

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the data. Before presenting the data, it is initiated by presenting the literary analysis of the novel. It is done to know the story of the novel in brief and to picture out the novel itself in terms of characteristics and content. Moreover, in this part, presenting the special traits or disposition of the characters is also needed to obtain the answer for the research problems.

4.1. Data Presentation

In this sub-heading, the researcher presented the findings of the study in regard to the research problems proposed covering to the method of characterization. The researcher used William Kenney theory and also Lajos theory of dimension in people's character to decide the aspects. The data presented as follows:

A. Findings on the method of characterization of the main characters

The researcher found more than ten characters in the novel *Fish in A Tree*. Regarding to that, the researcher considered classifying them based on their role in the story; the major character and minor character. Since the researcher limited the analysis only on the main character driven the plot of the story from beginning to end, so the characters presented below are only the main characters.

No.	Method of characterization	Definition / Indicators	Corpus
1	Dramatic Method	Characters showing themselves through own words, action, behavior, and the like.	<i>People act like the words “slow reader” tell them everything that’s inside. Like I’m a can of soup and they can just read the list of ingredients and know everything about me. There’s lots of stuff about the soup inside that they can’t put on the label, like how it smells and tastes and makes you feel warm when you eat it. There’s got to be more to me than just a kid who can’t read well.</i> (page 75, chapter 17)
2	Character on Character Method	Character described by other character	<i>And I have two friends, Keisha and Albert. Keisha likes to bake and she’s brave. You’d like her, Daddy! And Albert is like a computer; he is so smart. ...</i> (page 130, chapter 32)
3	Contextual Method	Depends on surrounding and verbal context	<i>He clears his throat. “This is a mixture of two parts hydrogen and one part oxygen molecules.”</i> <i>“Will it explode?” yells Oliver.</i> <i>Albert does not answer. Instead, he unscrews the metal lid and drinks whatever it is. I’m silently freaked out, but Oliver goes nuts. “He drank it! Did you see that? He drank molecules! Gross!”</i> <i>“It is merely water,” Albert reports.</i> (page 36, chapter 9)
4	Mixed Method	Combinations of two or more methods	<i>“You two are just so uncouth.” She turns to me. “I bet Ally doesn’t even know what the word uncouth even means. Do you?”</i> (page 94, chapter 22)
<p>NOTE: Italic : the quotation of corpus in the novel Bold : the words which indicating the method of characterization</p>			

Figure 1 Finding on methods of characterization based on William Kenney method

There are many kinds of character in literary work, one of them is the main character. Main character is a major character in the story that receives most attention or can be referred as the central character. The major characters are “those group includes the people we care about; we love them or hate them, fear them or hope they succeed. They show up again and again in the story. The story is, to one degree or another, about them, and we expect to find out what happens to them by the end. Their desires and actions drive the story forward and carry it through all its twists and turns.” (Card, 1988).

As the whole novel, Hunt portrays her main character using various method. In connection with theory in analyzing character, Hunt only used four methods out of five methods of characterization in the exception of discursive method. Hunt doesn't used her voice as a character in the novel, she is out of the novel and not the narrator. On the other hand she used her voice through the characters she created, which is dominantly Ally Nickerson. Therefore, the methods of character portrayal that she used based on Kenney (1966) are as follows:

a. Dramatic method

Dramatic method is a way in portraying and presenting character in which the writer lets the characters describe themselves to the readers by their own words and actions. Dramatic method is on the basis of showing the character rather than telling. It is contrasts with the method of Discursive where the author tells the readers about the

characters. Since, dramatic method is showing the character through their behavior and words (dialog), it requires more time to discover the disposition or characteristics of character. Therefore, sometimes it increases the possibilities to misjudge the character. In this novel, Hunt used this method frequently to reveal what Ally's like. It is because the voice of the novel is from Ally's character. However other main character is also sometimes using this method to show what they are.

The example is shown in the novel illustrated in the table figure as follows:

Chapter	Corpus	Character	Aspects
9	<i>"I like to bake. I told my mom I want to start a business when I get older, and she said there's no time like the present. So this is the first one I'll show to anyone outside my family."</i> (page 38)	Keisha	Interest and motivation
17	<i>People act like the words "slow reader" tell them everything that's inside. Like I'm a can of soup and they can just read the list of ingredients and know everything about me. There's lots of stuff about the soup inside that they can't put on the label, like how it smells and tastes and makes you feel warm when you eat it. There's got to be more to me than just a kid who can't read well.</i> (page 75)	Ally	Complexes
19	<i>"I don't think it is within my nature to hit someone. I will not meet violence with violence. I won't stoop to their level."</i> (page 81)	Albert	wisdom
NOTE: Italic : the quotation of corpus in the novel Bold : the words which indicating the method of characterization			

Table a: Findings on Dramatic Method

b. Character on character method

Another way in presenting characterization of character is through other character. This method is called Character on Character. Therefore, the writer used another character to describe what certain character is like.

For instance it is presented from the novel as follows:

Chapter	Corpus	Character	Aspects
4	<i>She stares at it. "Aw, your grandpa knew you were talented, and he'd be so proud of how hard you're working on your art. And he would love that you named your sketchbook after Alice in Wonderland. He had such fun sharing that book with you." She looks up at me. "Just like he shared it with me when I was young."</i> (page 18)	Ally	Aptitude or talent
29	<i>I lean in and look at the acorn. I like how Albert cares and is able to see things that other people wouldn't. But I wish Albert would care about himself as much as the scientific world.</i> (page 116)	Albert	Special abilities
32	<i>And I have two friends, Keisha and Albert. Keisha likes to bake and she's brave. You'd like her, Daddy! And Albert is like a computer; he is so smart. ...</i> (page 130)	Keisha	Interest and personality
<p>NOTE: Italic : the quotation of corpus in the novel Bold : the words which indicating the method of characterization</p>			

Table b: Findings on Character on Character Method

c. Contextual method

Contextual method is the method of presenting the character through certain description of their surrounding condition or situation (verbal context).

For example in the following corpus of the novel:

Chapter	Corpus	Character	Dimension
9	<p><i>He clears his throat. “This is a mixture of two parts hydrogen and one part oxygen molecules.”</i></p> <p>“Will it explode?” yells Oliver.</p> <p><i>Albert does not answer. Instead, he unscrews the metal lid and drinks whatever it is. I’m silently freaked out, but Oliver goes nuts. “He drank it! Did you see that? He drank molecules! Gross!”</i></p> <p><i>“It is merely water,” Albert reports.</i> (page 96)</p>	Albert	Intelligence
26	<p><i>“You’re talking like a fool saying I don’t understand what it’s like to be different. But the thing is . . . I’m only different to the people who see with the wrong eyes. And I don’t care what people like that think.”</i></p> <p><i>I laugh a little. “Albert says that the problem is that white people don’t have enough melanin. He says that’s the thing that makes human skin darker.”</i> (page 108)</p>	Keisha	wisdom
<p>NOTE: Italic : the quotation of corpus in the novel Bold : the words which indicating the method of characterization</p>			

Table c: Findings on Contextual Method

d. Mixing method

When the writer used more than one method to describe or presenting a character, it is a mixed method. In this case, seen as a whole work, the novel *Fish in a Tree* used mixed method in shaping the disposition

of characters. However there are some words describing a trait using more than one method, for example:

“You two are just so uncouth.” She turns to me. “I bet Ally doesn’t even know what the word uncouth even means. Do you?”

(LM. Hunt, Fish in a Tree, chapter 22, page 94)

Those words used character on character method in describing Ally and Albert’s appearance. But, seen contextually, it may referred not only to their appearance but also can be their behavior.

B. Findings on technique of characterization of main characters

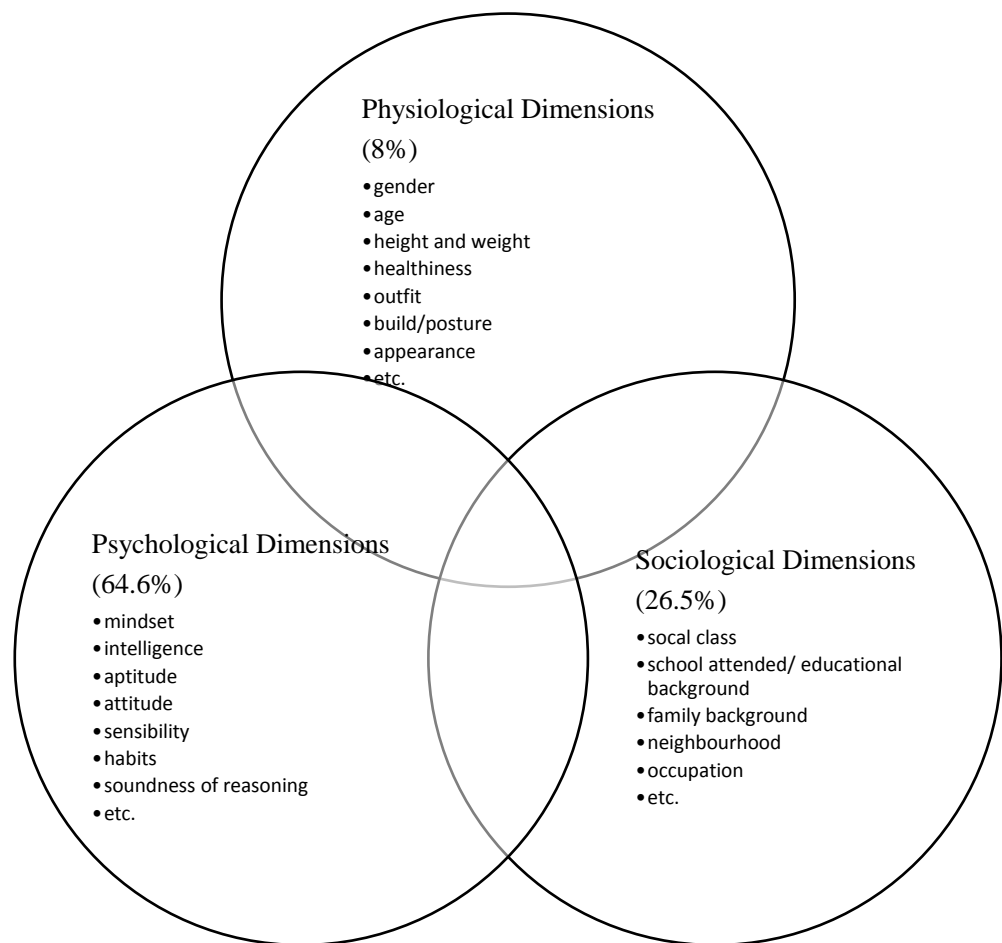


Figure 2 Findings on the technique of characterization in the Novel "Fish in a Tree"

In connection with the method, the characterization of a character also can be seen from the signs the writer tried to illustrate in portraying the characters. Just like three dimensions objects which have depth, height and weight, characters that represents human beings also have an additional three dimensions which are physiology, sociology and psychology (Lajos, 1964). The aspects illustrated by the writer from three dimensions provide the hints for the reader to consider the disposition of certain character, what he/she looks like, why he/she acts like that and so on. In this novel, Hunt tried to characterize the main characters through

several aspects in the dimension of physiological, sociological and psychological.

Here are some information the researcher had found about the technique of characterization in the novel *Fish in a Tree* from the main characters:

a. Physiological Dimensions

One of the simplest way to understand a character is through what can be seen or how they look from the outside. In the dimension of physics, the writers visualize the character outlook or their physical appearance such as the gender, age, height or weight, race, skin color, healthiness and so on. These aspects can shape the mental development of character, their perception of themselves towards their environment which can affect every motive of their action.

In this novel, Hunt tried to visualize the main characters in order to convey what caused the characters behave and act in a certain way. Also, she gave the physical information of characters to support their social and psychological dimension in order to make sense the disposition of characters. For example, in the novel, Hunt first refer to Albert as *a bulky kid who always wears the same shirt everyday which has "Flint" mark on it* (Hunt, 2015). This simply telling that Albert only has one shirt to be worn for school or he just does not care about his appearance. This physical dimension later is supported with additional information on his reason why the shirt inscribed flint not other words, why his hair is messy, why there are always bruise on his

body, etc. Together the physical information build the perception of the reader about Albert.

Here is the following corpus of Fish in a Tree telling the physiological dimension of main characters which the researcher had found in the novel:

- Ally Nickerson

Corpus 1: Findings on Physiological Dimension of Ally Nickerson

*For the spring concert last year, before I had a growth spurt, I had to stand in the front row. I liked when Travis called me a dime among pennies. But this year, **I get to stand toward the back of the line with the taller kids**, right next to Keisha...*

(L.M. Hunt, Fish in a Tree, Chapter 13, page 57-58)

From those passages above some information on the physical aspects of Ally Nickerson such as how old she is (age), how her hair does look like, how tall she is (healthiness) are revealed in dramatic way and mixed way. Ally is described as a healthy sixth grade of elementary students. She used to be small kids before hitting her growth spurt. It can be inferred that she is around 11 – 12 years old in age. In sense of fashion, she is quite plain despite she likes something aesthetic like art.

- Albert Dubois

Corpus 2: Findings on Physiological Dimension of Albert Dubois

*I look over and my eyes are pulled to the **bruises on his arms**. “Pluto was a planet all those years and then someone just decided it wasn’t anymore? Too small. Too far away. Orbit not just right.”*

...

*I feel bad for him and want to ask him about **the marks**. He is **big and clunky but not fat**. The kind of size where others would usually leave him alone.*

(L.M. Hunt, Fish in a Tree, Chapter 7, page 30)

In the dimension of Physiological, Albert is described as a bulky kid. He does not really care about his appearance. There are bruises on his body. He seldom comb his hair and wearing outfit that sometimes is not appropriate to wear as being too small for his body. Albert simply has a set of the same shirt with the logo flint on it. It kind of make him as minimalist boy.

- Keisha Almond

Corpus 3: Findings on Physiological Dimension of Keisha Almond

*Keisha sits in her chair as I stare at **her head full of thin braids**, thinking it must take three days to do all that—so beautiful...*

(LM. Hunt, Fish in a Tree, Chapter 12, page 53-54)

From the corpus above, indicates how Keisha look like and how it affects her view on the environment she lived. She is described as a tall kid with a hair full of thin braid or cornrow hairstyles which is the traditional African hairstyles. Hunts later indirectly stated in the late chapter a clue about the melanin and how Keisha feels as if she is a minority in the class.

b. Sociological Dimensions

The next dimensions to consider in understanding character is through their sociological background. Relating to the method of characterization, reader can decide the disposition of character

using other character or through their environment. As a reflection of real life, characters who represents human beings also interacts with another character since they are a social being in the society.

In Lajos theory, there are several aspects to consider about the characters, such as the social class, occupation, education, home life, religion, race or nationality, place in community and so forth. In *Fish in a Tree*, the writer had explored the sociological background of characters in order to complement their physical information and also their psychology.

As an example, Hunt describes Ally as problematic student for the way her different mind works affecting the reaction of her classmates and teachers. Hunt reflects Ally's characteristics from the way her surrounding treats her and positioned her as an anomaly for being different. To put it in simple words that is Ally's relationship with other characters that shape Ally's judgement towards herself. It shapes her mindset and personality by means of Ally's position in the society.

Additionally, take an example for Albert, Hunt presents his family background to support his principle of living that shapes his personality. Being born from a father who dreams to be a scientist and a contradict mother who demands an adequate and better job for her husband, has lead Albert to be a better scientist in the future than his father to avoid the financial problems.

Here are the following corpus concerning to the sociological aspects of the main characters that the researcher had found:

- Ally Nickerson

Corpus 4: Findings on Sociological Dimension of Ally Nickerson

“So, Jessica. Yesterday, I saw that Ally riding in this disgusting green-colored car that I can’t believe was even allowed on the road. Ally had to pull a rope to even get the windshield wipers to work.”

...

“I mean, what kind of loser would have a car like that? Probably the only thing your mother can afford.”

Finally I can’t take it. “It’s my brother Travis’s car. And it is not a loser car.”

(L.M. Hunt, Fish in a Tree, chapter 20, page 88)

Hunts revealed dramatically and contextually that Ally has moved into seven different schools before. She started attending her recent school since one year ago. In fact her dyslexia kind of forcing her to always make a plausible excuse for writing and reading tasks. Ally has facing so much trouble from doing that leading her to visit her principal often. Her teacher and friends kind of does not know about Ally’s difficulty because Ally always trying to camouflage it and afraid of asking for help.

The writers of the novel also tells about Ally’s Family Background. She has a supporting mom who also cares and proud of her. Despite of being busy as a waitress in an ice cream restaurant, her mother does not take off her responsibility as a single parents who

able to keep watch her children. Ally's Father works as a soldier that was one of the reason she has to move from schools to schools. She also has beloved grandfather who loved her and also a supporting brother named Travis who shared same interest in antique things as her.

Moreover, the writer also illustrated about the economic condition of Ally's family. Her family is not rich nor poor. Her mother has to struggle working as waitress and Travis has to work to help her in order to save their life. In the school, Ally's always being bullied by Shay and Jessica for some reasons, one of them is because they think Ally is freak for her troublesome behavior.

- Albert Dubois

Corpus 5: Findings on Sociological Dimension of Albert Dubois

And then I realize all at once. Of course. How stupid can I possibly be? Albert doesn't have many clothes and he gets a ticket from Mr. Daniels every morning. I guess I never thought about it before. He must get one of the free lunches. I hope I didn't upset him, so I say, "I'm sorry." "About what?"

"Well, about . . . well, you know. That you get the free lunch."

He shrugs. "There are worse things. Than a free lunch, I mean."

"Yeah, I guess."

"It disturbs my mom, but my dad says he wants to leave his mark on mankind with one of his inventions, and she says he should get a real job. They fight about it a lot, actually."

I'm really surprised he told me that and I decide to never tell another soul about it.

(L.M. Hunt, Fish in a Tree, chapter 17, page 72-73)

From one of the corpus above, Hunts tried to explore about Albert's family condition. In some chapter, Hunts also describe how his family's finance is unstable that Albert has to eat more at school because there is no food at home. Additionally, in some chapter Hunts also revealed that he was being physically bullied by students from another schools because of his mind. It explained the bruised and all marks he got on his skin.

- Keisha Almond

Corpus 6: Findings on Sociological Dimension of Keisha Almond

"I like to bake. I told my mom I want to start a business when I get older, and she said there's no time like the present. So this is the first one I'll show to anyone outside my family."

(L.M. Hunt, Fish in a Tree, chapter 9, page 38)

The corpus above indicate Keisha status as the new students in the class this year. She has a supporting and a caring mother. Hunt did not directly explores Keisha's sociological aspects like the two other main characters more. However, Hunt directly show it through how Keisha behaves, views and her action over something happens around her. It is reflected in her Psychological dimension.

c. Psychological Dimensions

Finally, the psychological dimensions of characters is the side effect of physiological dimensions and sociological dimensions. The psychological dimensions presents what inside the mind of characters, their feeling and the like. It is the inner aspects of

character itself. It shows the characteristic of a character from their moral standards, mindset or thought, motivation, habits, attitude towards life, talents, intelligence, aptitude, fears, personality, complexes, sensibility and the rest.

Hunt already provided sufficient information on this dimension of her main characters.

- Ally Nickerson

Corpus 7: Findings on Psychological Dimension of Ally Nickerson (1)

*I watch a mind movie of her taking a stick and drawing a line in the dirt between us under a bright blue sky. She's dressed as a sheriff and I'm wearing black-and-white prisoner stripes. **My mind does this all the time—shows me these movies that seem so real that they carry me away inside of them. They are a relief from my real life.***

(L.M. Hunt, Fish in a Tree, chapter 1, page 5-6)

Corpus 8: Findings on Psychological Dimension of Ally Nickerson (2)

*I stand behind Keisha, but I wish I could see her face. I wait for her to say something back. **But Keisha doesn't say anything. Although I can't see her cry, I hear her sniff and see her brush her cheek with her fingertips.***

*And I watch a mind movie of me being the only girl without flowers marching in to see all the parents. And the look on my mom's face. **How she'd be the only sad parent in a sea of smiling ones. And how I'd feel like I was less than everyone else.***

No one should ever feel like that.

(L.M. Hunt, Fish in a Tree, chapter 13, page 59)

Related to the sociological background, Ally Nickerson described by Hunt through the fact that she is always being

misunderstood by teachers and friends for having different way of thinking carried her to always feel school is too hard for her. However, Ally has a good imagination. Her brain work better visually. That is the gift that most artist usually possess which is spatial or visual intelligence. Ally is a creative thinker. She is so sensitive with how her environment work. She has an interest in drawing.

Continuously being misunderstood has lead Ally to often feel guilty. She comes into the mindset that everything she does is often wrong. She also become pessimistic about her ability and believing that she is stupid enough. However the writer then introduce Mr. Daniel who approaches Ally in better way. Despite her lack of self worthiness, Ally has the willingness to try. She knows that she might fail but she want to try harder every time to solve her problem. Her motivation is to prove to other people and herself that there must be something special in her rather than being troublemaker and dumb for not being able to read.

- Albert Dubois

Corpus 9: Findings on Psychological Dimension of Albert Dubois (1)

But that never comes. He just stands there eating Doritos and studying us like we are lab mice. "I think it curious that you worry about what I have on my feet when three of you are wearing red shirts. Not a wise color. Red is the color of stop lights and signs, bad wounds, warning lights, and the most severe of sunburns. It represents red alerts

and high fevers. Red numbers show a loss in accounting. Red represents danger.”

(L.M. Hunt, Fish in a Tree, chapter 11, page 51)

Corpus 10: Findings on Psychological Dimension of Albert Dubois (2)

Albert hesitates. “Well . . . he says it’s to ‘retreat from the unpleasantness of Earth and the company of people.’” Then he looks up right into my eyes. “I can see that. I can see why someone would want to avoid being with other people. A great number of them are not very nice to me . . . and, well . . .”

“Listen, Albert.” Keisha’s voice has softened. “I didn’t mean . . .”

Albert interrupts. “I was not implying it was you who is not kind to me.”

I’m relieved.

“But there are others who are not kind,” he says.

(L.M. Hunt, Fish in a Tree, chapter 18, page 79)

Hunts symbolized Albert character as an elephant which is besides having a good memories it is also a Pachyderm, an animal that has a thick skin. It describes how Albert actually “feel a wide range of emotions, but his behavior remains constant. On the outside, happy and sad often look the same.”

(Hunt, 2015)

- Keisha Almond

Corpus 11: Findings on Psychological Dimension of Keisha Almond

Keisha doesn’t answer for a while. “Look. You don’t fit in. I don’t fit in. Albert doesn’t fit in, either. Who says who fits in, anyway? People like Shay? That girl is just mean. Who cares what she thinks?”

(L.M. Hunt, Fish in a Tree, chapter 26, page 108-109)

Keisha is described by Hunt like a baby, she is so loud about somethings she is willing to and usually have her strategy to get it pretty fast, on the other hand when she is quite she takes every information of her surrounding in. It match with how fierce, brave and clever her action is.

In sums up, the researcher present the finding data in the following table figure below:

Character	Physiological	Sociological	Psychological
Ally Nickerson	<ul style="list-style-type: none"> • Female (from her name and the way people addressing her with she and her) • Age around 11-13 years old as she is in a sixth grade student • White skin • Having a plain sense of fashion. 	<ul style="list-style-type: none"> • She has a good relationship with her family; a father, a mother, a brother, a grandfather. • A middle class (family still struggle economically) • Having problems with her educational environment (moving from school to school, labeled as troublesome, mistreated by teacher, bullied by friends.) 	<ul style="list-style-type: none"> • Quizzical • Hardworking • Imaginative • Sensitive • Introvert • Caring, loving and empathic • Visual or spatial intelligence • Problem solver (good at math, games and chess) • Despite having dyslexia, she learned faster than other of her friends • Love art (like to draw)
Albert Dubois	<ul style="list-style-type: none"> • Male (from his 	<ul style="list-style-type: none"> • An only child 	<ul style="list-style-type: none"> • Eccentric

	<p>name and the way people addressing him with he and him)</p> <ul style="list-style-type: none"> • Age around 11-13 years old as he is a sixth grade student • Bulky build • White skin • Messy hair • Plain sense of fashion (having a set of 'flint' shirts, wearing clothes and sneakers that does not fitted or too small, etc.) • Often has bruised or wound on his body 	<ul style="list-style-type: none"> • Living with parents who often have a fight. • Father is a scientist. • A middle class (family still struggle economically) • Bullied by some students of another school Often eating his lunch alone before he asked by Ally and Keisha to sit together. 	<ul style="list-style-type: none"> • Stoic • Simple or modest • Sensitive • Passionate about his dream (idealist) • Curious • Genuine • caring and kind • good observer Clever, love science and history
Keisha Almond	<ul style="list-style-type: none"> • Female (from her name and the way people addressing him with he and him) • Age around 11-13 years old as he is a sixth grade student 	<ul style="list-style-type: none"> • An only child • Has supporting family, especially mother. • A middle class (She has a kitchen of herself where she can baked her cake.) 	<ul style="list-style-type: none"> • Bold • Brave / courage • Idealist or passionate about her dreams • Curious • Friendly • Genuine • Caring, kind and

	<ul style="list-style-type: none"> • Tall • Black skin • Braided hair 	<ul style="list-style-type: none"> • She is new student in Ally's classes • Often mistreated for her race though she usually ignore it. 	<ul style="list-style-type: none"> helpful • Clever
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Figure 3 Table Conclusion on Technique of Characterization

C. Findings on the special traits or dispositions of main characters

Based on the finding of characterization in the novel, the researcher intended to analyze the traits owned by main characters which make them unique. Traits refer to stabilities of behavior and beliefs about the enduring dispositions (Matthews, Deary, & Whiteman, 2009). Traits influence a character to behave in a positive, neutral, or negative manner. Regarding to that, the researcher divided the main characters into a protagonists and the antagonist for their tendency in showing the positive traits to negative traits that is opposite from each other.

A positive traits refers to traits that produce personal growth or help a character achieve goals through healthy means. They also enhance one's relationships and benefit other characters in some way for instance, loyalty. A loyal person would be very helpful to others. This traits usually belong to the protagonist character.

On the other hand, the negative traits often times causing damage or minimize relationships and do not take into account the well-being

of others. They also tend to be self-focused rather than other-focused. Negative traits sometimes also can be called as flaws. Many experts argued that a realistic character is a character that have both flaws and positive traits in good measures. However, flaws usually are dominant traits for the antagonist character. The opposite of protagonist character.

In this case, the researcher found the traits of the main characters that help them cope with their problems. The traits are as follows:

No.	Traits	Indicators	Main Characters' Psychology
1	Creativity	originality, ability to create something	Quizzical, Imaginative, visual or spatial intelligence, love art, different pattern of thinking, baking or cooking
2	Curiosity	Searching for new knowledge and experiences	always asking when facing problems or novelty
3	Love of Learning	high motivation for learning	Curious, like solving problems, hardworking
4	Bravery	does not affraid, said what need to be said	Brave or courage for being different, brave to state opinion, being genuine
5	Perseverance	keep trying to achieve something despite difficulties	Hardworking, passionate about future dreams / idealist
6	Honesty	what is said match with the real condition	Brave to tell the truth as it is

Figure 4 Finding on special traits that help the main characters coping with problems

1. Creativity

According to one prominent definition, creativity refers to a product or behavior that satisfies criteria of originality and appropriateness. This definition suggests a distinction between creative potential (psychological attributes that enable originality) and expressed creativity (or creative behavior). Creativity can be

expressed in many formal domains of work, such as the arts, sciences, and business. Creativity in formal domains of work requires specific abilities and learning, and is sanctioned by an organized system of judges (e.g., art critics or journal reviewers). However, creativity also exists in everyday life; it permeates daily life in areas of self-expression and presentation, managing personal relationships, practical artistry, and culture participation. An original and appropriate product could be a painting exhibited in an art gallery, but it could also be a device that helps one's disabled child with locomotion.

In this novel all of the three main characters shows the traits of creativity. For Ally, she has a mind that often visualize every phenomenon or moments arounds her with unique imagination. She called it as a mind movie. She always imagining something usual turned it into an art that is unthinkable. She has both shown the behavior of creative people and also the potential to be creative with her mind.

On the other hand, Albert's character shows creative traits for science and Keisha for the way of her dreams to open her own bakery make her to have different ideas for her cake. One of them is when she brought her own made cake into the class and decide to name her baking business hidden messages because she wants every cake she made give meaningful messages to her customers.

2. Curiosity

Curiosity is the predisposition to recognize and search for new knowledge and experiences (Berlyne, 1960; Izard, 1977; Spielberger & Starr, 1994; Tomkins, 1962). Many experts conducted a study whether curiosity has influence to students' achievement. In this novel curiosity has led Ally to like Math for she likes solving problems. She is always curious to every things even to herself what is worth from her other than someone who cannot read well.

Meanwhile, Albert revealed this traits from his critical thinking. He always ask to the teacher every things. On the other hand, Keisha is also curious about things that does not make sense for her like why Albert using the same clothes everyday with flint logo on it. Her curiosity lead her to search for the information about the words flint on internet. But later the information she got is not the reason Albert wore the shirts.

3. Love of learning

This traits may relevant to the curiosity traits. Love of learning is the traits where the person shows the high motivation and is eager to learn. Albert's character shows this traits for the way he knows everything about science and its history which is the evidence that he likes reading and knowing things. Ally's character shows this traits later on when she discovered the truth about her learning differences that encourage her to love what she is best in

doing at and little by little not afraid of reading because she knew the way to overcome her dyslexia by the help of Mr. Daniel.

4. Bravery

Bravery traits dominantly shown from Keisha's character. As it is told by Ally that despite she is new to the class, Keisha does not afraid to say what she thinks right and is not right. She does not care what other people may think about her. Ally does not have that courage. The only courage she owned is by attending school every day despite knowing it's painful.

5. Perseverance

Perseverance is the persistence in doing something despite difficulty or delay in achieving success. Ally has dyslexia and it is difficult for her in writing and reading subject. However, she always tried even though she knows she will fail. The perseverance is also reflected from Keisha's passion in baking. She pursues her dreams to make baking business by joining competitions in this field.

6. Honesty

The honesty traits that develops within Ally's character has helped her in discovering the truth of her problems. Ally's honesty in telling her difficulties to Mr. Daniel, Albert and Keisha resulting her in getting support from them. While Albert if he does not honest to the bullies, he might not able in droving them away from him and his friends.

