arthur Miller. Dalam penelitian ini, penulis menemukan beberapa bentuk dari harapan orang tua yang tidak realistis terhadap karakter anak laki-laki di dalam drama. Harapan orang tua ini akhirnya memberikan pengaruh besar terhadap beberapa karakter utama dan perkembangan alur drama.

Penulis menggunakan metode penelitian deskriptif kualitatif. Penelitian ini juga menerapkan teori tentang harapan orang tua untuk memahami pengaruh harapan orang tua terhadap beberapa karakter dalam drama tersebut. Penulis menggunakan pendekatan strukturalisme untuk menganalisis aspek-aspek intrinsik drama, memberikan wawasan tentang unsur-unsur mendasar yang membentuk struktur keseluruhan cerita.

Hasil penelitian ini mengungkap bahwa beberapa karakter utama dalam drama ini melakukan beberapa bentuk harapan orang tua. Bentuk harapan orang tua tersebut adalah kesuksesan karir atau materi, kebahagiaan dan kepuasan pribadi, dan pemenuhan impian yang belum tercapai. Bentuk-bentuk harapan orang tua tersebut memberikan dampak terhadap karir dan pilihan hidup karakter anak laki-laki di dalam drama. Drama ini menekankan pentingnya memiliki harapan yang masuk akal, terutama untuk anak-anak. Drama ini mengungkap kesulitan, konflik, dan perjuangan yang dihadapi orang ketika mereka berusaha memenuhi harapan-harapan mereka.

Kata kunci: Death of a Salesman, pendekatan strukturalisme, karakter utama, kemakmuran, American Dream.

ABSTRACT

Fauziah Ayu Rossi, 2023. The Influence of Parents' Expectation in Miller's *Death Of Salesman*. Supervised by **Syafri Badaruddin** and **Abbas**.

This research aims to explore the parental expectations portrayed in Arthur Miller's drama *Death of a Salesman*. The study reveals various forms of unrealistic parental expectations towards the male protagonist in the play. These parental expectations significantly influence the main characters and the overall plot development.

The research employed a qualitative descriptive method and applied theories on parental expectations to understand their impact on the characters in the drama. The structuralism approach was used to analyze the intrinsic aspects of the drama, providing insights into the fundamental elements that shape the overall story structure.

The findings of this research reveal that several main characters in the drama embody different forms of parental expectations. These include career or material success, personal happiness and fulfillment, and the fulfillment of unachieved dreams. These parental expectations have a profound impact on the career and life choices of the male protagonist in the play. The drama emphasizes the importance of having realistic expectations, especially for children, and showcases the difficulties, conflicts, and struggles people face when trying to meet these expectations.

Keywords: Death of a Salesman, parental expectations, structuralism approach, main characters, American Dream.

CHAPTER 1

INTRODUCTION

In this chapter, the writer provides the introduction of the research. The introduction consists of the Background of The Study, Identification of The Study, The Scope of The Problem, Research Question, Objective of The Study, Significance of The Study, and Sequence of The Writing.

1.1 Background of The Study

Being successful is what every parents expect from their children. That is because parents always want the best for their children. They have already developed an abstract image of what their child should be like and work actively to mold their child in that image. Some people believe that “success” can be defined as many things, not only for gaining money and becoming rich, but social pressure influence the narrative that success can only be achieved by being rich.

This eventually affects the children on how the parents started to give a huge and unrealistic expectations to their children with an unrealistic thought that they also could be successful even though they came from middle or lower class. However, based on the research done by Roy (2022), this high expectation eventually led to depression of the children for the parents are very serious about managing the children’s future. By being serious means that the parents give little space for their children to discover their own path in life. Moreover, around 1930s to be specific, Mihm (2022), stated that there is rising inequality, stagnant wages, and limited access to education and healthcare in result of The Great Depression

that are contributing to a sense of impossibility of one achieving very high expectations.

In Arthur Miller's drama, *Death of a Salesman*, parental expectation is a central theme explored through the character of Willy Loman. Willy Loman is a middle-aged salesman who has been working for the same company for decades but has never been able to achieve the success he believes he deserves. He is fixated on the idea of that success is measured by wealth and popularity.

Throughout the drama, Willy always try to pass his definition of success to his sons, resulting to a strained relationship between Willy and his sons. Because of that, they both are struggling to find their own identities. The expectations from Willy Loman towards both of his children made them feel the sense of tiredness and pressuring. Moreover, Linda Loman, the wife of Willy Loman, has been blinded by her role as a wife to Willy, making her always support her husband even though she has seen negative signs of Willy's obsession and expectation toward a successful life.

On the other hand, Charley, Willy's neighbor and friend, has a contrast relationship condition with his son, Bernard, comparing to Willy's relationship condition with his sons. Charley and Bernard have a good relationship between each other. That is very unsurprising that Charley also expect Bernard to be succesful, but instead of taunting it to Bernard, Charley focuses more on reality. He is very realistic and practical on the things happening in his life. Unlike Willy who always talks about what could have been rather than facing the reality of what has actually happened.

Arthur Miller, the author of *Death of A Salesman*, is one of America's most popular and lasting writers of the postwar era. He wrote mostly about the concerns of the middle class, resulted from a culture that places a high emphasis on financial accomplishment. Much of Arthur Miller's own experiences are reflected with the recurring theme of anxiety and insecurity in his works. Miller, a wealthy Jewish manufacturer's son who was born in New York City in 1915, had to deal with his family's social breakdown when his father's company failed during the 1930s Great Depression.

Miller was able to complete his education at the University of Michigan in 1938 by taking on odd occupations like waiter, truck driver, and factory worker. Miller had the opportunity to interact closely with individuals who experienced the Depression the most during these formative years, and they also provided him the sense of accomplishment he needed to overcome the circumstances. He began writing dramas in the 1930s, but it wasn't until *Death of A Salesman* was performed in 1949 that Miller established himself as a major American dramatist. Winning the Pulitzer Prize in 1949, *Death of A Salesman* has to this day remained a classic.

The writer thinks that the issue of parental expectation influences several characters' life in the story. There are good impacts that the writer found out, but there are also undeniable negative impacts reflected in the several characters in *Death of A Salesman*. Thus, the writer decides to analyze several characters who have correlation with the issue of parental expectation, as well as the setting of the drama, which the writer also believes has impacted parents expectation setting towards their children during the related time in *Death of A Salesman*.

After reading the drama script and watching the play, the writer concludes that *Death of Salesman* is such an interesting object to understand and to analyze deeper. It has interesting and relatable story, themes, and characters to today's world even though it has been six decades after the drama released. The writer also realized that there are many similarities that the characters have with the writer's life experience. This analysis is wished to be a life reflection that is beneficial for individuals who read it. Thus, the writer came up with the title "The Influence Of Parents' Expectation In Miller's *Death Of a Salesman*" for this analysis.

1.2 Identification of The Study

Several problems can be identified based on the study's background, which is discussed above. These are as follows:

1. American Dream depicted in the main characters of *Death of Salesman*
2. Parents expectation toward the children in *Death of Salesman*
3. Family relationship of the characters in *Death of Salesman*
4. Depression of Willy Loman as the main character in *Death of Salesman*
5. The Gender Role Influence of the main characters in *Death of Salesman*
6. Failure of life of the main characters of *Death of Salesman*
7. The death tragedy of the main character in *Death of Salesman*.

1.3 The Scope of The Problem

The influence of parent expectations is analyzed through the characterization of selected male protagonists and the setting of time. The selected male characters are Willy Loman, Biff Loman, Happy Loman, Charley, and Bernard. The writer only analyzes the selected major characters because the selected major characters

have the relations to the influence of parental expectations that the writer intends to discuss. The writer applies structuralism approach to analyze deeper meaning and underlying messages regarding the issue of parental expectation in the drama.

1.4 Research Questions

Based on previous problem identification and scope, the writer aims to answer the following questions:

1. What are the parental expectations found in Miller's *Death of a Salesman*?
2. How are the parental expectations influenced selected male protagonists in Miller's *Death of a Salesman*?

1.5 Objectives of The Study

Based on the research questions, the writer comes up with two objectives of study that includes:

1. To identify and analyze the parental expectations found in Miller's *Death of a Salesman*
2. To describe the influence of parental to selected male protagonists in Miller's *Death of a Salesman*.

1.6 Significance of The Study

The significance of the study is divided into theoretical significance and practical significance. The explanations of each part are elaborated as follow:

1. Theoretical Significance

Theoretically, the author expects that the study broadens literary studies, especially the study of Miller's *Death of a Salesman*. In addition, the

research is expected to increase public understanding of literature through drama and encourage the use of drama in literature studies.

2. Practical Significance

Practically, the results are expected to provide significant findings regarding the analysis of Miller's *Death of a Salesman* and will be useful for other researchers interested in literary studies, particularly drama studies.

1.7 Sequence of The Study

There are five chapters in this study. Chapter I is an introduction that includes the study's background, identification of the problem, scope of the problem, research problem, objectives of the study, significance of the study, and sequence of the study. The writer puts the issues that become the main point of the analysis in the background of the study because the writer aims to raise the reader's interest and curiosity.

Chapter II consists of three previous literature reviews about Miller's *Death of a Salesman* or about previous analysis that have the same theory with this analysis. There are also discussions or statements from theorists about structuralism and definition of parental expectation that is used in the analysis.

Chapter III is contained of the research methodology, which consists of the method that the writer uses in the drama analysis, the sources of data that the writer uses from, and also the research procedure of this analysis.

Chapter IV contains the analysis of the writing. The analysis starts with the finding of the intrinsic elements in Miller's *Death of a Salesman* drama. After that, the writer analyzes the parental expectations in *Death of a Salesman*. Lastly, the

writer explains and describe the influence of the parental expectations to the selected major characters.

Lastly, Chapter V consists of conclusion of the analysis that includes important parts or sections of this research. After conclusion, this chapter also consists of suggestions from the writer to the matters that are related to the drama, the analysis results, and other important things about this research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer elaborates the literature review of the research, consists of the Previous Study, the definition of Structuralism Approach, Intrinsic Elements, and the definition of parental expectations.

2.1 Previous Study

There are researches that have been done by previous researchers on Miller's *Death of a Salesman*. However, there are three previous researches that the writer use which are relevant to this research. The first one is a research by Utomo that was written in 2008 from Soegijapranata Catholic University, Mujahidah in 2021 from University of Muhammadiyah Malang, and Jonathan that was made in 2022 from Satya Wacana Christian University.

Utomo in the research that was written in entitled "*Gender Discriminations Toward Linda Loman in Arthur Miller's Death of a Salesman*" was focusing on Linda Loman who is repressed by her husband and people around her for being a woman. In this research, Utomo did a library study and used qualitative method. As the basis to analyze the problem formulation, Utomo used gender studies. How the discriminations are presented and encountered, and how the United States society is presented in the drama are further discussed in the study. This research applied feminism approach. The research shows that the society in *Death Of A Salesman* considers women as a second-class citizen. Gender discrimination happened in the status of age and education. The female characters in the drama experiences gender discriminations due to their sex.

Mujahidah in her research that was made in 2021 entitled "*Dysfunctional American Dream Reflected in Arthur Miller's Death Of A Salesman*" focuses on the causes of dysfunctional American Dreams and the effects of dysfunctional American Dreams experienced by the main character, Willy Loman, as a representation of American society. This paper was conducted by applying descriptive qualitative research and the mimetic theory as the research approach. Mujahidah found that Miller uses the character of Willy Loman to represent the failure of the American Dream.

Willy's quest for the American Dream leads to his failure because throughout his life he pursues the illusion of the American Dream. Tragically, the effect of his failure was committing a suicide, where to himself it was not a failure but a success, since there will be many people come to his funeral as a symbol of fame and he will inherit a lot of insurance money for his family. A theoretical analysis through this study represented that not all Americans or immigrants have the same perception of the American Dreams and not all of them can reach the dreams.

Another research is from Jonathan, conducted in 2022 entitled "*Analysis of Defense Mechanism from The Character Willy Loman In Arthur Miller's 'Death of a Salesman'*". Jonathan uses descriptive qualitative method to analyze the defense mechanism from the character Willy Loman in Arthur Miller's "Death of a Salesman". The kinds of defense mechanism that the writer will use are Projection, Fantasy or Day dreaming, Regression, and Displacement. The finding of this research is to reveals the kind of mechanisms that Willy Woman has. The result shows that Willy Loman is an example of a character who is affected badly by the

repression of his pleasure principal and he does not have the true sense of himself. He is blinded by the realization of a terrible life he has. He does not even recognize how much his family loves and cares about him.

The three previous researches above are focused on different methods and approaches. The first one uses qualitative method and the gender studies, the second one uses descriptive qualitative research and the mimetic theory as the research approach, meanwhile the last one also uses descriptive qualitative method, but it analyzes the defense mechanism. The first research focuses on Linda Loman, unlike the other two research that focuses on Willy Loman analysis.

In this research, the writer analyzes the same objects with the three previous research. But instead of focusing on one major character, the writer uses six major characters that relate to the issue of parental expectation reflected in *Death of a Salesman*. This analysis also uses descriptive qualitative research, similar to the second and the third previous studies above. Although the writer analyzes a completely different issue comparing to the three previous studies, but these studies help the writer to know more about the characterizations of the major characters and the setting of *Death of a Salesman*, which is also the main focus of this analysis.

2.2 Structuralism Approach

Structuralism is an approach to literary works that seeks to understand the underlying structures that influence them. This method emphasizes the value of looking at a literary work's components, such as plot, character, and theme, as well as how they relate to one another. According to Abrams (1953:34), the relationships between a literary work's aspects, such as plot, character, and theme, determine

overall structure of the literary work, and these relations give important insights into the work's meaning and purpose. It is believed that by analyzing these relationships, literary critics can uncover the underlying structure of a work and gain a deeper understanding of its meaning and significance. Similarly, according to Wellek (1949:5), "*the structure of a literary work is a fundamental aspect of its meaning and significance.*" It is believed that the elements of a literary work are not separated elements, but are interconnected and interdependent, creating a holistic structure that shapes the meaning of the work as a whole.

There are two essential components used in the construction of literary works: intrinsic and extrinsic aspects. DiYanni (2001:44) defines that intrinsic elements as the fundamental components or characteristics of a story. The structure of literary works is built using intrinsic aspects including theme, plot, setting, style, character, and point of view. Each intrinsic element has a specific role. A literary work's structure is built using intrinsic elements to ensure that it can stand strong as the result of thoughts and imagination. It highlights the literary work's beauty and elevates its value so that it is no longer just a piece of literature with no profound meaning. According to DiYanni (2001:50), main aspects of literature are plot, character and characterization, setting, theme, and language style.

In conclusion, the writer understands that structuralism approach emphasizes the importance of understanding the fundamental structures that impact and shape literary works. The writer can learn a lot about the general structure, meaning, and purpose of a piece of literature by analyzing the connections between different

elements. These elements' connection form an overall structure that influences the work as a whole.

2.2.1 Character

Character and characterization are the primary elements of literary work because without character, a story is not complete. Additionally, character without characterization is just plan. The story is not relatable and not interesting for the reader. Character is a depiction of a human being, and thought is determined by the inner self (DiYanni, 2001:55). A character has an effect on the story's outcome. A character is placed in a strategic position to deliver and transmit a message, moral, or other message to the readers. A character can be thought of as a storyteller.

According to Kenney (1966:34), characterization is the process of conveying a character. In literary works, characters convey a variety of things, including the character's physical features, personality traits, and social life. Through characterization, writers bring their characters to life and make them relatable to readers. According to Card (1986:14), characterization is one of the most important elements of fiction writing, as it is through characterization that readers come to know and understand the characters in a story. Similarly, Lamb (2007:55) notes that characterization is essential in creating memorable and compelling characters.

Additionally, Klein (2019:17) stresses that the importance of using characterization to reveal character traits, motivations, and desires to readers. In other words, characteristics emphasize the importance of physical description, dialogue, action, thoughts, and emotions to bring characters to life and make them

relatable and memorable to readers. By using characterization to reveal the inner workings of a character, such as their motivations, desires, and personality traits, writers are able to create characters that have greater depth and nuance. In conclusion, characterization is a critical aspect of storytelling and is the process of creating and defining the personalities of the characters.

Specifically in drama, characters, stated by Esslin (1961:5) are constructed through a combination of the playwright's imagination, the actor's interpretation, and the audience's perception. In other words, a character is not only what is written on the page, but also how it is embodied by the actor and how it is received by the audience. This multifaceted process of character creation is what makes drama such a dynamic and collaborative art form, involving the creative input of many different individuals.

Every character in the story contributes their own story to create a cohesive narrative that conveys one or more messages to the reader. There are two types of character:

A. Main Character

A main character is a person who plays a significant role in a story. This is the most generally reported figure, both as the perpetrator and as the incident itself. The main character is present at all times and may be located on every page of the plot. According to Forster (1927:14), the main character is frequently an important character whose actions, thoughts, and development take the spotlight in driving the plot and conveying the main ideas of the story. Throughout the story, the main

character usually experiences some kind of change or development, which adds to the narrative's general flow.

B. Supporting Character

A supporting character is a character who plays a supporting role in the plot and exists solely to assist the main character. Similar to DiYanni (2001:55) which stated that supporting character is the minor character who contributes as a means of helping the major character to establish themselves in their journey.

To summarize up, characters are an important part of literature and are crucial in shaping a story's storyline, themes, and messages. A well-written character may help the reader relate to the story more deeply and can make a story more interesting and sympathetic. No matter if the character is the main protagonist or a minor supporting character, their unique characteristics and personalities may make reading memorable and interesting.

2.2.2 Plot

In literary structuralism, the plot of a literary work is considered as a structured sequence of events that form the story. The plot of a literary work is not simply a series of isolated incidents but rather a meaningful arrangement of events that is fundamental to the work's meaning and significance.

Barthes (1977:97) writes, "*the work of literature is not a thing; it is a space of meanings. It is a space in which the signs that make it up are in constant interaction with one another, producing meanings that are always provisional and subject to revision.*" In conclusion, the plot of a literary work is not simply a sequence of events but rather a process of interpretation that involves the reader in

actively constructing the meaning of the work. The plot of a story typically consists of a series of events that are connected and arranged in a specific order. These events can include actions taken by the characters, shifts in the story's setting, or changes in the characters' relationships or circumstances. The events of the plot should be linked to one another in a logical and meaningful way, and should build towards a resolution or conclusion that satisfies the reader.

In addition to providing structure and meaning to a story, plot also has a profound impact on the reader's experience. A well-constructed plot can create suspense, evoke emotion, and provide a sense of closure. The events of the plot can also reveal important themes or messages that the author wants to communicate to the reader. There are five fundamental parts of plot:

A. Exposition

When the story opens, during exposition, the characters and setting are introduced. The exposition presents the reader to the plot's characters and setting. According to DiYanni (2001:55), exposition describes how the story's beginning conflict or concerns were happened. The exposition hooks the reader by delivering interest and information to attract audience to keep reading.

B. Rising Action

Rising action is where the story's events become tangled up and the conflict is revealed. The conflict or problem in the story is introduced by the increasing action. Rush (2005:52) stated that the escalating action highlighted the difficulties the protagonist faced in achieving his

objectives. What the protagonist or main character is up against is revealed in this phase of the plot. During the rising action, the main character battles this problem or challenge.

C. Climax

A story's climax is the point at which the conflict or difficulty changes or is resolved. According to Rush (2005: 58), the climax is the biggest struggle that the protagonist faces after facing the story's final challenge and resolving it. The climax features an event that marks a turning point for the story's characters.

D. Falling Action

Falling action is when the protagonist responds to the changes that take place after the climax. According to DiYanni (2001: 45), falling action is when the tension of the story starts to lessen. Events and problems begin to clear up on their own or are handled by the character. The reader is aware of what happened next and whether the problem properly handled.

E. Resolution

Resolution is the conclusion of a story. The part of a story or play that comes after the falling action and establishes a new perspective, a new state of affairs, or the way things will be going forward. According to DiYanni (2001: 45), resolution takes place once the problems of the story have been dealt with. The author usually wraps up the story's unresolved issues to bring it to a close.

On that being said, plot plays a crucial role in the creation of a story and is one of the key elements that makes a narrative compelling and meaningful. It provides the structure that allows the reader to understand and connect with the events and characters in a story, and helps to create a sense of coherence and purpose that is essential for the reader's enjoyment and engagement with the narrative.

2.2.3 Setting

Setting in a literary work refers to the time and place in which the events of a story take place. It can include the physical location, social and cultural context, and historical moment. Based on the statement from Scholes (1966:15), setting is the term used to describe the environmental, social, and background of a work of literature. It is a crucial component of storytelling and has the power to influence and clarify the meaning of the story in a variety of ways.

In the statement, it highlights the importance of setting in shaping the narrative and meaning of a work of fiction. It emphasizes that setting encompasses not only the physical location, but also the historical and social context in which the story takes place. This idea is central to Scholes' analysis of the role of setting in literature. Setting can have a significant impact on a story, influencing the mood, atmosphere, and characters, and helping to shape the overall meaning of the work.

According to Harmon (2012: 247), there are three types of setting in literature. Those settings are:

- A. Setting of place refers to location in which the story takes place, such as a city, a forest, or a room. Setting of place can have a huge effect on the story and influence the plot, characters, and themes.
- B. Setting of time refers to the historical period or time of day in which the story is set. The time period can influence the story's themes, characters, and plot, whilst the time of day can change the tone and ambiance of the narrative.
- C. Setting of atmosphere describes how the environment's nature and mood are established using details from the senses including descriptions of the weather, lighting, and sounds. The mood of the story can be influenced by the atmosphere, which can also have an impact on the characters' emotional states.

From these types of setting, the writer can mention that it helps to provide a comprehensive understanding of the role of setting in literature and how it can shape and inform the narrative and meaning of a work.

2.2.4 Theme

The story of literary works has a main message for readers, namely theme. According to Forster (1927:21), a theme is the central idea in a literary work that combines and determines its structural and representational elements. This central idea or message serves to combine the various elements of the narrative, such as characters, plot, setting, and style, and give the story a sense of coherence and meaning. The theme helps to shape the reader's understanding of the story and can serve as a lens through which to interpret and analyze the narrative.

Similarly, the theme, delivered by Abrams (1953:132), "*the controlling idea of a literary work, which can be expressed as a sentence or a generalization about life or human nature.*" The theme is the driving force behind the narrative, and it serves to connect the various elements of the story and give the readers some ideas on how the readers can interpret the story based the story's reflection about life. Additionally, Scholes (1966:138) emphasizes that themes are not merely abstract or intellectual ideas, but rather emerge from the concrete and specific details of the work itself. He suggests that themes can help readers to understand the work's underlying meaning and message, and that they often reflect fundamental aspects of human experience and the human condition.

The theme of a literary work can reveal important truths about the human experience, offering insight into the complexities of the human condition. These themes can range from broad philosophical questions about the nature of existence and the meaning of life, to more specific social or psychological observations about human behavior and relationships. By offering insight into the human condition, the theme of a literary work can serve to deepen our understanding of the world and our place within it. Through the exploration of theme, authors can explore important questions and ideas that have relevance and meaning for readers.

These statements highlight the various ways in which theme can be understood in literature, including as the central idea, the controlling idea, and the philosophical, social, or psychological insight offered by the work. In conclusion, the theme is an essential aspect of literary analysis, as it helps readers to understand the author's intentions and the broader message of the narrative. Themes can be

universal, exploring common human experiences and emotions, or they can be specific to the individual work and the author's intention.

2.2.5 Language Style

Language style refers to the distinctive way in which a writer uses language to convey meaning in a literary work. It refers to the choice of words, the sentence structures, and the overall tone and voice that a writer employs to create a particular effect or convey a particular meaning. Abrams (1981:201) defines that language style as the "manner of expression in language characteristic of an individual, period, school, or nation." This definition highlights the idea that language style is a unique and distinctive aspect of a writer's style that reflects their individual voice and perspective.

Similarly, Scholes (1966:79) defines that language style as *"the way in which the language of a text functions in the service of its themes, characters, and narrative."* This definition highlights the idea that language style is an important element of the narrative, serving to create meaning and shape the reader's understanding of the story.

Language style is an important element of literary style, and it plays a crucial role in shaping the reader's experience of a literary work. A writer's use of language can create a particular atmosphere or mood, and it can help to convey important themes and messages. It can also serve to shape the reader's understanding of the characters and their motivations, as well as the overall narrative structure.

2.3 Parental Expectation

Parental expectations refer to the goals and standards that parents have for their children's behavior, academic achievement, and other areas of development. These expectations can have a significant impact on children's self-esteem, motivation, and overall well-being. Child growth and self-worth can be strongly influenced by parental expectations. It may offer encouragement and direction, help kids in making goals and pursuing them. Children who face high expectations are more likely to succeed and realize their full potential. On the other side, having unrealistic or unachievable expectations can result in depression, anxiety, and feelings of inadequacy. However if parental expectations do not match their own interests or skills, children may feel pressure to live up to them.

According to Bandura (1977:162), children learn from observing and imitating the behavior of others, including their parents. Parents play a significant role in a child's socialization, they interact with them frequently, and they are highly regarded in the eyes of the child, making them particularly significant sources of social influence. This statement suggests that parents who model high expectations for their children and provide positive reinforcement for their achievements can help to shape their children's behavior and attitudes towards success.

However, Levine (2008:28) argues that high parental expectations and pressure to achieve can lead to stress, anxiety, and depression in children. Levine explains that when children are raised in an environment that prioritizes achievement over other aspects of life, they can experience significant stress, anxiety, and depression. This pressure can come from parents who set extremely

high standards for their children and push them to excel in academics, sports, or other areas, often at the expense of their own well-being.

This pressure can be particularly harmful for children because it can create a sense of disconnection and alienation from their own needs and desires. Children may feel that they are only valued for their achievements, rather than for who they are as individuals. This can lead to a lack of self-esteem and a sense of inadequacy, which can in turn exacerbate feelings of anxiety and depression.

Parenting styles can play a role in shaping parental expectations. In particular, authoritarian parenting, which is characterized by strict rules, high demands, and low responsiveness, tends to result in high parental expectations. According to Baumrind (1966:889), who developed the concept of parenting styles, authoritarian parents, *"expect their orders to be obeyed without explanation or question."* Similarly, Maccoby and Martin (1983:38) wrote, *"authoritarian parents are inclined to set demanding standards and to be critical of their children's performance."* Authoritarian parents often have very specific ideas about how their children should behave and what they should achieve, and may use punishment or criticism to try to motivate their children to meet these expectations.

In contrast, authoritative parenting, which is characterized by clear rules and expectations, high responsiveness, and warmth, tends to result in more realistic and flexible parental expectations. Authoritative parents set high standards for their children but also provide support, guidance, and understanding when their children face challenges or setbacks. As a result, children of authoritative parents may be more likely to internalize their parents' expectations and feel motivated to meet

them, rather than feeling overwhelmed or demotivated by unrealistic or harsh demands.

Another parenting style is permissive parenting style. Permissive parents tend to have low expectations for their children and may avoid setting rules or limits on their behavior. According to Baumrind (1966:891), permissive parents usually make few demands for household responsibility and orderly behavior. Maccoby and Martin (1983:38) wrote that "*permissive parents are accepting and affirmative toward their child's impulses, desires, and actions.*"