

AN ANALYSIS OF HUMOR IN J.M BARRIE’S PLAY “THE OLD LADY SHOWS HER MEDALS” ON EFL LITERATURE CLASS

Muhammad Nafi Annury
nafi.annury@walisongo.ac.id

ABSTRACT

People tend to find beauty in their life. They create such as painting, dance, music, literature and etc. As one of arts forms, literature is different from other forms of art. It is work writing. People read it for pleasure. They do it in order to know about human life, including its problems, customs, habits, ambition and desires.

The data of the study was taken by some following procedures: 1) quoting, means that the writer quoted the dialogue and the stage directions of the play which contains humorous expressions. 2) classifying, means that the writer classified the data into the five groups according to the types of humor such as “wit”, “sarcasm”, “satire”, “irony”, and “repartee”.

For the analysis the writer used aspects of drama or play to analyzing it. The aspects of play which is used in analyzing the data are synopsis, characterization (how the characters are described and how they behave), and the language (how the characters speak and how humor is reflected in the play). The writer attempted to understand the meaning of the play and how the expressions of humor employed in the play. He identified sentences that represent characters’ feeling and expressions.

Last but not least, the writer used descriptive analysis method. Since the descriptive method is used in the literal sense of describing situations or events. The writer used the descriptive analysis to report the result of the analysis from the data taken. In this case he described expressions of humor which are found in the play

Keywords: humor, play, literature class.

INTRODUCTION

Background of the Study

People tend to find beauty in their life. They create such as painting, dance, music, literature and etc. As one of arts forms, literature is different from other forms of art. It is work

writing. People read it for pleasure. They do it in order to know about human life, including its problems, customs, habits, ambition and desires.

People also read literature to help them gain a sense of self-discovery and their world to shape

their special roles in their life, to learn the meaning of personal struggles in which they are engaged. Literature also allows the readers to enjoy what the writer imagines. People believe that literature can expand their mind and sense of life.

According to Rees literature has two senses: broad and narrow¹. In the broad sense, literature is writing forms, such as catalogues and brochures which used when someone, for example, plans to buy a car or to go to some places. Whereas in narrow sense, that is sense of verbal of art, literature means a piece of writing which expresses and communication thoughts, feeling or ideas, and attitudes of its writer towards life in the world. From above statement the writer can say that literature is the form of writing.

Laurence Perrine makes two broad categories of literature based on the aim of writing. He states that there are two kinds of literature: literature of escape and literature of interpretation². Escape literature is written purely for entertainment, to help people pass the time. It makes them away from the real

world and enables them forget their problems temporarily. Different from escape literature, interpretative literature is written to broaden, to deepen, and to sharpen people awareness of life. It takes them through the imagination into the real world and enables them to understand their problems. Interpretative literature is not only for pleasure, but also for understanding; it can make people understand the reality of life better.

Literature gives people something more than pleasure. Literature, the writer believes; can expand or refine people's minds or quicken their sense of life. It must yield not only enjoyment, but also understanding. Through literary works, the writer wants to communicate with his/her readers about his/her feeling and his/her emotion.

Literature can be divided into genres. They are poetry, prose/fiction, auto/biographies, essay and drama or plays. Drama as one of literary works differs from others in form. Drama uses dialogues mostly while the other works use it partly. People can enjoy drama by reading the script and also by watching the work performed on stages.

Nowadays, people cannot only enjoy drama on the stages but also it as

¹ Rees, R.J. 1993. English Literature: an Introduction for Foreign Readers. London; MacMilan

² Laurence Perrine. 1989. Story and Structure. New York, Brace & World Inc

movies on TV and theatres. Drama on TV, for instance, becomes the most enjoyable entertainment at home. The stories in drama on TV are mostly about human daily life. In our country, a kind of drama on TV is usually called “sinetron”. Another form of drama in this modern era is movie or motion pictures; we can simply call it films.

A film, containing dialogues and actions, is sometimes based on a novel or a story, for example the “Supernatural”. People can also enjoy stories in the form of novels. Just like performance on stages, “the spectators” have the opportunity to enjoy the “performance” through reading the script.

Drama is classified into two kind stage drama and closet drama. Stage drama is drama performed on stage whereas closet drama which is discussed in this writing, is drama to be read. It is simply called a play. Kennedy states that a play which is destined to be read but not acted (whatever the inventions of its author) is called a closet drama³.

In addition to the above statement about closet drama, McChutchan states as follows:

Closet drama is a form intended for reading than acting. Hence, it is true when we say that reading closet drama is like reading the other form of literature, especially fiction. Since all we can do is just imagined everything from the description.

Furthermore, Kennedy states that some readers, while silently reading a play to them, try to visualize a stage, imagine the characters in costumes and under lighting.

In brief, drama or though differs forms of literary work, since it contains dialogues and many elements of the stage performance, still can be enjoyable like other forms.

From the explanation above, the writer concludes that is basically written to be performed. People, therefore, can enjoy it by watching the performance on the stage. Drama, however, also can be enjoyed by reading the play or the script watching it directly. It is because the dialogues and the stage directions can be guidance while people reading the script.

In order to focus on the study, the writer will state research questions, which are discussed in this thesis.

³ X.J.Kennedy.1993. Literature: An Introduction to Fiction, Poetry and Drama. Toronto: Little Brown Company.

Those questions are as follows; What kind of humor is reflected in J.M Barrie's play "The Old Lady Shows

Her Medals"?; How is humor applied in the J.M Barrie's play "The Old Lady Shows Her Medals"?

RELATED THEORIES

1. Definition of Literature

Literature is the art of written works. Literally translated, the word means "acquaintance with letters" (from Latin *littera* letter), and therefore the academic study of literature is known as Letters (as in the phrase "Arts and Letters"). In Western culture the most basic written literary types include fiction and nonfiction.

Hirsch says that during most Western history, the term *literature* is included all writing that was worthy to be known by educated people⁴. Not only is that traditional conception theoretically justified, it is also a practical way of including important knowledge that would normally fall between the cracks in school courses.

According to Salim literature is a kind of everything which has the relation with the scientific and knowledge written form⁵.

Rees says that literature has two senses: broad and narrow⁶. In the

broad sense, literature is writing forms, such as catalogues and brochures which used when someone, for example, plans to buy a car or to go to some places. Whereas in narrow sense, that is sense of verbal of art, literature means a piece of writing which expresses and communication thoughts, feeling or ideas, and attitudes of its writer towards life in the world. From above statement the writer can say that literature is the form of writing.

Laurence Perrine makes two broad categories of literature based on the aim of writing. He states that there are two kinds of literature: literature of escape and literature of interpretation⁷. Escape literature is written purely for entertainment, to help people pass the time. It makes them away from the real world and enables them forget their problems temporarily. Different from escape literature, interpretative literature is written to broaden, to deepen, and to sharpen people awareness of life. It takes them through the imagination into the real world and

⁴ Michael Hirsch. 2001. The Encyclopedia of American Literature. Longman

⁵ Peter Salim. 1996. The English-Indonesian Dictionary. Mac Milan Co

⁶ Opcit

⁷ Opcit

enables them to understand their problems. Interpretative literature is not only for pleasure, but also for understanding; it can make people understand the reality of life better.

A narrow conception of literature that includes only fiction, poetry and drama is recent innovation that has disadvantages as well as advantages. Because world philosophy and religion have no clearly defined place in school courses, so the classification of them as literature their inclusion in the school curriculum.

World literature so conceived is an especially rich and interesting domain of knowledge. Its names are stars in the firmament of thought: Plato and Aristotle, Goethe and Cervantes, Buddha and Confucius. The writing presented covers the whole spectrum of literature. Plato writes fictional dialogues, Aristotle technical treaties. Here are lyric poems, epic poems, tragedies and comedies. Here are the most influential ideas about ethics, politics, and righteousness. Several of the writers have done work that is so rich and complex that repays a lifetime of study. Indeed, every figure in this section has been the lifetime study of some devoted scholar.

Literature in English excels in every kind of writing. It is particular

glory is its poetry. For historical reasons, the English language acquired a vocabulary that is unusually rich and nuanced, combining words of Germanic root (such as see and glimpse) with words of Latin root (such as perceive and envision). This variety in our vocabulary has allowed our poets a tremendous range of sounds and meanings and made poetry in English one of humanity's great achievements.

Literature gives people something more than pleasure. Literature, the writer believes; can expand or refine people's minds or quicken their sense of life. It must yield not only enjoyment, but also understanding. Through literary works, the writer wants to communicate with his/her readers about his/her feeling and his/her emotion.

Literature can be divided into genres. They are poetry, prose/fiction, auto/biographies, essay and drama or plays.

The Elements of Literature

a) Characters

There are two kinds of character in the literature, they are as follows:

1. Major/main character
2. Minor Character

The major characters consist of the persons who are to be the center of the story. Usually, every novel has the major characters and the minor ones. Sometimes, the major characters are the good men, or sometimes they to be the notorious ones. Major characters from major works deserve their own article. Minor characters from major works should be merged into a list for easy accessibility, and because there isn't that much to say about them. Trivial characters from major works should be deleted as encyclopedic (e.g. that guy that appears in scene seventeen for twenty seconds, then dies). Major characters from minor works should be merged into the main article for the book for easy accessibility.

The minor character consists of persons who live around the major character. The role of minor characters in works is generally to accentuate the support and influence of the protagonist and also to symbolically reveal behavioral patterns in human nature. Both of the major and minor characters play their own role.

b) Setting

In fiction, setting includes the time, location, and everything in which a story takes place, and initiates the main backdrop and mood for a story.

Setting has been referred to as story world or milieu to include a context (especially society) beyond the immediate surroundings of the story. Elements of setting may include culture, historical period, geography, and hour. Along with plot, character, theme, and style, setting is considered one of the fundamental components of fiction.¹ A setting is the time place and social environment a story takes place.

Setting can be divided into two major points. They are as follows:

1) Role of Setting.

Setting is a key role in plot, as in man vs. nature or man vs. society stories. In some stories the setting becomes a character itself. In such roles setting may be considered a plot device or literary device. The term "setting" is often used to refer to the social milieu in which the events of a novel occur. Novelist and novel-writing instructor Donna Levin has described how this social milieu shapes the characters' values. For example, the average citizen of Berkeley in the 1960s had very different attitudes towards authority, money, and pre-marital sex than those of the Antebellum South

2) Types of Setting

Settings may take various forms:

- a. Alternate history
- b. Campaign setting
- c. Constructed world
- d. Dystopia
- e. Fantasy world
- f. Fictional country
- g. Fictional crossover
- h. Fictional location
- i. Future history
- j. Imaginary world
- k. Mythical place
- l. Other Worlds (Science fiction)
- m. Parallel universe
- o. Planets in science fiction
- p. Simulated reality
- q. Virtual reality
- r. Utopia

c) Theme

A theme is the main idea of an essay, paragraph, or a book. The idea about life is revealed in a work of literature. The message may be about life, society, or human nature. Themes often explore timeless and universal ideas and may be implied rather than stated explicitly. Along with plot, character, setting, and style, theme is considered one of the fundamental components of fiction. It is the universal statement or feeling when you read a piece of writing.

There are two various techniques to express theme. They are as follows:

1. Leitwortstil

Leitwortstil is the purposeful saying of words in a literary piece that usually expresses a motif or theme important to the story. This device

dates back to the *One Thousand and One Nights*, also known as the *Arabian Nights*, which connects several tales together in a story cycle. The storytellers of the tales relied on this technique "to shape the constituent members of their story cycles into a coherent whole." This technique is also used frequently in classical Hebrew narratives.

2. Thematic patterning

Thematic patterning is "the distribution of recurrent thematic concepts and moralistic motifs among the various incidents and frames of a story. Thematic patterning may be arranged so as to emphasize the unifying argument or salient idea which disparate events and disparate frames have in common". This technique also dates back to the *One Thousand and One Nights*.

d) Plot

In literature, a **plot** is all the events in a story particularly rendered towards the achievement of some particular artistic or emotional effect. In other words, it's what mostly happened in the story or novel or what the story's general theme is based on, such as the mood, characters, setting, and conflicts occurring in a story. An intricate, complicated plot is known as

an imbroglio, but even the simplest statements of plot can have multiple inferences, such as with songs the ballad tradition.

Plot is often designed with a narrative structure, storyline or story arc, which includes exposition, conflict, rising action and climax, followed by a falling action and resolution.

There are many elements consist in plot, they as follows:

1. Exposition

Exposition is the beginning of the plot usually concerned with introducing characters and setting. These elements may be largely presented at the beginning of the story, or occur as a sort of incidental description throughout. Exposition may be handled in a variety of ways—perhaps a character or a set of characters explain the elements of the plot through dialogue or thought, or perhaps media such as newspaper clippings, and diaries. In the case of film, an analogous usage of television, discovered video tape, or documentary may be used.

2. Conflict

Conflict is a clash between two or more opposing groups, around which the plot revolves. This can take a number of basic forms, where the

character may have to face themselves, another person, nature, society, a machine, or even the supernatural. The conflict, along with the exposition, often defines the genre of the story. A story's conflict may be a hybrid of these, or many concurrent conflicts: for example, the protagonist may struggle with their own thoughts while fighting someone else, or battle the nature of disease while trying to change society.

3. Climax

The climax is the high point of the story, where culminations of events create the peak of the conflict. The climax usually features the most conflict and struggle, and usually reveals any secrets or missing points in the story. Alternatively, an anti-climax may occur, in which an expectedly difficult event is revealed to be incredibly easy or of paltry importance. Critics may also label the falling action as an anti-climax, or anti-climactic. The climax isn't always the first important scene in a story. In many stories, it is the last sentence, with no successive falling action or resolution.

4. Falling action

The falling action is the part of a story following the climax. This part of the story shows the result of the climax, and its effects on the

characters, setting, and proceeding events. Critics may label a story with falling action as the anti-climax or anti-climactic if they feel that the falling action takes away from the power of the climax.

5. Resolution

Etymologically, the French word *dénouement* is derived from the Old French word *denoer*, "to untie", and from *nodus*, Latin for "knot". In fiction, a **dénouement** consists of a series of events that follow the climax, and thus serves as the conclusion of the story. Conflicts are resolved, creating normality for the characters and a sense of catharsis, or release of tension and anxiety, for the reader. Simply put, *dénouement* is the unraveling or untying of the complexities of a plot. Be aware that not all stories have a resolution.

6. Plot devices

A plot device is a literary technique used by authors to create a desired effect in storytelling. People, objects or events are commonly used to forward the plot of a story.

7. Plot outlines

A plot outline is a prose telling of a story to be turned into a screenplay. Sometimes called a *one page* (one page synopsis, about 1 - 3 pages). It is generally longer and more

detailed than a standard synopsis (1 - 2 paragraphs), but shorter and less detailed than a treatment or a step outline. There are different ways to do these outlines and they vary in length.

In comics, an outline—often pluralized as *outlines*--refers to a stage in the development where the story has been broken down very loosely in a style similar to storyboarding in film development.

The pencils will be very loose (i.e., the sketch rough), the main aim being to lay out the flow of panels across a page, ensure the story successfully builds suspense and to work out points of view, camera angles and character positions within panels. This can also be referred to as a *plot outline* or a *layout*.

3. Teaching Literature in the Classroom

One of our main ideas in the classroom should be to teach our students to read literature using the appropriate literary strategies. This involves them not in reading for some practical purpose, for example to get information, but rather in analyzing a text in terms of what might mean symbolically. Students may have already acquired this kind of literary competence in their own language, in which case we simply need to help

them to transfer these skills. If not, we need to find ways of engendering the necessary competence.

Literary texts have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities we devise to exploit these texts should encourage our students to explore these concerns and connect them with the struggle for a better society.

RESEARCH METHODOLOGY

1. Object of the Study

The object of the study in this research J.M Barrie's play "The Old Lady Shows Her Medals". This literature exists in the written form (novel). It is written, of course, by writer that is known as a novel. The way of writing this novel is different from to the others. It is called style. In this study the writer will choose an epilogue for analysis.

The data for this study will be taken from a novel written by J.M Baarie. It tells about the adventure of an old lady who is called Mrs. Twymley in the nineteenth century. The story begins when Mrs. Twymley in the World War I, she hold a conversation in a dish tea. The conversation was in one of the lady's house. There were three old ladies who

Literature provides wonderful source material for eliciting strong emotional response from our students. Using literature in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities to the learner to express their personal opinions, reactions and feelings.

lived in London. Three of them were called professional "charwomen" and or simply "maids". An ands is caretaker when required. The hostess of the party was Mrs. Dowey, who was considered as a criminal for her lies that she had a son at the front. The guests of her party were Mrs. Haggerty who was not actually invited, Mrs. Twymley and Mrs. Mickleham.

Mrs. Dowey was a poor lady. She had no house and children. The only she had was a single room where located in the basement where she sometimes sat during the summer evening looking out of the window. In the "party" they talked about World War I since there were no more interesting topics that that one. In the conversation they talked about what their men did at the front during the war.

Finally, Mrs. Dowey met a young soldier who used to be her son. His name is Kenneth. Kenneth is a soldier who fought at front actually. Mrs. Dowey felt so happy and she wouldn't forget this special moment actually. Kenneth, finally, gone to the battle field and he gave her medals to Mrs. Dowey as the souvenir.

2. Characters and Characterization

On the basis of the importance of the role, there two types of characters: main characters and minor characters. A main character takes the most important role in the story or play. However, the characters cannot stand on his/her own. He/she needs other characters to make the story convincing and lifelike. A minor character is a character who takes less important role than the major one.

According to Wardoyo characterization can be divided as the following:

1. Main character is the person who becomes the focus in a story
2. Minor character is the person who supports the main character in a story⁸

3. Procedures of Collecting Data

The procedures of collecting data in this study are as follows:

a. Quoting

The first step taken in collecting the data is quoting. It means that the writer will quote the dialogues and the elements of analysis of the novel.

b. Analyzing Characters

The second step is analyzing the characters of the novel. The writer will analyze the data taken into two characterizing of the characters of the novel such as main character and minor character.

2. Analysis of the Data

The writer will analyze the data to reach the objective of my study. Since the main of the study is to find out the characteristics of the characters. The analytic method will use this study. One of the reasons is to discover the characteristic of the novel. Usually, novel is not interesting to read since it is destined to be performed. In this novel, the readers can find a different way of novels. The novel is not only enjoyable to read, but also it is interesting to be performed. Plays are literature, and there is no reason we

⁸ Subur Wardoyo. 1994. *Appreciation of Literary Works II*. Jakarta Depdiknas

cannot study them such as, as long as we do not forget that they are written to be acted.

According to Reaske, the steps taken in analyzing drama are as follows:

1. Statement that will analyze from the play into basic ways technically and thematically.
2. Formal analysis:
 - a. Structure of the play
 - b. The characters
 - c. The action of the characters
3. Interpretation of the play (now that we are fully acquainted with what happen in the play in this study how is the elements are applied)⁹

Based on the statement above, in this study, the writer will use elements of the literature to understand the novel. The elements of the literature which will use in analyzing the data are synopsis, characterization (how the characters are described and how they behave), and the language (how the characters speak in the novel). By employing them, the he will

attempt to understand the meaning of the novel actually. In analyzing the data he will identify sentences that represent characters' feeling and experiences.

3. Technique of Reporting the Result of the Data

In reporting the result, the writer will use descriptive analysis method. Since the descriptive method is used in the literal sense of describing situation or events. Isaac states that it is the accumulation of data based that is solely descriptive; it does not necessarily seek or explain relationship, test hypothesis, make prediction, or get at meaning and implication. In this study, he will use descriptive analysis to report the result of the analysis from the data taken.

Based on the explanation above, the writer will describe the expression of the characters fond in J.M Barrie's play "The Old Lady Shows Her Medals" . In supporting this study he will not only report the elements but also theories related to the

⁹ C.R. Reaske. 1993. How to Analyze Drama. Harvard: Monarch Press

analysis of the novel. Isaac also states that the descriptive method is applicable in this study since its purpose is to describe systematically the condition of existing

phenomenon. In this case, the condition of existing phenomenon is analyzing the characters of the revealed in the story.

FINDINGS

James M. Barrie in this playwright wants to give the reader about the description about the condition of the main character, Mrs. Dowey. Mrs. Dowey lived alone without any children and family in her side. She tried to make her life pleasant and full of joy in her rest of her life. She always felt lonesome and it made her a “smart” woman, by telling her neighbor that she has a son who joined in the Black Watch Regiment. She pretended about her “son” condition in the frontline. She had to do like this because she would not like all her neighbor knowing her real condition actually. Every day, she passed the time by occupied in the basement in London. Actually, she was poor and lived in the imitation, but she never took this condition as her weakness. The situation and condition in the play also tend to be realistic, poor people’s desire to be considered that they were alive, and that they have something to

be proud of, showing the situation and the condition during the World War I.

(1) Dowey : How could it effect you?

Mrs. Dowey : Oh, Mister, that thing. It didn’t

affect me. It affected everybody but me. The neighbors looked down on me. Even posters on the wall, of the woman saying “Go, my boy” leered at me. I sometimes cried by myself in the dark you won’t have a cup of tea?

Dowey : No

Mrs. Dowey : Sudden like the idea came to me to pretend I had a son.

Dowey : You depraved old limer! But what in the name of Old Nick made you choose me out of the whole British Army?

Mrs. Dowey : (giggling) Maybe, mistr, it was because I like you best.

Mrs. Dowey : I read one day in the papers, "In which he was assisted by Private K Dowey. 5th Batallion, Black Watch" (p.280-281)

The characteristic of comedy is shown in dialogue (1). It emphasizes intelligent and logical way and amusement as result. It can be seen that Mrs. Dowey found Kenneth's name in logical way that is by reading a newspaper. She did it in order to fight people's mockery. To make the other people believed in her, she also read about the history of the Black Watch Regiment where Kenneth joined in. after that, she told all the people that the Private Kenneth Dowey was her son. She assumed that all people would be impressed on her for her son was one of the Black Watch members, that is, according to her, the best regiment in the world. These sequences of logical and inteligent ways are the characteristics of comedy.

Mrs. Dowey's confession about her burden during the wartime also indicates that this play is a comedy. It is drawn from observation and experience and experienced from reality; the writer categorizes this play into comedy.

Comedy also shows the confrontation of the characters against theme selves and against one to another. The results of the confrontations refer to humor. They can be seen when they start conversation and one of them, the Haggerty woman, made mistake by pronouncing the word Salonaiky. When the ladies corrected her, she changes the topic to cover it.

Functions of Humor in the Play

It is stated in previous chapter that the main function of humor is to entertain. Humor in the play also has an intention to entertain. It does not just give us a sheer entertainment but also a wider view of this life and social criticism as well. In this play, the social criticism highlights the war circumstance that really affects human's life. We can see from the description as follows:

- (1) They have been extremely merry, and never were four hard-worker old ladies who deserved it better. All a woman can do in wartime they do daily and cheerfully, just as their men folk it at the frontline; (p.814).

Quotation (4) shows that the war has affected the ladies badly. It is stated that there was nothing they

could do during the wartime. They only could do was listening to the war news from the frontline. The playwright mentions that they did those activities daily and cheerfully. It is kind of criticism the playwright which is given to. He criticize that the war ruined anything. Listening of the news of war that is actually horrible had become a daily activity. Furthermore, it looked like an entertainment for the ladies so they listened to it cheerfully. Actually, the playwright wants to describe how suffer from the war so that they just deserved the situation. We can see the criticism in the following quotation below:

(Since the war broke out, his zest for life has become almost terrible. He can scarcely lift a newspaper and read of a hero without remembering that he knows someone of the same name.....) (p.817).

Humor in this play also functioned as reading for enjoyment. It means by reading this playwright, the readers are supposed to release boredom from the daily routines. They may be able to watch it if it is performed on the stage anyway. Therefore, it, of course, will help the

readers to relief the burden that across in the playwright.

Types of humor in the play

In the previous chapter, it is stated that humor of word has several types actually. They as follows: such as wit, irony, sarcasm, satire, and repartee. Based on this playwright later we might know that the several types of humor are already shown as well.

1. Wit

Wit in this playwright is shown by the some characters which available in using verbal felicity and swift perception in their dialogue. We might see in the following parts as follows:

Dowey : I've been a kick about all my life and I'm not great shakes at the war.

Mrs. Dowey : Yes, you are. How many Germans have killed? Just two for certain and there was no glory in it. Because they wanted my shirt.

Mrs. Dowey : Your shirt?

Dowey : Well, they said it was their shirt.

Mrs. Dowey : Have took prisoners?

Dowey : I once took half dozen, but that was a poor affair too.

Mrs. Dowey : How could
one man took a
half a dozen?
Dowey : Just in the
usual way. I
surrounded
them. (p.824)

2. Irony

Irony in the play can be seen in following quotation below:

Her abode is really consists of one room, but she maintains that there are two points: rather than argue, let us say that there are two. The other one has no window, and she could not switch her old skirt in it without knocking something over; its grandest display is of tin pans and cookery on top of a dresser which has a lid to it; you have but to whip off the utensils and raise the lid, and behold, a bath with hot and cold. Mrs. Dowey is very proud of this possession, and when she shows it closed fist (funny old things that she is) to approach softly. She then tiptoes to the dresser and pops off the lid, as if to take a bath unawares. Then she sucks her lips, and is modest if you have the grace to do the exclamations. In the real room is bed, though that is putting the matter too briefly. The fair way to begin, if you love Mrs. Dowey, is to say to her that it is

a pity she has no bed. If she is in her best from she will chuckle, and agree that she wants of a bed tries her sore; she will keep you on the hooks, so to speak, as long as she can; and then with that mouse like movement again, she will suddenly spring the bed on you. You thought it was a wardrobe, but she brings it down from the wall, and a bed. There is nothing else in her abode (which we now see to contain four rooms-kitchen, pantry, bedroom, and bathroom) that is absolutely surprise; but it is full of "bits", everyone of which has been paid ready money for gloated over and tented until it has become part of its owner. Genuine Doweys, the dealer might call them, thought there is probably nothing in the place except the bed that would fetch half-a-crown. (p. 813-814).

It shows that Mrs. Dowey actually has nothing else in the house, but the author says in another way to describe her poverty. This is what so called irony. Barrie mostly uses irony in his direction of the play.

In describing Mrs. Dowey's poverty the playwright involved himself and the reader. Like in the first paragraph of quotation (9), the playwright has involved himself by

saying that he does want to argue that Mrs. Dowey's house consists only one room, for maintaining that she has two rooms in her house. This is called irony as the description is the opposite of the reality.

3. Sarcasm

Sarcasm is also revealed by the author in this play. It can be seen in the following quotation:

- (1) Mrs. Twymley : (with terrible meaning) we'll change the subject. Have you seen this week's Fashion Chat? (She has evidently seen and devoured it herself, and even licked up the crumbs). The gabardine with accordion pleats has.... (p. 815-816).

It shows that Mrs. Twymley uses sarcastic expression to say that Mrs. Haggerty is a stupid one, in another way, by saying "we'll change the subject". She intended to make Mrs. Haggerty's feeling hurt, so that she would remain silent during the conversation.

Sarcastic expressions are shown in the following quotation in which that kind of expression has an intension to cut or wound.

- (2) Mrs. Dowey : You're not going
already, mister?
Dowey : Yes, I just
came to give
you an ugly
piece of my
mind. (p. 820)

- (3) Mrs. Dowey : (giving further proof of it) You wouldn't drink some tea?

Dowey : Me! I tell you I came here for one purpose of blazing away at you.

Mrs. Dowey : You could drink the tea while you as blazing away. There's winkle.

Dowey : Is there? (He turns interestedly toward the table, but his proud Scots character checks him-which is just as well, for what she should have said as that there had been winkles). Not me. You're just common rouge. (He seats himself far from the table). Now then out with it. Sit down! (She sits meekly; there is nothing she would not do for him). As you char, I suppose you are on your feet all day.

4. Satire

Satire is also found in this play. It can be seen in the following quotation:

Mrs. Twymley : I've heard of females that have no relations, and so they have no man-party at the wars. I've

heard of them, but I don't mix with them.

Mrs. Mickleham : What kind the likes of us have to say to them? It's not their war.

Mrs. Dowey : (wistfully) They are to be pitied.

Mrs. Mickleham :

But the place for them,

Mrs. Dowey is within door with the blinds down.

Mrs. Dowey : (hurriedly) That's the place them.

Mrs. Mickleham : I saw of them today buying a flag. I thought it was very impudent of her.

Mrs. Dowey : So it was (p. 816)

It shows that those who are not involved in the war do not have the right to do anything that has relation to the war even only to buy a piece of flag. And also refers to all people, not only the women involved in the conversation above. The ladies also

said that they did not want to miss with those people. In addition, according to them, the place for those who did not have any relation to the war was the doors with the blind down. It describes that they make fun of people weaknesses. It also the criticize situation of the war. Therefore, the writer categorizes the dialogue as above as satire.

5. Repartee

The next type of humor is repartee. The term repartee is a bit similar to wit. Since it implies the power of answering quickly; or wittily. It can be seen in the following quotation that is taken from the dialogue between Mrs. Dowey and Private Kenneth when they first met.

Dowey : Do you recognize your loving son misses? ("Oh, the fine scotch tang on him,; she thinks)

Mrs. Dowey : (trembling) I'm pleased you wrote me so often ("Oh, but he's raised" she thinks). (p. 819)

It shows that in order to hide her surprised and her fear, Mrs. Dowey thanked Kenneth that he had written

her often. In fact, Kenneth never did it. The writer classifies the humor in the dialogue above as repartee since the character uses a sudden response to handle the situation and the result is funny situation that is Kenneth's confusing and even anger as stated in the dialogue above "Oh but he's raised" she thinks.

Humor revealed on the stage direction

The writer has mentioned in the previous chapter that the playwright has different style in writing his play. In creating his humor J.M Barrie uses what so called narrative stage direction; the stage direction that describes, tells and even explains the detail of the play. Probably it it affected by him. Since he was novelist, he applied his skill of writing his novels into his plays. It can be clearly seen that this play uses a lot of stage direction.

Beside the stage direction, the playwright also uses commonest. What it meant by comments is that the playwright gives comments to the characters and the situation of the play. Even the playwright uses the comments to communicate to the readers. Therefore, it seems that the readers are involved in the play while

they reading it. Both of the stage directions and comments between stage direction and comments are called narrative stage direction. J.M Barrie as the playwright still uses dialogues in this play; since dialogue in the main characteristic of a play.

The following is the discussion of the narrative stage direction used in the play. The dialogue of the play is not discussed since it has been discussed in previous subchapter which discusses the types of humor in the play. In this discussion, the writer does not classify the humor i to two types. The writer just want to show that the playwright uses unique script writing technique to reveal humor in his play.

The Narrative Stage Direction

The stage directions in "The Old lady Shows Her Medals" are mostly long enough. They give the readers of the play a clear description and the movements of the characters on the stage. They are written in the amusing way so that in teristing to be read.

In this thesis the writer only take the stage directions which are

considered to be funny, amusing, or humorous. Some of the stage directions has been discussed in the previous subchapter that discusses *irony*. From the description above, it can be seen that the playwright describes the situation and the condition of the characters clearly. It can also be seen some comments there. They are shown in the following quotations (the amusing expression will be underlined).

a..... if you love Mrs. Dowey, is to her that it is pity
she no bad.

b..... you, gentle reader, may flaunt by, thinking that you finery awes the street; but Mrs. Dowey can tell (and does) that your soles are in need of net repair. (p. 814)

In both quotations can be seen that the playwright uses the word *you* to communicate with the readers of the play, so that the readers also involves himself in the play. It is rarely-use playwright. This kind of the writing course, will arouse laughhter to the reader since is it impossible for the writer to confront and even mock at the characters in his own play. Nevertheless, Barrie uses his own way in writing this play.

Teaching Literature in the Literature class

Richards (1996:89) says that drama/playwright in the literature class can be seen from three prespectives: as literature, as public perfomances, and as improvisation. From the point of view of literature and public performance, drama provides a resource for exploring theoretical and practical aspects of language. The improvisation aspect gives students opportunities for developing their communicative competence.

Most plays are rich in dialogue. Literature gives people something more than pleasure. Literature gives people something more than pleasure. Literature, the writer believes, can expand or refine people's mind or quicken their sense of life. It must yield not only enjoyment, but also understanding. Through literary works, the writer wants to communicate with his/ her readers about his/her feeling and his/her emotion.

Many teachers who use drama in the classroom try to choose plays that are available in film or video form. By carefully choosing to show the movie either before or after studying the play the play, these teachers add an invaluable dimension to their students' appreciation of the work.

Expanding self-created characters is a nice tool for learning language cultural and for enhancing students' self esteem as learners (Richards; 1996:90). Students have a great chance of latitude in deciding who they want to be as speakers English (or another language) and trying out new linguistic and cultural behaviors in non-threatening way.

The Procedures for Teaching Literature

After discussing many advantages that can be obtained from the study above, obviously, of course it needs some procedures or steps to make our learning process well achieved for our students. Actually, there are many procedures to do that anyway.

Some linguist have introduced some models for that purpose above. One of them can be reviewed from richards (1996:90). He divides these procedures above in some following ways. They are as follows:

- (1) Have students brainstorm several sets of descriptive vocabulary, including words for:
 - a. Physical characteristic
 - b. Personality traits
 - c. Occupations and hobbies
 - d. Family members
- (2) Ask each student to either draw a picture of character they would like to be, cut out a picture from magazine, or create a composite picture.
- (3) Once they have drawn or otherwise created their character, have the students write a description of the character in the first person; for example, "I have red hair and gray eyes. I am married and have three children. I like running and spending time outdoors. I enjoy sewing painting and music. I am usually happy, but I also have a temper".
- (4) Have the students share their picture with each other, as a class if it is a small or in groups of two or three students.
- (5) Create a series of scenarios involving two or three characters, for example, "person A wants to buy a new bicycle. Person B is trying to convince him to buy a moped, instead. Each person is trying to persuade the other." Ask the students to respond to the scenarios as their character would.
- (6) Have students write their own scenarios in group of two or three, incorporating their characters into the scenes. Have the students incorporate their scenarios to the whole class.
- (7) After several sessions working with their character in various ways, ask students to write (or tell) a brief autobiography of their character.
- (8) As a culminating activity, have the class write and perform a group play incorporating the characters.
After taking some procedures above, we expect that teaching literature in the class can be

more varied actually. Study about literature is not only to be read, but it sometimes needs some actions for expanding students' achievements and also enlightening their concepts about learning literature in a broad sense.

Supporting the procedures we have understood in learning literature class, we also can review and taking caveats and option for succeeding our teaching-learning process. The steps can be done like these below. They are as follows:

- (1) Videotape any of the classes and review and the videotape with the class for the purpose of error correction, community building, or character development.
- (2) If students begin to tire of the character they created, suggest that they create an alter ego to the character or otherwise change the character. For these activities to be compelling and interesting to work with.
- (3) Take on new character yourself to create an environment in which students will feel it's acceptable to be experiment and take risks with their new identities. (Richards; 1996:91)

The Importance of Teaching Literature

Most people assume literature is an important part of education. But not everyone really thinks about why that is. The importance of literature on teaching lies in its ability to foster critical reading, build valuable skills, and expand students' worldviews.

1) Literature in the Classroom

In today's fact-obsessed culture, the importance of literature on teaching and the classroom is sometimes questioned. Why bother having kids read stories, spend their time with books about things and events that aren't even real? Why not just teach them what they need to know and send them on their way?

Of course, to most educators these questions seem ludicrous. Of course literature is important—why would it have such a central place in the curriculum if it wasn't? But you may not realize in just how many ways literature really does contribute to a child's education. Because education is and should be about more than passing on dry information; it's also about fostering critical thinking skills and an understanding of the world around us.

2. Cultural Value

Stories have been of central importance to the human race ever since it began, as far as we can tell. Cultures are built on stories—histories, [myths and legends](#), fables, [religions](#), and so on. If students are to understand and participate in the culture to which they belong, they must first learn about the stories that culture has been built around. And while books aren't the only kinds of stories out there, they are one of the most important.

Take the *Bible*, for instance. Despite concerns about religion in schools, it is commonly taught in some form or another because it has

so heavily influenced our culture. References and allusions to biblical stories are all around us, so not knowing those stories puts you at a disadvantage. The same goes for [Shakespeare's dramas](#), and for the novels of early American writers. Current books and movies, among other works, often reference older texts. Without a working knowledge of those older texts, you can't understand the new ones as fully as possible.

3. Expanding Horizons

Everyone has a tendency to get so caught up in their own lives that they forget what's going on in the world around them. And children and teens are particularly prone to this. It's a goal of education to expose them to ideas from other cultures, to teach them about the histories and peoples of other times and places. Literature is an ideal way to do this. [Huckleberry Finn](#), for example, puts students into the mind of a boy living in the south in the 1800s, letting them experience his life firsthand. Through this experience they learn what it was like to live in that time period, how the people talked and thought and acted.

The same goes for books about other countries, which teach students what life is like in other parts of the world. It's more

engaging to read a novel about another time or place than to learn about it in a lecture or from a textbook. [The Diary of Ann Frank](#) is a great example of this effect, since it exposes students American students to both a country and time period not their own (and most likely a nationality and religion as well).

4. Building Vocabulary

Having a large and wide-ranging [vocabulary](#) is essential for a number of reasons. It helps with both writing and reading abilities, of course, but it also allows for more complex discourse. The larger your vocabulary is, the more in depth and thoughtful discussions you can have on important topics and issues, both in and outside of the classroom. When people speak they tend to use a fairly limited vocabulary, so the best way to become exposed to new words is to read.

writing in a particular book or [author's style](#).

Many older works of literature are still taught primarily because of their authors' way with language. Novels such as *The Great Gatsby*, *The Scarlet Letter*, and *The Catcher in the Rye* are noted for their unique style and creativity with language. And there are plenty of more recent novels that are just as well written. Literature serves as

a valuable teacher and an example to students who are first learning to use written language to communicate with the world.

5. Teaching Critical Thinking

Education is supposed to give students the tools they need to become a valuable part of society, and one such tool is the ability to [think critically](#). We want them to not just read literature is a great way to build and [enhance vocabulary](#). Due to the descriptive nature of a story, any novel will include plenty of words students have likely never seen or heard before. They'll see those words in context, learning their meanings passively rather than having to drill. And because they're reading a story and not drilling, they probably won't even realize they are building their vocabulary (hence they won't be able to complain about it).

6. Improving Writing Skills

Writing skills can be taught, to some extent. But the number one way to become a better writer is to read often. When you read you are being immersed in language, in the way it sounds and feels when put together in the right ways. Students who are encouraged to read have a more intimate knowledge of the ways in which language works, and so have an advantage when it comes time for them to write. This effect

can even be made transparent by encouraging students to try writing in a particular book or author's style.

Many older works of literature are still taught primarily because of their authors' way with language. Novels such as *The Great Gatsby*, *The Scarlet Letter*, and *The Catcher in the Rye* are noted for their unique style and creativity with language. And there are plenty of more recent novels that are just as well written. Literature serves as a valuable teacher and an example to students who are first learning to use written language to communicate with the world.

7. Teaching Critical Thinking

Education is supposed to give students the tools they need to become a valuable part of society, and one such tool is the ability to think critically. We want them to not just read, but to analyze and criticize it as well. Literature serves this goal in a couple of ways. Many novels encourage critical thinking on their own, due to the issues and themes they explore. The kind of novel usually taught in the classroom is selected for its depth and for the way it transcends the obvious and the cliché.

And educators often use literature to promote this kind of thought actively, by teaching

students how to analyze what they read, understand others' opinions about the text, and formulate their own views. You can learn to think critically about the events and characters in a novel, the themes it presents, the author's purpose in writing it, and the ways it fits into a

certain time period. You can also analyze its impact on society and the ways it compares and contrasts with other texts. Few activities give students' critical abilities such a workout as the close reading of a work of literature.

REFERENCES

Altenbernd, Lyn. 1996. *A Handbook for the Study of Drama*. Mac Milan Co

Isaac, Stephen. 1990. *Handbook in Research and Evaluation for Educational and Behavior Sciences*. USA. Library of Congress Catalogue

Kennedy, X.J. 1993. *An Introduction to Fiction, Poetry and Drama*. Toronto Little Brown.

Perine, Laurence. 1995. *Story and Structure*. New York.

Pradopo, Sri Wdayati. 1994. *Humor In Modern Javanese Literature*. Jakarta

Rees, R.J. 1993. *English Literature: an Introduction for Foreign Readers*. London: Mac Milan

Reaske, C.R. 1993. *How to Analyze Drama*. Harvard

Wardoyo, Subur. *Appreciation of Literary Works II*. Jakarta Depdiknas