

CONFLICTS AND PLOT IN ANGIE KILBANE'S NOVEL

“THE RAINBOW TROOPS”

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Abstract: Conflicts and also the plot are vitally important to build the story. Without them a story is pale such as face without make up. There are two conflicts in this story, extrinsic and intrinsic conflicts, then a episodic plot that make the events of story connected each other. This story is more give information about economic and education aspects. Two aspects are the important problem to resolve. People there are more choose economic to complete their requirement than education which has long advantage. So, in this case analyzing the conflicts and plot will give more advantages for teacher, other researcher, and also the reader. The research design of this research was library research with qualitative method.

The research finding in this research showed that there were 71 data, included into extrinsic conflicts and intrinsic conflicts, and then episodic plot.

Keywords: conflicts, plot, characters

Important aspects in building the story are conflicts and plot. Systematically this research made an alteration in the researcher's mind about education and economic views. There are many conflicts are found by the researcher that made the story interesting. Actually conflicts here are built by many characters but only two characters that the researcher took.

Choosing two research questions here was to make the analyzing was complete in starting the problem of research. There were: kinds of conflicts were found in Angie Kilbane's novel "The Rainbow Troops", and types of plot that found in Angie Kilbane's novel "The Rainbow Troops". By these questions the researcher was using library study to get the impossible data from literary books.

The study was significance to enrich and give more information for reader, teacher, and other researcher to build their writing skill. Especially for education also improve the vocabulary competence. English learner can study to analyze novel in easy way and get new vocabularies, and for English teacher can comprehend the novel, so the teacher can use the novel as authentic materials (media in teaching and learning), and other researcher can use this research as previous study. By

these significances are to improve listening skill and vocabulary component. Here, a novel that is written by Andrea Hirata with the title “Laskar Pelangi” the Angie Kilbane translated in English version “Rainbow Troops”. That has many interesting aspects to analyze.

METHODOLOGY

This part, data is utterances or dialogue by main character’s conflict and also the well-structured of sentences to get the type of plot in the story. The data source is Angie Kilbane’s Novel “The Rainbow Troops” that was got by two methods, there were: primary and secondary data based on J. Hox and R. Boeije (2005:4) vol. 1 explained that Primary and Secondary data, Primary data here took the data from the novel “The Rainbow Troops”. Then secondary data, by taking other references: video of Laskar Pelangi film, journals, and e-book, that all to support the primary data. Instead, the data collection is using documentary technique that was to document the data.

In maintaining the trustworthiness of information, the researcher took credibility and dependability technique to make the valid arguments. The data analysis and data interpretation is using qualitative method, it was to make the understanding and comprehend data in literary

work. There were three stages in this part; organizing and familiarizing, coding and reducing, then interpreting and representing.

Here, in analyzing and discuss about main character's conflicts and types of plot were used by the author in a novel "The Rainbow Troops", then to determine them, the researcher was analyzing main character's conflict and also analyzes the exposition, rising action, climax, falling action, and resolution to determine the types of plot was used. Moreover in using types of plot is also make the story had specific character in telling the structure of events.

FINDINGS

This section shows research finding there were 71 data, included into extrinsic conflicts 65 data were appeared by main character's surroundings and intrinsic conflicts 6 data that indicated the conflicts by the main characters itself, and then episodic plot as the important aspects to build the story and made the story connected so easy to understand. The conflicts happen between two main characters and the supporting characters or surroundings. The main characters are Lintang and Ikal. They are best friend and also get many conflicts in their life especially in school and family.

This section the researcher got one type of plots. That is episodic plot. Based on explanation in chapter II, this story was using episodic plot because events has relation to build the story or loosely connected events.

Exposition: Introducing main characters. **Ikal** is Andrea Hirata as the writer itself. He lives at Belitong –Malays. He chooses this school because to help ease the family financial burdens. His father aspires to bring Ikal study at school it can be the important person and do not as his father as only a coolie. **Lintang**, he is one small, dirty boy, has curly and red hair. He comes from Tanjung Kelumpang, a village not so far from the edge of the sea, but so far to get the school. Lintang coastal village is in the most eastern part and Sumatra it can be said to be the most isolated and impoverish part of Belitong Island.

Setting: Many places which showed in this story, they are 27 places that indicates the conflicts/ story happened. Belitong Island is one of places the story happened. there, Lintang and Ikal are classmate and also desk-mate. They study in the classroom (Muhammadiyah Elementary School). Sometimes they play at out of the class/ surrounding's of the school.

Conflicts: Actually many conflicts had been founding at the story, but the main conflict was, when Lintang and Ikal had to encounter the hard of life in studying. It means that to move the poor condition to the good condition.

Here, because of they come from difficult family in economic and education aspects.

Rising action: *First event*, when Indonesia is taken over by colonialist. Belanda took over Belitong Island, NTT (Nusa Tenggara Timur) because that is one of richest island with a tin.

Second event was mark sense of PN School (Perusahaan Negeri). In PN school had many facilities in education with high payment. In contrast, SD Muhammadiyah was poor school with many shortages. So, SD Muhammadiyah had to shut. Consequence, the children had to make every effort to defend their school, because they didn't able to get education in PN School.

Third event was one of rules in building school, it was minimal 10 students in a school. In this case, Muhammadiyah school was qualify.

Fourth event was Harun an idiot students in Muhammadiyah school had to show his capability in education as sign of education expedience.

Fifth event was in a competition, student's delegation had to show their capability and win in the competition.

Climax: Lintang and Ikal as main characters could encounter the conflicts with study hard without give up. Lintang had to ride bicycle in long distance and across a crocodile every day, he study from the basis, how to write and read, Lintang here had to throw his dream, before it, Lintang joined a competition and many controversies happened in Lintang's answer, finally he could show good explanation and win. Here, Ikal had to hard work to change his destiny and got happy life. Ikal had to hard work to help his father and also study.

Falling action: The Rainbow Troops that contains 9 students. They are: A Kiong has a wife she is Sahara, Harun wants to be Trapani, actually Ikal, Trapani, and Harun want to be teacher. A Kiong wants to be head on tin factory, Samson goes to Jakarta; he wants to an actor. Mahar wants to be a white magic shaman, Lintang wants to a mathematician, and Flo married with the BRI bank teller, statement above are their aspires.

Resolution: Lintang sent a short letter to Bu Mus as a sign if his study was the end. As the result Ikal be a people who studied in a broad because he got a

scholarship. So, in this a novel “The Rainbow Troops” using Episodic plot which series of loosely connected events

Main conflicts: Main characters got problem in society, economic and education aspects; the struggle in education to get high economic level.

By the result above, we can see that many conflicts were found and one plot also to build the story. So, analyzing this novel is cheeriness into herself for the researcher. Now, the researcher has a different view in regarding the social problems aspects; economic and education aspects.

DISCUSSION

Result of the study is analyzing conflicts and plot make easy for the candidates of writer to analyze on a matter before write a story based on his/her hobby. Using library study as design of research and using qualitative method is making light of analyzing systematically and the data trustworthiness in information. According to Syamsudin and Damaianti (2006:108) said that documentation technique is used to collect the data from non-human, means that it is word in a books/ novel. In addition, there are three stages to describe the data in qualitative method based on Ari, et al. (2006: 480). There are: organizing and familiarizing, coding and reducing, then interpreting and representing.

CONCLUSION AND SUGGESTION

From the previous findings and discussion, it can be concluded that there are any unbalances in both of them. The researcher found 65 data into extrinsic conflicts and only 7 data into intrinsic conflicts. Main characters got problem in economic and education aspects; the struggle in education to get high economic level. Not to speak of, except in main conflicts there were many sub conflicts that follow the main conflicts. The conflicts were followed by many conflicts as wickerwork of events. Instead, the plot in this novel was also adorned by many conflicts and also interesting events. It was starting by introduction two main characters; they are Lintang and Ikal as new student at Muhammadiyah Elementary School with different background.

Based on the conclusion above, the researcher suggested and hopes that through analyze the story it makes easy to another researcher in using another topic but in same research aspect. Because this aspect of story happens in our life, it is real story to forward Indonesian's education. "Every citizen has the right to an education" (Constitution of the Republic of Indonesia, Article 33). In addition, for other reader it can be references to make a story and they more understand of contain in sentences, moral value, and also plot of story.

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