AN ANALYSIS OF THE COMPARISON BETWEEN A NOVEL TITLED “A THOUSAND SPLENDID SUNS” COMPARED TO “THE OLD MAN AND THE SEA” BASED ON INTRINSIC VALUE

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ABSTRACT

The objectives of the research paper entitled “The Comparative Analysis Between “A Thousand Splendid Suns” by Khaled Hosseini and “The Old Man And The Sea” by Hemingway Based on Intrinsic Value was to find out the similarities and differences between a novel entitled “A Thousand Splendid Suns” by Khaled Hosseini and “The Old Man And The Sea” by Hemingway based on Intrinsic Value. The writer approach descriptive qualitative method. The population were all of the texts of the novel “A Thousand Splendid Suns” by Khaled Hosseini and “The Old Man And The Sea” by Hemingway and the sample was entire population. The instrument of this research was the novel entitled “Thousand Splendid Suns” by Khaled Hosseini and “The Old Man And The Sea” by Hemingway (document analysis). The data of this research was analyzed using Abram’s approach (Intrinsic Value). The result of this research showed that: these two novels had similarities and differences. The similarities include: The theme of these novels told about love, life struggle, heroism, religious, optimism and friendship, and these novels used third person point of view. The differences of these two novels include: In novel “A Thousand Splendid Suns”

Key word: “A Thousand Splendid Suns” Compared To “The Old Man and The Sea”.

A. BACKGROUND OF THE STUDY

Being future teachers, we have to know many subjects, one of them is literature. By studying literature, future teachers can obtain many advantages. For example, by studying literature a future teacher can improve vocabulary, can get entertainment, can appreciate the literary work, can improve our pronunciation, can build our character, and can learn moral value.

When we study literature, we should know the following key terms, such as literary work, literary study, and literary genre. Literary has two senses, based on the writer’s classroom experience when attending the lecture they are literature in a broad sense and literature in a narrow sense. Literature in a broad sense means any written materials that can give information. For example pamphlet, brochure, advertisement. Literature in a narrow sense is a piece of writing valued as work of art compared to technical language.

The literary works cover poetry, prose and play or drama. Teacher should be familiar with literary works as they can give a lot of information and knowledge. In other words, Literary works can give beneficial input to future teachers who are expected to be models or professional ones. In this research paper, the writer discusses about the intrinsic values of the novels that means the elements of the novels. Those are theme, character, plot, setting of time and place, style and the point of view suspense and for shadowing. The writer hopes by analyzing the novels she can have more reading the novels, then analyzing them repeatedly, she can understand them better and the writer can communicate the content of then to others. In addition, she can learn the information taken from the novels.

The writer focuses on analyzing the comparison between the novel entitled “A Thousand Splendid Suns” and the novel entitled “The Old Man and The Sea” in order to have better knowledge, more information, and find out the good examples. The writer focused on those novels, because those novels are very inspirational, touch the hearts, told the reality from the deep inside about looking for and sacrifice of love. However, she can learn how hard the life is and she can learn to find a strong heart.
back. Besides, the writer would like to find out the illustration of the characters and cultural background found out in the two novels. The observation will categorize based on each intrinsic value. The problems that will be observed are formulated in the following questions:
1. How is the intrinsic value of A Thousand Splendid Suns?
2. How is the intrinsic value of The Old Man And The Sea?
3. How is the result of the comparison of the two novels?

B. THEORITICAL FOUNDATION

According to Roberts and Jacobs in (2004:1998) said, “Literature is written or oral compositions that tell stories, dramatize situations, express emotions, and analyze and advocate ideas.”

Literature is divided into literary works those are poetry, prose and play or drama. The writer only focuses on novel in which it is the part of prose. Novel is belonging to prose, because it is not limited by rules. Prose can be divided into three kinds, those are:
1. Based on the period a prose consists of old prose and modern prose.
   a. The examples of old prose: Legend, Fable, Myth, Fairy Tale and Folk Tale.
   b. The examples of modern prose: Short story, Novels, Fiction, Articles, Essay, Journal, etc.
1. Based on the way to write, it consists of descriptive, narrative and argumentative prose.
   a. Descriptive prose is a prose which is written to describe the object in details. For examples: Articles, Editorials, etc.
   b. Narrative prose is a prose which is used for telling story. For example: Short Story, Fable and Legend.
   c. Argumentative prose is a prose which is used for expressing our idea relating to certain topic. For examples: research paper, presentation, etc.
2. Based on the source it consists of fiction and non-fiction.
   a. Fiction is a prose which is written based on reality, it means may or may not happen.
   b. Non-Fiction is a prose which is written based on actuality of data.

Based on the explanations above the writer concludes that prose is piece of writing that is not limited by formal structures, it can be delivered by oral language. And novel is belonging to modern prose.

According to Jeremy (2001:4) “If the novel is a genre that develop over time, then no single or short definitions can exhaustively capture what it is at all times and in all places”.

From the explanation above the writer concludes that novel is a form of literature available and related to human beings life.

To understand and enjoy the literary works, you should read them for several times, try to understand them, analyze the value in them and communicate the results to others. Abram (1999) provides two steps to appreciate literary works that is with collect the intrinsic value which is the element of the literary works and the extrinsic values which is the relation of the writers' novels background. The intrinsic value consists of: Plot, Theme, Characters, Point of view, Setting of time.

C. RESEARCH METHODOLOGY

The purpose of this research is to find out about the intrinsic value in the novels. According to Crowl (1996:14-16): “A research is a way of knowing that emphasizes systematic investigation.” And he added that, “Qualitative research methods are used to examine questions that can best be answered by verbally describing how participants in a study perceive and interpret various aspect of their environment.”

Based on the definition above the writer chooses Qualitative method as the method of the research. The writer decides to use the novels as the instruments of the research. According to Crowl (1996:10) said that, “Population are group consisting of all people to whom a researcher wishes to apply the findings of a study. And those samples are subsets of people used to represent populations.”

Population of this research is the whole text in the novels “A Thousand Splendid Suns” by Khaled Hosseini and “The Old Man And The Sea” by Hemingway. The sample of this research is the intrinsic value of the novels.

There are some steps in this research, they are:
1. Choosing the novels as the research subject.
2. Deciding the textual evidence that give clues about the intrinsic value.
3. Formulating research questions.
4. Choosing the methodology of the research.
5. Finding the theories for supporting the analysis from the reference book and notes classroom experience when attending the lecture.
6. Taking notes while reading the novels.
7. Finding theme, plot, characters, setting, and point of view from both novels to compare.
8. Give suggestion and conclude the research.

D. FINDINGS AND DISCUSSIONS

The writer only focused about the intrinsic value of the novels. It consists of: Theme, Character and Characterization, Setting, Plot, and Point of views. In this chapter the writer also discusses about the comparison between the two novels.

1. The Intrinsic Value of A Thousand Splendid Suns

a. Theme
The theme of inner strength of woman is the most privalent theme. Both Mariam and Laila endure so much heartache merely because they are women, yet each continuously pulls together the strength to preserve. Mariam faces a father who refuses to acknowledge her, a husband who abuses her for twenty-seven years, and the need to murder the man when he is determined to kill Laila.

b. Character and Characterization
A Thousand Splendid Suns has two main character. They were Mariam, she is an ethnic Tajik born in Herat, 1959. She is the illegitimate child and Laila, she is an ethnic Tajik born in Herat, 1959. She is the illegitimate child.

c. Setting
The setting of A Thousand Splendid Suns was in Afghanistan.

d. The Plot
The plot consists of: Exposition, Raising action, Climax, Falling action and Resolution. Each of the plot components will be explained below:

Exposition
The first part focuses exclusively on Mariam, the second and fourth parts focus on Laila, and the third part switches focus between Mariam and Laila.

Rising Action
In the morning, Mariam returns home to find that her mother has hanged herself out of fear that her daughter has deserted her. Mariam is then taken to live in her father's house. Jalil arranges for her to be married to Rasheed, a shoemaker from Kabul who is thirty years her senior. In Kabul, Mariam becomes pregnant seven successive times, but is never able to carry a child to term, and Rasheed gradually becomes more abusive.

Climax
The lives of the two women take very different paths. A few years later, Laila gives birth to Zalmai, Rasheed's son. The Taliban has risen to power, and there is a drought, and living conditions in Kabul become poor. Rasheed's workshop burns down, and he is forced to take jobs for which he is ill-suited. Rasheed sends Aziza to an orphanage. Then one day, Tariq appears outside the house. He and Laila are reunited, and their passions flare anew. When Rasheed returns home from work, Zalmai tells his father about the visitor. Rasheed starts to savagely beat Laila. He nearly strangles her, but Mariam intervenes and kills Rasheed with a shovel. Afterwards, Mariam confesses to killing Rasheed, in order to draw attention away from Laila and Tariq, and is executed, while Laila and Tariq leave for Pakistan with Aziza and Zalmai.

Falling Action
After Rasheed is dead, the two women hide his body in the shed and then make plans to escape the country. Mariam knows all along that they cannot both go, because then they might both be caught and there will be no one to care for and protect Laila's children. So, even though Laila is convinced they can make it together, Mariam refuses to leave, willing to face death rather than Laila dying, too. Mariam is executed by the Taliban, and Laila comes to live for awhile in Murree, Pakistan with Tariq and the children. She eventually realizes that to honor the sacrifices of her parents and Mariam, she must return to her country to be one of thos who strive to rebuild it. She says goodbye to Mariam at the kolbain Herat and she and her family go back to Kabul.

Resolution
Mariam is arrested for murdering Rasheed and is executed in the stadium in front of thousands of people. Laila escapes Kabul and goes to Pakistan with Tariq and her children. She eventually returns, first stopping in Herat to see the place where Mariam grew up, and then returning to Kabul to create a better home and a new school for her children and the children of orphanage.

e. Point of View
It is written third person point of view from the perspective of an omniscient narrator.

2. The Intrinsic Value of The Old Man And The Sea

a. Theme
What ennobles a man and makes him a succes is his preseverance against overwhelming adds, whether the central character, Santiago, wins or loses his
battle with the great fish is less important than waging a good and honorable fight.

b. Character and Characterization

Proud old Cuban fisherman. He knows well the sea and its creatures and is expert in his trade as a main character. Adolescent who loves the old man and never loses his faith in him also as main character.

c. Setting

The setting of the story was around of Cuba.

d. Plot

Exposition

The novel opens with an explanation of how Santiago, the old Cuban fisherman, has not caught a single fish in eighty-four days. For the initial forty-four days, a boy named Manolin had kept company with the old man. Then Santiago, because of his ill fortune, is termed ‘Salao,’ meaning bad luck. As a result, Manolin’s parents forbid the boy from travelling with Santiago and order him to go on another boat, which catches many fish. The boy is saddened at the prospect of deserting old Santiago, whom he admires as a father. The old man also sorely misses the company of the young boy, who ran small errands for him, often brought him food, and was like a son.

Rising Action

Suddenly the fish pulls the line with such a strong, quick jerk that if Santiago were not fully alert; the boat would have capsized. When it is calm again, he notices that his right hand has a deep gash in it and is bleeding profusely. He dips his bleeding hand in the water to stop the blood from flowing out. He believes that both he and the fish are now hurting. Santiago wishes he could see the fish that he has caught, but it remains tantalizingly beneath the surface of the water.

Climax

The second day dawns without any major change in either the fish or Santiago’s position. The fish is still showing as much strength, courage, determination, and endurance as Santiago. He continues to swim and tow the boat against the current. Santiago hopes that soon the fish will turn into the current, proving that it is tiring. Santiago admits that he himself is beginning to feel a bit tired. In order stay awake, Santiago has a steady conversation with himself, with the fish, or with the birds that come to rest on the boat.

Falling action

The old man sees the fish on its third turn and again appreciates its sheer size and beauty. He keeps his harpoon close by and ready, hoping that the fish will soon come close enough for him to kill, preferably by striking its heart not its head. After several failed tries, Santiago successfully spears the great fish just before noon. When it is still, the fisherman passes a line through its gills and mouth and makes a noose around its tail and another round its middle; he then ties the fish to the boat. Feeling triumphant, Santiago prepares to go home.

Resolution

The boy Manolin goes to the hut to see Santiago, kindly bringing him coffee. The boy cries when he sees the old man’s bleeding hands. The gentle Santiago comforts him. Together, they plan to go fishing again. Manolin leaves Santiago alone so he can sleep; the old man dreams of the lions on the African beach.

e. Point Of View

Hemingway wrote the story in third-person point of view. In some parts of the novel, the narrator is an aloof observer, seeing only the actions of the main character, Santiago. In other parts of the novel, the narrator enters the mind of the old man and reports what he sees. In the latter case, the narration becomes omniscient third-person point of view.

Although the narrator presents an objective account, at times he exhibits sympathy for the old man in his exhausting struggle against the marlin and the elements.

3. The Comparison between A Thousand Splendid Suns and The Old Man And The Sea

<table>
<thead>
<tr>
<th>Intrinsic Value</th>
<th>A Thousand Splendid Suns</th>
<th>The Old Man and The Sea</th>
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</thead>
<tbody>
<tr>
<td>The Theme</td>
<td>The story told us about Ties to Afghanistan, Oppression and Hope, Shame, Pregnancy and Children, Education of Women Marriage Versus True Love, Female Bonds.</td>
<td>Educational knows about unity, heroism, manhood, success and worthiness. The teacher will make the students study about a social life</td>
</tr>
<tr>
<td>Plot</td>
<td>Forward and Backforward</td>
<td>Forward</td>
</tr>
<tr>
<td>Setting of Place and Time</td>
<td>Herat, Afghanistan, Gul Daman, Kabul from 1958 to the present day.</td>
<td>In a small village on the northern coast of Cuba, September in the late 1940’s</td>
</tr>
<tr>
<td>Point of View</td>
<td>Third person</td>
<td>Third person</td>
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Historical Background
In 20th century saw a major shift in the way that vast numbers of people lived, as a result of changes in politics, ideology, economics, society, culture, science, technology, and medicine.

Social Life
In 20th century an Afghan woman dies during childbirth. Afghan women are illiterate. Afghan women experience physical, psychological or sexual violence. The average life expectancy for women across the country. Women face forced marriages in Afghanistan.

The Purpose of Writing
It is not just exploring about the politict but also tell so deep about find out and sucrefise of loving.

The Theme
Khaled Hosseini’s novel told about love, friendship, and politic and Hemingway’s novel told about heroism, optimism, friendship, and religious.

4. CHAPTER V CONCLUSIONS AND SUGGESTIONS
A. CONCLUSIONS
The conclusions of this research are put forward as the answers of the research questions. After analyzing both of the novels entitled A Thousand Splendid Suns and The Old Man and The Sea, the writer takes conclusions that the intrinsic values of the novels are plot, theme, characters and characterization, setting of place and time, style and point of view.

Setting of Place and Time
“A Thousand Splendid Suns” is the story took place in Heart, Afghanistan, Kabul, and Gul Daman from 1958 to the present day. The story of “The Old Man and the Sea” took place in Cuba, September 1940’s.

Character and Characterization
In “A Thousand Splendid Suns” the character was Mariam, she is an ethnic Tajik born in Herat, 1959. And in “The Old Man and the Sea” the character was proud old Cuban fisherman.

Point of View
Khaled Hosseini and Hemingway told about the third person in each novel because they illustrated about the character.

B. SUGGESTIONS
It is suggested that the teacher of English should read and comprehend literary works better because the teacher should help the students to develop a better appreciation of literary work to increase their vocabulary, to increase their knowledge, and to build their character.

Students are suggested to have the habit of reading, especially reading English novels. By doing so, they can improve their knowledge, can improve their vocabulary, can improve their English skill, can built their character.

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