

APPENDICES

Appendix 01. Synopsis *Bridge to Terabithia* by Katherine Paterson

Jesse Oliver Aarons, Jr. or Jess Aarons is an eleven-year-old boy whose greatest ambition is to be the fastest runner in the fifth grade when school starts up in the fall. He believes that that by winning the race will give him a chance to stand in the spotlight among his peers at school and his family, especially his preoccupied father. He thinks that this could be something he is good at which will not make his father label him as “girly”. It was because his father finds out that Jess’s drawing hobby is not a hobby for boys. He practices every morning on summer break while fantasizing his future desired victory. However, when the school starts, a new girl beats every boy in the race. It was Leslie Burke, a girl who just moved next to Jess’s house.

Even though he doubts at first, but Jess finally get along with Leslie pretty well and become friend. They find themselves a spot in the woods by crossing a creek with a rope tied on a tree and make it their secret country. They build a magic kingdom called Terabithia where the play all the time making themselves as the king and queen. Leslie introduces Jess with the world of fantasy and creativity with stories Jess never has a chance to read. They also play amazing games which involve their imagination such defeating imaginative intruders in Terabithia. The time they spend there seems to strengthen their friendship every day. Especially, after they map out a plan of revenge on Janice Avery, the biggest bully at school, together.

Jess does not mind the teasing he gets from being friend with Leslie at school or at his home. Everybody exaggerates their cross-gender friendship and makes fun of it. Their friendship is not only when they are in Terabithia. They celebrate holidays together, such as Christmas and Easter. They change gifts on Christmas where Jess gives Leslie a puppy and Leslie gives him a full set of art supplies that he can only dream of since his family is poor. Jess also let Leslie go to the church with his family for Easter. After her first visit to the church, Leslie reveals that she is not a believer but finds the story of Christ beautiful. It makes Jess and May Belle, who live under religious teaching, find it bothersome. However, Jess does not mind it since his friendship with Leslie gives him a purpose and experience, he has never had in life before.

One day, Miss Edmunds invites him to accompany her to art galleries in Washington. She is a music teacher at his school whom Jess has a crush on. The trip goes very well and makes him feel that he is special to Miss Edmunds. It brightens his day, but when he gets home his family waits for him in the living room which is so strange for him. His father tells him that Leslie drowned in the

creek that morning trying to swing across. The news shocks him and makes him completely devastated. He goes through very deep loss of his precious friend. Leslie has changed his world to the better. He feels that he will not be able to be who he is when he was with Leslie and back to be his awful old self. However, as time passes, he realizes that he has to keep Leslie in his memory alive with the fantasy of Terabithia. He decides to go back to Terabithia and take care of it on Leslie's behalf so that the memories of her will remain there forever. He builds a safe bridge over the creek and takes May Belle there as a new queen of Terabithia.



Appendix 02. Blueprint of Table Instruments

1. Grand theory of sequence segmentation (Bordwell & Thompson, 2010)

Sequence is a quite large segment or stage which involves one complete action which further could be subdivided into sub-segments. Meanwhile, segmentation is a process of intuitively dividing story into sequences in term of analyzing its form. While segmenting, the use of an outline format is suggested as an aid to visualize formal relations (beginning and ending, parallel, patterns of development)

2. Characterization (Garvey, 1978)

- Characterization imbues an identified character in a narrative with an attribute or set of attributes which also called trait, qualities, or characteristics. It means that the character is characterized by being invested with attributes and it makes them able to be differed from one another. One element of characterization is that the attribute may arise in a character in two ways, direct and indirect. Direct way is when the attribute is depicted through explicit statements of narrator or other character. Meanwhile, indirect way is when the attribute is showed through the statements of the character, other character, or the narrator, the character's act, clothing, name, etc.

3. Grand theory of values of character education: Indonesia's Ministry of Education and Culture (2016)

This research combines the values of character education from two sources. Five core values proposed by Indonesia's Ministry of Education and Culture (2016), as the core values the society want to persist and intentionally cultivated by the government, consist of religious, nationalist, independent, mutual cooperative, and integrity. Each value come with sub-values which will distributed in detail below. As some particular sub values are not defined by Indonesia's Ministry of Education, definition by other experts will be provided.

1) Religious

This value reflects the faith in the Almighty God which is manifested through certain behaviours. These behaviours are: implementing the

embraced religions and beliefs' teachings; respecting the diversity in religions; upholding the tolerance attitude towards the practice of other religions and beliefs' worship; and live a harmonious and peaceful live with followers of other religions. The value of religious covers three relations of dimensions which are the relationship between individuals with God, individuals with other humans, and individuals with nature (environment) (Indonesia's Ministry of Education and Culture, 2017). The sub-values carried out are:

1.1) Peace-loving

Indonesia's Ministry of Education and Culture (2010) describes peace-loving value as a character which attitudes, words, actions of a person could make people around him/her feel secure and comfortable. Langham & Burnet (2020) picture peace-loving kids as one who enjoy peaceful environment hence they rarely make trouble and more likely tend to be non-confrontational.

1.2) Tolerant

According to Indonesia's Ministry of Education (2010), tolerant as a value which shows attitude and behaviour of respecting the differences occur in society such as religion, tribe, ethnicity, opinion, attitude and behaviour. Hendriana & Jacobus (2016) mention that being tolerant is about serving others even those with disabilities equally regardless of their background and being able to work with people in diversity.

1.3) Wise

This value is shown when someone is able to make sensible decision and give appropriate advice to others which are based on the experience and knowledge he/she has (Hornby, 2005). Ardel et al (2019) state that wise individuals are interested in a deeper truth, engagement in reflection and self-reflection, the ability to think beyond one's own perception, and sympathy and compassion towards others. They are more likely open to new

experiences, agreeable, responsible and emotionally stable or are no easily get angry.

1.4) Nature-loving

Nature-loving is described as attitude and action of putting effort in preventing damage to one's environment or nature and sustainably taking care of it (Indonesia's Ministry of Education and Culture, 2010). The example of nature-loving according to Miranti & Frijuniarsi (2014) is trying to repair or fix environmental problems.

2) Nationalist

Nationalist is the way of showing loyalty, concern, and appreciation towards one's national language, physical environment, social, culture, economy, and politic in thinking, behaving, and acting. It is about how ones put the interest of their nations and countries over their own interest (Indonesia's Ministry of Education and Culture, 2017). For the sub-values, there are:

2.1) Self-sacrificing

Hornby (2005) defines self-sacrificing as a state when one does not allow him/herself to have or do something for the sake of helping other people. According to Overvold (1980), actions that are considered as self-sacrificing are: 1) one must anticipates the loss from the act, meaning that the action is not the result of a blunder; 2) it must be voluntary, meaning that the act is based on the choice has been made; and 3) the act must be contrary to the one's self-interest which derive to loss of welfare.

2.2) Achiever

Achiever personality is defined as a person who is desired to achieve a particular level of success (Hornby, 2005). According to Swansbrough (2004), an achiever needs to be proficient in an activity or subject for success, prestige and recognition. An achiever focuses on planning and costs in pursuing his/her goals.

2.3) Patriotic

According to Hornby (2005), patriotic means that one has or expresses a great love toward his/her own country. Bar-Tal (1993) mentions that the fundamental form of patriotism lays on the attachment of a person towards his/her group and the country he/she lives in. Bar-Tal continues that patriotism is does not necessarily imply nationalism, it is just a general and basic sentiment of attachment toward a group or country.

2.4) Disciplined

Indonesia's Ministry of Education and Culture (2010) defines disciplined as a value of an attitude that shows orderliness act and obeys to laws and rules. The examples of self-discipline, defined by Duckworth & Seligman (2006) are, purposely controlling one's anger rather than throwing a temper tantrum, reading instruction before proceeding the test (exam), paying attention to teachers, saving money, choosing homework over TV, and persisting on long-term assignments despite boredom and frustration.

3) Independent

According to Indonesia's Ministry of Education and Culture (2017), independent is a value when one's behaviour and action do not rely on someone else. One is utilizing her/his own energy, thought, and time in realizing her/his hope, dream, and ambition. The sub-values for independent are:

3.1) Hardworking

Indonesia's Ministry of Education and Culture (2010) defines hardworking as one's attitude of showing total effort in solving his/her problem and task and also finishing every job properly. The examples of hardworking value are doing tasks or job wholeheartedly (Miranti & Frijuuniarsi, 2014) and never giving up on the attempt of finishing the job (Dwipayani, 2018).

3.2) Tough

According to Hornby (2005), tough is one's attitude which shows that he/she is strong enough to successfully handle difficult condition in his/her life. Jones (2004) in Hardy et al (2013) defines mental toughness as one's ability to continue to strive forward and achieve his/her goals in psychological circumstances where others fail.

3.3) Creative

Creative is a value which shows the way one's thinking and doing something to make new ways or new result of something that already exists or something he/she already has whether it is ideas or actions (Indonesia's Ministry of Education and Culture, 2010). JIST (2006) defines creative as bringing something like an idea, a painting, a piece of music or an invention into being as long as it is new and original, willing to try something new, finding excitement and pleasure in exploring new thing,

3.4) Courageous

Courageous is an attitude of a person that shows he/she is able or willing to do difficult, dangerous, or painful things without feeling scared (Hornby, 2005). JIST (2006) mentions that courageous people have fear but attempt to overcome and take control of it and use their courage to help others.

4) Mutual Cooperative

This value reflects an attitude of respecting the spirit of mutual cooperation in solving problems, building communication and relationship, and offering help for those in needs (Indonesia's Ministry of Education and Culture, 2010). The sub-values are:

4.1) Democratic

According to Indonesia's Ministry of Education and Culture (2010), democratic is attitude, thought, and action of a person that place the same right and obligation for everybody including themselves. The examples of democratic value are taking

decision through deliberation and consensus and treating people equally (Hendriana & Jacobus, 2016)

4.2) Nonviolent

According to Hornby (2006), nonviolent is an attitude of applying peaceful methods (without force or injury) in communication and action especially when it comes to bring about political or social change. Mayton II et al (2002) describe nonviolent not only as a means for conflict resolution but it covers the way of life confronting problems and find peaceful resolution.

4.3) Solidary

Solidary could be defined as a support that acquired from sharing the same emotion and goal which usually shared by an individual or a group of people (Hornby, 2005). According to Stavrova & Schlösser (2015), solidarity is broadly defined as behaviors which are driven by a perception of shared identity with the disadvantaged and aimed to improve their condition.

4.4) Voluntary

According to Hornby (2005), voluntary could be defined as an attitude of a person who willingly does something without being forced. Voluntary action is an action of individual or collectivises characterized by: seeking of psychic benefits such as belongingness, esteem, and self-actualization; not required by the law or non-compulsory, not under a threat of force, and not being paid (Smith, 1975)

5) Integrity

Integrity means a value which underlies the behaviours of making one is always reliable in her/his words, action, and work. One must have commitment and loyalty towards human values and moral. This value covers a responsibility as a citizen of a country, active contribution in social life through consistent action and word which are based on the

truth (Indonesia's Ministry of Education and Culture, 2010). The sub-values are:

5.1) Honest

As stated in Indonesia's Ministry of Education and Culture (2010), honest means an attitude of person who is trying to be reliable on his/her words, actions, and works. The examples of honest are telling the truth, not cheating, not stealing, not promising to do things you do not intend to do, and not tricking people (JIST, 2006).

5.2) Loyal

According to Hornby (2005), loyal means an attitude of a person that remains faithful to somebody or something and supports them or it. Loyal means be faithful with your commitments even in rough times and under disagreement, do not allow money or other offers of rewards change your royalty, and keep the vision that first attracted you to a cause, organization, or person (JIST, 2006).

5.3) Fair

Hornby (2005) states that fair could be defined as an attitude of a person who treats everyone equally and according to the rules or law. Being fair means deciding the right course of action after listening to the facts, being impartial, putting aside one's own feeling and prejudices, and trying to understand what others think or believe (JIST, 2006).

5.4) Responsible

Responsible could be defined as a person's act of doing his/her job and obligation that should be done for his/her society, environment, country, and to the God sincerely (Indonesia's Ministry of Education and Culture, 2010). Miranti and Frijuniarsi (2014) state that responsible could be in forms of being independent and not burdening others.

Appendix 03. Sequences Segmentation of *Bridge to Terabithia*

No.	Description
1	<p>Jess's training for his ambition to be the fastest runner in the fifth grade</p>
	<p>1a. The description of Jess getting up without shirt and sneakers after his dad left.</p>
	<p>1b. The description of Jess telling May Bell that he was going to run without making a noise.</p>
	<p>1c. The description of Jess sneaking out of his house so that no one would wake up.</p>
	<p>1d. The description of Jess was running at the cow pasture ignoring Miss Bessie, the cow.</p>
	<p>1e. The description of Jess's memories of his first victory when he was a fourth grader making him as the fastest kid in the third, fourth and fifth grades.</p>
	<p>1f. The description of Jess's optimism to win over Wayn Pettis the fastest boy in sixth grade.</p>
	<p>1g. The description of Jess's imagination if he could be the fastest kid at school.</p>
2	<p>The description of Jess's relationship with his mother and sisters</p>
	<p>2a. The description of Jess being worried that everyone knew he was running at the pasture after running too long.</p>
	<p>2b. The description of Jess's older sisters started picking on him.</p>
	<p>2c. The description of Jess's mother who was so hard on him.</p>
	<p>2d. The description of Jess's younger sister, May Bell, who obeyed him.</p>
	<p>2e. The description of Jess acknowledging his sisters attitudes toward their mother.</p>
	<p>2f. The description of Jess who liked to take advantage of May Bell, his younger sister.</p>
	<p>2g. The description of Jess who usually did most of the work compares to</p>

his other siblings and was still labelled as lazy.

3 The moment Jess noticing there was a family moving in to the old Perkins place

- 3a. The description of May Bell telling Jess there was a family moving into the old Perkin place
- 3b. The description of Jess and his younger sisters observing the new family after finishing the work

4 The description of Jess hiding his drawing hobby

- 4a. The description of Jess who quietly got back to his room so that his mother would not notice
- 4b. The description of Jess's interest in drawing and how he acted out his drawing with his imagination
- 4c. The description of Jess's triggered memory about his dad's opinion about him wanting to be an artist.
- 4d. The description of Jess's triggered memory about most of his teachers' attitude towards his drawing.

5 The description of Jess's feeling towards Miss Edmund

- 5a. The description of Jess describing what makes him liking Miss Edmund.
- 5b. The description of Jess's triggered memory about the time he spent with Miss Edmund.
- 5c. The description of Jess's thought about how the rest of the school treated Miss Edmund.

6 The description of Jess's relationship with his Dad

- 6a. The description of Jess's thought before his dad coming home.
- 6b. The description of Jess's older sisters back before his dad.
- 6c. The description of how Jess could not hug his dad like May Belle did.
- 6d. The description of Jess's little communication with his dad.

7 The description of Jess's first meeting with Leslie Burke

- 7a. The description of Jess trying to run before meeting Leslie

- 7b. The description of Jess's first impression of Leslie.
- 7c. The description of Jess leaving Leslie for chores he has to do.

8 The description of Jess's first day at school after summer break

- 8a. The description of Leslie being the new student in Jess's class.
- 8b. The description of Jess's thought towards Mrs Myers.
- 8c. The description of Jess and Gary Fulcher, his rival on the running match, ordered by Miss Myers to pass the arithmetic books.
- 8d. The description of Jess arguing with Gary over his drawing and got caught by Mrs Myers.
- 8e. The description of Jess's lunch time finding Mary Lou and Kay Moore gossiping about Leslie.

9 The description of the first running match

- 9a. The description of the heat dividing.
- 9b. The description of Jess argues with Gary and invites Leslie to run.
- 9c. The description of Leslie beating Jess and the rest of the boys.
- 9d. The description of Jess avoiding Leslie.

10 The description of Jess's school without the race

- 10a. The description of there was no more races because Leslie beat all the boys.
- 10b. The description of what made Jess accepted his lose which was because Gary also could not beat Leslie.
- 10c. The description of Jess's only fun activity was Miss Edmund's class.

11 The description of the beginning of Jess and Leslie's friendship

- 11a. The description of Jess smiling at Leslie during Miss Edmund's class.
- 11b. The description of Leslie starting to sit with Jess in the Bus.
- 11c. The description of Jess starting to know about Leslie as she shared about her life to him.

12 The description of Leslie's problems at school

- 12a. The description of Leslie being Mrs Myers' pet after doing a great

job for her homework.

- 12b. The description of everyone knowing Leslie did not have TV.
- 12c. The description of Leslie being picked on.
- 12d. The description of Jess trying to comfort Leslie and save her from Janice Avery.

13 The description of the start of Jess and Leslie’s adventure in *Terabithia*

- 13a. The description of Jess and Leslie planning to wander just two of them without May Belle.
- 13b. The description of Jess and Leslie wandering and finding a place after crossing a creek and named the place “*Terabithia*”
- 13c. The description of Jess and Leslie building their castle and settling.
- 13d. The description of Jess and Leslie starting going to *Terabithia* and discussing what happened to them at school.

14 The description of Jess and Leslie getting closer

- 14a. The description of Jess not minding other kids’ opinion about his friendship with Leslie.
- 14b. The description of Jess spending his time more with Leslie and hearing her jokes.
- 14c. The description of Jess getting to know Leslie’s family.
- 14d. The description of the thought of Jess’s family about Leslie that made Jess uncomfortable.
- 14e. The description of Jess admiring *Terabithia* and Leslie.

15 The description of the problem with Janice Avery

- 15a. The description of Janice Avery’s behaviour in school.
- 15b. The description of May Belle being innocent bragging about her twinkies and getting warned by Jess.
- 15c. The description of May Belle crying over her twinkies got stolen by Janice and begging Jess to do her revenge.
- 15d. The description of Jess and Leslie promising May Belle to pay Janice back.

16 The description of Jess and Leslie taking May Bell's revenge for Janice

- 16a. The description of Jess and Leslie planning and deciding the safest way for the revenge.
- 16b. The description of Jess and Leslie executing the plan they made.
- 16c. The description of Jess and Leslie's plan going well.
- 16d. The description of May Bell getting satisfied of the revenge.

17 The description Jess's Christmas gift for Leslie

- 17a. The description of Jess's sisters bragging about Christmas gift and making fun of Leslie.
- 17b. The description of Jess desperately thinking of possible gift for Leslie.
- 17c. The description of Jess giving Leslie a puppy as Christmas gift and she named it Prince Terrien.
- 17d. The description of Leslie giving Jess a box of watercolours, brushes, and art paper which really made his day.

18 The description of Jess's Christmas with his good mood

- 18a. The description of Jess being nice and caring towards May Bell and Joyce Ann.
- 18b. The description of Jess trying to make his father happy upon his reaction toward his gift.
- 18c. The description of Jess happily meeting Leslie at Miss Bessie's shed.

19 The description of Jess disliking Leslie's father (Mr Burke)

- 19a. The description of Mr Burke starting repairing their house and taking most of Leslie's time.
- 19b. The description of Jess not able going to *Terabithia* without Leslie and he did not like being in his house.
- 19c. The description of Jess having nothing to do without Leslie.
- 19d. The description of Jess being jealous anytime Leslie was bragging about her father and hating him more.

20 The description of Jess starting to know and like the Burkes

- 20a. The description of Leslie noticing that Jess did not like her father.
- 20b. The description of Jess starting to help and being helpful at the Burkes.
- 20c. The description of Jess being comfortable around the Burkes.
- 21 **The description of Jess and Leslie going back to *Terabithia***
- 21a. The description of Jess and Leslie back being king and queen in *Terabithia*.
- 21b. The description of Jess and Leslie fighting their imaginary foes.
- 21c. The description of Jess and Leslie celebrating their victory over their imaginary foes.
- 22 **The description of Jess and Leslie helping and starting to know Janice Avery**
- 22a. The description of Jess and Leslie finding out that Janice crying in the girls' room.
- 22b. The description of Jess encouraging Leslie to talk to Janice.
- 22c. The description of Leslie having a talk with Janice and it was successful.
- 22d. The description of Jess and Leslie knowing Janice's poor situation.
- 22e. The description of Leslie thanking Jess for his suggestion.
- 23 **The description of May Belle knowing about *Terabithia***
- 23a. The description of May Belle confessing to Jess that she knew Jess and Leslie's secret place.
- 23b. The description of Jess making sure May Belle would not follow him and Leslie anymore and tell anyone about their secret place.
- 24 **The description of the coming Easter for Jess's family**
- 24a. The description of The Aarons' tradition for Easter.
- 24b. The description of Jess's dad being laid off and started the fuss in the family.
- 24c. The description of Jess going to the shed and meeting Leslie.
- 24d. The description of Leslie asking to come to church with the Aarons.

24e. The description of Jess convincing Mrs Aarons to let Leslie join them to church.

25 The description of Leslie going to church with Jess and his family

25a. The description of Leslie getting approved by Mrs Aarons for her decent look.

25b. The description of the Aarons and Leslie's way to church.

25c. The description of the Aarons and Leslie being at the church.

25d. The description of Leslie sharing her opinion of her first experience going to church.

25e. The description of Jess, Leslie and May Belle arguing over Jesus, God, and Bible.

26 The description of Jess and Leslie starting going to *Terabithia* in the rainy season

26a. The description of Jess and Leslie being bored at the Burkes and deciding to go to *Terabithia*.

26b. The description of Jess and Leslie struggling passing the creek because the water got high and seemed dangerous.

26c. The description of Jess and Leslie successfully getting to *Terabithia* and starting their roles as the king and queen.

27 The description of Jess starting to be hesitate going to *Terabithia*

27a. The description of Jess being afraid to go to *Terabithia* because of the height of the water at the creek.

27b. The description of Jess hardly keeping up with Leslie's spirit and imagination.

27c. The description of Jess thinking of his fear and how Leslie is so brave.

28 The description of Jess's fear haunting him

28a. The description of Jess teasing May Bell and choosing to do his chores.

28b. The description of Jess minding about his fear.

28c. The description of Jess thinking how to tell Leslie he does not want to cross the creek.

29 The description of Jess's s trip to Washington with Miss Edmund

29a. The description of Miss Edmund inviting Jess to accompany her to go to the National Gallery in Washington.

29b. The description of Jess asking permission to his half-awaken mother.

29c. The description of Jess going with Miss Edmund to the National Gallery.

29d. The description of Jess'ss experience at the National Gallery with Miss Edmund.

29e. The description of Jess going back home finding that Leslie was dead.

30 The description of Jess could not accept Leslie's dead.

30a. The description of Jess did not want to hear what his family said about Leslie.

30b. The description of Jess running away with his complicated thought.

30c. The description of Mr Aarons picking Jess up and taking him home.

30d. The description of Jess thinking that Leslie's dead was just a dream.

30e. The description of Jess feeling sorry for not inviting Leslie to go to Washington.

30f. The description of Jess waking up the next day feeling weird and being treated strangely by his family.

31 The description of Jess'ss grieve over Leslie's dead

31a. The description of Jess being numb over all about Leslie's dead and coming to the old Perkins place.

31b. The description of Jess could not accept that Leslie would be cremated.

31c. The description of Jess starting to blame Leslie for leaving him.

31d. The description of Jess running away from the old Perkins place to his house.

31e. The description of Jess throwing his tantrum towards his sisters.

31f. The description of Jess throwing his papers and paints to stream and grieving at the creek bank.

32 The description of Jess getting over his grieve

32a. The description of Jess's dad calming him down by talking to him.

32b. The description of Jess getting his sense back by feeling sorry about what he said and did before.

32c. The description of Jess starting to do his chore back as his normal life.

32d. The description of Jess going to *Terabithia* for conducting funeral for Leslie as the queen.

32e. The description of Jess helping May Belle and making up their relationship as siblings.

32f. The description of Jess finding himself hardly going to school without Leslie.

33 The description of Jess deciding to be the better king for *Terabithia* because of Leslie

33a. The description of Jess realising Leslie's truly values for him.

33b. The description of Jess believing he must keep being the ruler *Terabithia* and facing his fear.

33c. The description of Jess starting to build the great bridge to *Terabithia*.

33d. The description of Jess nicely making May Belle as the new queen of *Terabithia* and introducing her with magic that he and Leslie had been kept.

Appendix 04. Characterization of Jess Aarons

No	Characters/Traits	No. of sequence	Description	Technique
1	Religious	2b	The description of Jess's older sisters started picking on him.	Indirect through Jess's thought.
		5a	The description of Jess describing what makes him liking Miss Edmund.	Indirect through Jess's thought.
		9d	The description of Jess avoiding Leslie.	Indirect through Jess's thought.
		11a	The description of Jess smiling at Leslie during Miss Edmund's class.	Indirect through Jess's thought.
		12a	The description of Leslie being Mrs Myers' pet after doing a great job for her homework.	Indirect through Jess's thought.
		12b	The description of everyone knowing Leslie did not have TV.	Indirect through Jess's thought.
		15c	The description of May Belle crying over her twinkies got stolen by Janice and begging Jess to do her revenge.	Indirect through Jess's thought.
		16b	The description of Jess and Leslie's plan going well.	Indirect through Jess's thought.
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect through Jess's thought.
		17d	The description of Leslie giving Jess a box of watercolours, brushes, and art paper which really made his day.	Indirect through Jess's speech
		19b	The description of Jess not able going to <i>Terabithia</i> without Leslie and he did not like being in his house.	Indirect through Jess's thought.
		19d	The description of Jess being jealous anytime Leslie was bragging about her father and hating him more.	Indirect through Jess's thought.
		20a	The description of Leslie noticing that Jess did not like her father.	Indirect through

				Jess's thought.
		21c	The description of Jess and Leslie celebrating their victory over their imaginary foes.	Indirect through Jess's action & speech
		22a	The description of Jess and Leslie finding out that Janice crying in the girls' room.	Indirect through Jess's thought.
		23b	The description of Jess making sure May Belle would not follow him and Leslie anymore and tell anyone about their secret place.	Indirect through Jess's action
		24c	The description of Jess going to the shed and meeting Leslie.	Indirect through Jess's speech
		25c	The description of the Aarons and Leslie being at the church.	Indirect through Jess's thought.
		25d	The description of Leslie sharing her opinion of her first experience going to church.	Indirect through Jess's speech and action
		27c	The description of Jess thinking of his fear and how Leslie is so brave.	Indirect through Jess's thought.
		29a	The description of Miss Edmund inviting Jess to accompany her to go to the National Gallery in Washington.	Indirect through Jess's thought.
2	Piece-loving	1d	The description of Jess was running at the cow pasture ignoring Miss Bessie, the cow.	Indirect through Jess's speech
		3b	The description of Jess and his younger sisters observing the new family after finishing the work	Indirect through Jess's action
		15b	The description of May Belle being innocent bragging about her Twinkies and getting warned by Jess.	Indirect through Jess's speech
		18a	The description of Jess being nice and caring towards May Bell and Joyce Ann.	Indirect through Jess's action and speech
		20c	The description of Jess being comfortable around the Burkes.	Indirect through Jess's action
		24c	The description of Jess going to the shed and meeting Leslie.	Indirect through Jess's action

		25c	The description of the Aarons and Leslie being at the church.	Indirect through Jess's action
		32	The description of Jess helping May Belle and making up their relationship as siblings.	Indirect through Jess's speech
3	Tolerant	5c	The description of Jess's thought about how the rest of the school treated Miss Edmund.	Indirect through Jess's thought
		8e	The description of Jess's lunch time finding Mary Lou and Kay Moore gossiping about Leslie.	Indirect through Jess's thought
		14c	The description of Jess getting to know Leslie's family.	Indirect through Jess's thought
		20b	The description of Jess starting helping and being helpful at the Burkes.	Indirect through Jess's thought
		25e	The description of Jess, Leslie and May Belle arguing over Jesus, God, and Bible.	Indirect through Jess's action
4	Wise	1b	The description of Jess telling May Bell that he was going to run without making a noise.	Indirect through Jess's action
		9c	The description of Leslie beating Jess and the rest of the boys.	Indirect through Jess's speech and action
		11b	The description of Leslie starting to sit with Jess in the Bus.	Indirect through Jess's speech and action
		13a	The description of Jess and Leslie planning to wander just two of them without May Belle.	Indirect through Jess's speech
		14a	The description of Jess not minding other kids' opinion about his friendship with Lesiez.	Indirect through Jess's thought and action
		15d	The description of Jess and Leslie promising May Belle to pay Janice back.	Indirect through Jess's thought and action
		19c	The description of Jess having nothing to do without Leslie.	Indirect through Jess's thought
		29e	The description of Jess going back home finding that Leslie was dead.	Indirect through Jess's speech

		32e	The description of Jess helping May Belle and making up their relationship as siblings.	Indirect through Jess's speech
		33a	The description of Jess realising Leslie's truly values for him.	Indirect through Jess's thought
5	Nature-loving	13c	The description of Jess and Leslie building their castle and settling.	Indirect through the narrator's statement
6	Nationalist	17c	The description of Jess giving Leslie a puppy as Christmas gift and she named it Prince Terrien.	Indirect through the narrator's statement
		21a	The description of Jess and Leslie back being king and queen in <i>Terabithia</i> .	Indirect through Jess's speech.
7	Self-sacrificing	6a	The description of Jess's thought before his dad coming home.	Indirect through Jess's thought
		18b	The description of Jess trying to make his father happy upon his reaction toward his gift.	Indirect through the narrator's statement
		27a	The description of Jess being afraid to go to <i>Terabithia</i> because of the height of the water at the creek.	Indirect through the narrator's statement
		27b	The description of Jess hardly keeping up with Leslie's spirit and imagination.	Indirect through the narrator's statement
8	Achiever	1a	The description of Jess getting up without shirt and sneakers after his dad left.	Indirect through the narrator's statement and Jess's action
		1b	The description of Jess telling May Bell that he was going to run without making a noise.	Indirect through Jess's thought & action
		1e	The description of Jess's memories of his first victory when he was a fourth grader making him as the fastest kid in the third, fourth and fifth grades.	Indirect through the narrator's statement
		1g	The description of Jess's imagination if he could be the fastest kid at school.	Indirect through Jess's thought
		7a	The description of Jess trying to	Indirect through

			run before meeting Leslie	Jess's action
9	Patriotic	13c	The description of Jess and Leslie building their castle and settling.	Indirect through the narrator's statement
		14d	The description of the thought of Jess's family about Leslie that made Jess uncomfortable.	Indirect through the narrator's statement
		14e	The description of Jess admiring <i>Terabithia</i> and Leslie.	Indirect through the narrator's statement
		29c	The description of Jess going with Miss Edmund to the National Gallery.	Indirect through Jess's thought
10	Disciplined	6b	The description of Jess's older sisters back before his dad.	Indirect through Jess's speech
		8e	The description of Jess's lunch time finding Mary Lou and Kay Moore gossiping about Leslie.	Indirect through Jess's action
		22b	The description of Jess encouraging Leslie to talk to Janice.	Indirect through Jess's speech
		29b	The description of Jess asking permission to his half-awaken mother.	Indirect through Jess's speech
11	Independent	13d	The description of Jess and Leslie starting going to <i>Terabithia</i> and discussing what happened to them at school.	Indirect through Jess's action
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect through the narrator's statement
12	Hardworking	3a	The description of May Bell telling Jess there was a family moving into the old Perkin place	Indirect through Jess's thought & action
		3b	The description of Jess and his younger sisters observing the new family after finishing the work	Indirect through the narrator's statement
		7c	The description of Jess leaving Leslie for chores he has to do.	Indirect through Jess's speech & action
		16b	The description of Jess and Leslie executing the plan they made.	Indirect through Jess's action
13	Tough	1c	The description of Jess sneaking out of his house so that no one	Indirect through

			would wake up.	Jess's action
		4c	The description of Jess's triggered memory about his dad's opinion about him wanting to be an artist.	Indirect through Jess's action
		4d	The description of Jess's triggered memory about most of his teachers' attitude towards his drawing.	Indirect through Jess's thought
		6a	The description of Jess's thought before his dad coming home.	Indirect through Jess's thought
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect through Jess's thought
		24e	The description of Jess convincing Mrs Aarons to let Leslie join them to church.	Indirect through Jess's speech and action
		28b	The description of Jess getting his sense back by feeling sorry about what he said and did before.	Indirect through Jess's action
		33b	The description of Jess believing he must keep being the ruler <i>Terabithia</i> and facing his fear.	Indirect through Jess's thought
14	Creative	1e	The description of Jess's memories of his first victory when he was a fourth grader making him as the fastest kid in the third, fourth and fifth grades.	Indirect through other character's speech
		4b	The description of Jess's interest in drawing and how he acted out his drawing with his imagination	Indirect through Jess's thought & action
		8d	The description of Jess arguing with Gary over his drawing and got caught by Mrs Myers.	Indirect through Jess's thought & action
		13c	The description of Jess and Leslie building their castle and settling.	Indirect through Jess's action
		32d	The description of Jess going to <i>Terabithia</i> for conducting funeral for Leslie as the queen.	Indirect through Jess's action
		33c	The description of Jess starting to build the great bridge to <i>Terabithia</i> .	Indirect through Jess's action

15	Courageous	9b	The description of Jess argues with Gary and invites Leslie to run.	Indirect through Jess's speech & thought
		13b	The description of Jess and Leslie wandering and finding a place after crossing a creek and named the place " <i>Terabithia</i> "	Indirect through Jess's action
		14e	The description of Jess admiring <i>Terabithia</i> and Leslie.	Indirect through Jess's thought
		26b	The description of Jess and Leslie struggling passing the creek because the water got high and seemed dangerous.	Indirect through Jess's action
		32e	The description of Jess helping May Belle and making up their relationship as siblings.	Indirect through Jess's speech & thought
16	Mutual Cooperative	13c	The description of Jess and Leslie building their castle and settling.	Indirect through Jess's action
		16a	The description of Jess and Leslie planning and deciding the safest way for the revenge.	Indirect through Jess's action
		16b	The description of Jess and Leslie executing the plan they made.	Indirect through Jess's action
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect through Jess's action
		20b	The description of Jess starting helping and being helpful at the Burkes.	Indirect through Jess's action
17	Democratic	9b	The description of Jess argues with Gary and invites Leslie to run.	Indirect representation (speech & action)
		9c	The description of Leslie beating Jess and the rest of the boys.	Indirect representation (speech)
18	Nonviolent	1b	The description of Jess telling May Bell that he was going to run without making a noise.	Indirect through Jess's action and speech
		2b	The description of Jess's older sisters started picking on him.	Indirect through Jess's action
		2g	The description of Jess who	Indirect through

			usually did most of the work compares to his other siblings and was still labelled as lazy.	Jess's action
		5c	The description of Jess's thought about how the rest of the school treated Miss Edmund.	Indirect through Jess's thought
		15c	The description of May Belle crying over her Twinkies got stolen by Janice and begging Jess to do her revenge.	Indirect through Jess's speech
		17a	The description of Jess's sisters bragging about Christmas gift and making fun of Leslie.	Indirect through Jess's action
19	Solidary	5c	The description of Jess's thought about how the rest of the school treated Miss Edmund.	Indirect through Jess's thought
		15d	The description of Jess and Leslie promising May Belle to pay Janice back.	Indirect through Jess's action
		22c	The description of Leslie having a talk with Janice and it was successful.	Indirect through Jess's action
		24e	The description of Jess convincing Mrs Aarons to let Leslie join them to church.	Indirect through Jess's speech
20	Voluntary	12c	The description of Leslie being picked on.	Indirect through Jess's action
		12d	The description of Jess trying to comfort Leslie and save her from Janice Avery.	Indirect through Jess's action
		18a	The description of Jess being nice and caring towards May Bell and Joyce Ann.	Indirect through Jess's action
		20b	The description of Jess starting helping and being helpful at the Burkes.	Indirect through Jess's action
		26b	The description of Jess and Leslie struggling passing the creek because the water got high and seemed dangerous.	Indirect through Jess's speech
		32b	The description of Jess getting his sense back by feeling sorry about what he said and did before.	Indirect through Jess's speech
		33a	The description of Jess realising Leslie's truly values for him.	Indirect through Jess's action
21	Integrity	9d	The description of Jess avoiding	Indirect through

			Leslie.	other character's speech
		22d	The description of Jess and Leslie knowing Janice's poor situation.	Indirect through other character's speech
		29a	The description of Miss Edmund inviting Jess to accompany her to go to the National Gallery in Washington.	Indirect through other character's action
22	Honest	14e	The description of Jess admiring <i>Terabithia</i> and Leslie.	Indirect through Jess's speech
		20a	The description of Leslie noticing that Jess did not like her father.	Indirect through Jess's speech
		29b	The description of Jess asking permission to his half-awaken mother.	Indirect through Jess's speech
		29c	The description of Jess going with Miss Edmund to the National Gallery.	Indirect through Jess's speech
23	Loyal	17a	The description of Jess's sisters bragging about Christmas gift and making fun of Leslie.	Indirect through the narrator's statement
		19b	The description of Jess not able going to <i>Terabithia</i> without Leslie and he did not like being in his house.	Indirect through Jess' thought
		23b	The description of Jess making sure May Belle would not follow him and Leslie anymore and tell anyone about their secret place.	Indirect through Jess's speech and action
		27b	The description of Jess hardly keeping up with Leslie's spirit and imagination.	Indirect through Jess's action
		32d	The description of Jess going to <i>Terabithia</i> for conducting funeral for Leslie as the queen.	Indirect through Jess's action
24	Fair	9b	The description of Jess argues with Gary and invites Leslie to run.	Indirect through Jess's speech
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect through the narrator's statement
25	Responsible	3b	The description of Jess and his younger sisters observing the new	Indirect through

			family after finishing the work	Jess's action
		21a	The description of Jess and Leslie back being king and queen in <i>Terabithia</i> .	Indirect through Jess's action
		26b	The description of Jess and Leslie struggling passing the creek because the water got high and seemed dangerous.	Indirect through Jess's action
		28a	The description of Jess teasing May Bell and choosing to do his chores.	Indirect through Jess's action
		30f	The description of Jess waking up the next day feeling weird and being treated strangely by his family.	Indirect through Jess's thought & action
		32c	The description of Jess starting to do his chore back as his normal life.	Indirect through Jess's thought & action
26	Quiet	2c	The description of Jess's mother who was so hard on him.	Indirect through Jess's action
		5a	The description of Jess describing what makes him liking Miss Edmund.	Indirect through Jess's action and thought
		6c	The description of how Jess could not hug his dad like May Belle did.	Indirect through Jess's action and thought
		13b	The description of Jess and Leslie wandering and finding a place after crossing a creek and named the place " <i>Terabithia</i> "	Indirect through Jess's action
		17d	The description of Leslie giving Jess a box of watercolours, brushes, and art paper which really made his day.	Indirect through Jess's action and thought
27	Stubborn	8d	The description of Jess arguing with Gary over his drawing and got caught by Mrs Myers.	Indirect through Jess's action
		20a	The description of Leslie noticing that Jess did not like her father.	Indirect through Jess's speech
28	Observant	1c	The description of Jess sneaking out of his house so that no one would wake up.	Indirect Jess's action

		7b	The description of Jess's first impression of Leslie.	Indirect through Jess's thought
		8a	The description of Leslie being the new student in Jess's class.	Indirect Jess's action
		12c	The description of Leslie being picked on.	Indirect Jess's action and thought
29	Caring	1g	The description of Jess's imagination if he could be the fastest kid at school.	Indirect trough Jess's thought
		8c	The description of Jess and Gary Fulcher, his rival on the running match, ordered by Miss Myers to pass the arithmetic books.	Indirect trough Jess's thought
		12d	The description of Jess trying to comfort Leslie and save her from Janice Avery.	Indirect through Jess's speech and action
		16c	The description of Jess and Leslie's plan going well.	Indirect through Jess's speech
		17b	The description of Jess desperately thinking of possible gift for Leslie.	Indirect trough Jess's thought
		22a	The description of Jess and Leslie finding out that Janice crying in the girls' room.	Indirect through Jess's speech
		22d	The description of Jess and Leslie knowing Janice's poor situation.	Indirect through Jess's action
		22e	The description of Leslie thanking Jess for his suggestion.	Indirect trough Jess's thought

RIWAYAT HIDUP

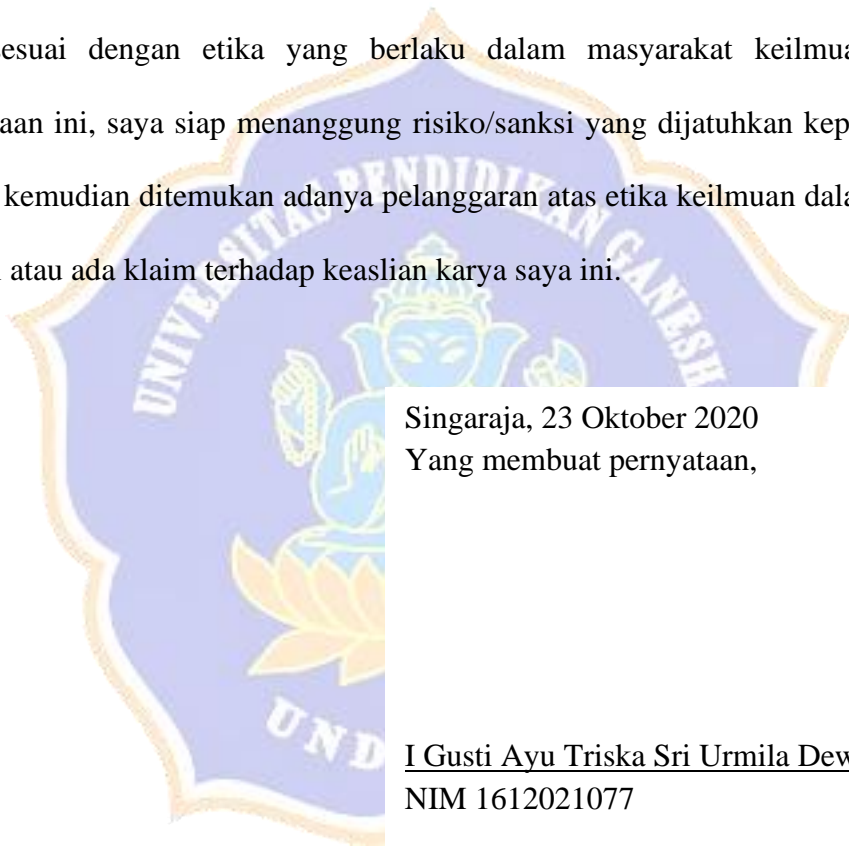


I Gusti Ayu Triska Sri Urmila Dewi lahir di Semarang pada tanggal 18 Desember 1997 dari pasangan suami istri I Gusti Made Suberata dan I Gusti Ayu Rusmiati. Peneliti adalah anak ketiga dari lima bersaudari. Peneliti sekarang tinggal di Jl. Antosari No. 9, Lingkungan Bendul, Semarang Tengah, Klungkung.

Pendidikan yang telah ditempuh peneliti yaitu SD Negeri 1 Semarang Kangin, lulus tahun 2010, SMP Negeri 2 Semarang, lulus tahun 2013, dan SMA Negeri 1 Semarang, lulus tahun 2016, dan mulai tahun 2016 mengikuti program studi S1 Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha sampai sekarang. Sampai dengan penulisan skripsi ini, peneliti masih terdaftar sebagai mahasiswa S1 program studi Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha.

PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul “The Identification of Character Education on Jess Aarons’ Characterization in *Bridge to Terabithia* by Katherine Paterson” beserta seluruh isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran atas etika keilmuan dalam karya saya ini atau ada klaim terhadap keaslian karya saya ini.



Singaraja, 23 Oktober 2020
Yang membuat pernyataan,

I Gusti Ayu Triska Sri Urmila Dewi
NIM 1612021077