

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher analyzes and discusses main character's conflicts and types of plot were used by the author in a novel Rainbow Troops, then to determine them, the researcher is going to analyze main character's conflict and also analyzes the exposition, rising action, climax, falling action, and resolution to determine the types of plot is used. Here, conflicts in important elements to make the story interesting, without it make the story is flat, moreover using of types of plot is also make the story has specific character in tell the structure of events, but, in this case the researcher want to introduce the main characters and supporting characters that written in this story first.

A. Main characters Conflicts

Here, the researcher analyze two main characters, they are Lintang and Ikal. In analyzing them the researcher make codes in a form of table.

1. Codes instruction

RT : Rainbow Troops

E : Extrinsic

I : Intrinsic

Ch : Chapter

MC : Main Character

(MC1= Ikal)

(MC2= Lintang)

SC : Supporting Character

2. Extrinsic conflicts

In this chapter shows 65 data extrinsic conflicts. The conflicts happen between main character and the supporting characters or surroundings. Main characters in this story contain 2 persons. They are Lintang as main character 1 (MC1) and Ikal as main character 2 (MC2). Here, the researcher only show and explain the certain conflicts that indicates 2 main characters which mention above and also all utterances that indicates conflicts of main characters is showed in more detail.

Datum 1

Chapter I Ten New Students

Line Character Utterances

1 Ikal *I didn't have the heart to look him in the eye.*
(Ikal's sorrow)

Context: My father is not the only one trembling. The face of each parents show that they are not really sitting on those long benches. (Page 3)

Analysis: Utterance in datum 1 is included into extrinsic conflicts. Ikal gets problem with another party: his father, about his feeling, and also he is touching with the society.

His feeling about his father is expressed in his utterance saying in "*I didn't have the heart to look him in the eye.*" It indicates the conflict (line1). It means that Ikal pities to his father because he came from poor family, so he feel does not suitable with education which identical by high cost. Ikal looks his father as poor father. He feel does not suitable with a school and has to forget the school, help his father. But, finally he can study at school.

Datum 2

Chapter 2 The Pine Tree Man

Line	Character	Utterances
1	Lintang	<i>"How fast you can run?"</i>

(Lintang gives challenge)

Context: Lintang talks without stopping, full of interest, in an amusing Belitong dialect (Page 12)

Analysis: Utterances in datum 2 contains an extrinsic conflict; it is the one of them between Lintang and Ikal.

Here, the utterance using question mark is the conflicts, "*How fast you can run?*" (line1) it means that Lintang challenges Ikal by giving question to underestimate in running. In starting, Ikal who came from Belitong who has certain characteristics they are: greeted with a strong handshake, has sharp

gaze in his eyes, and talk without stopping, and also he has amusing Belitong dialect it shows that this boy has good imagination. Here, Lintang challenges Ikal to run together it is to measure the strength each other, because he feel that Ikal is his friend. Based on his characteristics he is open person. So, MC2 is touching with MC1 in joining run competition; MC 2 challenged MC1 to run together.

Datum 3

Line	Character	Utterances
1	Lintang	<i>"I will be the one to fill out this form later, and</i>
2		<i>Ibunda Guru, after I have learned how to read</i>
3		<i>write."</i>

(Lintang's promise)

Context: Bu Mus gives out the forms for all of the parents to write their names, but, Lintang's father can not to write or read. It makes Lintang feel affection. (page 12)

Analysis: Utterances in datum 3 is included into extrinsic conflicts. Lintang gets problem with another type: Bu Mus.

Utterance that indicates the conflict is *"I will be the one to fill out this form later, and..."* (line1). It means that Lintang wants or need from word *"will"* it is indicates that he is very wants to fill a form and defending his father, because of now he does not do it. Lintang makes the promise. Here, Lintang gets problem about education background of his father then Lintang's promise to other parties: Bu Mus and his father to be a clever student after study in this school. In addition, he wants to help his father to get economic high level by educating. He is touching with SC (father and Bu Mus), and finally he study hard to keep faith with Bu Mus to fill a form of biography.

Datum 4

Chapter 7 His First Promise

Line	Character	Utterances
1.	Lintang	<i>"Ibunda Guru,</i>
2.	Bu Mus	<i>"Yes, Lintang?"</i>
3.	Lintang	<i>"Can I have the enrollment form from the first</i>
4.		<i>day of school? I want to fill it out."</i>
5.	Bu Mus	<i>"Patience Lintang. We've just learned the how</i>
6.		<i>alphabet. Later, in second grade, when you learn</i>
7.		<i>to write, you can fill it out."</i>

(Lintang's struggle to study and it does not repute important by other)

Context: Today teacher gives singing day, and it is continued by Alphabet class, about A, B, C, and D etc. (Page 54)

Analysis: Utterances in datum 4 is included into an extrinsic conflict. Lintang is touching/ gets problem with another party: Bu Mus as teacher.

Utterance that indicates the conflicts is *"I want to fill it out."* (line4) it shows that Lintang want to fill the form; he is intense want. Lintang asks to his teacher, he wants to fill the form based on his promise to his father. While he study hard to write and read. Now, he does not patience to fill the form have just a minute study alphabet, he feels well to do, but Bu Mus does not give opportunity to fill the form because she is not sure that Lintang able to write and read now. Bu Mus smile, and says *"Patience, Lintang."* So, MC2 is touching with SP (Bu Mus).

Datum 5

Line	Character	Utterances
1.	Lintang	<i>"I would like to fill it out now, Ibunda. I already</i>
2.		<i>promised my father."</i>
3.	Bu Mus	<i>"You can fill it out?"</i>

4. Lintang *"I Can, Ibunda"*
(Lintang promise to his father)

Context: Lintang very want to write, but Bu Mus is still doubtful. Finally, Lintang gives evidence to write his complete name. (Page 54)

Analysis: Utterance in datum 5 contains into an extrinsic conflict. Lintang gets the problem with another type: Bu Mus.

Utterance that indicates the conflict is *"I would like to fill it out now, Ibunda. I already...."* (line1) it shows that Lintang extremely want to fill the form and increment *"I already"* it means that Lintang has hope and has strong self confident. Lintang's desire to fill the form, or write sentences, he wants to show that he can read and write. He is very belief that he is able to write the form now, but teacher does not believe. Finally by out of pity, teacher gives the form. Unsuspected, he can write his name, in complete name of Student: *"Lintang Samudra Basara... and name of parent: Syahbani Samudra Basara...* Finally he is able to write and makes bu Mus convince and all students are gawk. Here, MC 2 is touching with another type: SP (Bu Mus and students).

Datum 6

Chapter 8 Mental Illness No.5

Line Character Utterances

1. Borek *"Take off your shirt!"*
2. Ikal *"What is he going on to do to me?"*
3. Borek *"Let me make you a real man!"*

(Borek does something wrong to Ikal)

Context: Borek is strange. He helps Ikal to be a real man. His nickname is Samson. He was completely obsesses with body building and crazy about the macho man image, but he is embittering Ikal. (page 65)

Analysis: Utterance in datum 6 contains into an extrinsic conflict. Ikal gets a problem with another party: Borek.

Utterance that indicates the conflict is *“What is he going on to do to me?”* (line2) it means that Ikal is victim by his friend. Actually, Borek wants to be Samson; who has strong and big body. He has a manner it is a great discovery; he wants to be Samson. So, Ikal asks to Borek about his body that likes Samson. Finally, it makes Ikal is curious about Borek tips to be a man then Borek helps Ikal and do something strange to Ikal; a shortcut to the perfect appearance. Consequently, Ikal gets sick because Borek’s way is dangerous. Here, MC1 is touching with his friend; SP (Borek).

Datum 7

Line	Character	Utterances
1	Ikal	<i>“It’s not time yet-you have to finish counting</i>
2		<i>names and parents first, and then the results will</i>
3		<i>show!”</i>
4	Borek	<i>“Count names and parents? Oh man! Darn it!</i>

(Borek coerces Ikal to still calm)

Context: Borek using tennis ball to suppose the work. It made Ikal pain. By Samson’s crazy head; Ikals’ eyes feel like they were going to pop out of his head. (page 67)

Analysis: Utterance in datum 7 is included into an extrinsic conflicts. Ikal gets problem from another party: Borek.

Utterance that indicates the conflict is *“Count names and parents? Oh man! Darn it!”* using exclamation mark means that something wrong, Borek orders Ikal to count his name and his parent name to shift a sick because Malay names are not short; the purpose is Ikal will forget the pain by says all names: *Trapani Ihsan Jamari Nursidik, son of Zainuddin Ilham Jamari Nursidik, or*

Harun Ardhli Ramadhan Hasani Burhan, son of Syamsul Hazana Ramadhan Hasani Burhan etc. Borek will doing something rudely to Ikal, he uses tennis ball and halves Ikal's chest. Ikal is ordered and forced by Borek to still calm when the event happen, but it makes Ikal is sick and powerless. Here, Ikal is touching with SP (Borek).

Datum 8

Chapter 9 Crocodile Shaman

Line	Character	Utterances
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1	Lintang	<i>"I couldn't pass. In the middle of the road, blocking my way, lay a crocodile as big as a coconut tree."</i>
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2	Kucai	<i>"Crocodile?"</i>
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(Lintang gets problem by Crocodile)

Context: Lintang is come late because he gets problem with Crocodile. (page 71)

Analysis: utterance in datum 7 is included into an extrinsic conflict. Here, Lintang gets problem with another party: Crocodile.

Utterance that indicates the conflict is *"I couldn't pass."* (line1) it means that Lintang is better wait up to the crocodile pass away than he gets the danger, although the consequently is; he came late to the school. The important in his mind is *"late is better than no way"* he still thinks that study is more important than his soul, by this event he tells his experience with crocodile to get the school to his friends. Lintang tells the events chronologically when he meet the crocodile. Here, Lintang is touching with SP (Crocodile and Kucai who gives the response).

Datum 9

Line	Character	Utterances
1	Lintang	<i>“I rung the bell on my bike, clapped my hands and coughed loudly, so he didn’t budge. All I could do was stand there like a statue and talk to myself. His size and the barnacles growing on his back were clear signs that he was the rule of this swamp.”</i>
2		
3		
4		
5		
6		
7	Ikal	<i>“Why didn’t you just go home?”</i>

(Lintang is ambushed by Crocodile)

Context: Lintang is late this morning. He is ambushed by Crocodile in the middle of the street. Then, his friends heard his reason. (page 71)

Analysis: Utterances in datum 9 is included into an extrinsic conflict. Lintang gets conflict/ problem with another type: crocodile.

Utterance that indicates the conflict is *“I rung the bell on my bike, clapped...”* (line1) it means that Lintang tells the event step by step. He tells the steps; it starts from Lintang ring the bell, then claps his hands and coughs loudly all that activities to makes the crocodile is annoy. By that story Lintang is come late because unbelievable reason. He tells the chronologies of story, and his trick to draw a pool crocodile. He is worry about his school. So, MC 2 is touching with SC (crocodile).

Datum 10

Line	Character	Utterances
1	Ikal	<i>“Why didn’t you just go home?”</i>
2	Lintang	<i>“I was already more than halfway here. I wasn’t about to turn around just because of that stupid crocodile.”</i>
3		
4		

(Lintang is ambushed by Crocodile)

Context: Lintang tells about the crocodile, a reason he come late this morning to the school.(page 71)

Analysis: Utterances in datum 10 is included into an extrinsic conflict. Ikal get problem from another types: Lintang.

Utterance that indicates the conflict is *“I was already more than halfway here”* (line2) it means that Lintang feels the education is important and wasted away if he goes home whereas it is halfway. Then, Lintang tells the events about crocodile’s size, the barnacles growing on his back, it makes Ikal curious the continuation. Here, Ikal gives suggestion to go home then waits the crocodile disappear. By using question mark in line1 indicates that Ikal asks and give suggestion. Here, MC1 is touching with Crocodile and Ikal.

Datum 11

Line	Character	Utterances
1	Sahara	<i>“You didn’t ask anybody for help?”</i>
2	Lintang	<i>“There wasn’t anyone else around-just me, the</i>
3		<i>giant crocodile, and certain death,”</i>

(Other students hear Lintang’s story to get the school)

Context: Other students heard truly about the story, and Sahara never thought that Lintang would absent today. (page 72)

Analysis: Utterances in datum 11 is included into extrinsic conflicts. Lintang gets problem with other types: Sahara and Crocodile.

Utterance that indicates the conflict is *“There wasn’t anyone else”* (line2). It means that Lintang shows that nobody knows when he meets the giant body crocodile; nobody surrounding him. So, he is alone. In this situation Lintang feels afraid if something happen to him and no one find his death body. He submits to situation, everything happen he receives, the proof of fatefully.

Here, Lintang is touching with SP (Crocodile and Sahara as gives the question).

Datum 12

Line	Character	Utterances	
1	Lintang	<i>“I was almost hopeless. Then suddenly, from the</i>	
2			<i>currents of the river beside me, I heard the water</i>
3			<i>rippling. I was surprised. I was frightened.</i>
4	Trapani	<i>“What was it, Lintang?”</i>	

(Lintang feels hopeless, and surprises when something strange appear and makes Lintang is afraid.)

Context: Lintang’s friends were fretful yet astounded thinking about Lintang’s struggle to get to school. (page 72)

Analysis: Utterances in datum 12 is included into an extrinsic conflict. Here, Lintang gets problem from other types: Crocodile, something strange, and Trapani.

Utterance that indicates the conflict is *“I was almost hopeless. Then suddenly...”* (line1) it means that when the something strange appears apparition, he still aware that he is in danger situation between two living thing terrify. Fortunately, something strange helps him accidental because something strange chases away the crocodile. In this time, Lintang tells the chronological events when the crocodile appear and then disappear. He tells his experience to get school and insensibly he is helped by something and it is something strange. So, Lintang is touching with SP (Crocodile and then Trapani that give the response).

Datum 13

Line	Character	Utterances
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1	Lintang	<i>“The shape of man emerged from the moss, of</i>
2		<i>cutting across the murky, chest-high waters, and</i>
3		<i>ascended from the swamp. The hair on the back</i>
4		<i>my neck stood up as he walked in bowlegged</i>
5		<i>steps in my directions. Each step of his oddly</i>
6		<i>shaped feet formed the letter “O”.</i>
7	Mahar	<i>“Who was he?”</i>

(Lintang tells his feeling when he meets something strange)

Context: Lintang feel hopeless, surprise, and frighten. (page 72)

Analysis: Utterances in datum 13 is included into extrinsic conflicts. Lintang gets problem with other types: Crocodile and Mahar.

Utterance that indicates the conflict is *“my neck stood up”* (line4) it means that Lintang feels afraid and shock to something strange. Something strange shows his amazing power. By the power makes the crocodile go away and Lintang can across the street. Then Mahar is curious about something. So, Lintang says the characteristics of something strange by sign the using of quotes between words *“O”*. Here, Lintang is touching with SP (Crocodile, Something strange, and Mahar who give the response).

Datum 14

Line	Character	Utterances
1	Lintang	<i>“Bodenga”</i>
2	Friends	<i>“Oooh,”</i>
3	Lintang	<i>“I was more scared of him than of any crocodile!”</i>

(Lintang feel very frighten)

Context: Lintang tells something that make all students listen carefully. (Page 72)

Analysis: Utterances in datum 14 is included into an extrinsic conflict. Lintang gets problem from other parties: Bodenga, Crocodile and his friends.

Utterance that indicates the conflict is *“I was more scared”* (line3) it means that Lintang is very afraid after see the Bodenga who terrify. Bodenga is very strong and scariest. He approaches the ruthless animal blocking the road and then touches it, it so amazing because the crocodile is tame to Bodenga like a *dog after its master’s heart*. So, Lintang meet something strange which rare look; a man who does not any one know. Lintang is more afraid about the situation and also to Bodenga. Lintang is touching with nature. So, he is touching with SP (Bodenga, Crocodile and his friends).

Datum 15

Line	Character	Utterances
1	Borek	<i>“Then what?”</i>
2	Lintang	<i>“He passed by me as if I weren’t there. Then he</i>
3		<i>approached the ruthless animal blocking the</i>
4		<i>road. He touched it! He patted it gently and</i>
5		<i>whispered something to it—it was so bizarre!</i>
6		<i>The crocodile submitted to him, wagging its tail</i>
7		<i>like a dog after its master’s heart.</i>

(When his friends are curious, Lintang tells his story)

Context: Lintang tell the story, the series of event. (page 73)

Analysis: Utterances in datum 15 is included into an extrinsic conflict. Lintang gets problem with other types: Bodenga and Borek.

Lintang tells the events when Bodenga appears up to Bodenga disappears. Utterance that indicates the conflict is *“it was so bizarre!”* (line5) it means that Bodenga’s characteristics is so neither one thing no another. Lintang tells a story about Bodenga, he looks that Bodenga is peculiar. He is a gentle man

with strange man. This reason makes Lintang feels afraid, curious, and peculiar, they are mix. Here, Bodenga is *crashing the coconut trees*. But he saved Lintang, so Lintang can get to school. Lintang is touching with SP (Bodenga, Crocodile, and Borek who give the response).

Datum 16

Line	Character	Utterances
1	Lintang	<i>"Second later,"</i>
2		<i>"That Cretaceous reptile took a sudden, horrific</i>
3		<i>dive into the swamp. It was as loud as seven</i>
4		<i>coconut tress crashing down!"</i>
5	Ikal	<i>"And what about Bodenga?"</i>

(Lintang continues his story dramatically)

Context: His friends are stupefied. (page 73)

Analysis: Utterances in datum 16 is included in an extrinsic conflict. Lintang gets problem with other types: Bodenga, Crocodile, and Ikal.

Utterance that indicates the conflict is *"coconut tress crashing down!"* (line1) it means that using of exclamation mark indicates that the event so amazing. Lintang never expect that the coming of Bodenga makes the coconut tree crashing down. The situation in that moment so strange and amaze, nobody can imagine that. Lintang tells more about the situation, the crocodile disappearance again, because he is diving into the swamp and then be lost. He feels afraid and shock. Here, MC2 is touching with the SC (crocodile).

Datum 17

Line	Character	Utterances
1	Lintang	<i>" I was startled. If that ancient animal had</i>
2		<i>decided to chase me earlier, the only thing</i>

3 *people would have found would be my decrepit*
 4 *bicycle.”*
 5 Ikal *“And what about Bodenga?”*
 (Lintang takes a depth breath)

Context: Lintang tells the story in more dramatically. (page 73)

Analysis: Utterances in datum 17 is included into an extrinsic conflict. Lintang gets problem with other types: Ikal and Bodenga.

Utterance that indicates the conflict is *“I was startled”* it means that Lintang does not flash on his mind if Bodenga is ancient animal and he wants to eat Lintang. He is restless if something happen with him so people will find his bicycle only. He tells his experience and his feeling when the tragedy happened. It makes his friend feel same events. So, they are afraid too by asking the continuation. MC 2 is touching with nature SC (crocodile, Bodenga, and Ikal as giver of response).

Datum 18

Line	Character	Utterances
1	Lintang	<i>“Bodenga turn back and headed my way. It was</i>
2		<i>clear that he didn’t expect any gratitude. I didn’t</i>
3		<i>have the guts to look at him. my courage</i>
4		<i>collapsed; with just one pull, he could have</i>
5		<i>drowned me in the water. But he just passed by.”</i>
6	Ikal	<i>“Passed by? Just like that?”</i>

(Lintang still answer Ikal’s question)

Context: Lintang feels nervous in that moment, he considers that ancient animal is seldom appears today. (page 73)

Analysis: Utterances in datum 18 is included into an extrinsic conflict. Lintang gets problem with other types: Ikal, crocodile, and Bodenga.

Utterance that indicates the conflict is *“he just passed by.”* (line5) it means that Bodenga does not doing something wrong to Lintang. Here, Lintang tells that Bodenga is good thing. He does not embittering or makes Lintang get sick, he only passed by. It makes Ikal looked blue; he imagines that Bodenga is superhero with an amazing power. MC2 is touching with the nature (crocodile, Bodenga, and Ikal as giver of response).

Datum 19

Line	Character	Utterances
1	Ikal	<i>“Passed by? Just like that?”</i>
2	Lintang	<i>“yeah just like that. But I felt lucky. Not many</i>
3		<i>people have ever witnessed Bodenga’s</i>
4		<i>supernatural powers.”</i>

(Ikal is curious the next story)

Context: Bodenga just passed by. Lintang does not have courage to say thanks to him. (page 73)

Analysis: Utterances in datum 19 is included into extrinsic conflicts. Ikal gets problem with another type: Lintang’s story.

Here, Ikal giving many questions to Lintang. Utterance that indicates the conflict is *“Passed by? Just like that?”* in (line1) it means that Ikal looks disappointed about Bodenga because a matter of fact is Bodenga turned back and headed Lintang’s way or expect his gratitude. Ikal’s curious feeling about Bodenga suddenly disappears and his bread. So, MC1 is touching with MC2 (Lintang).

Datum 20

Line	Character	Utterances
1	Ikal	<i>“Passed by? Just like that?”</i>

2 Lintang *“Yeah just like that. But I felt lucky. Not many*
 3 *people have ever witnessed Bodenga’s*
 4 *supernatural powers.”*
 (Lintang continues the story)

Context: Here, Lintang feel lucky, he can see Bodenga’s supernatural powers. (page 73)

Analysis: Utterances in datum 20 is included into extrinsic conflicts. Lintang gets problem with another type: Bodenga.

Utterances that indicate conflicts are *“But I felt lucky”*. (line2) It means that Lintang say thanks to Bodenga indirectly, then utterance *“...supernatural powers.”* (line4) it means that Bodenga is the special thing. Lintang confessed that it just like that, but he also feel be grateful because he can see the Bodenga’s supernatural powers. By this story Lintang is afraid and happy. In this case, Lintang actually does not think that Bodenga just passed by, he thinks that Bodenga is going to make something to him, finally he is save and then he is happy can know the Bodenga’s supernatural powers. In despite his feeling is mix that time. So, MC2 is touching with SC (Bodenga).

Datum 21

Line	Character	Utterances
1	Lintang	<i>“Come here, Father. How much four times</i>
2		<i>four?”</i>
3	Lintang’s father	<i>“Fffooh...fffooh...fourteen, son, no doubt about</i>
4		<i>it, no more, no less,”</i>

(Lintang gives question to his father)

Context: Now, Lintang is in first grade, he asks to his father about simple multiplication, as his homework. (page 79)

Analysis: Utterances in datum 21 is included into extrinsic conflicts. Lintang gets problem with another type: Lintang's father.

Utterance that indicates the conflict is "*Come here, Father. How much ...*" (line 1) it means that Lintang asks and also he wants to show his capability to his father. Here, Lintang tries to ask his father who illiterate. His father thought hard to answer the questions. Finally his answer is wrong because his father has misquoted the right answer from office's employee. Sixteen should have been his answer, but his father can only remember the number 14 -- the amount of mouths he is responsible for feeding every day. Actually, Lintang knows that his father does not know the answer, but he wants to answer; to show his success in study. He makes his father proud. MC 2 is touching with SP (his father to answer the questions).

Datum 22

Line	Character	Utterances
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1	Lintang	" <i>I have to be an intelligent person.</i> " (Lintang's promise)
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Context: Lintang stares deep into his father's eyes. He feels a pang in his heart, a pang that make him make a promise to himself... (page 80)

Analysis: Utterances in datum 22 is included into an extrinsic conflict. Lintang gets problem with another type: his father.

Utterance that indicates the conflict is "... *have to be ...*" (line1) it means that Lintang has eager desire to be important person or intelligent person. By the pretension makes he has full enthusiasm to study. In addition, he promised to himself to be intelligent person, he feels pity to his father who struggle to answer the questions, but actually he knows that his father has a shortage in

recall. He only remembers the number 14--the amount of mouths he is responsible for feeding every day. So, Lintang is touching with SP (his father).

Datum 23

Chapter 10 Twice a Hero

Line	Character	Utterances
1	Ikal	<i>“When he grow up, Harun wants to be</i>
2		<i>Trapani,”</i>

(Ikal’s answer)

Context: Harun sees Trapani, it makes Bu Mus and Mister Samandikun also sees Trapani, it makes them are puzzle. (page 94)

Analysis: Utterances in datum 23 is included into an extrinsic conflict. Ikal get problem with other types: Bu Mus and Mr. Samandikun.

Utterance that indicates the conflict is *“When he grows up, Harun wants to be...,”* (line1) it means that Ikal answers the angered feeling by Mr. Samandikun about Haruns’ aspire. Here, Ikal says the Harun’s aspiration that was told by Harun some days ago. Actually, in that time Mr. Samandikun is as supervisor in school. He comes to check feasibility study. He starts to other students and then Harun because he is different with other students; he has mental shortage. Mr. Samandikun tries to ask many questions to Harun. The aspiration only is known by MC1. So, MC1 is touching or gets problem with SC (Mister Samandikun, Bu Mus, and friends).

Datum 24

Chapter 11 Full Moon

Line	Character	Utterances
1	Lintang	"590"
2	Bu Mus	"Great, coastal boy, excellent!"

(Lintang's answer)

Context: "Thirteen times six, times seven plus eighty-three. Lintang can answer the question correctly. It makes Bu Mus is proud. (page 101)

Analysis: Utterances in datum 24 is included into an extrinsic conflict. Lintang gets problem with another type: a man.

Utterance that indicates the conflict is "*excellent!*" (line2) it means that using of exclamatory sign show that Bu Mus proud to Lintang. The conflict starts from Lintang join a competition, where a man give a questions, who know the answer has to push the button, finally Lintang show the answer correctly. Lintang is genius students, that prove is his answer about the arithmetic questions without calculates. So, MC2 is touching with SC (a man).

Datum 25

Line	Character	Utterances
1	Lintang	"651,952!"
2	Bu Mus	"Full moon, Lintang! Your answer is as hiding
3		beautiful as a full moon! Where are you been
4		all this time?"

(Lintang's answer)

Context: Lintang can answer the questions. So, Bu Mus admires to Lintang, actually she is shocking about that. (page 103)

Analysis: Utterances in datum 25 is included into an extrinsic conflict. Lintang gets problem with another type: a man and Bu Mus.

In starting, Lintang gets math questions; 18 times 14 times 23 plus 14 times 16 times 7? The question so long, but he able to answer the question, without

hesitates to answer less than seven seconds; it makes Bu Mus shakes her head. Utterance that indicates the conflict is comes from Bu Mus “*Full moon, Lintang!*” (line2) it means that the using of exclamatory mark show that Lintang’s answer is correct and great. MC2 is touching with SC (Bu Mus and a man).

Datum 26

Line	Character	Utterances
1	Bu Mus	“620 AD! Persia conquered Heraclius’ Empire,
2		which was also threatened by Mesopotamian,
3		Sicilian and Palestinian rebellions. It was also
4		attacked by the Avars, Slavs, and Armenians.”
5	Lintang	“We were stunned;

(Lintang feels confuse about the Islamic history)

Context: Lintang obsesses with learning new things. He wants to know the information. Then, Bu Mus explains the history of Islam that make Lintang confuse. (page 105)

Analysis: Utterances in datum 26 is included into an extrinsic conflict. Lintang gets problem with another type: Bu Mus.

Here, utterance that indicates the conflict is “*We were stunned;*” (line5) it means that Lintang still confuse about the history. The crucial history of Islam is natural happen but Bu Mus tries to explain more by putting her go aside, not minding her lecture being cut short. She is aware that it is difficult, so she explains in an interesting side. Where Bu Mus creates the kind of atmosphere in a classroom and facilitating in learning intellects all students are understand. Here, Bu Mus is typical of kind teacher that has kind of quality. Then, after So, MC2 is touching with SC (teacher), he feels off balance.

Datum 27

Line	Character	Utterances
1	Bu Mus	<i>“That nearest land is...”</i>
2	Lintang	<i>“Bizantium! The former name of Constantinople,</i>
3		<i>the proud city of the Great Constantine. Seven</i>
4		<i>years later, Bizantium took back its</i>
5		<i>independence, the independence that had been</i>
6		<i>written in holy book, but denied by the non-</i>
7		<i>Muslim Arabs. Why is it called the nearest land,</i>
8		<i>Ibunda Guru? Why was the holy book denied?”</i>

(Lintang explains what he know, but still want to know)

Context: Bu Mus gives facilitate to her students. She gives opportunity by giving question is explained by students. Here, Lintang answer the questions. (page 106)

Analysis: Utterances in datum 28 is included into an extrinsic conflict. Lintang gets problem from another type: Bu Mus.

Utterance that indicates the conflict is *“Bizantium! And “Ibunda Guru? Why ...?”* the using of exclamatory mark means Lintang very certain about his answer and for the question mark means Lintang need the addition explanation about the Bizantium history. Here, looks that Lintang is great students than others, he just wants to know, everything, and from his provenance, he is special boy with hard living. So, he says the addition answer and then asks again. Finally, students understand about *adnal ardli*. Here, because of Lintang’s drive to challenge; all students get lucky. MC 2 is touching with SC (teacher’s question), then, he still curious about history.

Datum 28

Line	Character	Utterances
1	Bu Mus	<i>“Patience my child. The answer to your question</i>

2 *involves interpretations of Ar-Ruum—which*
 3 *involves at least 1,400 years of knowledge. We*
 4 *will study interpretations later when you are in*
 5 *junior high school.”*
 6 Lintang *“No way, Ibunda Guru. This morning I was time*
 7 *almost swallowed by a crocodile. I don’t have*
 8 *to wait. Explain it all and explain it now.”*
 (Lintang really worry)

Context: Lintang is curious person, he was aware that his journey to the school so dangerous, so, he had to take many experience as got as he could. (page 106)

Analysis: Utterances in datum 28 is included into an extrinsic conflict. Lintang gets problem with another type: Bu Mus.

Utterance that indicates the conflict is *“No way, Ibunda Guru...”* (line6) and *“I don’t have to wait.”* (line 7 and 8), it means that Lintang has not patience to wait up to tomorrow, because he thinks that sometimes will happen like today he come late. Finally Bu Mus explains the next history and students cheers; it does not because of they are understand, but they amaze to Lintang pretention. Here, we cannot feel envious to experience, because intelligence is contagious. MC 2 is touching with SC (teacher), he asked and coerced to get the answer from the teacher.

Datum 29

Chapter 15 The First Rain

Line	Character	Utterances
1	Ikal	<i>”Syahdan! Syahdan!”</i>
2	Sahara	<i>“Syahdan....Syahdan...wake up!”</i>

(Ikal’s shout)

Context: Students did fun game and the game doesn't has a name, but it involved pinang hantu tree leaves. They played in the mud. (page 141)

Analysis: Utterances in datum 29 is included into an extrinsic conflict. Ikal gets problem with another type: Syahdan.

In the rains, students play a mud. Trapani, A Kiong, Sahara, Kucui, Harun. Mahar, and Lintang and also Ikal they are playing together; slipping off by leaf—quickly. But, Ikal shouts to Syahdan because he afraid looks Syahdan unconscious. Then, utterance that indicates the conflicts is "*Syahdan!*" (line1) it means that Ikal calls Syahdan names to make Syahdan aware. Finally, Syahdan is aware and they are laughing so hard, and also Syahdan is crying by mixing with rain drops. Here, Ikal found Syahdan in unconscious condition, after he sprawled out, motionless and half-covered in the ditch's water. So, MC1 is touching with SC (his friends and that accident).

Datum 30

Chapter 16 Heavenly Poetry and a Flock of Pelintang Pulau

Line	Character	Utterances
1	Ikal	<i>"What's wrong buddy?" I asked while trying my</i>
2		<i>hardest to smile.</i>
3		<i>"Why so sad?"</i>
4	Lintang	<i>"This is the wedding ring my father gave my</i>
5		<i>mother,"</i>

(Ikal curious about Lintang's problem)

Context: Today, Lintang arrives to the school in bad mood; because he gets a bundle of plastic consist of wedding ring. (page 147)

Analysis: Utterances in datum 30 is included into an extrinsic conflict. Ikal gets problem with another type: Lintang.

Utterance that indicates the conflict is *“trying to my hardest to smile.”* (line1 and 2) it means that Ikal make it up to Lintang bad mood. Ikal looks Lintang in sad face, is not like habitual, then he approaches Ikal. Finally Lintang tells the problem about the ring; mother’s wedding ring, actually is so worth for Lintang’s family, but they more think about Lintang’s study. So, it makes Ikal understand the problem and tries to solve that. The curiousness is the Ikal’s conflict. As best friend he has to help his friend. So, MC 1 is touching/ gets problems with another type: Lintang.

Datum 31

Line	Character	Utterances
1	Ikal	<i>“Why so sad?”</i>
2	Lintang	<i>“My mother doesn’t want me to miss school</i>
3		<i>because of the bicycle. She said I have to study</i>
4		<i>hard so I can win the Academic Challenge.</i>
5		<i>“She asked that I sell this ring for money to buy</i>
6		<i>a new bicycle chain.</i>

(Lintang feel sadness)

Context: Lintang took ring out of the pocket of his shorts. He told that had to sell the ring to by new bicycle as his mother’s pretension. (page 147)

Analysis: Utterances in datum 31 is included into extrinsic conflicts. Lintang gets problem with another type: Lintang’s mother.

Utterance that indicates the conflict is *“She asked that I sell this ring...”* (line5). Here, Lintang explains his problem by sullen his face and glassy eyes; it is so different with Lintang’s traits. He gets problem from his situation; Lintang’s bicycle is broke, his mother has to sell her ring to buy new bicycle. Finally Lintang is ordered by his mother to sell the ring. It makes Lintang sad

and feels pity to his family in poor condition. It is a struggle of study. Here, MC 2 is touching with SC (Ikal and his parents).

Datum 32

Line	Character	Utterances
1	Ikal	<i>“You repay your mother’s sacrifice by winning that Academic Challenge, Boi!”</i>
2	Lintang	<i>“I promise Boi!”</i>

(Ikal tries to help Lintang)

Context: In the market, Lintang and Ikal sold 18 karat ring about 125,000 Rupiah to buy a bicycle chain and two tires. (page 148)

Analysis: Utterances in datum 32 is included into an extrinsic conflict. Ikal gets problem with another type: Lintang.

Utterance that indicates the conflict is *“that Academic Challenge, Boi!”* (line1) using of exclamatory mark means an emphasizing word to make Lintang sure about his mother’s need. Ikal also gives motivation by saying academic challenge means Lintang has to study up to scholar at university. Finally, Ikal helps Lintang to sell the ring and they get the bicycle chain and two tires. Ikal tries to jolly Lintang because they are best friend. After it, they remember that tomorrow will get something interesting; and soon forget the heart-rending sale of Lintang’s wedding ring because their school have big plan: camping. Here, MC 1 is touching with MC2.

Datum 33

Line	Character	Utterances
1	Ikal	<i>“You repay your mother’s sacrifice by winning that Academic Challenge, Boi!”</i>
2	Lintang	<i>“I promise, Boi”</i>

(Lintang promise to himself to follow his mother's need)

Context: Ikal gets a ring from his mother to buy a new bicycle. (page 148)

Analysis: Utterances in datum 33 is included into an extrinsic conflict. Lintang gets problem from another type; his mother, then he is helped by Ikal.

Here, utterance that indicates conflict is "*I promise, Boi*" (line1) it means that Lintang has a promise is going to beneficial man and success in happy life to his mother and father. Lintang promise has to struggle in studying to make proud his parents and does not wasted away their struggle then he has to study up to scholar at university. So, MC2 is touching with SC (parents), parent's sacrifice.

Datum 34

Line	Character	Utterances
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1	Lintang	<i>"How could I defend him?... How lucky!</i> (Lintang's protection)
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Context: Mahar claimed he sees them while doing research for his art assignment, but no one believes that (page 152).

Analysis: Utterances in datum 35 is included into an extrinsic conflict. Lintang get problem with another type: Mahar.

In starting, Mahar ever saw a Belitong Island's rich fauna. But, no one see the birth; they just see the empty branches, several long-tailed monkey babies and a vacant sky. Consequence, Samson and Kucai do not believe to Mahar because he gets bad reputation as liar. Here, utterance that indicates the conflict is "*... How lucky!*" (line1) it means that Lintang wants to defend Mahar when he is give up. Lintang feel pity to Mahar but cannot do anything, because he has not

a proof. So, MC1 is touching with SC (Mahar) and Lintang know that Mahar has bad reputation as liar.

Datum 35

Chapter 17 Love at the Shabby Sundry Shop

Line	Character	Utterances
1	Ikal	"Ah," (Ikal's feeling)

Context: Suddenly the girl with gorgeous nail s had been careless. She dropped the box of chalk before I had a chance to take it. The chalk scattered on the floor. (page 169)

Analysis: Utterances in datum 35 is included into an extrinsic conflict. Ikal get problem with another type: a girl.

Utterance that indicates the conflict is "Ah," (line1) it means Ikal see a girl with cute face but she is careless, she does not give chance Ikal to take the chalk before she drop the chalk, it makes Ikal piqued, he shows his feeling when the accident happen. Ikal complains about the chalk scatters on the floor. In addition, he smells the dizzying smell of candlenuts. It makes Ikal slowing burn. So, MC1 is touching with SC (surroundings and the girl as chalk seller).

Datum 36

Chapter 20 Longing

Line	Character	Utterances
1	Bu Mus	"Or being excused from buying chalk?"
2	Ikal	"I volunteer! I volunteer with all my soul!" (Ikal wants be a volunteer)

Context: Ikal wants to be a volunteer. He wants to buy chalk replace Mahar. (page 200).

Analysis: Utterances in datum 36 is included into an extrinsic conflict. Here, Ikal gets the problem with another type: Bu Mus.

Utterance that indicates the conflict is *“I volunteer with all my soul!”* (line2) The using of exclamatory mark means that Ikal want to help sincerely and wishfully, since he meet mysterious girl with an eye to meet the girl. Actually they startled saw their each faces in collide, so he has feeling to the girl; falling in love. He always thinks the girl every time; every day. Not all activities without think the girl. Here, Ikal wants be volunteer, because he wants to meet a girl (chalk seller). He also always has many reasons to buy chalk. MC 1 is touching with SC (Mahar, Bu Mus, and a girl).

Datum 37

Line	Character	Utterances
1	Syahdan	<i>“She is students at National school!”</i>
2		<i>“Watch your manners before the book of Allah</i>
3		<i>, young man!”</i>
4	Ikal	<i>“A Ling is A Kiong cousin!”</i>

(Ikal stares A Ling)

Context: Syahdan to dig up some information. He says all information about the girl, and finally they know that A Ling is A Kiong cousin. (page 207)

Analysis: Utterances in datum 37 is included into an extrinsic conflict. Ikal gets problem with other types: A Ling and A Kiong.

Here, after meet the girl, Ikal falling in love to her. He orders Syahdan to looking for information as informer (person who give the information) about the girl, finally he knows that the girl A Kiong’s cousin. Utterance that

indicates the conflict is “*A Ling is A Kiong cousin!*” (line4) it means that the using of exclamatory mark indicates Ikal shocks, excited, and anxious; Syahdan says seriously. They do not believe if his class mate is near person of A Ling that past few days he was standing while studying; because he gets punishment, so it makes Ikal and Syahdan think new development. So, MC1 is touching with SC (A Ling and Syahdan as informer).

Datum 38

Line	Character	Utterances
1	Ikal	<i>“It’s as simple as this Kiong,”</i>
2		<i>“I will give you letters and poems for A Ling.</i>
3		<i>Give them to her when you pay together at the</i>
4		<i>simple, understand?”</i>

(Ikal’s pretension)

Context: We ushers A Kiong to the flower garden behind our school and sit on small branch. Ikal explains the purpose and the plan to A Kiong. (page 208)

Analysis: Utterances in datum 38 is included into extrinsic conflicts. Ikal gets problem with another type: A Kiong.

Utterance that indicates the conflict is “*understand?*” it means that using of question mark is to make clear the purpose. Ikal tries to meet A Kiong, he wants A Kiong help him to send the letter and poem for A Ling. Here, Ikal tries to explain about love, if love it is not complicate like it, he does not going to say love via letters and poems. He wants to make A Kiong understand that love is complicate. MC1 is touching with SC (A Kiong). MC 1 wanted A Kiong helped him to deliver the letters and poems to A Ling.

Datum 39

Line Character Utterances

1 Ikal *“Hey, Hokian kid, since when has love ever made sense?”*

(Its first love)

Context: Ikal relaxes his eyebrows. He asks A Kiong to send the message in Sunday Morning. (page 208)

Analysis: Utterances in datum 39 is included into extrinsic conflicts. Ikal gets problems with another type: A Kiong.

Utterance that indicates the conflict is *“Hey, Hokian kid, ...”* (line1) it means that Ikal tries to assure him about the message. Ikal has to explain more, so that A Kiong willing to help him because A Kiong looks furrowed his brow meant. He only says that love is not important and do not need real struggle to reach it. So, Ikal tries to explain about love by giving example in opera, likes actor who takes a leaves then crumpled and toss up into the air. His way is sending a letters and poems (love) because it is impossible to speak directly, but A Kiong still rejected. Here, MC 1 is touching with SC (A Kiong).

Datum 40

Line Character Utterances

1 Ikal *“I’m shy, A Kiong. Near her, I am paralyzed.*
2 *I’m a compulsion man. Compulsive men are*
3 *always careless. If her father found out, I can’t*
4 *even begin to imagine the consequences!”*

(Ikal’s appeal)

Context: Ikal has a deep breath and turns myself around and stares off into our school field. Ikal give signal by crumpling hands, and then tosses them up into the air. (page 208)

Analysis: Utterances in datum 40 is included into an extrinsic conflict. Ikal gets problem with another type: A Kiong.

Utterance that indicates the conflict is “...*the consequences!*” (line4) it means that using of exclamatory mark show that the explanation is important to listen and understand. In starting Ikal is hopeless, but a moment later he says again to A Kiong that in the world of love, sending letters carries a higher romantic value because they carry element of surprise. It is important for Ikal, a part of his heart put in that message; it is romance. Here, Ikal explain again in more complete about reason and result. Actually, Ikal does not believe that A Kiong will understand because he not has been the smartest student, but he is a loyal friend. Finally A Kiong is willing to help. MC1 is touching with SC (A Kiong).

Datum 41

Chapter 26 Furious Genie Children

Line	Character	Utterances
1	A Kiong	<i>“They gave you the fever.”</i>
2	Ikal	<i>“But never fear, my friend, I have banished</i>
3		<i>them, and you can come back to school tomorrow!”</i>

(Ikal is sick)

Context: Ikal is sick. Ikal’s friends look in on Ikal. (page 265)

Analysis: Utterances in datum is included into an extrinsic conflict. Ikal gets problem with another type: A Ling.

Using of exclamatory mark in utterance that indicates the conflict is “...*tomorrow!*” (line3) it means that he is going to forget about his love to A Ling is lost; she goes to city with her aunt, he promises to himself that he will

accept bad life only one time and he back to school like usual, Ikal thinks maturely precocious. Here, Mahar and Kiong cared Ikal; they support Ikal to get up from the problem. So, MC1 is touching with situation and SC (Mahar and Kiong).

Datum 42

Chapter 27 Edensor

Line	Character	Utterances
1	Ikal	<i>"Lintang, what's the picture of?"</i>
2	Lintang	<i>"That's a picture of Eiffel Tower, Ikal. It's in</i>
3		<i>Paris, the capital city of France."</i>

(Ikal asks to Lintang)

Context: During rest time, Ikal asks to Lintang (page 268).

Analysis: Utterances in datum 42 is included into an extrinsic conflict. Ikal gets problem with other types: A Ling and Lintang.

Utterance that indicates the conflict is *"what's the picture of?"* it means that Ikal still confuse about his feeling after he is left by A Ling and her message. He feels depth sadness. She gives a box to Ikal, here Ikal makes conversation with Lintang about Eiffel Tower in Paris it is a message from A Ling, she wants make Ikal now that out there many experience must is reached by him. MC1 gives questions about picture on the box to Ikal. Here, MC1 is touching with MC2.

Datum 43

Line	Character	Utterances
1	Ikal	<i>"Lintang, what's the picture of?"</i>
2	Lintang	<i>"That's a picture of Eiffel Tower, Ikal. It's in</i>

3 *Paris, the capital city of France.”*
 4 *“His tone a bit surprised.” Paris is a city of*
 5 *smart people; artists and scholars live there.*
 6 *They say it is a beautiful city. Many people*
 7 *dream of living there.”*

(Lintang explains about the picture)

Context: Lintang examines the box. (page 268)

Analysis: Utterances in datum 43 is included into an extrinsic conflict. Lintang gets the problem with another type: Ikal.

Utterance that indicates the conflict is *“That’s a picture of Eiffel Tower...”* (line1) it means that Lintang explains about Eiffel Tower to Ikal it starts from two weeks ago Ikal got a box from A Ling, the box has a picture of Eiffel Tower. Lintang says that Paris is beautiful place must be visited, obviously, Lintang is smart boy, he has many experience from read; it is his hobby. It makes Ikal curious about that and asks Lintang to explain more. MC2 is touching with MC1 (Ikal).

Datum 44

Line	Character	Utterances
1	Bu Mus	<i>“Do you think I didn’t know that on Fridays you</i>
2		<i>tampered with our chalk so you could meet the girl?”</i>
3	Ikal	<i>“What we need most in our classroom, Ibunda</i>
4		<i>Guru, is inspiration!”</i>

(Ikal detects)

Context: next day, Ikal asks permission to Bu Mus to buy chalk. He promises to return the classroom. (page 273)

Analysis: Utterances in datum 44 is included into an extrinsic conflict. Ikal gets problem with another type: Bu Mus.

Utterance that indicates the conflict is “*is inspiration!*” (line4) it means that Ikal explains that he gets a dream from the school/ study. Actually, Bu Mus know all about Ikal’s dream, about love too. So, Ikal is shy. Then he asks Bu Mus’ forgiveness and kiss his hand. He is coaxing Bu Mus to return chalk and buries near the *filicium* tree. After Ikal gets a book from A Ling, he has an inspiration to be a writer and he likes read a book. MC1 is touching with SC (teacher) he went to get Bu Mus permission to go to library to get old newspaper clipping.

Datum 45

Chapter 30 His Second Promise

Line	Character	Utterances
1	Ikal	<i>“To hell with self-confidence! The important the</i>
2		<i>thing is to listen carefully to the questions, hit</i>
3		<i>button quickly, and answer correctly!”</i>
(Ikal tried to explain the role of competition)		

Context: The Academic Challenge was an open arena to demonstrate intelligence. Ikal, Sahara, and Lintang joined a competition and Sahara and Lintang didn’t concentration about roles. (page 297)

Analysis: Utterances in datum number 45 is included into an extrinsic conflict. Ikal gets problem with another types: Lintang, Sahara, and The Competition.

Utterance that indicates the conflict is “*To hell with self-confidence!* (line1) it means that using of exclamatory mark indicates that Ikal is got the pip by the crucial condition. Here, Ikal tries to explain the rules of competition because he sees his partner do not have concentration. He sees that Lintang feel inferior and then sees his family in poor condition. Sahara tries to push the

button, but unable. MC 1 tried to make his partner competition focus to the competition, and does not focus to other especially their environment. So, MC1 is touching with SC (Sahara and Lintang).

Datum 46

Line	Character	Utterances
1	Person	<i>“What did this new Zealand born man contribute</i>
2		<i>to science?”</i>
3	Lintang	<i>“He was a pioneer in separating nuclei into</i>
4		<i>smaller particles.”</i>

(Lintang’s answer)

Context: A man gave one question about science. (page 308)

Analysis: Utterances in datum 46 is included into an extrinsic conflict. Lintang gets problem with another type: a man.

Utterance that indicates the conflict is *“He was a pioneer ...”* (line3) it means that Lintang’s answer is correct. It makes his group gets the score to appease the competition so that their school admissibility by a government. Here, Lintang answer the questions based on his experience about science and it is true. MC2 is touching condition, SC (a man who gives the question).

Datum 47

Line	Character	Utterances
1	Person	<i>“A scientific breakthrough regarding color light</i>
2		<i>concepts in the early 16th century started intense</i>
3		<i>research in the field of optics. At the time, many</i>
4		<i>scientists believed that mixing light and darkness</i>
5		<i>created color, an opinion that turned out to be</i>
6		<i>erroneous. This error was proven by reflecting</i>
7		<i>onto concave lenses ...”</i>
8	Lintang	<i>“Buzz! Buzz! Buzz!”</i>

about a scientific. He wants to make Ikal still calm. MC 1 is touching with condition and to MC 2 (Lintang)

Datum 49

Line	Character	Utterances
1	Drs. Zulfikar	<i>"I hope his argument is as accurate as their</i>
2		<i>previous answer!"</i>
3	Lintang	<i>"Sir, if your rejection was about the answer it</i>
4		<i>not being in line with the question, the maybe</i>
5		<i>would be an acceptable objection. But the</i>
6		<i>jury asked a question and the answer was</i>
7		<i>already written on the paper read by the</i>
8		<i>woman asking the questions. I am certain that</i>
9		<i>Newton's Ring is written there, and our</i>
10		<i>answer was Newton's Rings. That means we</i>
11		<i>have the right to 100 points. Even if t weren't</i>
12		<i>contextual, well, that would only mean that</i>
13		<i>the jury asked the right question in the wrong</i>
14		<i>manner."</i>

(Lintang's answer)

Context: A man give one question about science (page 314)

Analysis: Utterances in datum 49 is included into an extrinsic conflict. Lintang gets problem with another type: Drs. Zulfikar.

Utterance that indicates the conflict is *"Sir, if your rejection ..."* (line3) it means that Lintang still depend on his opinion that Newton's Principia that is explained by him is right; Drs. Zulfikar and Lintang have different argument and perception. All the jury deep breath, and shook their heads as a sign that they unable head to head with Drs. Zulfikar, but lintang is not afraid and tries to explain his answer to the Drs. Zulfikar and the jury, but many critics comes

;that make the winner difficult decided. Here, MC2 is touching with SC (Drs. Zulfikar).

Datum 50

Line	Character	Utterances
1	Drs. Zulfikar	<i>"In other words, the question was erroneous</i>
2		<i>because the other contestants expected a</i>
3		<i>different answer!"</i>
4	Lintang	<i>"There's nothing erroneous except for you sir,</i>
5		<i>disregarding the substance of the theory of</i>
6		<i>Newton's rings and wanting to bring down our</i>
7		<i>score for sake of triviality."</i>

(Lintang rebuts)

Context: Drs. Zulfikar was not willing to accept this and Lintang still stand ground (page 315)

Analysis: Utterances in datum 50 is included into an extrinsic conflict. Lintang gets problem with another type: Drs. Zulfikar.

Utterance that indicates the conflict is *"There's nothing erroneous except for you sir,"*(line4) it means that this conflict is continuous. Drs. Zulfikar gives problem to the answer because other contestant takes another answer. In his opinion if the question correct so the answer has to same, but is not same that indicates that the question is false. Here, Lintang says that it just Drs. Zulfikar's trick. Lintang tries to reinforce the opinion based on his answer; he also wants to strike the score. MC2 is touching with SC (Drs. Zulfikar).

Datum 51

Line	Character	Utterances
1	Lintang	<i>"The substance is that Newton clearly succeeded</i>

2 *in pointing out the errors in the color theories of*
 3 *Descartes, Aristotle, and even the more*
 4 *contemporary Robert Hooke! Those three people*
 5 *thought that color has discrete spectrums...*
 (Lintang's explanation)

Context: Lintang stares off blankly. He then stares at his puzzle mother in the corner. His face is swelled up, his chest heave in and out. (page 315)

Analysis: Utterances in datum 51 is included into an extrinsic conflict. Here, Lintang get problem with another type: Drs. Zulfikar.

Utterance that indicates the conflict is "*The substance is ...*" (line1) it means that Lintang explain does not stop, he still has many experiences to explain more about Newton Principia, it is to make the jury believe that his answer is right and make Drs. Zulfikar confess to lose. He explains more about Newton's ring theory. It made the jury and all people there are prove. MC2 is touching with SC (all people who attended in that competition and Drs. Zulfikar).

Datum 52

Line	Character	Utterances
1	Ikal	<i>"You guys know what? Lintang Samudra Basara</i>
2		<i>son of Syahbani Maulana Basara, a brilliant boy</i>
3		<i>and my desk-mate! So take that, everyone!</i>

(Ikal's approbation)

Context: Drs. Zulfikar is stunned and the audience admire. Ikal is delighted. (page 316)

Analysis: Utterances in datum 52 is included into an extrinsic conflict. Ikal gets the problem with another type: Drs. Zulfikar.

Utterance that indicates the conflict is “*So take that, everyone!* (line3) it means that using of exclamatory mark shows that Ikal is proud to Lintang who smart. Lintang is success makes Drs. Zulfikar slumped weakly, makes his face pallid. Finally, he looks miserable. Ikal very happy and also all supporters dancing like monkeys because Lintang’s argument has automatically secure Muhammadiyah school. MC 1 is touching with SC (all people). He introduces his best-friend.

Datum 53

Line	Character	Utterances
1	Lintang	“ <i>Newton said, unless you, sir, would like to</i>
2		<i>question a 500-year-old proven scientific</i>
3		<i>manuscript, that the density of transparent</i>
4		<i>particles determines which particle they reflect...</i>

(Lintang’s explanation)

Context: Lintang isn’t yet satisfied. (page 316)

Analysis: Utterances in datum 53 is included into an extrinsic conflict. Lintang gets problem with another type: Drs. Zulfikar.

Utterance that indicates the conflict is “*Newton said, unless you, sir,...*” (line1) it means that Lintang tries to drive into a corner Drs. Zulfikar by explaining the different concept with him because Lintang is not yet satisfied to show and explain his experience about Newton’s theory. So, MC 2 is touching with SC (Drs. Zulfikar), he wanted show the theory, and point out his capability.

Datum 54

Chapter 34 Paralyzed Rabbit

Line	Character	Utterances
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Analysis: Utterances in datum 55 is included into an extrinsic conflict. Ikal gets problem with another type: Bu Mus.

Utterance that indicates the conflict is *“What else can we do, Ibunda Guru?”*(line1) it means that Ikal still confuse about his school will closed. He feel something wrong and quiet with the school, because many students do not come to the school. He asks to Bu Mus with bated breath if he is give up to study; the school is damaged and close. In addition many students out from the school because money; like Kucai and Samson. For that student Bu Mus has to looking for them at pepper plantation as long as two days. Here, Bu Mus says to other students to still study do not get influence other thing. So, MC1 is touching with SC (Bu Mus).

Datum 56

Line	Character	Utterances
1	Bu Mus	<i>“Don’t give up hope. Come on to school next</i>
2		<i>Monday. We will talk about my plan.”</i>
3	Ikal	<i>“It’s over, Ibunda Guru. Maybe all those people</i>
4		<i>are right. Just let go of the school.”</i>

(Ikal looks give up)

Context: students felt give up because the school was going to close because the matter of financial difficulty. (page 350)

Analysis: Utterances in datum 56 is included into extrinsic conflicts. Ikal gets problem with another type: Bu Mus.

Utterance that indicates conflict is *“It’s over, Ibunda Guru.”* (line3) it means that Ikal tries to explain to Bu Mus if the school is not saved again. Ikal looks give up about the situation, bad situation for his school. Ikal still think his and his friend do not study again. Actually, the problem does not come from

financial difficulty or people's insults but opposing PN. He tries to make conversation to Bu Mus, he believes that it's simple way to take off from the school. But, Bu Mus still in her decision the evidence is she searches Syahdan at Lingang River. So, MC 1 is touching with SC (Bu Mus).

Datum 57

Line	Character	Utterances
1	Lintang	<i>"Hey, it's you Ikal!"</i>
2		<i>"Come on in, let's study! We're working on</i>
3		<i>math. It's wonderful!"</i>
4	Ikal	<i>"Why do you still hold on, Lintang?"</i>

(Lintang invites Ikal)

Context: Lintang explained a math problem to Sahara,...he was teaching because there was no roof above the chalkboard (page 353)

Analysis: Utterances in datum 57 is included into an extrinsic conflict. Lintang gets problem with another type: Ikal.

Utterance that indicates conflict is *"It's wonderful!"* (line3) it means that Lintang only think about study; he is dispassionate about the school. Here, Lintang explaining math to Sahara, Flo, Trapani, and Harun. They are happy study under the intense sun. When Lintang looks Ikal, he invites Ikal to study together, but Ikal still hold on his opinion, Ikal thinks that the school is going to close. MC 2 is touching with MC 1 (Ikal).

Datum 58

Line	Character	Utterances
1	Ikal	<i>"Why do you still hold on, Lintang?"</i>
2	Lintang	<i>"Didn't I already tell you, Boi?" I will keep on</i>
3		<i>studying until the sacred beam supporting this</i>
4		<i>school collapses."</i>

(Ikal so curious to Lintang who still hold out)

Context: It is touching; Lintang is not willing to take heed of our school's implementing fate. (page 353)

Analysis: Utterances in datum 58 is included into an extrinsic conflict. Ikal gets problem with another type: Lintang.

Utterance that indicates the conflict is *"Why do you still hold on,..."* (line2) it means that Ikal wonders about Lintang's confidently with the school. Then Lintang says that utterances likes Lintang has been saying. Lintang that persistent on depend and hold his belief if their school still strong stood. He does not think about fate of his school is going to is destroyed. So, MC 1 is touching with MC2 (Lintang).

Datum 59

Line	Character	Utterances
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1	Lintang	<i>"Didn't I already tell you, Boi? I will keep on</i>
2		<i>studying until the sacred beam supporting this</i>
3		<i>school collapses."</i>
4		<i>"You see it yourself, right? Our school's sacred</i>
5		<i>beam is still standing strong."</i>
6	Ikal	<i>"But soon it will collapse."</i>

(Lintang's self confidence)

Context: Lintang explains when he learns Sahara in Math. (page 353)

Analysis: Utterances in datum 59 is included into an extrinsic conflict. Lintang gets problem with another type: Ikal.

Utterance that indicates the conflict is *"Didn't I already tell you, Boi?"* (line1) it means that Lintang has an opinion that now, he see that the school is standing strong, and like dozens of other beams are connected and construe a

building. Lintang does not think that problem seriously. Here, Ikal is always wins over Lintang to gives up, but he still hold on. Ikal promised to study up to the school collapses. He studying hard and wanted to arouse other student's spirit. MC 2 is touching with MC 1 (Ikal).

Datum 60

Line	Character	Utterances
1	Lintang	<i>"You see it yourself, right? Our school's sacred beam is still standing strong."</i>
2		
3	Ikal	<i>"But soon it will collapse."</i>

(Ikal's problem)

Context: Ikal still uncertain about Lintang explanation. He likes someone holding a family afloat so they wouldn't drown. (page 353)

Analysis: Utterances in datum 60 is included into an extrinsic conflict. Lintang gets problem with Ikal's opinion.

Utterance that indicates the conflicts is *"But soon it will collapse."* (line3) it means that Ikal still depend on his opinion. But, Lintang always explains that school is still standing strong, no something happen, but Ikal still gives up and does not want to study. Finally, Lintang says in a bitter to force me to study and reach our dream. So, Ikal is crying and ashamed to himself; he is aware. He wants his friends also has same think about school. MC 2 is touching with MC1.

Datum 61

Line	Character	Utterances
1	Lintang	<i>"I will not disappoint my mother and father, we</i>
2		<i>Ikal. They want me to continue my schooling. We</i>
3		<i>have to have dreams, Boi, and school is the road</i>

4 *start on. Don't give up, Boi. Don't ever give up.* ”
 5 *“We have to continue our education, so our*
 6 *children won't have to go to school like this, so*
 7 *we won't be treated unfairly.”*
 8 *“Don't quit school Boi. Don't.”*

(Lintang's suggestion)

Context: Lintang stares and says slowly to Ikal. He has brought Ikal to a halt. Lintang's voice was bitter. (page 354)

Analysis: Utterances in datum 61 is included into an extrinsic conflict. Lintang gets problem with another type: Ikal.

Utterance that indicates the conflict is *“Don't quit ...”* (line8) it means that Lintang wants to reach a dream together with Ikal. He is belief that Ikal is best friend. Lintang explains more about his dreams and purpose. Education is important; our family believes us to change our strata. He wanted to give spirit to Ikal, if school is important; we had to admire our family that gave opportunities to us. MC1 is touching with MC2 (Lintang).

Datum 62

Chapter 43 Elvis Has Left the Building

Line	Character	Utterances
1	Lintang	<i>“Ibunda Guru</i>
2		<i>My father has passed away. I will come to the</i>
3		<i>school tomorrow to say my goodbyes.</i>
4		<i>Your student,</i>
5		<i>Lintang</i>

(Lintang's letter)

Context: Bu Mus reads the letter. Lintang says to leave the school. Bu Mu looks crying after know the message. (page 410)

Analysis: Utterances in datum 62 is included into an extrinsic conflict. Lintang gets problem with another type: his family.

Utterance that indicates the conflict is "...to say my goodbyes..." (line3) it means that Lintang outs from the school because his father passed away. As the oldest child of a fisherman poor family he has to help and support his mother, many siblings, grandparents and unemployed uncles; all amount 14 people. Actually, Lintang is sad in that time, but no chance to continue his education, so he has to leave school. Here, MC2 is touching with SC (his father, mother, and Bu Mus).

Datum 63

Chapter 46 His Third Promise

Line	Character	Utterances
1	Lintang	"Einstein's relativity of simultaneity," (Ikal remembers Lintang's explanation)

Context: Lintang smiles bitterly. Lintang hasn't experience precisely what I have. (page 442)

Analysis: Utterances in datum 63 is included into an extrinsic conflict. Lintang gets problem from another type: Ikal.

Utterance that indicates the conflict is "*Einstein's relativity...*" (line1) it means that Lintang's explanation some year ago makes Ikal still remember it. It is important to Ikal. A best friend who still gives motivation has to leave study. Here, Ikal remember Lintang's explanation about science. It makes Ikal cry for Lintang, because Ikal has bad condition about his job. Lintang never says to Ikal, that statement make Ikal remembers about Lintang, because they are friend. MC2 is touching with MC1 (Ikal).

Datum 64

Line	Character	Utterances
1	Ikal	"Paradox,"
2	Lintang	"Relative."

(The answer)

Context: Lintang observes Ikal's behavior. Ikal knows Lintang is reading Ikal's mind again. (page 442)

Analysis: Utterances in datum 64 is included into an extrinsic conflict. Ikal get problem with another type: Lintang.

Utterance that indicates the conflict is "*Paradox*," (line1) it means feed-back of Ikal's debates about Einstein's fame. Actually, the answer is relative based on Lintang's answer because the size of moving object as seen by still and moving subjects is not a same, this is proven hypothesis, if the moving subject so the answer is paradox. it is different with Ikal's answer. Here, Lintang explain more. Ikal says Paradox and Lintang says relative. Here they are talking about science, it makes the situation is gratify. MC 1 is touching with MC 2 (Lintang).

Datum 65

Line	Character	Utterances
1	Lintang	"no, not paradox, relative,"
2		"the size of a moving object as seen by still and
3		moving subjects is not the same. This is the
4		proven hypothesis, that time and distance are not
5		absolute, but relative. Einstein defied Newton
6		with this notion, and that's the first axiom of the
7		theory of relativity that launched Einstein's fame."
8	Ikal	"Ugh. Lintang!"

(Lintang's explanation)

Context: Lintang explains by saying paradox, it is about science. (page 442)

Analysis: Utterances in datum 65 is included into an extrinsic conflict. Lintang gets problem with another type: Ikal.

Utterance that indicates the conflict is “*Ugh. Lintang!*” (line8) it indicates that the using of exclamatory mark means Ikal finally agreed with Lintang although sad because he loses. Here, Lintang explains more about science, because no completion if Lintang does not give explanation. He explains about the Einstein’s theory; it is interesting, make Ikal as MC1 does not to stop to admire Lintang MC2 is touching with MC1 (Ikal).

3. Intrinsic Conflicts

In that chapter shows 7 data into intrinsic conflicts. The conflicts happen with main characters itself, it can be main characters feeling, or his problem who appear from himself. Main characters in this story contain 2 persons. They are Lintang as main character 1 (MC1) and Ikal as main characters 2 (MC2). Here, the researcher only shows and explains the certain conflicts that indicates 2 main characters which mention above and also all utterances that indicates conflicts of main characters is showed in more detail.

Datum 66

Line	Character	Utterances
1	Lintang	“ <i>Where are this village kids so confused about?</i> ” (The voice in his heart)

Context: The next day at the school, Lintang is puzzled to see us confuse about a three-digit exercise. (page 83)

Analysis: Utterances in datum 66 is included into intrinsic conflict. Utterance that indicates the intrinsic conflict is "...so confused about?" (line1) it means that Lintang is confused about something new, it makes he gets problem with him. He still feel less in experience, especially in education, he wants to be smart people, because he feels that village kids/ world kids so confused. MC2 is touching with himself, so after the utterance is said Lintang does not do anything.

Datum 67

Chapter 16 Heavenly Poetry and a Flock of Pelintang Pulau

Line	Character	Utterances
1	Lintang	<i>"Oh, how I loved my friend.</i> (Lintang is happy has a good friend)

Context: Still in front of the gold store, they changed the bike's chain and tires. He had just made his second promise. (page 148)

Analysis: Utterances in datum 67 is included into intrinsic conflict. Seemingly in datum 67 does not any conflict, but is showed in datum 32 in extrinsic conflict. Early Ikal gives motivation to Lintang. So, utterance that indicates the intrinsic conflict is "*Oh, how I loved ...*" (line1) it means that Lintang sees that Ikal so care to him, it makes sweep out of Ikal's love as a bestfriend. Here, Lintang gets problem with himself. Ikal also give suggestion and help Lintang to buy a bicycle chain and two tires, he also says that Lintang has to repay his mother's sacrifice by winning that Academic Challenge. Finally, Lintang feels proud and happy has a friend like Ikal. MC2 is touching with himself. So, after utterance is said MC2 does not anything.

Datum 68

Line	Character	Utterances
1	Ikal	<i>“Oh God, I don’t yet know my goals for the future..</i>
2		<i>But when I do grow up, please God, please make</i>
3		<i>me anything besides a postal worker, and don’t let</i>
4		<i>it be a job that starts at Subuh. I promise You, I</i>
5		<i>will never hang the Koranic teacher’s bike in the</i>
6		<i>bantan tree again</i>

Ikal’s pray

Context: Ikal looks postman in his struggle sending the letter from one house to another house. Ikal feel it is very grueling. (page 241)

Analysis: Utterances in datum 68 is included into intrinsic conflict. Here, Ikal is not touching with other characters or his surroundings.

Utterance that indicates the conflict is *“Oh God, I don’t yet know my goals for the future... (line1)* means that Ikal says to God to ask better job in future. He saw that this evening he looks a postman in his hard-work to send many letters, by seeing it he feels sad and worry if his grow up be a postman. He carries the weight of postman’s struggle in his heart. He is squeezed in his eye shut. Here, he is touching with himself by his feeling without touching with other characters. Then, he does not do anything after that pray.

Datum 69

Chapter 27 Edensor

Line	Character	Utterances
1	Ikal	<i>“Boi, what could this sickness be that has</i>
2		<i>befallen me?”</i>

(Ikal’s anxious)

Context: Ikal’s feeling about love. He feels sadness. A sadness that make his joints ache. (page 268)

Analysis: Utterances in datum 69 is included into intrinsic conflict. Ikal gets problem with himself. Utterance that indicates the conflicts is “*Boi, what could this sickness ...*” (line1) it means that Ikal feel does not suppose that it happen because it so painful. Ikal thinks that different perceptive of people about heart-broken. He takes example to Mahar, may if the problem happen to Mahar, he thinks in magical answer and different light. Like a most of people Ikal thinks irrationally. So, MC 1 was showing his ache, ache about love, so he asks around to the destiny. Here, MC1 is not touching with situation.

Datum 70

Chapter 44 Forecasting God

Line	Character	Utterances
1	Ikal	<i>“Allah, didn’t I ask You long ago to make me a</i>
2		<i>anything besides a postal worker if I failed to be</i>
3		<i>writer and badminton prayer? And not to give</i>
4		<i>me a job that starts at Subuh?”</i>
(Discomfort of Ikal about his job and futures)		

Context: Ikal sit downs under the tree. It locates at the edge of Sempur Field. He is firing questions to Allah. (page 421)

Analysis: Utterances in datum 70 is included into intrinsic conflict. Ikal gets problem with himself. Utterance that indicates the conflicts is “*Allah, didn’t I ask You ...*” (line1) it means that he feels that Allah wrong has been giving a job because he is tortured now. Ikal now is growing up and a post man. He set a works at Subuh. He feels never ask to be post man, on the contrary he wants to be a writer or badminton prayer. So, here MC 1 feel exhausted with his condition. He is touching with himself. So, after his utterances he does not anything.

Datum 71

Chapter 45 Plan C

Line	Character	Utterances
1	Salesman	<i>"Hmm, I am interested in your letter of delivered</i>
2		<i>motivation. Your reasons and the way you</i>
3		<i>them in English are very impressive."</i>
4	Ikal	<i>"He doesn't know yet, Malay men are very good</i>
5		<i>with words."</i>

(I say in my heart)

Context: Ikal exhausts with his life without good job. The former minister opens his research proposal. Finally he gets lucky. (Page 437)

Analysis: Utterances in datum 71 is included into intrinsic conflict. Utterance that indicates the conflicts is *"He doesn't know yet, (line4)* it means that Ikal says to his heart that his country is beautiful and his proposal is success because it. The proposal is about research on a model of transfer pricing; to solve the pricing problems of telecommunications services and solve interconnection disputes between telecommunications operators. Man's anxiety on multivariate equations model. Finally, Ikal can studying at university in Europe. MC1 is touching with himself. He said with himself, said about something in front of him, and does not actually spoke up to the man.

Datum 72

Line	Character	Utterances
1	Ikal	<i>"I knew it was a rhetorical question that required</i>
2		<i>no answer. I just smiled. The Muhammadiyah</i>
3		<i>School, Bu Mus, Pak Harfan, Lintang and Laskar</i>
4		<i>Pelangi."</i>
5	The former	<i>"I've been waiting a long time to see a research</i>
6		<i>proposal like this. Finally it came, and from a</i>

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. So, he assails 40-kilometer to get the Muhammadiyah Elementary School. Initially, the motivation to school comes from his family.

b. Setting

Many places which show in this story, they are:

Setting 1

Belitong Island.

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.

Setting 2

In the middle of the road Lintang meet Crocodile Shaman and Bodenga. There Lintang gets dangerous situation that makes his friends curious about the situation, then continue story at the school.

Setting 3

In Pak Harfan's office with many collections, they are: geometry, biology, geography, civics, history, algebra, and various other subjects in books.

Setting 4

Papilio Blumei names of tips/ island of the filicium leaves. There, the butterfly species live in the pure clouded yellow butterfly and the Danube clouded yellow butterfly.

Setting 5

A dense pine forest at the slopes of Selumar Mountain then it left ends the plant. Students are climbing a filicium tree to see the rainbow.

Setting 6

Belitong river. Students play *Tarak* game, it is the game that open in the rainy season in that village.

Setting 7

In front of the gold store, there Ikal and Lintang buy a bicycle chain and two tires.

Setting 8

PN School in the Estate compound. The school has the highest standard.

Setting 9

Pangkalan Punai Beach, it is 60 kilometers away. Every year students visit that place to recreation.

Setting 10

Pelintang pulau birds, there many species of birds live and crossing that island.

Setting 11

Sinar Harapan shop; it is chalk's shop in East Belitong. It locates in a dirty fish market.

Setting 12

Independence Day Carnival, It is followed by PN School, Muhammadiyah Elementary School, and other schools.

Setting 13

al- Hikmah mosque, Ikal and Mahar read the Koran and discussing about A Ling.

Setting 14

In a flower garden at the back of the school, it is decorated by Beloperone plants, and blooming hibiscus. There, Ikal asks A King as A Ling cousin's to give the letter and poems at the temple. It is the proof of love.

Setting 15

A temple for Chinese community, they celebrate Chiong Si Ku or snatching ritual; the old religious ritual.

Setting 16

Linggang River, in this river people say that the dragon will wake up later on judgment day.

Setting 17

Tanjung Pandan Library. Ikal read many books, they are: about the secret to success, how to socialize effectively, steps to becoming a magnetic individual, and a series of books about managing self-development.

Setting 18

The Academic Challenge in an art deco-style building. There, Lintang, Ikal, and Sahara join a competition to demonstrate intelligent or do not think as stupid students.

Setting 19

PN coolie's meeting place, there students are debating about a movie (Pulau Putri/ Princess Island) and also they watch the movie.

Setting 20

The post office, there Ikal works, he is a postman. He is sorting the letter. (Union Postale Universele), Ikal gets problem from an attractive woman who always complain.

Setting 21

Sempur Field near Ikal's boarding house, faced the Ciliwung's lapping water. There Ikal protest to God about his job now.

Setting 22

Sungai Liat Mental Hospital in Bangka Belitung. There Ikal accompany Eryn to do his research by interviewing two patients with Professor Yan.

Setting 23

Anyar Market in Bogor. There Ikal meet someone from Minang who selling posters. He needs inspiration then he buy a posters “John Lennon”

Setting 24

LIPI (The Indonesian Institute of Sciences) Library in Bogor. Ikal reads to study based on Lintang method, he makes summaries and read on small pieces of paper—a donkey bridge method.

Setting 25

Jakarata Institution. There, Ikal gets interview about his proposal, and finally receive the scholarship.

Setting 26

Europe, Ikal goes to abroad to study there. Ikal is the backpacker.

Setting 27

Bandung, there Ikal woks and began writing the book.

c. 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.

d. 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. Now, Indonesia was independent and the tin was taken over by Indonesian Government. In this case, government means the staff that lives in elite area (the estate). The poor people (low level) had to work as coolie in their nation with low payment, it was so irony condition.

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.

e. Climax

Based on statement conflicts above, the climax is:

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.

f. Falling action

Laskar Pelangi 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. Above in their aspires.

Here, about main characters:

Lintang is success in defending Muhammadiyah Elementary School with his cleverness in competition but he had to throw his dream, because his father passed away.

Previously, he work as post officer, he started in Subuh up to dawn, but finally Ikal study abroad. He continues his education in a foreign country; Europe. He

also travels to many places as a backpacker, looking for experiences in other world.

g. 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 conflict:

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

The conflicts were followed by many conflicts as wickerwork of events. Such as:

1. The closing of SD Muhammadiyah
2. Come from poor family
3. Met a Crocodile Shaman to get a school
4. He was left by first love (chalk seller)
5. Controversies in a competition (Newton's theory)
6. Fought over a SD Muhammadiyah
7. His struggle had to the end; because his father passed away
8. Lintang worked as post officer; he had to work in Subuh.

