

PARENTING STYLE IN JOHN BOYNE'S *THE BOY IN THE STRIPED PYJAMAS*

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG
2023**

**PARENTING STYLE IN JOHN BOYNE'S *THE BOY IN THE
STRIPED PYJAMAS***

THESIS

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the Requirements for the Degree of *Sarjana Sastra* (S.S)

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2023**

STATEMENT OF AUTHORSHIP

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The thesis entitled "Parenting Style in John Boyne's *The Boy in the Striped Pyjamas*" is my original work. I do not include any materials previously written or published by another person except those cited as references and registered in the bibliography. As a result, if there is any objection or claim, I am the only person responsible for that.

Malang, April 11th 2023

The researcher



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APPROVAL SHEET

APPROVAL SHEET

It is to certify that Talitha Hana Zulaikha's thesis entitled *Parenting Style in John Boyne's The Boy in the Striped Pyjamas* has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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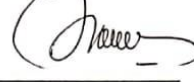
It is to certify that Talitha Hana Zulaikha's thesis entitled **Parenting Style in John Boyne's *The Boy in the Striped Pyjamas*** has been approved by the Board of Examiners as one of the requirements for the degree of Sarjana Sastra (S.S) in Department of English Literature.

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MOTTO

يُسْرًا أَلْعُسْرَ مَعَ فَإِنَّ

So verily, with the hardship, there is relief.

(QS. Al-Insyirah: 5)

“The act of wanting to pursue something maybe even more precious than actually becoming that thing. Just being in the process itself is a prize, and you shouldn't think of it as a hard way, and even if you get stressed out, you should think of it as a happy stress”

(Mark Lee)

DEDICATION

I dedicated this thesis to the following:

Both parents Almh. Ana Setyowati and Slamet Hariyono

My sister and my brothers, Rina Agustin, Muammar Saevi, and Dimas Aji

Hariansyah

My niece Aga and Kayra

All of my friends who have been present in my life

Alma mater

To myself

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ABSTRACT

Zulaikha, Talitha Hana (2023) *Parenting Style in John Boyne's The Boy in the Striped Pyjamas*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Asni Furaida, M.A.

Key word: Parenting, parenting style, parents

Parenting style is essential in raising a child. Parents have their way of disciplining and caring for their children. This study aims to determine the parenting style used by Bruno's parents, the main character in the novel, to Bruno and how this effect of the parenting style given by Bruno's parents to Bruno as the main character in the novel *The Boy in the Striped Pyjamas*. This study uses a psychological approach with the theory of parenting style by Diana Baumrind using data sources from a novel entitled *The Boy in the Striped Pyjamas* by John Boyne. The theory of parenting style by Baumrind divides parenting style into three parts, permissive, authoritarian, and authoritative. The results of this study indicate that the parenting styles used by Bruno's parents are different. Bruno's father uses an authoritarian parenting style, while Bruno's mother uses an authoritative and authoritarian parenting style. Then the effect of the parenting style given by Bruno's father was to make him an obedient child, restless, passive-aggressive, and easy to fight his parents. While the effects of the parenting style used by Bruno's mother made him a polite child and respected everyone, Bruno also became a child who was restless and dependent on his mother.

البحث مستخلص

الأدب قسم. جامعية أطروحة. المخططة البيجامة في الصبي بوين جون في والأمومة الأبوة أسلوب 2023 زليخة هنا طاليتا ماجستير ، فريدة أسني المستشار. مالانج إبراهيم مالك مولانا الإسلامية الدولة جامعة ، الإنسانية العلوم كلية ، الإنجليزي

الوالد ، الحضانة أسلوب الحضانة، :الدالة الكلمات

تحديد إلى الدراسة هذه تهدف. ورعايتهم أطفالهم تأديب في الخاصة طرقه لديه والد كل. الطفل تربية في مهم الحضانة أسلوب والدا قدمه الذي الأبوة أسلوب تأثير وكيف لبرونو ، الرواية في الرئيسية الشخصية ، برونو والدا استخدمه الذي الحضانة أسلوب أسلوب نظرية مع نفسيا نهجا الدراسة هذه تستخدم. المخططة البيجامة في الولد رواية في الرئيسية الشخصية باعتباره لبرونو برونو نظرية تقسم. بوين جون بقلم المخططة البيجامة في الولد بعنوان رواية من البيانات مصادر باستخدام بومريند ديانا قبل من الحضانة الدراسة هذه نتائج تظهر. وموثوقة ، واستبدادية ، متساهلة ، أجزاء ثلاثة إلى والأمومة الأبوة أساليب بومريند في الحضانة أسلوب استخدمت بينما والاستبدادي المتساهل الحضانة أسلوب برونو والدا استخدم. مختلفة برونو والدا يستخدمها التي الحضانة أساليب أن لا ، مطيعا طفلا جعله هو برونو والدا قدمه الذي الحضانة أسلوب تأثير كان ثم. والاستبدادي الموثوق الحضانة أسلوب برونو والدة ، للجميع ومحترما مهنبا طفلا جعله برونو لوالدة الحضانة أسلوب تأثير أن حين في. والديه محاربة ويسهل ، عدوانيا سلبيا ، يهدأ ، ومعتدا مضطربا طفلا أيضا برونو أصبح.

ABSTRAK

Zulaikha, Talitha Hana (2023) *Parenting Style in John Boyne's The Boy in the Striped Pyjamas*. Skripsi Sarjana. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Asni Furaida, M.A.

Key word: Pengasuhan, gaya pengasuhan, orang tua

Gaya pengasuhan merupakan hal yang penting dalam membesarkan seorang anak. Setiap orang tua mempunyai berbagai caranya sendiri dalam mendisiplinkan dan merawat anaknya. Penelitian ini bertujuan untuk mengetahui gaya pengasuhan yang digunakan oleh kedua orang tua Bruno, karakter utama dalam novel, kepada Bruno dan bagaimana efek dari gaya pengasuhan yang diberikan oleh orang tua Bruno kepada Bruno sebagai karakter utama dalam novel *The Boy in the Striped Pyjamas*. Penelitian ini menggunakan pendekatan psikologi dengan teori parenting style oleh Diana Baumrind dengan menggunakan sumber data dari novel berjudul *The Boy in the Striped Pyjamas* karya John Boyne. Teori parenting style oleh Baumrind membagi gaya pengasuhan menjadi tiga bagian, permisif, otoriter, dan otoritatif. Hasil dari penelitian ini menunjukkan gaya pengasuhan yang digunakan oleh kedua orang tua Bruno berbeda. Ayah Bruno menggunakan gaya pengasuhan otoriter sedangkan ibu Bruno menggunakan gaya pengasuhan otoritatif dan otoriter. Kemudian efek dari gaya pengasuhan yang diberikan oleh ayah Bruno adalah membuatnya menjadi anak yang penurut, gelisah, pasif-agresif, dan mudah melawan orang tuanya. Sedangkan efek dari gaya pengasuhan yang digunakan ibu Bruno membuatnya menjadi anak yang sopan dan menghormati semua orang namun Bruno juga menjadi seorang anak yang resah dan bergantung pada ibunya.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the study's background, the research questions, the objective of the study, the significance of the study, the scope and limitations, and the definition of key terms.

A. Background of the Study

Regarding caring for and educating their children, parents have their own rules. However, parents sometimes have a different understanding of caring for their children. Then causes differences in parenting styles applied by fathers and mothers to their children. A difference in parenting styles mothers and fathers use will cause problems for their children. A child will get different treatment from his father and mother, which confuses the child. Parents' character, talent, and personality are essential because this is what a child will feel (Kagan, 1999). The parenting style applied by parents to their children can affect the growth and development of a child, especially how they will respond to something. In the novel *The Boy in The Striped Pyjamas*, there is a depiction of the main character's relationship with his parents. The connection is described through how the main character faces the upbringing applied by his parents to him. The researcher chose this topic because while reading the novel, the researcher discovered how the parenting style given by Bruno's parents, as the main character, is essential in the story.

In this study, the researcher used the parenting style theory. The parenting theory put forward by Baumrind is how parents assert authority that is exercised

routinely (Baumrind, 2012). Baumrind classified parenting into three types: authoritative, authoritarian, and permissive. The three styles vary in parental authority patterns and reflect different parental values and naturally occurring patterns of parenting behavior.

By using Diana Baumrind's parenting style, the researcher hopes to analyze the parenting style given by Bruno's parents to him as described in the novel *The Boy in the Striped Pyjamas*. There are three types of parenting styles that the researcher used as a basis for analysis according to parenting style theory. First, permissive parenting is applied by parents who treat their children like friends. Permissive parents tend to avoid conflict and agree to their child's requests. Second, authoritative parents guide their children with open communication to teach the value of reasoning. Third, authoritarian parenting is a rigid parenting style that applies harsh discipline. They tend to carry out one-way communication without giving a good explanation to a child. They rarely enforce rules and are negligent in parenting which can be done intentionally or not (Baumrind, 1978).

In every story, there will always be a problem experienced by the main character. It is because the problem will deliver the main character to the end of the story. The issues in the novel *The Boy in the Striped Pyjamas* by John Boyne can be seen through Bruno's struggle as the main character. Bruno had to move out of his house because his father got a promotion in his job. Bruno felt mad because his new house was no better than his house in Berlin. However, over time, Bruno was happy because he got a new friend named Shmuel, whom he met secretly without his parents knowing. Bruno is afraid and believes his parents will never allow him

to enter a forbidden area and be friends with a Jew. Bruno's fear of telling the truth was an attitude that arose as a result of the parenting style given by his father and mother, which made him afraid. Therefore, the researcher uses parenting style theory to find out the parenting style used by Bruno's parents in the novel *The Boy in the Striped Pyjamas*.

In conducting this research, the researcher found several previous studies related to the object and theory of the study. First, there are three journals, and two theses that use the same theory, including journals by Risqi & Ekalestari (2020), Kurnia & Asnani (2022), and Pratiwi & Laila (2020) who analyze the parenting style used by the parents to their child. The theses by Permana (2015) and Martharika (2015). The three journal articles and two theses use Diana Baumrind's parenting style theory to analyze the parenting style used in the objects. The result of several studies above shows the parenting style used by the parents and how it can influence the child. Second, five journals analyzed the same object with different topics. A journal by Kirana (2013) discussed the inner conflict of the main character, a journal by Widiantoro (2015) discussed the defense mechanism of the main character, a journal by Palupy (2016) discussed the dark-themed in the novel, a journal by Prajaningtyas & Adi (2020) analyze the elements of children's literature genre, and a journal by Utami, Anggreani, Suwastini & Budiarta (2022) discussed the representation of social issues in the novel.

Based on some of the previous studies above that examined the same object, none of the researchers used the Baumrind theory to study parenting styles in *The Boy in the Striped Pyjamas*. On the other hand, previous research on Baumrind's

theory shows the results of authoritarian parenting cause a person to become rebellious and the characteristics of parenting style, such as strict discipline, one-way communication, order without negotiation and punishment, and the use of directive speech in parenting that supports children to become independent. Then, the researcher realizes that there has been no research that examines the upbringing used by Bruno's parents as the main character in *The Boy in the Striped Pyjamas* novel. Therefore, the researcher is interested in discussing the parenting style given by Bruno's parents in the novel by using Baumrind's parenting style theory. Researchers found that the relationship between Bruno and his parents had an effect on him in making every decision in his life.

We all must have been raised by our parents, who have given birth to and cared for us from birth until now. Our parents could have used the same parenting style, or they could have used different parenting styles. As described in the novel *The Boy in the Striped Pyjamas*, Bruno's father and mother used different parenting styles for Bruno. This study aims to determine the form of parenting style given by Bruno's parents as the main character in the novel *The Boy in the Striped Pyjamas* by John Boyne and the effect of the parenting style given by Bruno's parents to Bruno as the main character in dealing with the situations he experienced in novels.

Parenting styles by parents can affect the child's perspective in action. In the novel *The Boy in the Striped Pyjamas* by John Boyne, there are many depictions of the parenting style shown by Bruno's father and mother. His mother is a very caring and loving person, while his father is a person who is busy with his work, so he is not very close to Bruno. The researcher decides it is necessary to do this research

because no previous study about this object which discussed parenting styles. In the novel *The Boy in the Striped Pajamas*, Bruno, as the main character, experiences emotional struggles with his parents. For this reason, the researcher wants to analyze this to determine the effect of parenting style on a child.

B. Problem of the Study

Based on the background above, the researcher formulate the following question:

1. What are the form of parenting style done by Bruno's father and mother in the novel *The Boy in The Striped Pyjamas* by John Boyne?
2. What are the effect of parenting style on Bruno as the main character in the novel *The Boy in The Striped Pyjamas* by John Boyne?

C. Significance of the Study

This research is expected to provide theoretical and practical benefits using psychological approach. Theoretically, this research is expected to provide in-depth information and understanding of the parenting style, as stated by Diana Baumrind through parenting style theory. The parenting style provided by parents is essential. It can affect the life and character of the child, so this research can provide a reference for the community to understand the parenting style to be used as learning in nurturing and building closeness between parents and children. Practically, the results of this study are expected to provide more understanding to the reader about the parenting style and the effect of parenting style on a child.

D. Scope and Limitations

This study is within the scope of the psychological aspect of Bruno and his parent's character in John Boyne's *The Boy in the Striped Pyjamas*. This study determines the types of parenting styles depicted in the novel and how the effect of closeness is built on a child in determining his decision. In addition, the researcher uses the parenting style theory by Baumrind to analyze the parenting style used by the parents of the main character in the novel.

E. Definitions of Key Terms

1. Parenting

Parenting is how parents control, guide, and accompany their children to carry out their developmental tasks leading to the maturity process (Baumrind, 1967).

2. Parenting Style

Parenting style is power exercised routinely by parents over their children (Baumrind, 2012).

3. Parents

Someone is more capable of making valid judgments about their child's interests (Baumrind, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher provides related literature and studies. The studies and literature cited in this chapter discuss various theories, generalizations, findings, and future directions related to the studies from the past to the present. The researcher use this as a guide for conducting research. Additionally, the content in this chapter helps familiarize the reader with information relevant to the current study.

A. Psychological Approach

Psychology comes from the Greek word *psyche*, which means soul, and *logos* which means science (Nursalim, 2013). Therefore, psychology is the science of psychology or the study of human behavior (Atkinson, 1966). From this statement, that can be interpreted that humans will always be related to psychology. What happens in our lives, how we behave, how we live, and how we can impact others can prove that our life is always related to psychology.

According to Wellek and Warren (1956) in their book *Theory of Literature*, Literature is creative and part of art. When someone is writing a literary work, there is a process of creativity that involves during the activity. A writer will express all her thoughts about something through a word arranged to become a unit. That kind of process is called art. It is also said that one can only understand literature if one writes it. That means a person cannot understand a literary work if she has never written it.

Psychology of literature can be interpreted as a study of the psychology of writers as individuals or types. It can also be interpreted as a study of the creative process, the psychological types in a literary work, or how literature affects readers (Wellek, Warren, 1956). When researchers read a literary work, they aim to enjoy, appreciate, or even evaluate the literary work. They see the characters shown in the literary work in the reading process. Those characters would display their personality and behavior related to psychological experiences as experienced by humans in real life (Minderop, 2010). Evaluating the characters in a literary work is what makes researchers need psychology as the basis of knowledge to examine how the characters in the story deal with their struggles.

Literary criticism is considered a way to know the reader, and a way to explain a work that is explored (Stern, 1989). Criticism using a psychological approach helps us to understand why the author wrote such a work, how his biographical circumstances influenced his writing and why the characters in the story behaved in specific ways.

B. Character and Characterization

In conducting this research, the researcher uses character theory and characterization by Murphy to examine the characterizations in the novel *The Boy in the Striped Pyjamas* of research and helps connect the analysis of literary works with psychology. Any discussion of characters in fiction must pay attention to the relationships between characters and other elements of the story as well as the characters and the story as a whole. That means that characters must be considered part of a story's internal structure (Kenney, 1966).

Character means people, society, race, mental and moral attitudes, qualities of reason, famous people, or figures in literary works. In contrast, characterization means portraying or describing a trait (Minderop, 2005). According to Murphy (1972), there are nine methods to show a characterization:

1. Personal Description

The author describes the character through his physical appearance, how he dresses, the color of his clothes, age, body type, and so on.

2. Character as seen by another

Characters are not described directly by the author, but it depicted through other characters through the opinions or points of view of other characters.

3. Past life

The author gives an overview to the reader about the character's past experiences that impact and shape his character. It can be described directly by the author, through character interactions with other characters, or through dialogue.

4. Speech

In this method, the author gives clues about the character's characteristics through his words, how he conveys his opinion, and how he talks with other characters.

5. Reactions

The author provides a character description through his reaction when facing a situation and event in the form of a sentence, opinion, or gesture.

6. Conversation of others

The author provides an overview of the characters through other characters' dialogue and how they talk about the characters.

7. Thought

The author provides information to the reader about what is in the characters' minds, emotions, and perceptions of other people or something.

8. Direct comments

The author provides direct comments about the character's character, which helps the reader understand his personality.

9. Mannerism

The author describes the character through habits to show his character's personality.

C. Parenting Style Theory

In this research, the researcher uses the leading theory of parenting styles by Diana Baumrind. The researcher uses this theory because a child's behavior in making decisions and behaving results from his parents' upbringing. The researcher wants to see how parental upbringing can affect a child's decisions. According to Baumrind (2012), the parenting style possessed by parents is determined by how they determine the power exercised regularly.

Children at the pre-operational level (about 1-1/2 to 7 years) do not understand themselves. At this stage, children observe their behavior with the behavior of others according to situations that are familiar to children. Otherwise, they should turn to an older person for an appropriate response (Baumrind, 1978).

Baumrind says that children must have all the rights that adults have by increasing the responsibility of their parents to them.

Parents have the primary responsibility for caring for their children. They must have matured through education, training, and adaptation to their culture to take good care of them. In caring for their children, parents will get the effect of the results they have done, namely the personality, character, and competence of a child. A child cannot do something without something underlying it. It means that a child imitates what he sees from the people around him, namely his parents. Adults can determine their development by the forces they face and decide on their own goals that they have planned. Meanwhile, children must be encouraged in advance and asked to achieve goals set by their parents or caregivers. In the theory of parenting style by Baumrind, parenting styles are divided into three, permissive, authoritarian, and authoritative.

1. Permissive Parenting Style

Parents with the permissive type tend to apply behavior not to punish, accept, or approve of the wishes and actions of their children. Parents with this permissive type hold discussions with their children about policy decisions and provide clear explanations about the rules that exist in the family. They tend to free children to regulate their activities as much as possible. They avoid any control and coercion to meet standards imposed from the outside (Baumrind, 1966).

Permissive parents will be more responsive than demanding their children. They are not one to follow a tradition, do not require mature behavior, and avoid confrontation. They do not manage, monitor, and do not support their children but

actively refuse or neglect their parenting responsibilities. Parents with the permissive type make children feel free from the presence and authority of their parents (Baumrind, 1966).

Parents with the permissive type can be said to not care about what their children are doing. They do not demand much and let their children choose what they want to do to avoid control or high demands. However, they still respond to everything their children do. In this case, they still communicate openly with their children without clear rules and expectations. When a child engages in behavior that he thinks is unacceptable and an adult is present but does not interfere, it could be because the adult allows the child to act as they want to do without having to fear adult disapproval or without interference. Adults increase the likelihood that socially disapproved behavior will occur in the future, allowing a child to take it at their own risk (Baumrind, 1966).

Parents with a permissive type usually ignore their children's disobedience or allow mistakes that a child has made. It can make children inattentive and indifferent due to a lack of parental affirmation. By failing to provide strict sanctions for misbehavior, permissive parents do not get the experience a disobedient child needs to evaluate a child's behavior. Children of permissive parents tend to fight or rebel (Baumrind, 2012). In this case, it means that the child will not get lessons from their parents regarding the mistakes they have made. Parents also cannot evaluate what should be corrected for a child's mistakes. As previously stated, permissive parents trust and allow their children to take risks in what they do and learn it on their own as a form of evaluation.

2. Authoritarian Parenting Style

Parents with the authoritarian type usually control and judge the behavior and attitudes of their children according to predetermined standards of behavior. They believe in keeping children in their place, limiting their autonomy, and assigning household responsibilities to respect work still. Unlike permissive parents, who think children have the same rights as adults, authoritarian parents believe children have the same responsibilities as adults (Baumrind, 1966). In this case, they assume that children should be able to behave like adults. They do not care about the possibility of a child making a mistake. They believe that anyone should be able to do something right.

Authoritarian parents will respect a child's adherence to virtue. They like actions that punish and force desires that they think are right and conflict with the actions or beliefs of children. In this case, a child cannot argue about something they already know is wrong. That is because the power possessed by authoritarian parents makes children unable to express their opinions. Authoritarian parents verbally encourage their children and believe that children must accept what parents say for what is considered correct. Authoritarian parents may be very caring and protective or neglectful (Baumrind, 1978).

In disciplining children, authoritarian parents' verbal messages tend to be one-sided, which can have a negative impact. For example, when their child answers when a parent speaks in a disciplinary situation, the parent will be angry and think that this action disobeys them as a parent. That indicates one-way communication because authoritarian parents are too assertive and verbally

aggressive. "Authoritarian parents are status-oriented and expect their children to 'Do as you're told because I say so'" (Baumrind, 2013). They use assertion of power without warmth. For authoritarian parents, obedience is respect, virtue is to be rewarded, and disobedience signals rebellion against adult authority. Children of authoritarian parents will feel functionally arbitrary and excessive power to force them to obey and control their thoughts and feelings, which causes children to tend to be uncooperative.

The type of power assigned by authoritarian parents is primarily coercive. Coercive is arbitrary, obeyed, and related to differences in hierarchical status in family relationships. Authoritarian parents demand orders that tend not to be followed, using excuses to reinforce the hierarchical relationship between parent and child. Children of authoritarian parents who are too controlled (force and punish) tend to be restless, obedient, and passive-aggressive. Authoritarian parents enforce unquestioned obedience, meaning that the rules made are permanent and cannot be refuted (Baumrind, 2012).

3. Authoritative Parenting Style

Parents with authoritative parenting have extensive knowledge. They can manage their children with their knowledge. Parents with authoritative parenting usually direct children's activities based on logic and etiquette-oriented. Authoritative parents always communicate well with their children, discuss with them, and ask their children's opinions when they reject something. "They use reason, power, regime formation, and reinforcement to achieve their goals and do

not base their decisions on group consensus or the wishes of individual children" (Baumrind, 1966).

Authoritative parents use a kind of power that is confrontational. In contrast to authoritarian parents who use this type of coercive power, confrontational ones have clear reasons, negotiable, result-oriented, and care about a child's behavior. "Authoritative parents treat their children as rational beings entitled to explanations for salient directions and, therefore, easily state them" (Baumrind, 2012). Authoritative is in stark contrast to authoritarians, who are arbitrary in asserting control over their children when they are disobedient. Authoritative parents are highly responsive and supportive of their child's decisions. They instill trust in children to manage their children. That means that when a child feels trusted by their parents, they will try to maintain that trust.

Authoritative parents use responsive, reason-oriented practices to focus the child's attention on the behavior the parent wants to change rather than using their power to force obedience on the child. They would observe the child's behavior which is considered inappropriate. Then they try to discuss it, so the child gets an explanation about their behavior mistake. Children of authoritative parents assert an appropriate level of control, which means it is sufficient and not excessive to obtain compliance. Children of authoritative parents will also get confrontative treatment without forcing something on the child. They are parents who will offer many opportunities for their children to carry out their activities. They will free their children to choose something they like (Baumrind, 2012).

Baumrind (1966) mentions several effects of a child's habit of receiving discipline techniques from their parents.

1. Punishment is Ineffective for Child Control and Has Harmful Side Effects

Discipline practice by way of punishment is classified into two, light punishment and heavy punishment. Severe, unjust, untimely punishment administered by unloving parents may be dangerous and ineffective. However, mild punishment by parents who love and respect their children may not have harmful side effects. A father's punishment usually is more severe for a child than a mother's. It can happen because the father is described as a worker who is harsher. Severe and non-empathic punishment can lead to cognitive and emotional disturbances in children, including withdrawal, dependence, nervousness, and personality problems. Meanwhile, light punishment has the following effects:

- a. There is a more rapid involvement of affection by children and parents after emotional release
- b. Not doing the sibling's mistake they had done because they already know the consequences
- c. Reducing feelings of guilt for the offense
- d. Increase the ability to endure punishment for the sake of its desired goals

2. High Demands and Strict Supervision Make Children Rebel

Too high demands and too strict supervision will make a child rebel. However, the research conducted by Pikas (1961) shows that differences occur in their acceptance of parental authority. Power based on rational caring, similar to "authoritative control," is well received by children. Whereas power based on an

adult's desire to control or exploit children, similar to "authoritarian control," is rejected. Therefore, there is a difference between the two.

3. Firm Control Makes Children Passive and Dependence

A child who is tender and sensitive may react to direction with a passive, dependent response, while a child who is aggressive and strong may react with resistance. That is because a child will imitate what they have seen from their parents. Therefore, warm parents and understanding will produce less passivity and rebellion than parents who are cold because a child will see them as an example.

CHAPTER III

RESEARCH METHOD

This chapter contains information about the research design, data sources, data collection, and data analysis used in the study.

A. Research Design

The research design of this study is literary criticism. Literary criticism is the study of a work of fiction carried out systematically (Frye, 1973). However, literary criticism also applies to any work identified as a text, that is because literary criticism interrelated between the writer, the text, and the reader (Quilligan, 1992). This study uses a psychological approach by applying the theory of Parenting Style by Diana Baumrind to analyze the parenting styles in the novel *The Boy in the Striped Pyjamas* by John Boyne. The parenting Style theory by Baumrind classified the three parenting styles used by parents, authoritarian, authoritative, and permissive.

B. Data Source

The data source for this research is a novel titled *The Boy in the Striped Pyjamas*, written by John Boyne. *The Boy in the Striped Pyjamas* is a Holocaust novel by Irish novelist John Boyne published in 2006 by David Fickling Books. This novel consists of 216 pages and 20 chapters. The research data is in the form of quotes composed of words, phrases, sentences, paragraphs, and some conversations from the novel.

C. Data Collection

The object of this research is a novel entitled *The Boy in the Striped Pyjamas*. In collecting data, the researcher took several steps. First, the researcher reads the physical novel by John Boyne, entitled *The Boy in The Striped Pyjamas*. The researcher reads the novel several times to learn more about the story conveyed by the author. Second, the researcher collects the sentences, narrations, or dialogue described in the novel about the topic of the study. Third, the researcher identifies the data on the parenting style shown by Bruno's parents in the novel.

D. Data Analysis

After the data is collected, the researcher analyzes the raw data. The researcher took some steps. After collecting data, the researcher began categorizing the parenting style used by the father and mother to Bruno, the main character in the novel. The researcher classified the data based on the type of parenting style by Baumrind's theory. After classifying the data, the researcher analyzed how parenting style could affect children's daily lives and decisions.

CHAPTER IV

ANALYSIS AND DISCUSSIONS

In this chapter, the researcher describes the research results and discussion of the novel *The Boy in The Striped Pyjamas* by John Boyne using the theory of Parenting Style by Diana Baumrind. The researcher divided this chapter into two parts according to the research questions. The first part presents research results that reveal the form of parenting style done by Bruno's father and mother. Then in the second part, the researcher determines the effect of parenting style on Bruno, the main character in the novel.

In answering the research questions, the researcher uses Murphy's theory of character and characterization. The theory of character and characterization will help the researcher find out more deeply about the father, mother, and Bruno characters using parenting styles and their effects. In Murphy's theory, there are nine methods to show characterization. However, the researcher found seven methods used by the author to characterize the father, mother, and Bruno in *The Boy in the Striped Pyjamas*.

The most frequently used method is speech, where the author shows the character's characterization through how he speaks and conveys his opinion. Other methods used are reactions, direct comments, mannerisms, character as seen by another, thoughts, and past life. By using character and characterization theory, it is easier for the researcher to combine the characters depicted in the novel with the theory of parenting styles. The researcher directly formulates the characterization of the father, mother, and Bruno in the research answers discussed below regarding

the parenting style used by Bruno's father and mother and the effects of this parenting style.

A. The Form of Parenting Style of Bruno's Father and Mother

In the novel *The Boy in The Striped Pajamas*, Bruno, as the main character, is described as having parents who educated him with a different understanding. His father was a Nazi soldier leader with a firm and rough character. This character then makes him have a strict and rigid way of disciplining Bruno. Meanwhile, Bruno's mother is a mother who aware of her husband's behaviour, which she thinks cruel. Even so, Bruno's mother always taught Bruno good things and taught him not to imitate his father's bad behaviour in speaking rudely to his housekeeper. Therefore, in this chapter, the researcher examines the parenting style shown by Bruno's father and mother to Bruno as their child.

In studying the characterizations described in the story about Bruno's father and mother, the researcher uses Murphy's character and characterization theory. A character depicted in the story will help the reader understand the message of the story the author wants to convey. The characterization will help us understand more deeply the whole story. Using Murphy's characterization theory, the researcher investigates the characters of Bruno's father and mother as conveyed in *The Boy in the Striped Pyjamas* to answer the problem of the study.

1. The Parenting Style of Bruno's Father

According to Baumrind (1966), there are three parenting styles - permissive, authoritarian, and authoritative. In the novel *The Boy in The Striped Pyjamas*, the

researcher found two parenting styles used by Bruno's father in raising him, authoritarian and permissive. In the data collected by the researcher, Bruno's father used authoritarian parenting styles.

a. Authoritarian

Bruno's father shows an authoritarian parenting style through several dialogues and narrations in the novel. An authoritarian parenting style is a parenting style with a low response and high demands. They expect their children to do what they are told without giving an adequate response. Authoritarian parents believe children have the same responsibilities as adults, they assume that children should be able to behave like adults. They do not care about the possibility of a child making a mistake. They believe that anyone should be able to do something right.

'I wonder if you are being very brave,' he said quietly after a moment, as if he was debating the matter in his head, 'rather than merely disrespectful. Perhaps that's not such a bad thing.'

'I didn't mean—'

'But you will be quiet now,' said Father, raising his voice and interrupting him because none of the rules of normal family life ever applied to him. 'I have been very considerate of your feelings here, Bruno, because I know that this move is difficult for you. And 'I have listened to what you have to say, even though your youth and inexperience force you to phrase things in an insolent manner. And you'll notice that I have not reacted to any of this. But the moment has come when you will simply have to accept that—'

During the conversation between Bruno and his father, Bruno kept saying he was unhappy and could not accept his move to a new house. Then, subconsciously, Bruno released his emotions and said that maybe his father had made a mistake and had to be punished by moving to an unpleasant place. Because of these words, Bruno's father felt uncomfortable and then interrupted Bruno and asked him to be quiet and not argue anymore.

The dialogue shows his father's strong character through his speaking style when he raises his voice when interrupting Bruno's conversation. The way he spoke looked serious. Raising his voice and interrupting his discussion with Bruno showed that Bruno's father was strict. In disciplining children, authoritarian parents' verbal messages tend to be one-sided (Baumrind, 2013), and the dialogues show that. The conversation between Bruno and his father shows his father interrupting Bruno not to express his displeasure. It was an example of the one-way communication his father used to get Bruno to shut up and not argue back.

'Well, at least not as we understand the term,' Father continued. 'But you shouldn't be worrying about them right now. They're nothing to do with you. You have nothing whatsoever in common with them. Just settle into your new home and be good, that's all I ask. Accept the situation in which you find yourself and everything will be so much easier.'

The same thing happened when Bruno asked about the person in the striped pyjamas behind his house. Instead of explaining the truth, his father asked him to be a good son and asked him to be able to accept everything that happened in his new home. It prevented Bruno from getting an honest answer about who was behind his house. His father was reluctant to explain and acted as if Bruno did not need to know the truth that those in the striped pyjamas were Jews imprisoned by the Nazis. His father used one-way communication to end the conversation. In the dialogue, the character of Bruno's father can be seen from how he gives his opinion about the person wearing the striped pyjamas that Bruno asks for. Bruno's father sounds arrogant by explaining that people in striped pyjamas have nothing in common with him, meaning they are not in the same position as those in striped pyjamas.

'Then there are a number of ground rules which need to be set down before we begin.' Father was a big believer in ground rules. Whenever there was a special or important occasion in the house, more of them were created.

In that conversation, Bruno's father gave him rules he had to obey as long as The Fury came to his house. Bruno said his father often made rules that had to be followed regardless of the circumstances. Bruno's opinion about his father shows his father's character as a strict and disciplined person. He always made rules that Bruno had to obey as his son.

It is the habit of parents with an authoritarian type who controls and judges the behavior and attitudes of their children according to predetermined standards of behavior (Baumrind, 1966). Bruno's father controlled Bruno's behavior to match what he expected without responding well to his orders. These actions are actions that authoritarian parents usually carry out. Give orders that are absolute and cannot be discussed.

'When the Fury arrives you will stand in the hall quietly and prepare to greet him. You do not speak until he speaks to you and then you reply in a clear tone, enunciating each word precisely. Is that understood?

'Yes, Father,' mumbled Bruno.

'That's exactly the type of thing we don't want,' said Father, referring to the mumbling. 'You open your mouth and speak like an adult. The last thing we need is for either of you to start behaving like children...'

Baumrind (1966) has said that authoritarian parents believe children have the same responsibilities as adults. They assume that children should be able to behave like adults. They do not care about the possibility of a child making a mistake. They believe that anyone should be able to do something right. In that conversation, Bruno was asked by his father to act like an adult by not saying much, like the youngest children who meet new people. Bruno's father did not like it when Bruno answered an order, which shows his characterization. He wanted Bruno to remain silent if he was not asked to speak. It restrained Bruno from asking about

something he wanted to know and made it difficult for Bruno to express what he felt to his father.

Then Bruno's father showed an authoritarian parenting style through one-way communication. In that conversation, Bruno's father only gave orders to be carried out without clearly explaining why he had to carry out all of his charges. Parents with an authoritarian type will be angry if their children answer and interrupt their conversation in disciplining them.

'Bruno,' he said, coming round from behind the desk and shaking the boy's hand solidly, for Father was not usually the type of man to give anyone a hug, unlike Mother and Grandmother, who gave them a little too often for comfort, complementing them with slobbering kisses.

Bruno's father's treatment of Bruno made him understand that his father was someone who had a stiff and firm character. It can be seen from how Bruno described that his father was not someone who showed his affection by hugging or kissing his son. Not showing his love through gestures also made Bruno see him as a serious father and a father to be feared. Bruno's father could have treated him because the way he expressed his affection was not the same as that of most other parents, such as Bruno's mother and grandmother. However, this also happened because Bruno's father considered him and treated him like an adult who no longer needed affection in the form of hugs and kisses. Bruno's father treated Bruno like an adult by shaking hands as if he were a co-worker. The attitude shown by Bruno's father made him look like a cold parent who was supported by the authoritarian parenting style he had applied to Bruno.

'A home is not a building or a street or a city or something so artificial as bricks and mortar. A home is where one's family is, isn't that right?'
'Yes, but—'
'And our family is here, Bruno. At Out-With. Ergo, this must be our home.'

When Bruno was talking with his father in his office, he asked when they would return to Berlin because he thought the house in Berlin was much better than his new one. His father had made it clear that Out-With, better known as Auschwitz, was their new home which meant they would not return to Berlin. However, Bruno remains adamant that they should all return to Berlin, for Out-With will never be his home. Then his father explained that an actual house is where the family can gather together. When Bruno answers his father and adds his sentence, his father immediately cuts him off, showing his characterization through his mannerism. It shows the character of authoritarian parents who use one-way communication and do not give their children the opportunity to finish their sentences.

2. The Parenting Style of Bruno's Mother

In the novel *The Boy in The Striped Pyjamas*, the researcher found two parenting styles used by Bruno's mother in raising him, authoritative and authoritarian. However, even though Bruno's mother used two parenting styles, the parenting style most often used is authoritative. It can be seen in the data collected by the researcher below.

a. Authoritative

In several dialogues and narrations in the novel *The Boy in the Striped Pyjamas*, Bruno's mother uses an authoritative parenting style. Authoritative parenting style is a parenting style with high response and high demands. They expect their children to listen to their directions, but they also respond well to their children.

'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions,

his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her.

In this dialogue, Bruno shows that he is trying to apply what his mother has taught him to be polite to Maria, his household assistant, and not to imitate his father's way of speaking to Maria, which is considered impolite. In the dialogue, the characterization of Bruno's mother is described directly by the author through the narration, which tells that she always taught Bruno to respect Maria. It shows that Bruno's mother is a person who puts forward moral values as taught by parents who have an authoritative parenting style. Parents with authoritative parenting usually direct children's activities based on logic and etiquette-oriented (Baumrind, 1966).

'You shouldn't laugh at poor Herr Roller,' Mother had told him one afternoon when he had related the story of his latest escapade. 'You have no idea what he's been through in his life.'

The same thing happened when Bruno told Herr Roller, his neighbour in Berlin. He was a man the same age as his father, who Bruno often found walking and talking to himself. Bruno told his mother that he often saw Herr Roller acting strangely by hitting his reflection, and then he would laugh about it. However, Bruno's mother immediately reprimanded him not to laugh at this. She said that we never know what Herr Roller has gone through in his life. The characterization shown directly through Bruno's mother's words regarding her opinion of Herr Roller shows that Bruno's mother is a person who always tries to respect each others. It also indicates that Bruno's mother taught things according to ethics. Bruno was taught not to judge others carelessly because everyone must have a reason and a story behind their actions.

*'I'm afraid so,' said Mother, nodding her head sadly.
 'Your father's job is—'
 'But what about school?' said Bruno, interrupting her, a thing he knew he was not supposed to do but which he felt he would be forgiven for on this occasion.
 'And what about Karl and Daniel and Martin? How will they know where I am when we want to do things together?'
 'You'll have to say goodbye to your friends for the time being,' said Mother. 'Although I'm sure you'll see them again in time. And don't interrupt your mother when she's talking, please,' she added, for although this was strange and unpleasant news, there was certainly no need for Bruno to break the rules of politeness which he had been taught.*

In the dialogue, Bruno talks to his mother about his plans to move. Bruno showed displeasure with his move plans because he did not want to leave his friend. However, because Bruno felt sad and angry, he interrupted his mother's unfinished conversation in speaking. Even so, Bruno did not justify what he had done because of the rules that Bruno and his mother had made and agreed on. The characterization of Bruno's mother is shown through her words when advising Bruno not to interrupt other people's conversations. It shows that Bruno's mother is a mother with a gentle and polite character. It also indicates that Bruno's mother taught ethics in talking to others conducting an authoritative parenting style.

*'It's a very important job,' said Mother, hesitating for a moment. 'A job that needs a very special man to do it. You can understand that, can't you?'
 'And we all have to go too?' asked Bruno. 'Of course we do,' said Mother. 'You wouldn't want Father to go to his new job on his own and be lonely there, would you?'
 'I suppose not,' said Bruno.*

In the conversation above, Bruno asked about the reason for their move due to his father's job. Bruno's mother explained with an explanation that was easy for Bruno to understand that the job was essential. Bruno's mother also ensures that Bruno will not let his father move alone and feel lonely. It shows an authoritative parenting style, as stated by Baumrind; authoritative parents use responsive, reason-oriented practices to focus the child's attention on the behavior the parent wants to

change rather than using their power to force obedience on the child. Bruno's mother tries to explain why they had to move house, that his father's work and the togetherness between the family are essential. This also shows the characteristics possessed by Bruno's mother through her words about how we must love our families and not leave our families alone.

'I think this was a bad idea,' he repeated. 'I think the best thing to do would be to forget all about this and just go back home. We can chalk it up to experience,' he added, a phrase he had learned recently and was determined to use as often as possible.

Mother smiled and put the glasses down, carefully on the table. 'I have another phrase for you,' she said. 'It's that we have to make the best of a bad situation.'

Bruno's mother's attitude is illustrated by how she reacts to Bruno's words by smiling and carefully putting down her glasses. It shows the character of Bruno's mother, who is patient and gentle. Authoritative parents always communicate well with their children, discuss with them, and ask their children's opinions when they reject something (Baumrind, 1966). When talking about his move, Bruno continued to show disapproval reactions and convince his mother that moving house was not a good decision. However, Bruno's mother responded by giving a good understanding. Bruno was given a new understanding to accept things well.

'All he wants us to do is study history and geography,' said Bruno. 'And I'm starting to hate history and geography.'

'Don't say hate, Bruno, please,' said Mother.

Bruno complained to his father and mother over dinner about his course with Herr Liszt. He said that his teacher kept making him study history. Even though Bruno wanted to read poetry and drama, his teacher never allowed it and told him to study history, which he considered better.

Then, when Bruno expressed his frustration, he said he hated history and geography lessons because his teacher kept asking him to study them. Bruno's

mother told him not to say the word "hate". It is because "hate" is a word with a negative connotation. Therefore, Bruno's mother did not like it and taught Bruno not to use the word "hate", which shows her characterization through the reaction she gave to Bruno when he said that word. It shows that the parenting style given by Bruno's mother is authoritative because authoritative parents use responsive, reason-oriented practices to focus the child's attention on the behaviour the parent wants to change rather than using their power to force obedience on the child. They would observe the child's behaviour which is considered inappropriate (Baumrind, 2012).

First the Fury and the beautiful blonde woman had come to dinner, which had brought the whole house to a standstill, and then it was this new business of calling Father 'Commandant'. Mother had told Bruno to congratulate Father and he had done so, although if he was honest with himself (which he always tried to be) he wasn't entirely sure what he was congratulating him for.

The narration above shows that Bruno's mother taught him to congratulate his father when the Fury came to his house to install his father as commander. Bruno's mother taught him to respect and appreciate his father for his achievements. As parents do with an authoritative parenting style, Bruno's mother taught ethical and moral things.

b. Authoritarian

Besides being authoritative, Bruno's mother also shows an authoritarian parenting style through several dialogues in the novel. An authoritarian parenting style is a parenting style with a low response and high demands. They expect their children to do what they are told without giving an adequate response.

'I'm sorry, Bruno,' said Mother, 'but your plans are just going to have to wait. We don't have a choice in this.'
'But, Mother!'

'Bruno, that's enough,' she said, snapping at him now and standing up to show him that she was serious when she said that was enough.

In the dialogue, Bruno cannot accept the move because he has many things he wants to do with his friends in Berlin. His mother had tried to convince Bruno they had no choice but to move in with their family. However, like any child in general, Bruno still argued for his mother to decide to cancel the move.

Bruno's mother explained as best she could that the move was irreversible. However, because Bruno kept asking all his questions and arguments against moving, In the dialogue, the characterization of Bruno's mother is shown through how she speaks with a snap. Bruno's mother looked serious and told Bruno not to argue with her anymore. It shows one-way communication, where Bruno's mother is reluctant to have another argument with her son and immediately tells him to be quiet.

Mother sighed. 'Bruno, why don't you just go upstairs and help Maria unpack?' she asked.

'But there's no point unpacking if we're only going to—'

'Bruno, just do it, please!' snapped Mother, because apparently it was all right if she interrupted him but it didn't work the other way round.

After arriving at his new home, Auschwitz, Bruno still couldn't accept that they had to live in a much smaller house and rated much worse than his house in Berlin. He kept saying that moving was a bad idea and that it would be better if they could forget everything that happened and go back to Berlin.

Bruno's mother heard Bruno's complaint and immediately ordered him to help Maria, his household assistant, to unpack and organize his belongings. However, when Bruno wanted to tell his line that he did not need to unpack his luggage if he knew they would soon return to Berlin. He had not finished saying that sentence, and his mother immediately cut him off and told him to do what he

had been told by his mother directly. In the conversation, it can be seen that Bruno's mother has a firm character by yelling at him and interrupting the conversation with Bruno before the conversation ends, showing her characterization through mannerisms.

'We're here, we've arrived, this is our home for the foreseeable future and we just have to make the best of things. Do you understand me?'
He didn't understand what the 'foreseeable future' meant and told her so.
'It means that this is where we live now, Bruno,' said Mother. 'And that's an end to it.'

Bruno's mother tried to explain that his home was now their real home, which they had to live in together. However, Bruno said that he did not understand the meaning of the "future" that his mother said. He intended to ask about the meaning of that word, and his mother again answered him with answers that could not satisfy Bruno to stop the debate. The characterization of Bruno's mother shows directly through her speech. Bruno's mother stopped the conversation by telling Bruno to be quiet by saying, "an end to it", which shows one-way communication.

'Bruno, I want you to go upstairs and unpack and I want you to do it now,' said Mother in an unfriendly voice, and he knew that she meant business so he turned round and marched away without another word.

In that dialogue, Bruno's mother orders him to unpack his things and do that quickly. It also shows that Bruno's mother wants Bruno to carry out her orders and not argue with her anymore. The characterization of Bruno's mother is shown through the author's comment that his mother looks unfriendly and serious, so he doesn't dare to say a word and immediately does what his mother says. This behaviour includes the authoritarian parenting style practised by Bruno's mother. Bruno's mother seemed reluctant to give an explanation and asked Bruno to carry out her orders.

'There's nothing to worry about.'

'Go to your room, Bruno,' said Mother, who looked distinctly uncomfortable now.

'But I—'

'Don't argue with me – go to your room!' she insisted, and Bruno stepped off the chair, putting his weight on what he had decided to call his bad leg, and it hurt a little.

One day, Bruno fell from a swing in his yard. Then Pavel, an old Jewish servant in his house, helps him by treating his wound. At the same time, Bruno's mother arrives and asks what happened to him and what situation must put Bruno and Pavel together. Bruno tried to explain what had happened and said that he was fine, thanks to Pavel, who immediately helped him and treated his wound.

Bruno's mother seemed uncomfortable with the situation requiring her to interact with Pavel. Then she immediately ordered Bruno to leave the room. When Bruno tried to explain again that he was fine, his mother immediately interrupted. She asks him to obey her orders to go to his room directly, showing her characterization through her mannerism by interrupting Bruno. It is also demonstrated that Bruno's mother did not let Bruno express his opinion and told him to follow her orders without reason.

B. The Effect of Parenting Style on Bruno

In the first discussion, the researcher collected data showing the parenting style of Bruno's father and mother as the main characters in *The Boy in the Striped Pyjamas* novel. In this discussion, the researcher collects data regarding the effect of the parenting style given by Bruno's father and mother on Bruno, the main character in the novel. Bruno is the main character in the novel *The Boy in the Striped Pyjamas*, who is told to be seven years old. He is also exposed to die at the end of the story at the age of 7 years. However, during his lifetime Bruno also

experienced the effects of the parenting style given to him by his parents. This effect is shown through how Bruno expresses his anxiety through dialogue and narration in the novel. In analyzing the data, the researcher analyzes the effect of the parenting style given by Bruno's father according to the parenting style used in the first discussion. Then, the researcher analyzes the effect of the parenting style given by Bruno's mother following the parenting style used in the first discussion.

1. The Effect of Parenting Style by Bruno's Father

Several dialogues and narrations in the story show the effect that Bruno's father had after using an authoritarian parenting style. Baumrind (1966) has also demonstrated how parents give the effect of the method of disciplining children. In this chapter, the researcher reveals the effect of authoritarian parenting styles possessed by Bruno's father.

'Your father knows what is for the best,' she said. 'You must trust in that.'
'But I'm not sure I do,' said Bruno. 'I think he's made a terrible mistake.'
'Then it's a mistake we all have to live with.'
'When I make mistakes I get punished,' insisted Bruno, irritated by the fact that the rules that always applied to children never seemed to apply to grown-ups at all (despite the fact that they were the ones who enforced them). 'Stupid Father,' he added under his breath.

Bruno is talking with Maria, his housekeeper, about Maria's opinion about moving to this new house. However, Maria refuses to express her feelings because she feels her opinion is unnecessary in this house. Bruno kept saying he was unhappy in this new house and that his father's decision was wrong. Later, Maria asked Bruno to trust his father's judgment because he knew what was best for his family. Bruno went against Maria's words, and he still believed that his father had made a big mistake and said in a low tone that his father was stupid because he had

made a mistake and made him transferred to Out-With. It shows the characterization of Bruno and the effect of the high demands from his father that made Bruno rebel.

'You mustn't say that,' she said. 'You must never say something like that about your father.'

'I don't see why not,' said Bruno

'Because your father is a good man,' said Maria. 'A very good man. He takes care of all of US.'

'Bringing us all the way out here, to the middle of nowhere, you mean? Is that taking care of us?'

'There are many things your father has done,' she said. 'Many things of which you should be proud. If it wasn't for your father, where would I be now after all?'

'Back in Berlin, I expect,' said Bruno. 'Working in a nice house. Eating your lunch underneath the ivy and leaving the bees alone.'

In the dialogue, Bruno still goes against whatever Maria says and believes his father made a mistake. He disagreed with Maria's words that his father was a good person. For Bruno, bringing him to this new, unpleasant place was an act that could not be called kind. Bruno's characterization is shown through how Bruno remains against Maria with all his thoughts to validate what he thinks is right. It shows that Bruno got the effect of an authoritarian parenting style. He kept fighting someone who said something about his father. Bruno's father was a parent who applied an authoritative parenting style that made him feel arbitrary and excessive power that caused children to resist.

Back in Berlin, Bruno had been inside Father's office on only a handful of occasions, and it was usually because he had been naughty and needed to have a serious talking-to. However, the rule that applied to Father's office in Berlin was one of the most important rules that Bruno had ever learned and he was not so silly as to think that it would not apply here at Out-With too.

Authoritarian parents enforce unquestioned obedience, meaning that the rules made are permanent and cannot be refuted (Baumrind, 2012). The narration above shows that Bruno understands his father's rules not to enter his father's workroom. Bruno also said that he only entered the room when he had made a mistake or needed to talk seriously with his father. Bruno's characterization can be

seen from how he has learned from his past at his old house. He will keep the rules set as long as he lives with his father. Bruno's behavior above explains that he is a child who obeys what his parents have ordered him to do. In this case, Bruno's father was a parent who adopted an authoritarian parenting style that made Bruno an obedient child. Bruno became obedient because of the coercive authoritarian parenting style, meaning they do not like it when their children argue and do not do what they say. Because of that habit, Bruno had no other choice but to obey and carry out his father's orders so that he would not be punished and scolded.

But since they had not seen each other in some days, he thought that no one would mind if he knocked now. And so he tapped carefully on the door. Twice, and quietly.

Perhaps Father didn't hear, perhaps Bruno didn't knock loudly enough, but no one came to the door, so Bruno knocked again and did it louder this time, and as he did so he heard the booming voice from inside call out, 'Enter!'

Bruno decided to enter his father's study as he was sure it would be no big deal considering they had not seen each other in a few days. Although he mustered up the courage to enter the room, Bruno knocked on the door slowly to avoid disturbing his father. Bruno's characterization is shown through how he reacts to his situation. Bruno's cautious demeanor reflects the restlessness he experienced due to the authoritarian upbringing his father gave him. He worries about what he is doing even though he is pretty sure he is not wrong because he has reason to meet his father.

Then, Bruno also experienced emotional turmoil when he did not get a reply from his knocks. He shows a passive-aggressive attitude which is the effect of an authoritarian parenting style. Bruno could not immediately knock on the door with a loud enough noise. He had to knock quietly first, fearing his father would be

annoyed and angry. In the end, he knocked on the door harder and got a reply from his father. It shows that Bruno was afraid of what he would do from the start, so he struggled with his thoughts. Was the knock not loud enough, and did his father not hear it.

The house in Berlin was enormous, and even though he'd lived there for nine years he was still able to find nooks and crannies that he hadn't fully finished exploring yet. There were even whole rooms — such as Father's office, which was Out Of Bounds At All Times And No Exceptions — that he had barely been inside. However, the new house had only three floors: a top floor where all three bedrooms were and only one bathroom, a ground floor with a kitchen, a dining room and a new office for Father (which, he presumed, had the same restrictions as the old one), and a basement where the servants slept.

Bruno is a child raised with an authoritarian parenting style by his father, which has the effect of making a child obedient and passive-aggressive. In the above narrative, Bruno describes a workroom belonging to his father, which he rarely entered because of a prohibition his father had made for him to obey. The ban ordered Bruno not to enter his father's study at any time and for whatever reason. When Bruno moved into his new house, he looked at various rooms in his new house and found the same room, his father's study, which he believed was also a forbidden room for him to enter. This attitude shows the effect of an authoritarian parenting style because Bruno is passive-aggressive and obeys the rules given to him since he was in his old house.

Just at that moment there was a creak outside in the hallway and Bruno looked up to see the door of Mother and Father's room opening slightly. He froze, unable to move for a moment. Mother was still downstairs, which meant that Father was in there and he might have heard everything that Bruno had just said. He watched the door, hardly daring to breathe, wondering whether Father might come through it and take him downstairs for a serious talking-to.

One of the effects of authoritarian parents is children's anxiety. In the narration, Bruno is arguing with Maria about what he thinks of his new home. Bruno always thought his father had made a big mistake that caused them to move to a

new house. At that time, Bruno was arguing with Maria that he thought his father should rethink his job. Then, suddenly he heard the creaking of a door in the hall across from his room. Bruno's characterization is shown through how he reacts to a situation. Bruno was worried that someone might overhear his conversation with Maria. Bruno became even more worried when he found out that his mother was downstairs, meaning he thought it was his father across the room. He was worried that his father overheard the conversation and scolded him.

Father considered this and nodded his head. He waited a long time before replying. 'Yes, Bruno, they are. But you and I and Mother and Gretel are the most important people in our family and this is where we live now. At Out-With. Now, don't look so unhappy about it!' (Because Bruno was looking distinctly unhappy about it.) 'You haven't even given it a chance yet. You might like it here.'

'I don't like it here,' insisted Bruno.

'Bruno . . .' said Father in a tired voice.

'Karl's not here and Daniel's not here and Martin's not here and there are no other houses around us and no fruit and vegetable stalls and no streets and no cafes with tables outside and no one to push you from pillar to post on a Saturday afternoon.'

In the dialogue above, Bruno is talking to his father. Bruno shared that he did not like living in Out-With. Moreover, he couldn't see his grandparents and friends in Berlin. However, Bruno's father gave him an understanding that he had to accept his new home and try to enjoy life in his new home. Bruno kept telling his father that he still disagreed with staying at Out-With and wanted to return to his old house in Berlin. In this case, Bruno showed a rebellious attitude. He continued to say he disagreed even though his father had given him understanding. Bruno's demeanour shows the effect of his father's strict and cold demeanour, for warm and understanding parents will produce less passivity and rebellion than cold parents because a child will look up to them as examples (Baumrind, 1966).

'You need to realize that you are at home,' he said instead, disappointing Bruno. 'This is it for the foreseeable future.'

Bruno closed his eyes for a moment. There hadn't been many times in his life when he had been quite so insistent on having his own way and he had certainly never gone to Father with quite so much desire for him to change his mind about something, but the idea of staying here, the idea of having to live in such a horrible place where there was no one at all to play with, was too much to think about.

After arguing long enough with his father about expressing his disapproval of living in a new house. His father gave him understanding once again that Bruno had to accept the fact that now he was in his own home, the place he would live in until he grew up. However, the following narration shows that Bruno is visibly tired of his attempts to persuade his father to return to his old home. It is demonstrated that Bruno never once insisted on his opinion when he lived with his father. It shows Bruno's passivity in arguing with his father because his father's attitude toward disciplining Bruno looks firm and cold.

*'Shut up,' said Gretel, blushing scarlet.
'You shut up,' said Bruno with a broad smile. 'Children, please,' said Mother.
Father tapped his knife on the table and everyone was silent. Bruno glanced in his direction. He didn't look angry exactly, but he did look as if he wasn't going to put up with much more arguing.*

Bruno was arguing with his older sister while they were having dinner with his family and Lieutenant Kotler. They were arguing about Bruno's taste in not liking history lessons. However, in his family, his father, his sister, and Lieutenant Kotler, who was also at the dinner, told Bruno that history was an essential subject. Then, in the dialogue above, Bruno's mother tells them to stop arguing, followed by his father tapping a knife on the dinner table. The characterization of Bruno's father is shown through his reaction when he sees his two children arguing. His father's actions were able to silence everyone. Bruno also described that his father didn't look angry, but he didn't want to listen to his argument anymore at the dinner table. It shows the father's power, who can make everyone silent with just a tap of a knife.

Bruno decided that that was more than enough exploration for one day and he set off home, excited about what had happened and wanting nothing more than to tell Mother and Father and Gretel — who would be so jealous that she might just explode — and Maria and Cook and Lars all about his adventure that afternoon and his new friend with the funny name and the fact that they had the same birthday, but the closer he got to his own house, the more he started to think that that might not be a good idea.

After all, he reasoned, they might not want me to be friends with him any more and if that happens they might stop me coming out here at all. By the time he went through his front door and smelled the beef that was roasting in the oven for dinner he had decided that it was better to keep the whole story to himself for the moment and not breathe a word about it. It would be his own secret. Well, his and Shmuel's.

Bruno is returning home after venturing into his backyard and finds a new friend named Shmuel. He felt delighted because he could do his favourite activities, namely adventure and making new friends. He was delighted that he couldn't wait to tell everyone about what he had experienced that day. However, he thought telling everyone about what happened was a wrong choice. Bruno believes he will be scolded by his father and mother and will never be allowed to meet his new friends again. Bruno's demeanour showed that he was agitated and passive-aggressive. He could not honestly say what he was experiencing because his parents were not encouraged him to express what he was experiencing or feeling, so he was not used to telling what he was experiencing. In addition, he is afraid that his choice will be judged wrong and will end up being punished by not being allowed to do that again.

Looking left and right to make sure that no one was coming, he ran over to it and squinted as he read the words. It was only a small bronze plaque and Bruno read it quietly to himself.

'Presented on the occasion of the opening of. He hesitated. 'Out-With Camp,' he continued, stumbling over the name as usual. 'June nineteen forty.'

He reached out and touched it for a moment, and the bronze was very cold so he pulled his fingers away before taking a deep breath and beginning his journey. The one thing Bruno tried not to think about was that he had been told on countless occasions by both Mother and Father that he was not allowed to walk in this direction, that he was not allowed anywhere near the fence or the camp, and most particularly that exploration was banned at Out-With.

With No Exceptions.

Bruno was in front of the dividing gate between the Jewish camp and the army area where he and his family lived. During this moment, Bruno wanted to meet his friend, Shmuel, who was in the Jewish camp. Bruno realized that what he was doing was forbidden by his parents. He ensured no one saw him cross that line by being on guard. Even though he believed his actions were unjustifiable, he still did it. Bruno forgot everything his father and mother had said about not crossing the line and tried to work up the courage to disobey the order. An authoritarian parenting style causes Bruno to be afraid and not want to tell the truth because Bruno knows his father and mother will scold him.

2. The Effect of Parenting Style by Bruno's Mother

Besides Bruno's father's effect on parenting style, the parenting style used by Bruno's mother also affected Bruno's behaviour. Bruno's mother used two parenting styles, authoritative and authoritarian, which had different effects on Bruno. Several dialogues and narrations in the story show the influence of authoritative and authoritarian parenting styles applied by Bruno's mother. In this chapter, the researcher reveals the influence of Bruno's mother's authoritative and authoritarian parenting style on Bruno.

'What are you doing?' he asked in as polite a tone as he could muster, for although he wasn't happy to come home and find someone going through his possessions, his mother had always told him that he was to treat Maria respectfully and not just imitate the way Father spoke to her. 'You take your hands off my things.'

Bruno was watching Maria, who was suddenly packing her things. The narration above which describes by the author shows the character of Bruno, who tried to ask as politely as possible even though he was in bad condition when he found someone packing all his things. Bruno put aside his discomfort and continued

speaking politely to Maria because he remembered his mother's teachings regarding the manners he should apply to anyone, including Maria, his housekeeper. Teaching used by parents with an authoritative parenting style was they teach their children about things that are logical and ethical. It can be seen in the dialogue that Bruno was asked to respect Maria and not to imitate how his father spoke to Maria. It also shows that his father had an impolite or condescending style of speech, so Bruno's mother taught Bruno not to imitate his father and taught him manners.

'Run me a bath, Maria, will you?' she asked.

'Why can't you run your own bath?' snapped Bruno.

'Because she's the maid,' said Gretel, staring at him. 'That's what she's here for.'

'That's not what she's here for,' shouted Bruno, standing up and marching over to her. 'She's riot just here to do things for us all the time, you know. Especially things that we can do ourselves.'

Bruno's sister, Gretel, asked Maria to prepare her to bathe in water. It made Bruno ask his sister why she did not prepare it herself. However, Gretel instead answered arrogantly and said that it could be done by Maria, who was considered a maid who had to obey her orders. Bruno got angry when he heard what his sister said, and he thought that Maria did not have to do work that should be done by herself. Bruno's attitude shows good manners and ethics for Maria as a household assistant in his house. The attitude demonstrated by Bruno was caused by the teachings his mother had given him to always respect Maria. Even though Maria is a household helper, he should not treat Maria as she pleases, especially things he should be able to do himself.

'I still think he's made a terrible mistake,' said Bruno quietly after a few minutes when he felt as if he wanted to apologize for his sister's behaviour but didn't know whether that was the right thing to do or not. Situations like that always made Bruno feel very uncomfortable because, in his heart, he knew that there was no reason to be impolite to someone, even if they did work for you. There was such a thing as manners after all.

At that time, Bruno was talking with Maria in his room. Bruno complained to Maria about his father's job, which required them to live in a new place. Before they could finish their conversation, Gretel approached them and asked Maria to prepare a bathroom for her. Bruno felt it was rude of Gretel to ask Maria to do something that her sister should have been able to do herself. Then, Bruno ended the conversation by assuming that his father had made a mistake that caused them all to move.

However, in the narration, it can be seen that Bruno feels guilty towards Maria because of his sister's actions. He wanted to apologize to Maria for what Gretel had done, but he was confused about whether to do it or not. Even so, Bruno feels that being polite is an obligation that anyone must do to anyone. Bruno thinks that under any circumstances, everyone should be able to be polite, which is a form of manners. It can be seen from Bruno's attitude that he received teaching from his mother, who had an authoritative parenting style and taught Bruno good manners.

He turned and walked away and Bruno noticed again just how small and skinny his new friend was. He didn't say anything about this because he knew only too well how unpleasant it was being criticized for something as silly as your height, and the last thing he wanted to do was be unkind to Shmuel.

When Bruno meets his new friend, Shmuel, he feels that there are so many differences between the two of them. It can be seen that Shmuel does not have as good a life as Bruno because Shmuel is a Jew who was locked up in prison by the Nazis. In the narration above, it can be seen that Bruno is again aware of how small and thin his peer are, in contrast to himself, who looks bigger and fuller. However, Bruno insists he did not tell Shmuel anything about his thoughts. Bruno's attitude depicted in the narration above shows that he appreciates the differences between

himself and his friends. Bruno also didn't want to comment on someone's physique and be a bad person. Bruno's attitude shows that he understands respecting and maintaining a good attitude towards his friends, as taught by his mother, who applies an authoritative parenting style.

*Pavel carried him across the lawn and back towards the house, taking him into the kitchen and settling him on one of the wooden chairs.
 'Where's Mother?' asked Bruno, looking around for the first person he usually searched for when he'd had an accident.*

Bruno fell while playing on a swing in his yard when his mother was away and he was alone in the house. At that time, there was only him and Pavel, his household assistant, at home. Finally, he got help from Pavel, who immediately carried him into the house to treat his wounds. However, the first sentence that Bruno uttered when he was injured was to find his mother. It is illustrated through dialogue and narration, which shows Bruno's dependence on his mother. The first person he looks for is his mother, who tends to spend more time with him than his father. Apart from that, Bruno's dependence can also be caused by his mother's strict parenting style. According to Baumrind (1966), a child who is soft and sensitive will depend more on his parents.

'Will you tell Mother what happened?' asked Bruno, who had spent the last few minutes wondering whether he would be viewed as a hero for suffering an accident or a villain for building a death-trap.

After Pavel treated Bruno's wound, Bruno asked if Pavel would tell his mother about what had happened to him. In the narration above, it can be seen that Bruno is feeling anxious about what is happening inside him. He did not know if he would be considered good for enduring the pain or would get scolded for not being careful when he played. Bruno's anxiety shows the influence of his mother's authoritarian parenting style. He is afraid that he will be scolded for injuring himself

while playing. On the other hand, when Bruno contemplated whether he would be considered a hero who endured his pain, this could happen because Bruno's mother also adopted an authoritative parenting style. His mother's authoritative parenting style made him think he had done a good thing by staying strong when he was sick from a small wound he got while playing on a swing.

*'I'm afraid so,' said Mother, nodding her head sadly. 'Your father's job is—'
 'But what about school?' said Bruno, interrupting her, a thing he knew he was not supposed to do but which he felt he would be forgiven for on this occasion. 'And what about Karl and Daniel and Martin? How will they know where I am when we want to do things together?'*

In the conversation above, Bruno asks why they had to move from Berlin. Bruno also asked how things that should have happened in Berlin had to be moved to his new home. When Bruno's mother explained his father's job, Bruno interrupted his mother by asking about the school he had to leave. In that case, Bruno knew that what he did was a mistake. His mother taught him not to interrupt other people's conversations because it was impolite, as was taught by a parent with an authoritative parenting style. However, even though Bruno knew what he did was a mistake and should not have done it, he still dared to do it because he believed he would be forgiven in that situation. That kind of attitude occurred because Bruno also found that his mother interrupted several times when Bruno expressed his opinion, as was done by authoritarian parents who implemented one-way communication. It made Bruno dare to do the same thing because he saw his parents as an example.

*'what's going on? Why is Maria going through my things?'
 'She's packing them,' explained Mother.
 'Packing them?' he asked, running quickly through the events of the previous few days to consider whether he'd been particularly naughty or had used those words out loud that he wasn't allowed to use and was being sent away because of it. He couldn't think of anything though. In fact over the last few days he had behaved in*

a perfectly decent manner to everyone and couldn't remember causing any chaos at all. 'Why?' he asked then. 'What have I done?'

When Bruno found out that Maria was packing his things, he asked his mother why they were packing. Bruno also asked what he had done, so he had to accept the thing that had happened to him. Bruno's attitude showed that he could speak and listen to what he wanted to know, like an authoritative parenting style that is always open to anything. Bruno's courage in asking questions shows Bruno's trust in his mother because parents with an authoritative parenting style always communicate and have good discussions with their children. They have clear reasons for something that happened.

Apart from that, in the conversation above, it can be seen that Bruno felt uneasy when he found out that Maria was packing his things. He thought about his recent actions to see if he had done something wrong and that he should be punished or sent somewhere. It shows Bruno's anxiety caused by his authoritarian upbringing. He feels uneasy about the sudden circumstances around him because he is afraid that he has made a mistake that makes him deserve that change. Remembering that his mother also has an authoritarian parenting style made him feel wary of something he had done.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher reveals the findings from the study and gives some conclusions. Additionally, the researcher provides suggestions for other researchers interested in pursuing further research in this area.

A. Conclusion

Based on the results of the research above, the researcher analyzed how the character of Bruno's parents raised their children. Through Murphy's theory of character and characterization, researchers can further explore the character Bruno's parents possessed in caring for and educating their children. The novel *The Boy in the Striped Pyjamas* by John Boyne shows that Bruno, the main character gets a different upbringing from his parents. Bruno was also influenced by the parenting style given to him by his parents, which then influenced him in acting and making decisions in his life. This novel describes how Bruno's life was brought up by his mother and father, who had different characters in raising him.

The parenting style used by Bruno's father was authoritarian. The authoritarian parenting style is shown through the father's actions, who uses one-way communication, likes to command and make rules that must be done, and asks Bruno to act like an adult.

The parenting style used by Bruno's mother is authoritative and authoritarian. The authoritative parenting style is shown through how Bruno's mother teaches ethics and courtesy to be applied by Bruno to others and older people. Bruno's mother also communicated well with Bruno and discussed things

openly with Bruno. However, Bruno's mother also used an authoritarian parenting style apart from being authoritative. Several mothers' attitudes show authoritarian parenting style, which is depicted through dialogue and narration in the novel. Bruno's mother reveals a commanding attitude that must be obeyed and cannot be denied and shows one-way communication in several dialogues.

The effect of parenting style given by Bruno's father made him an obedient, restless, and passive-aggressive child. In contrast, the effect of the upbringing given by Bruno's mother to Bruno was to make him a polite child and respect everyone. On the other hand, Bruno is also a child who is restless or anxious about what he is doing. Bruno was also a child who depended on his mother due to his mother's strict parenting style.

B. Suggestion

Based on the results and conclusions obtained from this study, the researcher suggests that research using the parenting style theory by Diana Baumrind is also used by other researchers because using parenting style theory makes it easier for us to uncover the parenting style contained in a literary work. The need for further research to improve the results of previous studies. In addition, it is hoped that readers can take lessons from this research on parenting styles to be applied in life.

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CURRICULUM VITAE



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