SAMANTHA'S MORAL ANXIETY IN CAROLINE

PLAISTED E – LOVE

THESIS

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ABSTRACT

This thesis entitled ' Moral Anxiety of Samantha in Caroline Plaisted's E – love has an object the moral anxiety experienced by Samantha as the main character.

Library research is used to get information dealing with object analysis. They are two kinds of approaches applied here. They are structural approach and psychological approach. The structural approach used to analyze the structural elements of literary work, like character and conflict. While the psychological approach is used to analyze the moral anxiety which is experienced by Samantha.

The result of analysis shows that the main character of this novel is Samantha. She described as a girl who is tricky, realize, liar, imaginative, curious, anxious, and careless. She belongs to round static character since she has one specific traits, but she change from a calm girl to be an anxious girl. Samantha also experiences both internal and external conflict. The Internal conflict happens when her parents always focus only their job, she want to get to know Dan deeper and meets face to face with Dan. Her external conflict happens when Samantha against her mother, against Boy 17', she against her friends, she against the rule of school and against Steve. Finally the anxiety of Samantha is classified into moral anxiety . She realizes, she must overcome all of the problem.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Literature is something that can deal with human activity as human experience. The existence of literary works cannot be separated from the world of reality. It is possible that literary works give people an insight into reality, that they broaden our awareness of the possibility of experience. Literature helps people to know about human life, including its problem, custom, habits, ambition, and desire. Meanwhile, the literature has so many definitions. It is caused each community has its own cultural characteristics and conditions. This fact makes the definition literature is different from one community to another. Whatever the definition of literature is, people should keep in their mind that literary work could give many advantages.

Literature can be divided into several forms, they are poetry, novel, short story, and drama. Novel is familiar to most people so that it is not surprising if we often see a lot of people read a literary works to get a new knowledge and insight about love, life, religion, and other things. They need to read it to refresh their mind after their routine.

Novel as a literary work has a close relationship with moral and social life. This means that literary works are potential to be filled with moral

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values whose in essence is able to increase human dignity and the literary work itself.

There are some kinds of literature; one of them is prose fiction. According to Carlsen and Gilbert (1985:761) "Fiction is a piece of writing create by the writer's imagination". In line with the definition of the fiction, Brook and Warren in Koesnobroto (1988: 9) state. "Fiction is story, a made-up story, about characters".

Reading fiction is like standing in front of a mirror, because readers will find their problems discussed on it. This is in line with Rees' statement, lie states that by studying good literature, the reader learn more about human problems and life difficulties. Readers may find that literature concerns with facts, love, life, hate, fate, and death. They always come interesting to discuss. However, literature does not only deal with realties such as in stories and science, but also in the world of imagination.

Just like other type of literatures, novel also expresses the author thought and feelings. It is influenced by social background and the culture of the author. Every writer has their own characteristic. Even more than two author from the same period have different characteristic. When writing a novel, some novelists are influenced by the condition of their surrounding. Therefore, some novels talk about event in daily life or in other word, some novels is the representation of real life.

That is not far different from *E – Love,* a novel by Caroline Plaisted that tells about first love. She describes first love of Samantha's life as the main

character in this novel. Besides, it also describes about the main character anxiety. As she chatted with someone on an internet, she actually felt so anxiety because she even ever met the man she loved.

Through this thesis, the writer attempts to analyze moral anxiety reflected by Samantha in *E – Love.*

1.2 Statements of the Problems

In this research, the writer wants to limit the discussion by presenting the following problems:

1. What is the general description of Samantha in *E – Love by Caroline Plaisted?*

2. What are conflicts experienced by Samantha in *E –Love by Caroline Plaisted*?

3. How is moral anxiety reflected by Samantha in *E – Love by Caroline Plaisted?*

1.3 Scope of the Study

Based on the statement above, the writer analyzes Samantha's moral anxiety as well as her character, the conflict which influences the development of the character. Besides that, the writer will also analyze moral anxiety which is reflected by the main chracter.

1.4 Objectives of the Study

Some objectives that the writer wants to achieve are written bellow:

1. To describe the general description of Samantha in *E – Love by Caroline Plaisted.*

2. To describe conflicts experience by Samantha *in E –Love by Caroline Plaisted.*

3. To describe moral anxiety as reflected by Samantha in *E – Love by Caroline Plaisted.*

1.5 Significance of the Study

Hoppefully, the results of this thesis can give valuable contribution to Dian Nuswantoro University and whoever reads this thesis. The results of this thesis are significant for:

1. The writer

   To learn further about literature which is connected to psychological aspect, particularly anxiety.

2. The readers

   It will give more knowledge about the characters and conflicts related to the psychological aspect, especially moral anxitey as the main topic.

3. The university

   To give additional contribution for the library of Dian Nuswantoro university as the additional references, especially in English Department specialized in Literature.

1.6 Method of the Study

To analyze the novel entitled *E – Love* by Caroline Plaisted, the writer uses the following methods:

1.6.1 Research Design

The writer used is qualitative descriptive method to analyze data. In accordance to Endraswara (2003:7) statements the important feature from qualitative research are: this researcher is the key instrument who will read accurately of literary work, the research had done it descriptively, it means expalining on formed of word or picture if needed, not numeral formed, qualitative research more the priority of process than result and inductively analysis.

1.6.2 Source of Data

In this thesis, the writer uses *E – Love* by Caroline Plaisted as the object of the study and source of data. The writer also uses some of the literary theories and psychology theories , which are relevant and related to intrinsic and extrinsic elementsof the main topic. Besides that, the writer acquires from the internet to support the analysis.

1.6.3 Unit of Analysis

The writer will focus on the moral anxiety and intrinsic elements. The intrinsic elements includes character and conflict, and the extrinsic elements includes psychological condition especially moral anxiety.

1.6.4 Techniques of Data Collection

On getting data, the writer need many materials to strengthen the research. Because of that the author takes the data from the library research is a method of collecting data by reading books another references, which are related to the topic. This method was used complete the data needed for this research. According to Nazir (1999:111):

> library research is an activity to find and analyze reference. The writer searches and collects all the necessary and important references, information and ideas from significance source related to the subject matter to support the ideas in writing the thesis.

1.6.5 Techniques of Data Analysis

The writer uses the structural approaches, those are structural approach and psychological approach. Structural approach is used to analyze character and conflict and psychological approach to analyze moral anxiety.

1. Structural Approach

According to semi, Structural approach is the basic assumption that literary work as a creative work has full autonomy, which has to be seen as a figure, which part fromo the outside of intrinsic element. According to jabrohim (2003 : 60) "structural approach is an approach in literary research which focuses in literary autonomy in a work of fiction."

The writer uses the structural approach to analyze the structural elements like character of Samantha and internal and external conflict experienced by Samantha.

Main character is the main topic of the analysis. This characteristic of the main character has a close relation with the topic that the writer wants to analyze it is about " Anxiety ". Conflicts, both internal and also external conflict are the element which also important to support the analysis of the main topic of the thesis.

2.   Psychology Approach

Psychological approach is an attempt to study someone's personality, not only on how they build their personality but also how the personality develops (Hurlock, 1980 : 2).

In this thesis psychological approach is used to analyze moral anxiety. The writer describes the process of moral anxiety of Samantha in *E – Love* by Caroline Plaisted, and the reason and also the purpose of why the anxiety happens. Talking about " anxiety", it has a close relation with psychological approach, that's why, by the explanation about anxiety, the writer describes the analysis of this topic.

On the research, the writer does two step. First step is close reading the text of novel. On it the writer gets the interesting topic to discuss.

The second step is collecting the data related to the topic from this novel. The writer applies reading book and read articles from websites, related to the topic, find some question which are also related to the topic, make some notes which can

help the writer when analyze the topic, discuss the topic with friends, and then analyzing the topic.

1.7 Thesis Organization

This thesis is divided into five chapters as follows:

Chapter I is Introduction which consists of background of the study. statements of the study, scope of the study, objectives of the study, significance of the study, method of the study and thesis organization.

Chapter II is Author and synopsis of the story. It covers biography of Caroline Plaisted and synopsis of *E – Love.*

Chapter III is consisting of review of literature. This chapter consists character, conflict, psychology and psychology on literature, defense mechanism and ego anxiety, psychoanalytic theory of personality by Samantha as main character in Caroline Plaisted of *E – Love.*

Chapter IV is discussion. It covers the general description Samantha, conflict experienced by Samantha, the moral anxiety experienced by Samantha.

Chapter V is conclusion and suggestion. This chapter presents the conclusions and suggestion of the study.

CHAPTER II

AUTHOR AND SYNOPSIS

2.1 Caroline Plaisted's Biography and Her Works

She was born in London and lived there for over 30 years. She used to think that she wanted to be a ballet dancer and she even went to the Royal Ballet School for a while. But she changed my mind about dancing and her first job was at a charity that promoted books and reading throughout the United Kingdom. She was really lucky because she worked in a library full of children's books – it had a copy of every single book published in the UK for young people. She loved reading all the books and she met lots of interesting authors and illustrators. After working in the library for three years, she then got a job working for in the House of Commons for an MP. She only stayed there for a year because she missed working with books so much.

Next, she worked in children's publishing house, where she learned to be an editor. After working there for a few years, she moved to another publishing house. She really enjoyed working with children's books but she was also interested in the other books for adults that we published. So, she then moved to the BBC where she was the Editorial Manager of BBC Books, working on adult, children's, and foreign language learning books. It was a brilliant job and she loved it. After her first child was born, she started working as a freelance book editor and also started to write more children's books. She also edited a magazine

for teachers of English, as well as a regional magazine about Kent, where she now live. She has also edited a magazine for teachers of English, and worked on a regional magazine about Kent, where she now live.

2.2 Synopsis of the Story

Samantha and her three friends Debbs, Butter, and Claudia liked chatt on the Internet after school. While I was waiting for his friends appeared in the chatroom, and Sam met by chance. They like each other.

Sam was the son of the city, accustomed to the metropolitan lifestyle, while Dan was a country boy who dream of becoming a veterinarian like his father. After some time they got to know each other, they decided to meet face to face. Both Samantha and Dan came with their mothers. After the meeting, they became increasingly familiar. Especially when it turns out, and also the same tennis camp with Sam. They fell in love.

Next they visited each other. Sam and stayed at home, and then replaced Sam to stay at Dan home. When Sam stayed, she realized how different families to her families themselves. Shee was not pleased when Dan had him look sick cow. In short, he did not feel comfortable to linger there.

But Sam was still hoping to do with and can continue. Because of that, he was very disappointed when Dan chose to continue studying in Scotland, but Sam wanted and went to a place close to London. She was also increasingly disappointed when Dan said just wants to be friends with him, and who did not think further than that, because then he would be busy with college.

Sam was heart broken, and had shut himself. Thanking to the help of three friends, and her mother's advice, he eventually recovered. He even got a new guy too.

CHAPTER III

REVIEW OF RELATED LITERATURE

3.1 Character

Character is inseparable part of the story because impossible to tell the story without mentioning any character on it. A character plays the role from the beginning until the end of the story. According to Klaler (1999: 17) states that typified character often represent the general traits of a group of persons or abstract ideas.

One element of a novel whose important rule in literature is character. Characters are created by the author with their own personality in order to create the true life. There is no story if there is no character, because characters are the soul of the story. Potter (1967:1) states "Characters are the actor who describes the event of fiction in order to make the line of the story". In line with Potter, Taylor (1983:62) says that "it is impossible to have action without character, even in fiction are determined by character is also defined by events".

Through characters, the authors can improve their ideas, experiences, and imaginations. Besides that, they can also present a lively story by creating different characters with different personality, characteristics, languages or behaviors. According to Robert and Jacob (1986:134), "character in literature

generally, and in fiction specially, is an extended verbal representation of human being the inner self that determines thought, speech and behavior".

By creating various characters, the authors convey the messages of the story to the audiences. Bain (1986:92) states as follows:

> Character is a fictive personage representing a figure a certain judgment physically or mentally, a fictional personage, a combination of person's qualities, so that such terms as god and bad, strong or often apply.

A character can be a young or old person, bad or well mannered people, and rich or poor, etc., which is well, arrange in order to make the story lively and interesting. Concerning with this, Holman (1980:43) states that: a character is a brief descriptive sketch of a personage who typifies some definite quality. The person is not describing as individualized personality, but as an example of some vice or virtue type such as a busy body, a supercilious fellow. According to Taylor, character is not very human. Character is merely representation of human that is created by the author. In detail, Taylor (1981:62) states as follows:

> A character in a novel or play is not a real human being and has no life outside the literary composition, however well the illusion of reality has been created by the author. A character is merely construction of word meant to express and idea or view of experiences and must be considered in relation to other features of the composition such as action and setting, before its full significance can be appreciated.

According to Perrine (1993:70) states, in propotion to the fullness of their development, the character in story are relatively flat or round. "Flat characters are characterized by one or two trait; they can be summed up in a sentence. Round characters are complex and many side; they might require an essay for full analysis."

Both types of character can have the vitality that good fiction demands. Round character live by their roundness, by many points at which they touch life. Flat character, though they touch life at only one or two points, may be making memorable in the hands of an expert author through some individualizing detail of appearance, gesture, or speech.

Character in story experience conflict, to be exact, wether internal and external conflict. It will increase and develop into top of conflict in climax. The charcter will be change after climax, but not all of them, all fictional characters may be classified as static or developing character. As stated by Perrine (1984 :70), character is classified into two types, they are "static or developing (dynamic) character. " The static character is the same sort of the person at the end of the story as it was beginning. The developing (dynamic) character undergoes permanent change in some aspect of his character, personality, or outlook.

3.2 Conflict

Conflict is an inseparable part of human life. There are no people live without any conflict around them. It can be said that conflict is the "color" of human life. According to *Ensiklopedia Umum* (1991:578), "conflict is the

human soul clash which happened because the difference between willingness and reality".

A work of a literature is usually formed by a series of conflict that are related to one and another. Conflict happened when there is a clash between at least two opposites side. Potter (1967:26) describes conflict as follows:

> The term conflict is familiar; it is the result of an opposition between at least two sides. Without this opposition there is no conflict may overt and violent, or implicit and subdued; it may be in visible in action, or it may take place entirely in a character's mind, it may exit in different and sometimes contrasting forms, and on different levels on meaning, but the definition of it is inherent in the concept of plot.

The existence of conflict in literary work is caused by action. It happens in character's life in story, whether internal and external conflict. Conflict is divided into two categories as the following :

Conflict is clash of action, ideas, desires, or will". Character may be pitted against some other person or group of persons (conflict of person against person); they may be in conflict with some external force – physical nature, society, or "fate" (conflict of person against environment); or they can may be in conflict with some elements in their own natures (conflict of person against himself or herself). The conflict may be physical, mental, emotional, or moral (1984 ; 42).

The statement above explains that conflict can be classified into two types: internal and external conflict. Internal conflict is a conflict that happened inside the character itself. This conflict happens in character's mind and feeling. According to Meyer (1990:46),"conflict may also be internal such as case some oral or psychological issue must be resolved with the protagonist. Inner conflicts frequently accompany external mess".

It relates with relationship between one and another characters. According to Meyer (1990:46), "external conflict may place the protagonist in opposition to another individual, nature, or society". In line with Meyer, Drubeck (1982:26) also classifies conflict into two main streams such as follows:

> External and internal conflict, the term internal conflict refers to the conflict that took place within the character own mind and consciousness. The battle in the internal conflict takes place in his consciousness.

The theories above are used to analyze the general description of Samantha as character and the conflicts as well as the moral anxiety in *E - Love.*

3.3 Psychology and Psychology on Literature

According to http://en.wikipedia.org/wiki/Psychology, Psychology is the science of mind and behavior. Its immediate goal is to understand

behavior and mental processes by researching and establishing both general principles and specific cases.

Psychology on Literature is an interdisciplinary between Psychology and literature (Endaswara, 2008 : 16). Actually, learning about psychology on Literature, same with learning a human from the inside.

According to Professor Dr. Travis Langley in http//:://fac.hsu.edu "Psychological study of literature, explore structure, function, and psychological value. Topics of discussion include symbolism, the purpose of storytelling, application of psychological theories and concepts, different literary genres, accuracy in the depiction of psychological variables and mental health professionals, how writing and reading reflect cognitive processes, and the therapeutic value of literature. Character analyses involve examination of personality, mental illness, developmental issues, conflicts, and motivation"

According to Fathali M. Moghaddam in www.sagepub.com "Psychology and literature selectively examine particular parts of the whole of human experience. More specifically, both psychology and literature adopt as one of their goals the better understanding of overt behavior and the mental life of individuals, and how these are related. Given this important commonality" (2004:2)

3.4 Defense Mechanisms

In Freudian psychoanalytic theory (1994 : 13-15), defense mechanisms are unconscious psychological strategies brought into play by various entities to

cope with reality and to maintain self-image. Healthy persons normally use different defense throughout life. An ego defense mechanism becomes pathological only when its persistent use leads to maladaptive behavior such that the physical and/or mental health of the individual is adversely affected. The purpose of ego defense mechanisms is to protect the mind/self/ego from anxiety and/or social sanctions and/or to provide a refuge from a situation with which one cannot currently cope.

Defense mechanisms are more accurately referred to as ego defense mechanisms, and can thus be categorized as occurring when the id impulses are in conflict with each other, when the id impulses conflict with super-ego values and beliefs, and when an external threat is posed to the ego.

The term "defense mechanism" is often thought to refer to a definitive singular term for personality traits which arise due to loss or traumatic experiences, but more accurately refers to several types of reactions which were identified during and after Sigmund Freud's daughter Anna's time.

3.5 Defense Mechanisms and Ego Anxiety

You've probably heard people talk about "defense mechanisms," or ways that we protect ourselves from things that we don't want to think about or deal with. The term gets its start in psychoanalytic therapy, but it has slowly worked its way into everyday language. Think of the last time you referred to someone as being "in denial" or accused someone of "rationalizing." Both of these examples refer to a type of defense mechanism.

In Sigmund Freud's topographical model of personality, the ego is the aspect of personality that deals with reality. While doing this, the ego also has to cope with the conflicting demands of the id and the superego. The id seeks to fulfill all wants, needs and impulses while the superego tries to get the ego to act in an idealistic and moral manner.

What happens when the ego cannot deal with the demands of our desires, the constraints of reality and our own moral standards? According to Freud, anxiety is an unpleasant inner state that people seek to avoid. Anxiety acts as a signal to the ego that things are not going right. Freud identified three types of anxiety:

1. Neurotic anxiety is the unconscious worry that we will lose control of the id's urges, resulting in punishment for inappropriate behavior.

2. Reality anxiety is fear of real-world events. The cause of this anxiety is usually easily identified. For example, a person might fear receiving a dog bite when they are near a menacing dog. The most common way of reducing this anxiety is to avoid the threatening object.

3. Moral anxiety involves a breaking of violating our own moral principles.

In order to deal with this anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego and reality.

3.8 Psychoanalytic Theory of Personality

According to Sigmund Freud's psychoanalytic theory of personality, personality is composed of three elements. These three elements of personality-- known as the *id, the ego* and *the super*ego work together to create complex human behaviors.

1. **The Id**

    The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality.

    The id is driven by the pleasure principle, which strives for immediate gratification of all desires, wants, and needs. If these needs are not satisfied immediately, the result is a state anxiety or tension. For example, an increase in hunger or thirst should produce an immediate attempt to eat or drink. The id is very important early in life, because it ensures that an infant's needs are met. If the infant is hungry or uncomfortable, he or she will cry until the demands of the id are met.

    However, immediately satisfying these needs is not always realistic or even possible. If we were ruled entirely by the pleasure principle, we might find ourselves grabbing things we want out of other people's hands to satisfy our own cravings. This sort of behavior would be both disruptive and socially unacceptable. According to Freud, the id tries to resolve the

tension created by the pleasure principle through the primary process, which involves forming a mental image of the desired object as a way of satisfying the need.

2. The Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious, preconscious, and unconscious mind.

The ego operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways. The reality principle weighs the costs and benefits of an action before deciding to act upon or abandon impulses. In many cases, the id's impulses can be satisfied through a process of delayed gratification--the ego will eventually allow the behavior, but only in the appropriate time and place.

The ego also discharges tension created by unmet impulses through the secondary process, in which the ego tries to find an object in the real world that matches the mental image created by the id's primary process.

3. The Superego

The last component of personality to develop is the superego. The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society-- our sense of right and wrong. The superego provides guidelines for

making judgments. According to Freud, the superego begins to emerge at around age five.

CHAPTER IV

DISCUSSION

4.1 General Description of Samantha

Samantha is the main character who is the most obvious among the other characters. She often appears during the whole of the story. Besides, she also dominates every single parts of event in the story. Samantha is the core of characters displays in the story compared to other characters such as her friends and her mother. She always be the main character who has been talked about. In this story, Samantha is not only chat with her friends Debs and Claudia but also with her mother. Samantha is a beautiful young girl. She is 15 years old and still in senior high school. She has a proportional physical appearance. Her height is 178. She has long black hair.

Meanwhile, she is very energetic girl because she likes playing sport such as tennis as well as outing program like going to a summer camp. Her hobby is playing piano and she always plays it every time she went home from school. Besides, she also a kind of computer 'potatoes', someone who likes sitting in front of the computer for many hour, browsing and chatting on the internet with her friends.

Besides, another supporting character that she always talks to a Boy 17 years old. Samntha tries to avoid the boy but he persuades her to chat in the internet. Then Samantha starts her conversation with the boy through the internet. She is in front of action and has the most to say whether we like to improve her or

not. Samantha is a young age girl, demanding, tricky and like gossiping. For brief explanation about each cgaracter is described below:

4.1.1 Tricky Girl

As the main character, Samantha is a type of tricky girl. Tricky is a person character who likes cheating to others. It can be seen from a quotation bellow that Samantha is hiding something from her mother. In fact, that she has cheated her mother. Actually, Samantha talked to her friends, Debs and Claudie on the internet while Samantha's mother was going out. Meanwhile, when Samantha's mother went home, Samantha closed her conversation because she is afraid that her mother will catch her chatting with her friends. That is why she also saves a websites as a bookmarked.

> I left the chatroom and clicked on to one of my bookmarked websites. The last thing I needed was my mum catching me chatting to my mate Claudia on the net. I have to admit to feeling just a little bit guilty about it – I'd spent nearly the last hour talking to Claudia and Debs on-line, when I really should have been doing my Physics.
> .

(Plaisted, 2001: 128)

4.1.2 Realistic

In the story Samantha is also describes as a realistic girl because she hopes that her parents always go home earlier when she arrives at home. In fact, her parents are busy doing their jobs. This case has made Samantha so anxious

because she really hope that her parents are always at home when she was going home from school.

> Now mu mum's job is really demanding. I mean, she's never home before six o'clock and some of my friends think it's weird that my mum and dad work so much and don't have much free time during the week. To be honest it doesn't really bother me. I suppose I'm just used to it and get on with mu own thing and no one bothers me. Most weekends though we go to the club. It's one of the perks of dad's job: family membership to the local private health club. Mum likes it because of the steam rooms and sunbeds. Dad plays squash (there's always a neighbour who wants to play with him). I like to swim (the pool is gorgeously warm and isn't full of de-brains trying to bomb you all the time like at the other pool in twon) and Mum and i play tennis nearly every week although I'm not sure that Mum plays because she enjoys it. I think it's more because she spends the time with me and enjoy it.

> (Plaisted, 2001: 131-132)

In the quotation above, Samantha also tries to cash away her emotional about her parents. She just simply thinks that actually her parents have given her much time to spend their weekend together. Every weekend comes, they always go somewhere where her Dad plays squash with his neighbour while her mother plays with Samantha. So she really want to try to erase what her friends have said about her parents job which they consider was weird because it makes Samantha so worried about her friends 's opinion about her parents.

Another description about realistic is that Samantha realizes if she should forget about the boy she met on the internet. She thought it will waste her time

talking with him on the internet. Moreover she also that he is a geek. That is why

Samantha feels irritated.

> My paper was still sparkling white hadn't even done any pencil outlines. My thought were about 'boy 17' and I didn't know why I was wasting my time wondering about a geek like him. I felt irritated and cross with my self as I started. At break butter was in a foul mood. She was furious because she'd been caught by Mr. Simpson (he's deputy head) using her mobile phone between lesson

(Plaisted, 2001: 136-137)

4.1.3 Liar Girl

Besides , Samantha also is a liar. She pretends that she is doing her homework, Physics, when her mother knocked her bedroom's door gently. When Samantha's mother came in to Samantha's bed room, she also pretended that she scrolled down the screen as if she was searching for somthing. Samantha's mother asked weather Samantha does her homework or not. The quotation of this statement can be seen in the following cited below:

> 'Samantha'? There was a gentle knock on my bedroom door. Then the door was pushed wider open. 'Samantha? Are you OK?'
> 'Oh, hi, Mum. How are you doing?' I scrolled down the screen as if I was searching for something.
> 'I'm OK, love, how about you? See you've made a head start on your homework, then. What is it tonight?'
> 'Erm, Physics.' I could feel my cheeks burning as I fibbed.

(Plaisted, 2001: 128-129)

Samantha's character of liar is also seen in the description that she actually wants to join the tennis summer camp is only that she wants to meet the boy named Dan. She asks her parents there agreements to join tennis summer camp. This following quotation below is another example showing that Samantha can not be a pretender about something.

> I just thought it might be a way of building on what
> I'll learn if I get into the school tennis squad this
> summer, that's all'. Ok, so I fibbed a bit but it was
> sort of true.

(Plaisted, 2001: 180)

4.1.4 Imaginative Girl

In another word, it can be said that Samantha is imaginative girl who likes daydreaming. Samantha likes imaging something and thinking about the boy she met on the internet. She is daydreaming about the boy by trying to paint him. It can be seen the quotation below.

> ' I was busy swirling some spicy blue tones together
> for my piece staring out of the widow as I did it.
> Thinking about the boy, 17.

(Plaisted, 2001: 180)

This following quotation below is another example showing that Samantha is imaginative girl.

It was Art after break the next day. I can't pretend
that Art is my best subject but I really enjoy it. I
mean you can relex a bit in Art and enjoy slopping
the paint together. Mrs Thomas, our teacher, plays
music while we work. She says it's to get us in the
mood and she chooses different types of music
depending on what project we're working on.
Sometimes it might be Madonna, other times jazz or
classical stuff. We spent some time working on
religious paintings – you know, icons and rood-
screens, that sort of thing – and Mrs Thomas played
us Mozart's Requiem. It really got us in the mood.
Anyway this day, we were trying to paint what Mrs
Thomas called 'hot paintings'. We had to try to paint
thinking Africa and Morocco, so we had this
amazing African dance spicy blue tones together for
my piece, staring out the window as I did it.
Thinking about' Boy 17'.

(Plaisted, 2001: 135)

The above quotation shows that Samantha is imaginative girl that she

loves art very much. She thinks that art is her most favorite in her class and she

does really enjoy it. She considers that she could relax when she joins art class

together with her friends and imagines about 'Boy 17'.

Another imaginative character Samantha is described when Samantha

saw a couple of girls in her school and she thought that those girls never join the

class because they never met before. Those two girls never take part in class

discussion and they also miss most school trip. The more Samantha thought about

it, the more she imagines the boy 17. Those girls are the boy's version.

There were a couple girl like that at school – you
know, the ones who never join in with anything and
sit quality in the corner of the classroom by the door.
They never take part in class discussion, seem to

miss most school trip and never, overcome to school disco. But they always do they homework on time and have exactly the right school uniform on. The more I thought about it, the more I reckoned 'boy 17' was the boy version of one of these girl.
Penny for them, Samantha ? Mrs. Thomas waved her hand in front of my face.

<div align="right">(Plaisted, 2001: 135)</div>

4.1.5 Curious Girl

Moreover, Samantha is a type of curiosity girl. She like knowing something that makes her so curious or doubt. Samantha wonders to a boy on her chatroom on the internet. The boy looked for someone to help him out of his boredom. That is why Samantha wonders why the boy looked for a friend to chat to. Samantha thinks that the boy must be a geek or a weird boy because he was looking for friends on chatroom of the internet. Unfortunately, Samantha log her computer off and walked away leaving her room to watch the telly with her mother.

Quotation :

Hmmm, Seventeen. What was any decent seventeen – year old boy doing leaving messages on a chatroom notice board? I mean, he must be some sort of geek, mustn't he? Or he wouldn't need to find friends that way, would he? Obviously a sad case. I logged off, swicthed off the light and went down to watch the telly with Mum.

<div align="right">(Plaisted, 2001: 133)</div>

Another quotation below is the example showing that Samantha is also curious to the seventeen boy who left a message on her chatroom.

Quotation :

'Well it looks like you've got a good color to start with there, Samantha. I'll look forward to seeing what you're doing with it in a minute.' She wandered over to Butter, who was already creating a huge Matisse-like picture of orange and yellow.
My paper was still sparkling white – hadn't even done any pencil outlines. My thoughts were about 'Boy, 17 and I didn't know why I was wasting my time wondering about a geek like him. I felt irritated and cross with myself as I started painting. At break, Butter was in a foul mood. She was furious because she'd been caught by Mr. Simpson (he's the deputy head) using her mobile phone between lessons.
He's only gone and confiscated my phone! I mean, what's right's he got to do that? How dare he? I was only ringing my brother anyway to find out what the latest test score are. I mean, it's not as if I was ringing during the lesson – just between. I ask you!'

(Plaisted, 2001: 136-137)

The quotation above depicts that Samantha was wondering about an anonymous seventeen years old boy who left a message on her chatroom of her social network. Samantha thought that she has already wasted her time by watching and reading the message. Even Samantha got very irritated with the boy's message but she always thinks about its message while she was painting. At the end, Mr. Simpson catche her by surprise when she read the message through her mobile phone.

The quotation below also depicts the general describtion about Samantha. In the quotation below Samantha is a curious girl. She wants to know about the boy who leaves a message on her chatroom.

Forty-five minutes later I'd had enough of my coursework. I was just about to swicth off my PC but I couldn't resist one last peep into the chatroom the girls and I have discovered. I logged on.

There were two girls whose names I didn't recognise having a debate about some corny rock band. I flipped on to the message board. Lost of the messages had been there yesterday but there was one that caught my eye.

'Boy, 17, seeks rescuer from study boredom. Must like animals and find youger brothers irritating. Anyone out there? Please send me a message!

Hmmm. Seventeen, what was any decent seventeen-year old boy doing leaving a message on a chatroom notice board? I mean, he must be some sort of geek, mustn't he? Or he wouldn't need to find friends that way, would he? Obviously a sad case. I logged off, switched off the light and went down to watch the telly with Mum.

Later that night, after the telly, a bath and a good read, I flicked off the light and wondered about 'Boy 17'. I mean, he was obviously a nerd. But then I'd been into the chatroom and read his message, hadn't I? So didn't that make me a sad case too? Help!

(Plaisted, 2001: 133 - 134)

Samantha considers that the boy does not have friends so that he tries to get to know her through a chatroom. Besides that, Samantha aslo wonders why a seventeen-year old boy leaving a message on her chatroom notice board. It could be that this boy is a geek person according to Samantha because Samantha thinks that she never meet the boy before and it makes her afraid of the boy. In the meantime, Samantha did not pay attention much to the message she just read then she logged of the computer and leave it.

4.1.6 Anxious Girl

Samantha is described as a character who is anxious. As the main character she dominates the whole story that sometimes she feels worry. She is worry about her

best friends, Claudia, and Butter interrogated her about the boy 17, she met on the internet. It can be seen on the following quotation :

> It was Monday morning and I got the feeling that they'd all been waiting ready topounce, for some time.
> 'who's who? Spill, what beans?' as if I didn't know what they were talking about.

(Plaisted, 2001: 169)

She feels worry when she is also considered as a geek girl because she has sent the boy's 17 email. She was so desperate for sending the email. She thinks that Dam is a very geek person and when Samantha gets a long friend with him, she going to a geek too.

> I found my self constantly thinking about Dan; supposing he thought I was complete geek for sending email to him? Supposing he thought I was desperate?? Supposing he was one of those boys that you her about who get turned off by girls who do some of the running.

(Plaisted, 2001: 182)

1.4.6 Careless Girl

The quotation below also explains another general description of Samantha as the main character. Besides as a good girl, Samantha is also a kind of careless girl. She sometimes does a kind of work without any consideration. The quotation below depicts that Samantha is a careless girl because she actually did not want to talk with Dan, a 17 boy from chatroom, because she wants to chat with her friends. While Dan insists that he needs a friend to chat to. Then Dan also

persuades Samantha by saying that he will not disturb her conversation with her friends as long as she wants to chat with him also.

Sam   : Sorry, Dan. I'm looking for my friends.
Dan   : Can't you chat with me while you're
              Waiting? I need someone to rescue me
              From my revision tonight.
Sam   : Did he say revision? He needed rescuing
              Revision? That sounded like 'Boy, 17'. I
              Could feel myself going all wobbly. I needed
              a mouthful of ice cream to calm mu nerve
              Ok then. But I'll have to go as soon as my
              friends get here.
              I wrote it without thinking first. It was a good
              job he couldn't see me blushing. I felt such a
              twit! I must have sounded like some kind of
              Brownie or something.
Dan   : Ok. I won't keep you from your pals.
              So tell me, Sam, how are you? Where are
              you? And how old are you?
The cursor blinked for a second.

(Caroline Plaisted, 2001: 145)

Samantha tells Dan about truth that she is a girl. When she made a conversation with Dan on the internet, unconsciously Dan ask Samantha weather where she goes to school. Samantha explain that she goes to the girl's school. Finally Dan knows that the one he talks to is a girls.

Sam :   where do you go to school?
Dan :   it's a boy school. A grammar.
              What's 'yours?
Sam :   all girls grammar.
Dan :   so you are a girls – Sam, then !
Sam :   I'd gone and I told him without thingking!
              Well, he knew now.

(Caroline Plaisted, 2001: 145)

4.2 Conflict Experienced by Samantha

Conflict is an inseparable part of human life. There are not people live without any conflict around them. It can be said that conflict is the "color" of human life. According to *Ensiklopedia Umum* (1991:578), "conflict is the human soul clash which happened because the difference between willingness and reality". There are two types of conflict, they are internal and external conflicts. For brief exaplanation of the conflict experienced by Samantha, the following sub chapter is the description of those conflicts.

4.2.1   Internal Conflict of Samantha

4.2.1.1 Samantha against herself

Samantha feels that she did not happy with her life since her parents always focus only on their job. They never back home earlier as what Samantha wish for. For her friends what Samantha's parents did such a weird things to do because they thought that parents should be at home at night with their children. This is makes Samantha so sad. Besides, she never ate together with her mum even she really wanted it but she thought that it would be very impossible. Also, her father was very busy and Samantha thought that her father was not good for her because when she wanted to share and played with him, he was never there for her.

> Mum and I nearly always eat on our own. My dad
> isn't around much during the week because he
> usually works away from home. Dad (his name's

Paul) is an IT systems analyst. He's always off
working on new programs for this big companies all
over the century. Sometimes he even does it board.
So he does a lot of travelling and , really, he's far
away more that he's at home during the week. But
when he does come home he's always got the lates
sofware gimmicks to load on to PCs. It's pretty cool
really.
Now mu mum's job is really demanding. I mean,
she's never home before six o'clock and some of my
friends think it's weird that my mum and dad work
so much and don't have much free time during the
week. To be honest it doesn't really bother me.

<div align="right">(Plaisted, 2001: 131)</div>

It can be seen that Samantha feels worry because she should leave her

friends on the chatroom since her father shout to ask her down and have supper

together. Samantha' s father told her on :

I threw off my school uniform and turned the
screen of my PC on. I looked at my watch and
wondered if there was enough time to have a chat
with my friends.
'Samantha!' It was my dad Calling up stair.
'Supper's ready!' I guessed the girls woul have to
wait.
Over supper, Dad told us about what he'd been
doing that week. Something to do with a big firm
in Birmingham setting up a new customer services
system. I'm sure it was interesting but ... well, I
wasn't really in the mood. Anyway, I had 'Boy,
17' to think about. I mean, maybe he was talking
to someone on line right now!

<div align="right">(Plaisted, 2001: 143)</div>

.

Here is another internal conflict experienced by Samantha. She tries to chat with her friends on the internet. Unfortunately, her friends were not there.

> Once I was safely upstairs with Charly I went into the chatroom and announced myself. Looking at my watch, I was expecting to find some of the girls there already chatting. After a couple of seconds though, there was no response.
> So I tried again.
> Hi! It's Sam!
> The cursor blinked for a while and then someone cruised in.
> Hi, Sam! I'm Dan, fancy a chat?
> Now this wasn't what I was expecting at all! I was eexpecting one of the girls. Not someone called Dan. For a fraction of a second I wasn't sure what to do.

(Plaisted, 2001: 144- 145)

Samantha feels so worry since her best friends she waited were not in the chatroom. She wants to chat with them since Samantha is so bored. When she starts announcing herself on the internet suddenly Dan, the seventeen years old boy, came into the chatroom and asked Samantha to chat with him. Actually, this situation was not like what Samantha wants. She really confused how to start her conversation and she did not know how to do with this situation.

In the following quatation, Samantha feels so frozen facing a situation when she chatted with Dan, a boy she met in the internat.

My fingers froze on the keyboard. Supposing it
was him, though? You know, 'Boy, 17'. For a
second, I couldn't think of anything to say.
Sam? You still there?
I had to say somthing, didn't I?
Yes
The cursor blinked at me, begging me to say
something to 'Boy, 17.'
So, are you waiting to talk to your friends too?
No, I've been revising and I'm bored. I wanted
someone to cheer me up.
What are you revising then?
Chemistry, Physics, Biology. All that stuff. How
about you? You doing exams?
Yes, GCSEs. Your subjects and all the usual
others as well.
So are you 15 then, Sam?

<div align="center">(Plaisted, 2001: 147- 148)</div>

Samantha is so exciting because she actually is waiting for a boy, Dan,
who is seventeen years old. Samantha is curious about Dan. She really wants
to get to know him deeper so that is why she starts the conversation on the
internet. Finally, they chatt for a couple hours and the get a very nice
conversation until a sentence produced by Dan makes Samantha so irretated.
Dan asked Samantha whether her age is 15 and she could not believe it that
Dan thinks she is youger that him.

Samantha went back into the main chat area and logged on. She wants
to chat with her friends.

I went back into the main chat area and logged
on. The girls pounced straight away. Debs butted
in first – I could tell because we all identified

ourselves by giving our initials at the end of the chat.
Where've you been, Sam? D
Busy. What's up? S
We're talking about Mrs Dixion's knickers. B
Still? S
Course! S
Ok. What you been up to, sam? D
Not much. Supper. Music lesson. Pretty much the same as you lot. What you up to tomorrow? S
And we chatted like that for at least another half-hour, cathcing up on nothing mostly. You know what it's like.you say goodbye to your friends at school and then you chat away like crazy on the net when you get home. It's great. You're mum and dad think you're busy doing your homework when you're actually chatting to your mates for at least some of the time.

(Plaisted, 2001: 152- 153)

Samantha chatted with her best friends, Deb and Claudia. They talked about Samantha's rutines when her parents are away from home. Samantha's friends thought she is a kind of tricky girl because she always make her parents believe that she always do her homework at her room for hours. In fact, she chatted with her best friends on the internet for some time.

Samantha becomes thinking about Dan, a 17 years old boy, she met on the internet. She is daydreaming meeting him someday.

I flicked the button on my screen and then took Charly and lay down on my bed with her. I thought about Dan. Was he real or just someone pretending to be him? He sounded nice. He sounded interesting. In the end, I decided that if he was just pretending, then it was a funny thing to pretend about – going to the theathre. After a while I got into bed but, irritatingly, instead of

being able to sleep I kept wondering if 'Boy, 17'
would chat again another night, like he said. And
wether he'd find out if I was a girl at some stage.
Why did this boy keep preying on my mind?

<div align="right">(Plaisted, 2001: 154)</div>

Based on the quotation above, it can be seen that Samantha could be

fall in love with Dan, the boy she met on the internet. Since she chatted with

Dan, Samantha begins to think and wonder about him everyday. Samantha

thinks if the boy, Dan, only plays her or not. Thinking about the boy makes

her can not sleep. She really wants to see him face to face but she doubt

whether Dan wants to see her not. Besides, Samantha also thinks if Dan wants

to chat again with her in another night.

Samantha feels really worry because she does not have way how to

reply Das' email. Actually, that is his mobile phone number on the email he

sent to Samantha. The Samantha tries to dial Dan's number.

Quotation :

I picked up my mobile and dialed Dan's number.
It rang once.
Hello"?
I was expecting a message service and this
seemed like a real voice. I couldn't think of an
answer.
Hello"? there was the voice again. Was it Dan ?
Had I got the right number? Whoever it was he
didn't sound too bad.

<div align="right">(Plaisted, 2001: 187-188)</div>

Samantha feels so anxious because she really wants to meet Dan. She did not

know how to tell he mum because she is afraid to tell her that she want go out

with a boy she met on the internet.

> Quotation :
> I went and snuggled up with Charly on my bed.
> Had this conversation really happened? Apparently it had. And the suddenly it dawned on me. It was all very well me making jthe arrangements with Dan but how was I going to get this one past my mum? Oh, no….
>
> (Plaisted, 2001: 190)

4.2.2   External Conflict of Samantha

External conflict is a conflict that happened outside the character. It relates

with relationship between one and another characters. According to Meyer

(1990:46), "external conflict may place the protagonist in opposition to another

individual, nature, or society". For brief explanation about external conflict

experienced by Samantha can be seen in the describtion below:

4.2.2.1 Samantha against 'Boy, 17

Samantha felt irritated about 'Boy, 17'. She really did not know why

she was wasting her time wondering about a geek like him, Dan, a

seventeen years old boy she met on the internet.

> My paper was still sparkling white – hadn't even done any pencil outlines. My thoughts were about 'Boy, 17' and I didn't know why I was wasting my time wondering about a geek like him. I felt irritated and cross with myself as

I started painting. At a break, Butter was in a
foul mood. She was furious because she'd been
caught by Mr Simpson (he's the deputy head)
using her mobile phone between lessons.
He's only gone and confiscated my phone! I
mean, what right's he got to do that? How dare
he? I was only ringing my brother anyway to
find out what the lates test scores are. I mean,
it's not as if I was ringing during the lesson –
just between. I ask you!'
'Well there is the rule,' Debs said.
Butter glared at her. 'What?'

The rule, ' Debs said it again. 'That sayd we
aren't allowed to have our phone swicthed on at
school.'

(Plaisted, 2001: 136 - 137)

Samanthah feel so anxiety since she never meet Dan. She only

knows him only through the internet when she is chatting with him.

Samantha really can not erase the boy she chatted to the internet, Dan. She

wonders if Dan is a romantic and good looking boy even he is still 17

years old. She also thinks that it could be dead romantic when she meet

him sometime. Besides, Samantha believes if she has talked to the boy fo

several times because she consider if she talks to 17 boy it means that she

is like talking to her younger brother. In other cases, when she goes home,

she tries to get a seat on the bus she takes in. all the way home what she

always thinks is Dan, whether he is handsome or nor or a romantic boy.

Sure do. Anyway, I think it sound dead
romantic. I mean, he's probably really good –
looking and cool! And', she rolled her eyes
dramatically, 'he' s seventeen! How many of

us lot have even spoken to a boy who's seventeen? Expect when he's our brother ?

I could see my bus approaching and picked up my bag. I grinned at Debs. Well, maybe you right. See you tomorrow.

I boarded the bus and miraculously seemed to win one of the fight for seat.

All the way home I wondered whether Dan really could be good—looking and romantic.

(Caroline Plaisted, 2001: 172 - 173)

Sam is eager to chat with Dan when she went back form their vacation. She dashed up to her room and logged on her computer. Once Samantha got home, she log on her computer and wish that Dan was there so she can talk to him. Unfortunately, Dan was not there but he left a message to Samantha. Dan asked her to chat with him. Besides, Samantha was so irritated because one of best friends, called her not in the right time. She gets angry because she wants to chat with Dan but Claudia disturb he.

As soon as I got home, I dashed up my room and logged on. The e-mail icon was flashing away. It was Butter, asking about French homework because she'd left her book at school on Friday. She'd sent the same e-mail to all of us and I was sure one of the gang would have got back to her already, but i replied anyway. Then I just couldn't resist a quick cruise around the chatroom. Well, I had to check it out to see if Dan was busy chatting to someone else, didn't I?

He wasn't. But he had been there. And left me a message!

Sam! Talk to me! Dan

It was precisely that moment that Dan called up stairs.

'Samantha? Phone. It's Claudia!'

> Isn't it just typical of one of your best friends
> to call you at a relly inconvenient moment? I
> went and got the cordless phone from him, and
> took it to my room.

<div align="right">(Caroline Plaisted, 2001: 155 - 156)</div>

4.2.2.2 Samantha against the Rule

Samantha is really get annoyed with the school's rule since she is not allowed to bring a mobile phone, moreove, it is on switch on mode. Beasies that, she also was in a foul mood becasue she could not contact or reach her friends through her mobile phone. If she brings her mobile phone to school, moreover she brings it at Mr Simpson class, it can be guarentee that Samantha could get a bad score in his class. In other case, there is one of Samantha's friends Butter who was caught when she used her mobile phone in the class.

After break, Butter was in foul mood. She was furious because she'd been caught by Mr. Simpson (he's the deputy head) using her mobile phone between lesson.

> He's only gone and confiscated my phone! I
> mean, what's right's he got to do that? How
> dare he? I was only ringing my brother
> anyway to find out what the latest test score
> are. I mean its not as if I was ringing during
> the lesson—just between you. I ask you.
> Well, there is the rule,' Debs said…

<div align="right">(Caroline Plaisted, 2001: 137)</div>

4.2.2.3 Samantha against he friends

Samantha was very ashamed because her friends know about her relation to Dan, the boy she chatted on the internet. She actually wants to hide it from her friends but she could not.

> I just started chatting one day when I was waiting for you lot. S
> Why wouldn't she just give it a rest? I could feel myself blushing. Honestly, I really didn't need any of them knowing about Dan. Not yet anyway. I mean, there wasn't much to tell them anyway, was there?
> You'd be carefull, Sam. There's some real weirdos out there. D
> Ok, Ok! Keep your hair on. You sound like Mum! S
> I do not! You've just got to be careful. D
> She was referring to the chat we'd had in PHSE recently. Mrs Jones had been telling us all about the nutters that the police reckned were out there surfing the net and trying to whisk us away.

(Caroline Plaisted, 2001: 159)

Samantha can not hide what she has done so far with Dan. She even very embarresed when her friends find out that she has already chatted with 'Boy, 17' on the internet for several times. Besides that, Dan also gives an advice to Sam that she should be very carefull looking for a friend because there are many weirdos out there hunting for girls. Unfortunately, Samantha did not take Dan's advice, she told him that he is like her mother. Meanwhile, the same advice also delivered her friend Debs that Mrs Jones had been telling them to be careful since there are many nutters playing around.

4.2.2.4 Samantha against her parents

Meanwhile, here Samantha feels so bored when her parents asked her to go the supermarket with them.

> On Saturday mornings Mum and Dad (if he was around) always went to the supermarket to do the shopping. Fankly, I can't stand going. It's just so boring, so I try to get out of it. I make the most having a nice long lie – in and then, if I'm feeling like it, I might spend some time practicing the piano. On this particular Saturday, that's exactly what I did. Charly curled herself up on the sofa while I practiced this really cool new piece Mrs Jay had given me to start learning for my next piano exam. It was by an American composer, and really modern. I'd never played anything like it before.

(Caroline Plaisted, 2001: 154)

Samantha doesn't want to join her parents to go to the supermarket because she thinks that it is a boring thing to do there. She prefers to stay home than go to the supermarket with her parents. Then she make a nice plan, she likes it very much. She likes playing piano so she decided to play piano at home. She practices playing piano by playing a famous American composer.

To strengthen the statement above, the following description is another Samantha's external conflict with her parents. The same situation happens every Saturday and it makes Samantha so bored to do. Samantha is very bored with her daily life. What she and her parents always do on Saturday is always similar as their routine. They never have a different

routine on Saturday so it makes Samantha so bored. Besides that, Samantha is also persuaded by her mother that she should join a tennis camp dutring her summer holiday, but she actually did not want to joing it because her friends were not joing also. Samantha tries to convince her mother by saying that if she will rethink about the tennis camp. Meanwhile, her father tries to make Samantha happy by treating her lunch at a cafe close to the squash court. He does it because he never be there for Samantha. In the meantime, Samantha starts to think about Dan routines every Saturday. She hopes that she knows it whether he probably studying or looking for other girls.

> It was more or less the same routine every Saturday and this one was no exception. After coffee, we went off to the club. Dad played squash and Mum and I bashed it out on the tennis court before we met him again in the cafe for lunch. I think lunch was one of Dad's treats to us for having been away all week. We carried on with the bits and pieces of conversations we started the night before over supper. Mum tried to persuade me to go an a tennis camp during the summer holliday but I wasn't sure that I wanted to go. Not on my own anyway. None of my friends would be going. In the end, I said I'll think about it, mostly to make her stop going on about it. And I went for a swim whike Mum went on a sunbed (no matter how many times I tell her how bad the thing is for her, she still insistson going on sunbed every now and then) and Dad had a sauna. While I was steaming my way up and down the pool, I couldn't help wondering

What Dan did at this time on Saturday. Was he busy studying? Or perhaps he was cruising the chatroom looking for some other girl to chat up. Hmm

(Caroline Plaisted, 2001: 154 - 155)

4.2.2.5 Samantha against Steve

Samantha was very angry with Steve, Dan friend. When Samantha wants to chat with Dan but it was not him. There is someone replies her questions and it is Steve, Dan's friend.

Hi, Dan you out there?
The cursor gave its cheeky little blink at me. Then someone came in!
Hello? Who's that?
Huh! Who's that? Did he chat a lots of people, then?
It's Sam. Hi, how are you?
It's not Dan, Sam. I'm Steve – good to talk to you. You don't mind chatting to me, Do you?
The cheek! Who was this Steve? I certainly didn't want to talk to him!
Sorry. Looking for someone else. Bye
Don't go, Sam! I'd like to chat. You a boy ro girl? How old are you?
Oh boy, not again! I wasn't having it. I didn't want Steve! I want Dan!
Sam? Sam? Please don't go! Sam? Do you prefer bikinis or swimsuits?
What? This was creepy. Bikinis? What was this guy on? How did he even know I was a girl?

(Caroline Plaisted, 2001: 176 - 177)

4.3 Moral Anxiety Reflected by Samantha

According to Freud, anxiety is an unpleasant inner state that people seek to avoid. Anxiety acts as a signal to the ego that things are not going right. Moral anxiety involves a fear of violating our own moral principles.

In order to deal with this anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego and reality. Here is the brief description of those there anxiety reflected by Samantha.

4.3.1 Id

The id is the only component of personality that is present from birth. This aspect of personality is entirely unconscious and includes of the instinctive and primitive behaviors. According to Freud, the id is the source of all psychic energy, making it the primary component of personality. The quotation below describes Id anxiety experienced by Samantha.

> The night before we drove up there I thought I'd get to sleep, I was so nervous. Fortunately, I didn't wake up with bags under my eyes or a spot on my chin. But I did wake up to this e-mail:
> From: danjbrown@sooper.net
> To: sam@newshoes.com
> Looking forward to seeing you. Hope my hunchback doesn't put u off. At least u'll be able to recognise me!

(Caroline Plaisted, 2001: 204)

It can be seen in the above quotation that Samantha was feeling so anxiety because she alsways thinks about Dan. She even could not sleep at night and was very nervous. She was happy since she did not get bags under her eyes since she could not sleep the night before thinking about Dan.

The follwong is another quotation depicts Samantha's Id anxiety. In this case, Samantha is really worried because she will meet Dan because it is the first time for them to meet each other. Meanwhile, both their mother will accompany them. Samantha cannot wait to meet Dan. Besides that her parents allows her to meet Dan and give her free time to go out herself.

> Dan always made me laugh. He made me feel good and that made me want to meet him all the more. Even though Mum and Dad had given me quite a hard time at first it was all planned. I was to go with Mum in the car to this shopping centre. Fortunately, Dad was on a business trip, otherwise I suppose he would have had to come too, to hold his little girls's hand! We were going to meet in Pizza Place just before lunch-time and take it from there. I can't tell you how nervous I was! It was bad enough to meet Dan for the first time but to have his Mum and my mum there as well was just auwful! Dead embarrassing.

(Caroline Plaisted, 2001: 204)

The following quotation also shows another Id reflected by Samantha.

I can't remember the journey to school at all. I think I sat on the bus in a daze. I don't even remember showing my pass to the conductor. But I did get there and found the girls already in the classroom, listening to Debs telling them all about the boy that she'd met at church and had been emailing. So much for that being secret! I panicked - supposing she'd told them all about me and Dan?

The bell rang for assembly and we all trooped off to the hall. I linked my arm through Debs's as we made our way through the throng of gibbering girls.

'I thought it was a big secret, Debs!

'Well, It was but only for a short while. But don't worry, I haven't said a thing about your e – boy. Anyway have you heard from him.

(Caroline Plaisted, 2001: 192)

Samantha feels really weird because she even could not remember whether she has given the ticket to the bus driver on her way home by bus. She met some her friends on the bus. Those girls are really like gossiping. They actually talked about a boy that Samantha met. And it makes Samantha so worries about it. She is afraid if her relation to the Boy 17 on the internet has been heard and found by other people. Samantah accused Her friend, Debs, who has told and spread the rumor to the others. Samantha told Debs if her relation to Dan is kind of a secret and Debs convinced her that she did not spread her secret to others.

Samantha friends, Butter and Claudia, mock Dan that he is a morons boy because he tries to find a friend on the internet.

Butter giggled along with Claudia. 'Well, better to find the morons in a chatroom than at the school's Christ Christmas disco!' Then we all giggled again, rememberring some boys we'd met at the last one and who'd tried to get us to dance with them. They were so disgusting and so arrogant!

It was really good to be part of this bunch of friends. Even when you were feeling really bad about something and make you feel better. I wondered if I should tell them about meeting Dan and see what advice they might have. I was lucky that he hadn't turned out t be bad news on the phone. But what was I going to do about meeting him? He was going to ring me again tonight and I was no closer to having sorted it.

(Caroline Plaisted, 2001: 193 - 194)

4.3.2 Ego

The ego is the component of personality that is responsible for dealing with reality. According to Freud, the ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in conscious, preconscious, and unconscious mind. The brief of exaplanation of Ego reflected by Samantha can be seen in the following quotation below:

Samantha's mother was not like if Samantha always go to the tennis club meeting Dan because it is far from her home. Her mother also was so puzzled.

'Sorry Samantha,' Mum put a saucepan of water on the stove to boil, 'which boy is this? Is he someone at the tennis club? Why

do you have to go all the way to that place to meet him? It's miles away.'

'Oh he doesn't live around here. He lives up in the Midlands. The shopping centre is a mid – way place for both of us. That's why we thought it would be good place to meet.' I could see from Mum's face that she was puzzled, and I rushed on. 'So that's Ok, is it? Thanks Mum.' There, i'd sorted it! But that's not what Mum thought.

'Sorry, Samantha, but exactly how have you met this boy if he lives in the Midlands? I don't understand.'

'Well, he's someone I've known for a couple of weeks, actually. And then I found out quite by accident that he's going to the tennis camp too. Isn't it an amazing coincidence!' I didn't even look up at Mum in case she looked me in the eye. I just carried on with my peeling and chopping.

(Caroline Plaisted, 2001: 195 - 196)

Samantha's mother did not really agree her relationship to the man she met, Dan. Her mother thought that he lives far from her house then it could be that Smantha could not see him. But it was false because actually Samantha always see Dan in the tennis club. The reason they meet in the tennis club is because Dan and Samantha have already decided that they joined a tennis camp. Samantha told her mother that it was an amzing coincidence meeting.

Meanwhile, Samantha mother is also did not believe that she met him on the internet.

'But, Samantha, where did you actually meet him? You haven't been on any school trips

lately, have you? Certainly not in the last
couple of weeks.'
When you've got a mother who is smart,
there's not a lot that slips by her without
being noticed.
'So come on, Samantha, where did you meet
him?'
'Oh, It was just an amazing coincidence. We
met when I was talking with the girls on the
internet. I slopped the vegetables into the
soucepan Mum had given me and started to

fill the pan with water. The noise of the
rushing water from the tap unfortunately
didn't drown out Mum's interrogation.
Honestly, she'd have made a good barrister.

(Caroline Plaisted, 2001: 196)

Samantha's mother tries to give some questions dealing with her

meeting with Dan. She wonders how and when Samantha met him.

Besides that, her mother also thinks that she never know that Samantha

joins school trips lately. It makes Samantha so anxiety because her mother

finally knew that she has been in a relationship with Dan without telling

her mother. Samantha told her mother that she met him coincidence on the

internet when she chatted with her friends.

Ouch! That hurt!
'Mum, he's a nice boy! He's not some
weirdo. He's seventeen and he's studying to
go to university to be a vet, like his dad. He's
got younger brother and his mum is a
community nurse. He sounds really nice –
perfectly nomal, not a moster. So when he
asked me if I could meet him it sounded like
a really good idea.'

> 'You've spken to this boy? Samantha, you must be mad! Anything could be have happened to you!'
> 'Whay, over a mobile pnone? How?'

(Caroline Plaisted, 2001: 196)

Samantha tries to avoid her mother's interogation by telling her that Dan is a nice boy. Samantha told her mother that they are going to meet face to face but her mother is not really like it because according to her mother Dan is a weird boy. Meanwhile, Samantha insists that Dan is not a weirdo. She said he is a normal guy like others, because he is also studying to go to university.

Samantha feels so jealous of Sally, the girl mentioned by Dan. She is at the tennis camp too and it makes Samantha unconfortable.

> The coaches on the tennis camp didn't take any prisoners. They expected us to work hard and we did, because they made it fun as well. Dan was a good player but he wasn't as good at singles as he was at mixed doubles. Sally, the girl he'd mentioned before, was at camp too. Durung training sessions on the first couple of days she chatted away to Dan in a really relaxed way. She obviously really liked him. Ok, so I admit it – I was jealous of her. Not only did she Dan get on well but they came from the same tennis club which meant that they obviously lived near one another. And Sally was better at tennis than me, too. I would have to watch out for her because she could turn out to competition in more than one!

(Caroline Plaisted, 2001: 214)

Samantha feels so anxiety since the girl, Dan talked was in the camp too. She was there because she also join the tennis camp. Samantha tries to chat with Dan calmly. She obviously like Dan because she feels so jealous of the girl named Sally.

4.3.3 Superego

The superego is the aspect of personality that holds all of our internalized moral standards and ideals that we acquire from both parents and society--our sense of right and wrong. The superego provides guidelines for making judgments. Here is the quotation reflected Samantha's superego.

> On the way home Mum interrogated me about Dan. I told her bits and pieces about what had talked about. To be honest, I was so happy about how well the whole thing had gone that I didn't really mind telling her all the stuff that Dan had told me about his life and his family. He was good news and good news is always worth telling.
> It didn't take too long to get home and then we had the fun of opening all the carirrier bags of things that Mum and had bought. It was mostly clothes for her and Dad but she had bought me a really ace jacket – it was just like one I'd told her about seeing in a cataloque my Mum can be pretty cool.
> As soon as I could I wasnt up stairs to send an e – mail to Dan. I wanted to e – mail him first. But when I got there I was too late

(Caroline Plaisted, 2001: 207 - 208)

Samantha was interrogated by her mother about Dan. On the way home her mother asked Samantha many things about him. In this case, Samantha is really happy telling her mother about Dan. She feels that she could share her feeling to her mother.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

After analyzing a novel entitled E – Love by Caroline Plaisted, finally it can be concluded as follow :

The main character of this novel is Samantha. She is described as the girl who is tricky, demanding, liar, imaginative, curious, anxious, and careless. She belongs to round static character since she has one specific traits, but she changes from a calm girl to be an anxious girl.

Samantha also experiences both internal and external conflicts. The internal conflicts happen when she is not happy with her life since her parents always focus only on their job, Sam hopes that her friends will wait her until she finished her supper (dinner time with her family), Samantha fells frozen facing a situation when she chats with Dan. Samantha feels worry because she does not have way how to reply Dan's email, Samantha a feels anxious because she want to meet Dan. When Samantha want to start to chat with Dan, apparently its not Dan but Dan's friend, Steve and Steve has made Samantha irritated, Samantha feels stupid and a geek because she send an email to Dan and Sam always daydreaming about a boy. Meanwhile in the external conflict, Samantha experienced the conflict against the boy 17. Her friends, her parents and Steve, Dan's brother.

Finally among those are three types of anxiety which are reality anxiety, neurotic anxiety and moral anxiety. Samantha's anxiety is classified into moral anxiety. Her anxieties realize her that she must overcome all of the problems well.

5.2 Suggestions

The researcher hopes this thesis could be a reference of literary work studies generally and has moral values in E – Love delivered to readers especially.

The researcher also hope this analysis can be use to the next study and the next study and the next researcher. The next researcher can improve the topic by other approach, can use psychological approach so can develop the object in this novel.

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