

**PARENTING STYLES DEPICTED IN ROALD DAHL'S
DANNY THE CHAMPION OF THE WORLD: A BAUMRIND'S
PERSPECTIVE**

THESIS

By:
Aura Duta Sheva
NIM 19320076



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

**PARENTING STYLES DEPICTED IN ROALD DAHL'S
DANNY THE CHAMPION OF THE WORLD: A BAUMRIND'S
PERSPECTIVE**

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra*
(S.S.)

By:
Aura Duta Sheva
NIM 19320076

Advisor:
Muhammad Edy Thoyib, M.A.
NIP 198410282015031007



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

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Parenting Styles Depicted in Roald Dahl’s *Danny the Champion of the World: A Baumrind’s Perspective***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and those written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 17 Mei 2023

The researcher



Aura Duta Sheva

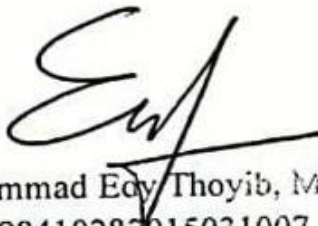
NIM 19320076

APPROVAL SHEET

This is to certify that Aura Duta Sheva's thesis entitled "**Parenting Styles Depicted in Roald Dahl's *Danny the Champion of the World*: A Baumrind's Perspective**" 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.).

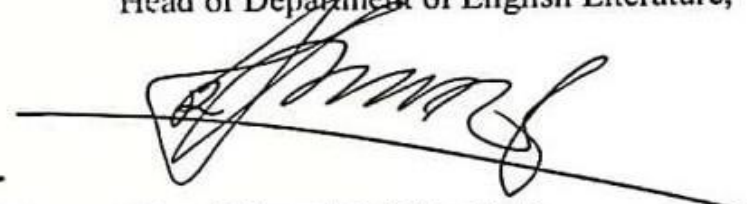
Malang, 21 Juni 2023

Approved by
Advisor,



Muhammad Eddy Thoyib, M.A.
NIP 198410282015031007

Head of Department of English Literature,



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by
Dean,



Dr. Faisol, M.Ag.
NIP 197411012003121003

LEGITIMATION SHEET

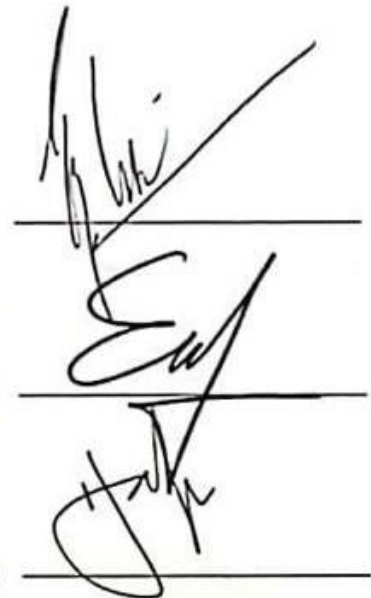
This is to certify that Aura Duta Sheva's thesis, entitled **"Parenting Styles Depicted in Roald Dahl's *Danny the Champion of the World*: A Baumrind's Perspective"** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, 21 Juni 2023

Board of Examiners

Signatures

1. Dr. Syamsudin, M.Hum.
NIP. 196911222006041001 (Chair)
2. Muhammad Edy Thoyib, M.A.
NIP. 198410282015031007 (First Examiner)
3. Hafidhun Annas, M.Hum.
NIP. 198807292019031009 (Second Examiner)



Approved by
Dean of the Faculty of Humanities



Dr. M. Paisol, M.Ag.
NIP. 197411012003121003

MOTTO

Do people think once they say, “We believe,” that they will be left without being put to the test?

Apakah manusia itu mengira bahwa mereka dibiarkan (saja) mengatakan: “Kami telah beriman”, sedang mereka tidak diuji lagi?
(Al-‘Ankabut: 2)

DEDICATION

This thesis is dedicated to my father, Zakaria, my mother, Rita Hastarita, and my family. They are the love of my life in this world and in the afterlife. Their support and affection are always lavish upon me.

ACKNOWLEDGMENTS

I thank Allah, who gave me the ability to complete this thesis, entitled "Parenting Styles Depicted in Roald Dahl's *Danny the Champion of the World*: A Baumrind's Perspective". Then, hopefully, prayers and greetings will continuously be poured out to our Great Prophet Muhammad Shallallahu 'alaihi wa sallam, who has succeeded in guiding us on the path of truth, by Allah's permission and will. Thus, I would like to express my deepest and endless gratitude to the following people for supporting me in finishing this thesis.

1. To the Dean of Faculty of Humanities, Dr. M. Faisol, M.Ag., the Head of Department of English Literature, Ribut Wahyudi, M.Ed., Ph.D., and all Department of English Literature lecturers.
2. To my advisor, Muhammad Edy Thoyib, M.A., for the invaluable guidance, encouragement, understanding, and corrections.
3. My academic supervisor, Habiba Al Umami, S.S., M.Hum., for motivating all her students.
4. To my parents, father, Zakaria, mother, Rita Hastarita, and all of my family.
5. To myself, Sheva.

I hope this thesis will be helpful not only for the readers and the campus but also for the source of knowledge. It is expected that there will be constructive criticism and suggestions from the readers to make this thesis better.

Malang, 17 Mei 2023



Aura Duta Sheva

ABSTRACT

Sheva, Aura Duta (2023) *Parenting Styles Depicted in Roald Dahl's Danny the Champion of the World: A Baumrind's Perspective*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Muhammad Edy Thoyib, M.A.

Keywords: *Parenting Styles, Child's Behavior, Child Rearing*

How parents raise their children affects the children's behavior (Baumrind, 1966). That is because "children spend most of their time with their parents" (Finocchiaro, 2016). This phenomenon is reflected in Roald Dahl's "*Danny the Champion of the World*", which describes the parenting William gave to Danny as his child. This analysis aims to explore the elements and the effects of the parenting styles in Roald Dahl's "*Danny the Champion of the World*". The present analysis is literary criticism, focusing on parenting style aspects from the psychology of literature approach. This analysis applies the theory of parenting style proposed by Diana Baumrind. This analysis also reveals that the parenting style elements that William gave to Danny are seven elements. They are 1) Involvement, 2) Nurture, 3) Affection, 4) Danny's Number-One Supporter, 5) Education, 6) A Good Companion, and 7) Demand with Love. Furthermore, the effects of the parenting styles experienced by Danny are four effects. They are 1) Helpful and Obedient, 2) Open to Communicate, 3) High Enthusiasm to Learn, and 4) Grateful. Additionally, the researcher concludes that William's parenting styles that he gave to Danny as depicted in Roald Dahl's "*Danny the Champion of the World*" are authoritative style as the dominant style that includes all elements, permissive style found in four elements, authoritarian and uninvolved or neglectful styles found in zero element.

مستخلص البحث

شيفا ، أورا دوتا (٢٠٢٣) أنماط الألبوة واللمومة التي تم تصويرها في رولد دال داني بطل العالم: منظور بومريند. البحث الجامعي. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة مؤلنا مالك إبراهيم السالمية الحكومية مألنج. المشرف: محمد إيدي طيب، الماجستير

الكلمات الأساسية: أساليب الألبوة واللمومة ، وسلوك الطفل ، وتربية الطفل

كيف يربي الآباء أطفالهم يؤثر على سلوك الأطفال (بومريند ، ١٩٦٦). وذلك لأن "الأطفال تنعكس هذه الظاهرة في رولد (Finocchiaro). ، ٢٠١٦) " يقضون معظم وقتهم مع والديهم دال "داني بطل العالم" ، والذي يصف الألبوة واللمومة التي أعطاها ويليام لداني عندما كان طفله. يهدف هذا التحليل إلى استكشاف عناصر وتأثيرات أنماط الألبوة واللمومة في رولد دال "داني بطل العالم". التحليل الحالي هو نقد أدبي ، يركز على جوانب أسلوب الألبوة واللمومة من نهج علم نفس الأدب. يطبق هذا التحليل نظرية أسلوب التربية التي اقترحتها ديانا بومريند. يكشف هذا التحليل أيضا أن عناصر أسلوب الألبوة واللمومة التي أعطاها ويليام لداني هي سبعة عناصر. هم ١) المشاركة ٢،) الرعاية ٣،) المودة ، ٤) الداعم الأول لداني ، ٥) التعليم ، ٦) الرفيق الجيد ، ٧) الطلب بحب. عالوة على ذلك ، فإن تأثيرات أنماط الألبوة واللمومة التي عانى منها داني هي أربعة تأثيرات. هم ١) مساعدون ومطيعون ، ٢) منفتحون على التواصل ٣،) حماس كبير للتعلم ، ٤) ممتنون. بالإضافة إلى ذلك ، استنتج الباحث أن أساليب الألبوة التي قدمها ويليام لداني كما تم تصويرها في رولد دال "داني بطل العالم" هي أسلوب موثوق به باعتباره الأسلوب السائد الذي يشمل جميع العناصر ، والأسلوب المتساهل الموجود. في أربعة عناصر ، سلطوية وغير متورطة أو تم العثور على أنماط مهمة في عنصر الصف

ABSTRAK

Sheva, Aura Duta (2023) *Parenting Styles Depicted in Roald Dahl's Danny the Champion of the World: A Baumrind's Perspective*. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen pembimbing: Muhammad Edy Thoyib, M.A.

Kata Kunci: *Gaya Pengasuhan, Perilaku Anak, Pengasuhan Anak*

Cara orang tua membesarkan anaknya mempengaruhi perilaku anak (Baumrind, 1966). Itu karena “anak-anak menghabiskan sebagian besar waktunya dengan orang tua mereka” (Finocchiaro, 2016). Fenomena ini tercermin dalam “*Danny the Champion of the World*” karya Roald Dahl, yang menggambarkan pola asuh yang diberikan William kepada Danny sebagai anaknya. Analisis ini bertujuan untuk mengeksplorasi elemen dan efek dari gaya pengasuhan dalam “*Danny the Champion of the World*” karya Roald Dahl. Analisis yang digunakan adalah kritik sastra dengan fokus pada aspek gaya pengasuhan dari pendekatan psikologi sastra. Analisis ini menggunakan teori pola asuh yang dikemukakan oleh Diana Baumrind. Analisis ini juga mengungkapkan bahwa unsur gaya pengasuhan yang diberikan William kepada Danny ada tujuh elemen. Elemen-elemen tersebut adalah 1) Keterlibatan, 2) Pengasuhan, 3) Kasih Sayang, 4) Pendukung Nomor Satu Danny, 5) Pendidikan, 6) Sahabat yang Baik, dan 7) Permintaan dengan Cinta. Selanjutnya, efek dari pola asuh yang dialami Danny ada empat efek. Efek-efek tersebut adalah 1) Suka menolong dan Taat, 2) Terbuka untuk Berkomunikasi, 3) Semangat Belajar yang Tinggi, dan 4) Bersyukur. Selain itu, peneliti menyimpulkan bahwa gaya pengasuhan William yang dia berikan kepada Danny seperti yang digambarkan dalam buku Roald Dahl “*Danny the Champion of the World*” adalah gaya otoritatif sebagai gaya dominan mencakup semua elemen, gaya permisif ditemukan dalam empat elemen, gaya otoriter dan gaya tidak terlibat atau lalai ditemukan dalam nol elemen.

TABLE OF CONTENT

THESIS COVER.....	i
STATEMENT OF AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET.....	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT (English)	viii
ABSTRACT (Arab)	ix
ABSTRACT (Bahasa Indonesia).....	x
TABLE OF CONTENT	xi
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Problems of the Study.....	8
C. Significance of the Study	8
D. Scope and Limitation.....	9
E. Definition of Key Terms	9
CHAPTER II: REVIEW OF RELATED LITERATURE	10
A. Psychology of Literature.....	10
B. Diana Baumrind's Parenting Styles Theory.....	12
1. Authoritative	13
2. Authoritarian	15
3. Permissive	17
4. Uninvolved or Neglectful	18
CHAPTER III: RESEARCH METHOD	20
A. Research Design.....	20
B. Data Source	21
C. Data Collection.....	21
D. Data Analysis	22
CHAPTER IV: FINDINGS AND DISCUSSIONS	23

A. William's Parenting Style Elements	23
1. Involvement	24
2. Nurturance.....	27
3. Affection	29
4. Danny's Number-One Supporter.....	30
5. Education	33
6. A Good Companion.....	36
7. Demand with Love	37
B. The Effects of William's Parenting Styles that Shaped Danny's Behavior	40
1. Helpful and Obedient.....	41
2. Open to Communicate	43
3. High Enthusiasm to Learn	47
4. Grateful	50
CHAPTER V: CONCLUSION AND SUGGESTION.....	53
A. Conclusion	53
B. Suggestion.....	54
BIBLIOGRAPHY	55
CURRICULUM VITAE	60

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problems of the study, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of the Study

Family is an important part of one's life. One cannot live without being born and nurtured by parents as family members. Parents themselves, according to Persson, are "a father or mother who has given birth to a child, an offspring, or a descendant" (Persson, 2019). The lives of children are greatly influenced by their parents. Baumrind and Berns stated that "Parenting plays an important role in affecting child behaviour" (Baumrind, 1966; Berns, 2010). The way parents raise their children determines whether they are good or bad. Children with good behaviors are capable of managing themselves, both their behavior and their minds, as a result of their parents' influence. On the contrary, children with bad behaviors tend to do bad things and have mental health problems. That is why the concept of parenting is important to analyze in order to understand human beings.

Instead of other communities, for instance, teachers, schools, and friends, parents have a big impact on the children's lives in terms of behavior and way of thinking. If parents are aware enough of how to raise their children in a good way, the outcome is good and successful children. The children will know how to behave,

have a good mindset, and be good at communicating. Maccoby explained that “Authoritative parents make their children generally happy, capable, and successful” (Maccoby, 1992). The benefits are not only felt by the children but also by the parents, because children will be dutiful to their parents due to a good upbringing. On the other hand, children will grow up poorly if their parents do not know how to take care of them. Others elaborated that “Authoritarian and permissive parenting have a negative effect on children’s outcomes, whereas authoritative parenting results in the most beneficial outcomes for children” (Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992). The way parents raise their children will ultimately determine whether they are good or bad.

Using parenting styles allows parents to get to know and understand their children’s behaviors—what they want and need from their parents. The application of parenting styles to children is also important so that parents can learn to respect one another and raise the children. This is in line with the statement that “Appropriate parenting skills are the key variables that predict children’s positive outcomes in the first and middle years of life” (Wake, et al., 2007). That is to say, it is important to apply good parenting styles to children because good parenting will determine their development and future.

However, the concept of parenting and its impact not only exists in human beings in real life but also appears in the form of fictional characters in literary works. Literary works can reflect humans in real life, so as everything in this world

can also be a reflection or an idea in them. To understand the concept of parenting in literary works, Diana Baumrind's parenting styles theory is applied in this research. According to Baumrind, there are four different parenting styles: authoritative, authoritarian, permissive, and uninvolved or neglectful (Baumrind, 1967, 1971). Baumrind elaborated clearly on the concept of parenting into four that can ease parents in raising the children and map the effects of the parenting types used. With this classification, numerous earlier research that also touch on parenting in literary works have utilized Baumrind's idea of parenting styles. That is why Baumrind's parenting styles theory is suitable for analyzing fictional characters in literary works.

According to Baumrind's parenting styles theory, children's outcomes, behaviors, and developmental stages vary depending on the parenting styles used. By classifying the parenting styles into four types (1967, 1971), Baumrind facilitates a workable framework for parents so that they can determine which type they can apply to nurture the children. Each type of parenting style has characteristics that differ from one another and has effects on children.

To dive deeper into the concept of parenting styles, a psychology of literature approach is also applied in conducting this research. According to Wellek and Warren, the psychology of literature approach itself is "the psychological study of the writer, as type and as an individual, or the study of the creative process, or the study of the psychological types and laws present within works of literature, or,

finally, the effects of literature upon its readers (audience psychology)” (Wellek & Warren, 1963: 81).

One of the literary works that portrays the concept of parenting styles is Roald Dahl’s “*Danny the Champion of the World*”. “*Danny the Champion of the World*” is a novel which was written by a well-known author of children’s literature books, Roald Dahl. It explains the story of the family of Danny and his father, William. As a father and a son, they always do everything together, for instance, flying kites, repairing cars in the workshop, having a bedtime storytelling before sleep, encouraging each other, eating together, poaching the pheasants, and many others. The father had to take care of Danny since Danny was four months old because Danny’s mother had already died. Until the father disappeared and a nine-year-old Danny had to look for his father in the woods. Looking for and helping his father are the result of Danny’s devotion and affection for his father as well as the effects of his father’s upbringing on Danny. The adventure of Danny and his father began when they poached the pheasants. In this novel, Roald Dahl depicted clearly the concept of parenting styles between the father and the son.

The researcher chooses Roald Dahl’s “*Danny the Champion of the World*” due to the fact that the concept of parenting styles is one of the main themes in this novel. The researcher also analyzes Roald Dahl’s “*Danny the Champion of the World*” because the concept of parenting styles is also related to and close to our daily lives as human beings. The objectives of this analysis are to delve deeper into the portrayal of parenting styles in literary works so that the researcher and the

readers can be aware, reflect, and learn how to behave toward the concept of parenting styles, taking the good and leaving the bad.

The researcher discovers two previous studies concerning the object, *“Danny the Champion of the World”*. The first research, *“Moral Values in Roald Dahl’s Novel Danny the Champion of the World”* by Andrian Nasser and Muhammad Fatih Suhadi (2022), talked about the moral values aspects of the characters in *“Danny the Champion of the World”*. The moral values aspects that showed through the plot of the story are honesty, responsibility, modesty, and bravery. The second research, *“‘My father told me a nest with eggs in it was one of the most beautiful things in the world’: Gender Construction and Parent-Child Relationships in Roald Dahl’s Danny Champion of the World and J.M. Barrie’s Peter Pan or the Boy Who Would Not Grow Up”* by Iseult Deane (2019), expanded on the comparative of gender construction within two works: *“Danny the Champion of the World”* and *“Peter Pan”*. The researcher explained the hegemony of women is related to mother, home, and domestic sphere. Meanwhile, the concept of being a man is related to adventure and exploring the woods. Both works described the absence of a mother figure but Danny and Peter still need mothering time to define and introduce their identities as children.

On the basis of these two earlier research, it may be said that people are looking at Roald Dahl’s *“Danny the Champion of the World”* through the lens of psychological criticism and gender studies. Based on these two previous studies that were published in 2019 and 2022, it can be concluded that although *“Danny the Champion of the World”* was published in 1975, other researchers still conduct

research with “*Danny the Champion of the World*” as their object. The researcher concludes that there is no research about Roald Dahl’s “*Danny the Champion of the World*” with a focus on parenting styles. Though the concept of parenting styles is critical to be taught because it is relevant to and close to our daily lives as humans, the researcher anticipates that this research will open a new perspective on analyzing this literary work, Roald Dahl’s “*Danny the Champion of the World*”.

The researcher also discovers five previous studies discussing parenting styles in novels. Descriptive qualitative, library, and qualitative methods are applied to conduct the research. It began with a study by Clara Acitya Ose Lengari (2018), who elaborated on the authoritarian style and its effects and discovered that the daughter has negative traits such as anxiety, fear, skepticism, suicidal tendencies, being hesitant to talk, and having an explosive temper. Research conducted by Mursyid Kasmir Naserly (2018) also dove deeper into permissive style and its negative effects, which can be solved by applying effective communication and quality time. An analysis of a novel by Richa Dwi Nuraini (2020) described the authoritative style. The ways the mother educates her son are educational and effective for the child’s development: psychosocial, cognitive, and moral.

Another research that discusses parenting styles in the novel is by Adelia Agata Chrysanti Darwoto (2021). It analyzed the authoritative and authoritarian styles and their positive and negative effects, for instance, blunt, arrogant, aggressive, sensitive, pessimistic, hard-working, resourceful, shrewd, and obedient. Last but not least, a study by Ade Rahmad Kurnia and Asnani (2022). This study

showed the authoritarian style and its characteristics in nurturing children, such as punishment, tight discipline, one-sided communication, and unwavering order. It can be concluded that in these five previous studies discussing parenting styles in novels, the authoritarian style is the most used parenting style for nurturing children. All of these previous studies also dove deeper into the concept of parenting styles and their effects on children.

Three previous studies discussing parenting styles in movies have also been found. Descriptive qualitative and qualitative methods are applied to conduct the research. One of the research was written by Ratna Aprillia Risqi and Susi Ekalestari (2020), who discussed how authoritarian and neglectful styles have negative influences on the character. A study by Orm Zia Nahl Farira (2020) also described the depiction and the positive and negative effects of authoritative, authoritarian, and permissive styles. In addition, research conducted by Desy Eva Laila Rokhmah and Martha Betaubun (2021) explained that all the characters experience permissive, authoritarian, authoritative, and neglectful styles. How parents nurture their children influences the children's growth behaviors. The researcher concludes that these three previous studies discussing parenting styles in movies have their ways to depict the concept of parenting styles and their positive and negative effects.

Based on those previous studies that related to the concept of parenting styles, the researcher concludes that Baumrind's parenting styles theory is proven

and appropriate to be used to analyze literary works. That is why the researcher applies Baumrind's parenting styles theory to conduct this research.

B. Problems of the Study

Based on the background of the study, the questions that need to be addressed are:

1. What are the parenting style elements that William gave to Danny as depicted in Roald Dahl's "*Danny the Champion of the World*"?
2. How does William's parenting style shaped Danny's behavior in Roald Dahl's "*Danny the Champion of the World*"?

C. Significance of the Study

Theoretically, the significance of this research is to contribute to understanding literary criticism, the psychology of literature approach, and Baumrind's parenting styles theory in literary works. This research is conducted to be a part of the source of knowledge, so it will be useful for other researchers in analyzing similar research. Furthermore, as reflected in "*Danny the Champion of the World*", the goal of this research is to raise self-awareness about the concept of parenting styles that manifest in people's lives, so that they can determine what type of parenting styles the parents used on the children and understand how to raise future children. Practically, the significance of this research is to dive deeper into Roald Dahl's work, particularly the concept of parenting styles and its effects which are experienced by the family of Danny in "*Danny the Champion of the World*".

D. Scope and Limitation

In order to limit this research without making it too broad, the researcher limits it to the concept of parenting styles. The researcher also limits it by using the psychology of literature approach and Baumrind's parenting styles theory. This analysis only focuses on William as the father and Danny as the son in Roald Dahl's *"Danny the Champion of the World"*. The researcher does not analyze the mother because Roald Dahl explained that she had already died.

E. Definition of Key Terms

1. Parent: "a father or mother who has given birth to a child, an offspring, or a descendant" (Persson, 2019).
2. Parenting: "a multi-faceted activity that involves numerous specific behaviors that influence children's behavior either separately or jointly" (Baumrind, 1966).
3. Parenting styles: "in terms of raising children, typical parental thoughts, feelings, and behaviors" (Levin, 2011).
4. Child: "every person who is less than 18 years old, unless exempted by the child's law" (Lansdown & Vaghri, 2022).
5. Behavior: "identity, intention, knowledge, know-how, performance, expected achievements, personal characteristic, and significance" (Bergner, 2011)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the literature that supports the theory. The psychology of literature approach and Diana Baumrind's parenting styles theory are included in the review of related literature.

A. Psychology of Literature

A psychology of literature approach is a study of the psychology field and the literature field. Psychology, according to Henriques in "*Defining Psychology*", is "the science of mental behavior and the human mind, and the professional application of such knowledge toward the greater good" (Henriques, 2011). The object of psychology is human beings, both their behavior and minds. In addition, the objective of professional psychology is "to enhance human betterment and well-being" (Henriques & Stenberg, 2004). It can be concluded that both professional and basic psychology discuss human beings.

On the other hand, literature is, according to Gillespie in *Doing Literary Criticism*, "most commonly defined as works of writing that have lasted over the years because they deal with ideas of timeless and universal interest with exceptional artistry and power. This can include poems, stories, novels, plays, essays, memoirs, and so on" (Gillespie, 2010: 1). The researcher concludes that literature is a work of art that applies meaningful language and contains timeless

ideas that entertain the readers with its literary works such as poetry, novels, plays, and films.

The psychology of literature, according to Gillespie in *Doing Literary Criticism*, is “the endlessly fascinating science of human mind and behavior, and it can be a rewarding tool for enhancing our understanding and appreciation of literature and ourselves” (Gillespie, 2010: 43). The researcher concludes that the psychology of literature approach is focused on human beings, including their mind and behavior, in literary works. The use of this approach can also increase our understanding of ourselves as human beings and the literature field itself.

Human beings are objects in sciences and arts. Jung explained in “*Psychology and Literature*” that “it is obvious enough that psychology, being the study of psychic processes, can be brought to bear upon the study of literature, for the human psyche is the womb of all sciences and arts” (Jung, 1990: 217). Human beings can be studied not only in the scientific field, but also in the literary field, particularly in the psychology of literature.

Psychology and literature cannot be separated, especially when it comes to analyzing human beings. In psychology, the object is real human beings, while in literature, the object is fictional characters. However, fictional characters in literary works are, in fact, reflections of real-life human beings. This can be proved by Holland’s statement in “*Holland’s Guide to Psychoanalytic Psychology and Literature-and-Psychology*”. He explained that the relation between these two

fields cannot be separated from the use of psychology to examine literary issues and behavior (Holland, 1990: 29).

Jung also stated in *Psychology and Literature* that “the novels which are most fruitful for the psychologist are those in which the author has not already given a psychological interpretation of his characters, and which therefore leave room for analysis and explanation, or even invite it by their mode of presentation” (Jung, 1990: 219). A novel, as one of literary works, has many meanings and interpretations relating to the characters the author created, so it needs an approach that can discuss the characters’ minds and behaviors. That approach is the psychology of literature.

Wellek and Warren in “*Theory of Literature*” stated that “psychology enters the field of literary criticism in several ways: (1) the discussion of the process of creating literature, (2) the discussion of psychology towards the author (both as a type and as a person), (3) the discussion of psychological principles that can be drawn from literary works, and (4) the influence of literary works on the readers” (Wellek & Warren, 1963).

B. Diana Baumrind’s Parenting Styles Theory

The way parents raise their children has a big influence on how they develop. This can be proved by Baumrind’s statement, “parenting is a compound activity of many particular behaviors working individually or together that affect on the behavior of children” (Baumrind, 1966). Parenting also has significant role in children’s lives. That is because “the majority of a child’s time is spent with their

parents” (Finocchiaro, 2016). That is why the way parents nurture their children is very crucial.

Furthermore, Diana Baumrind provided a framework that can ease the parents in rearing their children. According to Baumrind, parenting style is divided into four types: authoritative style, authoritarian style, permissive style, and uninvolved or neglectful style. Each type of parenting style has its own characteristics. Parenting style itself is “the psychological concept that depicts the common method parents employ to nurture their children” (Kordi & Baharudin, 2010). Parenting style is also “a central factor in children’s growth and learning” (Steinberg, Elmen, & Mounts, 1989; Pratt, 1988; Xie, 1996). Baumrind stated that “Parenting styles have been established that vary based on commitment and the harmony between being demanding and responsive” (Baumrind, 1991).

Parenting styles can be applied for all ages of children. This theory is also can be applied to children with complete parents and single parent. Even though a father and a mother have different ways of raising the children, but their ways do not come out of what Baumrind explained in her theory. That is to say, parenting styles theory is suitable to analyze literary works with characters depicted in various types of parents and children.

1. Authoritative

Authoritative style is both responsive and demanding toward the children. Authoritative parents have high expectations for their children, but they also lay out specific rules. Baumrind said, “she promotes verbal

exchange and explains to the child the rationale for her policy” (Baumrind, 1968: 26). It shows that authoritative parents explain to their children the reason of their rules and decision. They also involve the children in the family’s decisions. “They will often seek their children’s participation in family decision-making. So, authoritative parents exercise control in a rational, democratic way that recognizes and respects their children’s perspective” (Shaffer & Kipp, 2013: 542). That is why authoritative parents have good communication skills with their children.

Authoritative parents are respectful and appreciate their children’s opinions and interests. To achieve their goals in raising their children, they establish clear rules. In other words, they have a demand for their children but they also accompany the children with warm support to achieve the goals. It can be proven by Baumrind’s statement, “she therefore exercises firm control at times when parent-child boundaries diverge, but does not confine the child. In addition to the child’s own interests and ways, she acknowledges her own unique rights as an adult. While praising the child’s current attributes, the authoritative parent also establishes expectations for future behavior” (Baumrind, 1986: 26).

Authoritative parents are also a good companion for their children. They always be there for their children and the children can count on their parents too. They are attentive, give warm nurturance, and affectionate. “Parents with the authoritative type always prioritize affection, and communication with children goes well” (Myers-Walls et al. 1986). They

“make children understand humanism, mutual relationships, receptivity, and conscientiousness, provide them a life satisfaction, administer fair and consistent discipline, encourage independence, and express warmth and nurturance” (Tiwari, 2022). That is why children with authoritative parents are grateful and feel enough because the parents provide the children a life satisfaction.

The outcome for children of authoritative parents is more likely to be positive. The children are successful in their academic because their authoritative parents care a lot about the children’s education. The children are also optimistic and have self-esteem. They have high enthusiasm due to their parents’ upbringing. Baumrind and others elaborated that “the psychological skills of children with authoritative parents include maturation, resilience, optimism, self-reliance, social competence, self-esteem, and academic success” (e.g., Baumrind 1991; Lamborn et al. 1991; Steinberg et al. 1994). The children with authoritative parents are obedient to the parents because the authoritative parents are “those who love and respect their children while identifying boundaries, maintaining demands, and seeking obedience” (Baumrind, 1991).

2. Authoritarian

Unlike authoritative style, authoritarian style is low on support for the children and has little warmth and support but is high in demandingness. Authoritarian parents tend to set clear rules but give punishments to the children. They are very strict with the children and set rules without the

children's consent. It makes the children do not have a right and self-expression. Baumrind gave an explanation of the authoritarian style that, "she does not encourage verbal give and take, believing that the child should accept her word for what is right" (Baumrind, 1968: 261). Baumrind showed that "along with strict behavioral and psychological control, authoritarian parents are also known for their rejection" (Baumrind, 1966). Baumrind also stated that these parents "may be concerned and overprotective or neglecting" (Baumrind, 1966). The authoritarian style "values obedience and restricts autonomy" (Baumrind, 1966: 890).

Authoritarian parents see themselves as the ones who hold the highest authority because they have the ability to control the whole family, including the children. This can be proved by Baumrind's statements, "to mold, regulate, and assess a child's behavior and attitudes in conformity with a fixed, typically unwavering norm of conduct that was theologically inspired and formulated by a superior authority. When a child's behaviors or views go against what she considers to be appropriate behavior, she values obedience as a virtue and prefers punitive, harsh means to restrain the child's self-will. She thinks it's important to instill values like deference to authority, respect for one's job, and adherence to established norms" (Baumrind, 1968: 261). Baumrind stated that the authoritarian parents punish their children in order to achieve what the parents want.

The outcomes of children with authoritarian parents tend to be negative, for instance, "cognitive and emotional disturbance in the child,

including hostile withdrawal, hostile acting out, dependency, personality problems, nervousness, and reduced schoolroom efficiency” (Baumrind, 1966: 896). It shows that children with authoritarian parents are low in academic achievement, feel insecure, and emotionally unstable. The other outcomes are “less content, less affiliative toward peers, and more insecure, apprehensive, and hostile” (Kaufmann et al. 2000: 232). To be concluded, the outcomes of the children with authoritarian parents are mostly negative.

3. Permissive

Permissive style is high in terms of supporting the children and responsiveness but low in terms of demandingness and control over them. Permissive parents are lenient and avoid confrontation (Baumrind, 1991). That is why they have a low control or even zero demand toward their children. Permissive parents tend to let their children choose and behave in whatever they want. They make rules and consult with the children (Baumrind, 1966: 889), but they also rarely supervise their children. Without being too powerful and avoiding control, permissive parents place little restrictions on their children’s time and activities.

Since permissive parents infrequently control their children, the children have some negative qualities. Children with permissive parents have problem behaviors, for instance, anxiety, depression, withdrawn behavior, somatic complaints, school misconduct, and delinquency. However, they excel in “social abilities, self-assurance, self-understanding, and active problem-solving” (e.g., Lamborn et al. 1991; Steinberg et al.

1994; Williams et al. 2009; Wolfradt et al. 2003). Baumrind clarified that “to behave in a nonpunitive, acceptant, and affirmative manner toward the child’s impulses, desires, and actions. She consults with him about policy decisions and gives explanations for family rules. She makes few demands for household responsibility and orderly behavior. She presents herself to the child as a resource for him to use as he wishes, not as an active agent responsible for shaping or altering his ongoing or future behavior. She allows the child to regulate his activities as much as possible, avoids the exercise of control, and does not encourage him to obey externally-defined standards. She attempts to use reason but not overt power to accomplish her ends” (Baumrind, 1968: 256).

4. Uninvolved or Neglectful

Uninvolved or neglectful style is low in support, control, and demand for the children. Uninvolved or neglectful parents are absent, show little warmth, and have little time for the children. According to Edmund, “...While neglectful parents still give food, shelter, and clothing, they do not indulge their children’s emotions and opinions. Children grow up thinking that their parents’ lives are more important than theirs and quickly exhibit autonomous, independent tendencies” (Edmund, 2011). Uninvolved or neglectful parents exist to meet their children’s physiological needs, such as food, shelter, and clothing, but they are absent to provide their children with emotional and moral support.

Furthermore, “they do not even appear to be concerned about the growth of their children” (Baumrind, 1967; Santrock, 2005). Uninvolved or neglectful parents are absent when it comes to the needs of their children. The outcome of the children with uninvolved or neglectful parents tends to be negative due to a lack of management and demands. They do not appear to be involved in involving and controlling their children. Uninvolved or neglectful parents are also unaware of the needs and abilities of their children (Baumrind, 1971). In addition, children with this type of parenting style fail in all aspects of their lives. Children with uninvolved or neglectful parents are “lack self-control and social responsibility, have poor social and self-reliance skills, struggle in school, engage in antisocial conduct and delinquency, and experience somatic problems such as anxiety and depression” (e.g., Baumrind 1991; Hoeve et al. 2008; Lamborn et al. 1991; Steinberg et al. 1994). That is to say, the outcomes of children with uninvolved or neglectful parents are negative.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methods used in this study, such as research design, data source, data collection, and data analysis.

A. Research Design

To conduct this research, the researcher applies literary criticism. Literary criticism itself is “an exceptionally focused critique of a piece of literature, cultural texts, appreciations, literary theories, psychology, linguistics, and so forth” (Rao, 2020). According to Peck & Coyle, “literary criticism is primarily concerned with discussing individual works of literature. Literary criticism is also used to analyze, interpret, and evaluate literary works” (Peck & Coyle, 1984). That is why the researcher applies literary criticism in order to conduct the research on Roald Dahl’s “*Danny the Champion of the World*”. The researcher analyzes, interprets, and evaluates the data gathered, particularly in the concept of parenting styles in this novel, “*Danny the Champion of the World*”.

The researcher also applies a psychology of literature approach in conducting this research. According to Minderop in *Psikologi Sastra*, “psychology of literature is the study of literary works that are believed to reflect mental processes and activities” (Minderop, 2010: 54). From that statement, the psychology of literature approach is a study of psychology and literature about

human beings, including their mind and behavior, in literary works. The author and the readers have significant roles in raising psychological aspects in literary works.

The researcher also applies Baumrind's parenting styles theory to conduct this research. The researcher elaborates on the concept of parenting styles in Roald Dahl's "*Danny the Champion of the World*".

B. Data Source

The data source in this analysis is "*Danny the Champion of the World*". "*Danny the Champion of the World*" is a novel that was written by Roald Dahl, a well-known author who wrote many children's literature books. The novel itself consists of 175 pages. This novel was published in 1975.

C. Data Collection

The researcher uses some methods to collect the data for analyzing this research.

1. Reading the data source, particularly Roald Dahl's "*Danny the Champion of the World*", comprehensively, accurately, and thoroughly to get a deeper understanding of the story.
2. Underlining or highlighting any aspects that related to the problems of the study in the novel, especially the concept of parenting styles.
3. Collecting any supporting information related to the objective of this research from journal articles, articles from the internet, and books.
4. Jotting down the data gathered.

D. Data Analysis

After collecting the data, the researcher then analyzes the data gathered in a few steps.

1. Reviewing and cross checking the collected data in order to avoid mistakes, such as human error.
2. Analyzing, identifying, interpreting, and classifying the data gathered related to the problems of the study, particularly the concept of parenting styles.
3. Verifying and evaluating the findings by relating the data with analysis and the theory.
4. Concluding the data based on the result to answer the problems of the study and to gain the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the answers to the problems of the study by (1) elaborating on the parenting style elements that William gave to Danny as depicted in Roald Dahl's "*Danny the Champion of the World*" and (2) diving deeper into the effects of William's parenting styles experienced by Danny that shape his behavior as depicted in Roald Dahl's "*Danny the Champion of the World*". The findings in this chapter are gained from the novel and the discussions are unraveled by using Baumrind's parenting style theory as the tool to ease the analysis. The objectives are explained and the data findings are described.

A. William's Parenting Style Elements

William, as the father of Danny in Roald Dahl's "*Danny the Champion of the World*" raised his child. This statement can be proven by the following shreds of evidence that show William's parenting style elements. By conducting this research, the researcher discovers seven elements that are depicted in "*Danny the Champion of the World*". They are 1) Involvement, 2) Nurturance, 3) Affection, 4) Danny's Number-One Supporter, 5) Education, 6) A Good Companion, and 7) Demand with Love. These elements are explained in Baumrind's parenting styles theory.

1. Involvement

Involvement is including someone to participate in. This element can be found in authoritative and permissive styles because they are supportive to their children. On the other hand, authoritarian and uninvolved or neglectful styles tend to ignore the children and set the rules without the children's consent. In Roald Dahl's "*Danny the Champion of the World*", William is shown that he always involved Danny in every occasion. Shreds of evidence below can prove this in the form of descriptions of Danny and William's acts and utterances. These data indicate that William always involved Danny, no matter how big or small the event is.

Datum 1

"Would you like strawberry jam on one of these?"
"Yes, please," I said. 'One jam and one cheese...'"
 (Roald Dahl, 1975, p. 35)

William and Danny talked to each other about poaching pheasants. Then, William started to make a sandwich for himself and his child, Danny. The dialogue between William and Danny above reveals that William was a caring person. He was always asking Danny's opinion before he made any decision. Asking one's opinion is one of the acts of involving someone to participate in. From small things, the researcher starts with the time when William asked Danny whether he wanted strawberry jam or not. It shows the parenting style element that is in line with Baumrind's theory. Not only small things but William was also involved Danny participated in big things that can be seen in datum 2 below.

Datum 2

“By five o’clock we had finished work on the Baby Austin and together we ran her up and down the road to test her out”. (Roald Dahl, 1975, p. 47)

In datum 2, William asked Danny to participate in repairing and testing a car named Baby Austin in their workshop. From this evidence, William’s caring towards Danny is described through Danny and William’s activities. This activity was not only happened in a day but it was a daily basis activity because William was an engineer. The way William asked Danny to repair the Baby Austin shows how William was always involved with Danny even in big things. William’s act is one of the authoritative style characteristics: the parents seek their children’s participation. According to Shaffer and Kipp’s statements, “they will often seek their children’s participation in family decision-making” (Shaffer & Kipp, 2013: 542). Involving someone is also a part of permissive style. Baumrind stated that permissive parents make rules and consult with the children (Baumrind, 1966: 889). Another indication that William was always involved with Danny in everything he did can be revealed in datum 3.

Datum 3

*“How’s the cocoa?’
 ‘Fine, thank you.’
 ‘If you’re hungry we could have a midnight feast?’ he said.
 ‘Could we, Dad?’
 ‘Of course.’
 My father got out the bread-tin and the butter and cheese and started making sandwiches”. (Roald Dahl, 1975, p. 34)*

William and Danny talked about William’s past poaching pheasants’ experience with William’s father. In this case, Dahl showed that William was very attentive. It can be shown by William and Danny’s conversation where William

asked Danny about the cocoa that he gave to Danny and about having a midnight feast. Datum 3 also displays how William included Danny by asking Danny's opinion toward something which is aligned with Baumrind's parenting style theory. This is in line with the statement, "Authoritative parents monitor and impart clear standards for their children's conduct, give priority to children's needs and abilities, imply age-appropriate maturity demands, encourage children to be independent and autonomous, offer democratic climate and are attentive and forgiving" (Shahamat, et al., 2010). Another piece of evidence that shows how William included Danny is displayed in datum 4.

Datum 4

“‘All right,’ he said. ‘What sort of story shall we have tonight?’”
(Roald Dahl, 1975, p. 84)

William was always doing some things before he and Danny go to sleep, for instance, he gave Danny a ‘good night’ saying, gave his son kisses, and told bedtime stories. Datum 4 shows evidence that William involved Danny by asking Danny's opinion regarding a bedtime story before sleeping every single night. William asked Danny what kind of story he wanted to hear. It allowed Danny to express his opinion in a small way: by choosing the bedtime story theme. William was always telling a bedtime story for Danny, and one of the stories he told was “*The Big Friendly Giant*” or “*The BFG*”. One of the ways to include someone is to ask for their point of view. This act is also indicated the parenting style element that Baumrind explained. The four data written above are displayed in the direct interactions and activities between William and his son, Danny. From data 1, 2, 3, and 4 the

researcher concludes that William was always involved with Danny, no matter how small or big the events were.

2. Nurturance

Nurturing children is a mandatory activity that parents must do for their children. This element can be found in authoritative and permissive styles but not in authoritarian and neglectful styles. That is because authoritarian and neglectful styles have little to zero nurturance to the children. They do not really care and even neglect their children. Data 5, 6, and 7 below are the shreds of evidence that show William nurtured Danny in good ways.

Datum 5

“While I was still a baby, my father washed me and fed me and changed my nappies and did all the millions of other things a mother normally does for her child. That is not an easy task for a man, especially when he has to earn his living at the same time by repairing motor-car engines and serving customers with petrol”.
(Roald Dahl, 1975, p. 12)

Datum 5 conveys the elaboration of William’s nurturing of his child, Danny. After Danny’s mother died, William raised Danny all by himself since Danny was four months old. William washed Danny, fed him, changed Danny’s nappies, and many things. All of these acts show how nurturant William was. Nurturing a child is also parenting style element that Baumrind elaborated on in her parenting style theory. Furthermore, Dahl showed how William was willing to give his one hundred percent effort for Danny by nurturing him and by working as an engineer in his workshop that took place nearby their house. In datum 6, William is also displayed as a nurturant father for Danny.

Datum 6

“My father put my sandwiches on a plate and brought them over to my bunk. I put the plate on my lap and started eating”. (Roald Dahl, 1975, p. 36)

William and Danny talked about the secret method of poaching pheasants that was discovered by William’s father. While talking to each other, William fed his son by making a sandwich and bringing it to Danny. Even though Danny’s mother had passed away, this did not prevent William from raising Danny lovingly and sincerely. As a matter of fact, William had to live his life repairing people’s cars and serving customers (datum 5). The way William fed Danny a sandwich also indicates how nurturant William was. The parenting style theory developed by Baumrind includes the parenting style elements of nurturing a child. Another piece of evidence that displays how nurturant William was to Danny can be seen in datum 7.

Datum 7

“When I needed a bath, my father would heat a kettle of water and pour it into a basin. Then he would strip me naked and scrub me all over, standing up. This, I think, got me just as clean as if I were washed in a bath – probably cleaner because I didn’t finish up sitting in my own dirty water”. (Roald Dahl, 1975, p. 15)

In Roald Dahl’s *“Danny the Champion of the World”*, datum 7 signifies that William took care of Danny by bathing his child. William did it so well by heating a water kettle, pouring it into a basin, stripping Danny naked, and scrubbing all over Danny’s body. Bathing a child signifies how nurturant the parent is. One of the parenting style elements Baumrind described in her theory is nurturing a child. William’s nurturance toward Danny is aligned with the statement, “Parents are like a gardener, where he must take care, maintain, and provide fertilizer so that it can

grow and develop so that it can bear fruit” (Morrison, 2015). It can be concluded from data 5, 6, and 7 that William has always nurtured his child, Danny.

3. Affection

Giving affection can be found in authoritative and permissive styles since they have high warmth to the children. Meanwhile, authoritarian and neglectful styles tend to have little to zero affection to their children. In this novel, William not only involved Danny and nurtured his son, but he was also lavish in his affection for Danny. This can be revealed in data 8 and 9 below.

Datum 8

“My father kissed me and then he turned down the wick of the little paraffin lamp until the flame went out”. (Roald Dahl, 1975, p. 21)

In this datum, William told a bedtime story about “*the BFG*” for Danny and it made Danny so excited to hear. Datum 8 bears meaning for William’s affection towards Danny. William’s habits are that he always says good night, kisses Danny before sleep, and tell bedtime stories. Not only that, but William also showed his affection by doing another good act by turning off the lamp or “turning down the wick of the little paraffin lamp” (datum 8) so that it did not interfere with Danny’s sleep quality. The way William gave Danny kisses and took care of his child by turning off the lamp shows how affectionate William was. These acts are parenting style elements elaborated in Baumrind’s theory. Another piece of evidence that evinces William’s affection toward Danny can be shown in datum 9 below.

Datum 9

“Hello, my marvellous darling. Thank you for coming.”

'Are you all right, Dad?'
'My ankle seems to be broken,' he said. 'It happened when I fell
in'. (Roald Dahl, 1975, p. 61)

In datum 9, it defines William's affection toward his son, Danny. William was always calling Danny with good calls, for instance, "my marvelous darling", "good boy", "my love", "my darling boy", "my dear boy", and "my boy". In fact, William called Danny "my marvelous darling" when he had to undergo falling into the hole in Mr. Victor Hazell's wood. Mr. Hazell made a hole in his wood to trap every poacher who wanted to poach his pheasants. William's affection is in line with Baumrind's parenting style theory. "Parents with the authoritative type always prioritize affection, and communication with children goes well" (Myers-Walls et al., 1986). The way William called his child good calls shows how affectionate William was toward Danny. Moreover, William did it when he was in an emergency situation and he prioritized it rather than explaining what had happened to him in that wood. It can be concluded from data 8 and 9 that William always lavished his affection on his child, Danny.

4. Danny's Number-One Supporter

Supporting children is one of the elements that can be found in authoritative and permissive styles. However, authoritarian and neglectful styles tend to ignore the children and have low support to them. In "*Danny the Champion of the World*", William is described as Danny's number-one supporter. He supported Danny, gave Danny compliments, validated Danny's feelings, got Danny a present, and appreciated Danny's freedom or boundaries. This can be proven by data 10, 11, and 12 below.

Datum 10

“I was helping my father to fit new brake linings to the rear wheel of a big Ford when suddenly he said to me, ‘You know something interesting, Danny? You must be easily the best five-year-old mechanic in the world.’

This was the greatest compliment he had ever paid me. I was enormously pleased”. (Roald Dahl, 1975, p. 22)

Danny was helping William with the cars in the workshop. Then, William began to talk about mechanic stuff with his child, Danny. From datum 10, it exhibits that William complimented Danny as “the best five-year-old mechanic in the world”. William gave positive feedback and praised Danny. It made Danny pleased with his father’s words. William’s act is in line with the statement, “This (authoritative) parenting style includes a high degree of parental support and willingness to understand the perspective of the child, giving great importance to the rationale underlying requirements and boundaries” (Macmull & Ashkenazi, 2019). The way William always complimented Danny made him Danny’s number-one supporter. Being supportive for children signifies parenting style elements. Another piece of evidence that describes the fact that William is Danny’s number-one supporter is exposed in datum 11.

Datum 11

“‘But this... this, my dear boy, is an all-time world record!’

‘I expect it is,’ I said.

‘And you did it, Danny! The whole thing was your idea in the first place!’

‘I didn’t do it, Dad.’

‘Oh yes you did! And you know what that makes you, my dear boy?

It makes you the champion of the world!’” (Roald Dahl, 1975, p. 129-130)

William and Danny went to Mr. Victor Hazell’s wood to poach pheasants together. In datum 11, William praised Danny by saying that his child is “the

champion of the world”. This is because Danny contributed his idea of poaching pheasants by creating ‘The Sleeping Beauty’ method. This method allowed William and Danny to have one hundred and twenty pheasants. Although Danny tried to say no to show his humility because William’s father is the best poacher ever since he always had the best ideas for poaching pheasants, like William said, William still praised his child, saying that Danny was “the champion of the world”. The way William praised his child shows how supportive William was, and it is also the parenting style element that Baumrind explained. Baumrind stated that “the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children’s special needs and demands” (Baumrind, 1991, p. 62). Datum 12 below also unveils how supportive William was to his son, Danny.

Datum 12

“He sat down on the grassy bank below the hedge. I sat down close to him. He put an arm round my shoulders and gave me a hug. ‘You did well, Danny’ he said. ‘I’m right proud of you.’”
(Roald Dahl, 1975, p. 116)

William and Danny poached pheasants together by applying Danny’s idea, “the sleeping beauty” method. They went to a place where the keepers could not see them, and they sat down there. As mentioned in the data above, William not only gave Danny a compliment, but he also took care of, gave hugs, supported, and encouraged Danny. This is why William was Danny’s number-one supporter. William’s acts indicated elements of parenting style. “Authoritative parents attempt to direct the activities of their children in a loving, supportive, rational, and issue-oriented manner” (Kim & Rohner, 2002). Others also stated, “The authoritative

parenting style is blended with warmth and support within an established disciplinary framework flexible enough to accommodate a child's developmental needs" (Brenner & Fox, 1999; Darling & Steinberg, 1993). From data 10, 11, and 12, the researcher concludes that William was Danny's number-one supporter.

5. Education

Education is an important thing in someone's life and it must be taught at a young age. This element only appears in authoritative style. However, authoritarian, permissive, and neglectful styles ignore and have low to zero interest in educating the children. In this novel, although William and Danny had a sufficient life, it did not hinder them from getting educated. This evidence can be proven by data 13, 14, and 15 below.

Datum 13

"So we made a kite. He showed me how to splice four thin sticks together in the shape of a star, with two more sticks across the middle to brace it. Then we cut up an old blue shirt of his and stretched the material across the frame-work of the kite. We added a long tail made of thread, with little leftover pieces of the shirt tied at intervals along it. We found a ball of string in the workshop and he showed me how to attach the string to the frame-work so that the kite would be properly balanced in flight". (Roald Dahl, 1975, p. 23)

William sees education as something important and he is narrated as a father who loved to teach his child anything. In datum 2, it has shown that William taught Danny about mechanic stuff. However, in this case, William taught Danny about a small thing. From datum 13, William asked Danny to make and play a kite together. William taught Danny well, step by step, so that the kite would be flying in balance. What William did is aligned with the elements of parenting style that are

represented in the statement, “authoritative parenting is highly related to academic performance level and high learning skills” (Abar, 2009). The evidence of William had taught his child to be educated is elaborated from their activities in making a kite together. In datum 14, William also taught Danny about anything surrounding his child.

Datum 14

“Long ago he had taught me the names of all the trees and the wild flowers and the different grasses that grow in the fields. All the birds, too, I could name, not only by sighting them but by listening to their calls and their songs. In springtime we would hunt for birds’ nests along the way, and when we found one he would lift me up on to his shoulders so I could peer into it and see the eggs. But I was never allowed to touch them”. (Roald Dahl, 1975, p. 89)

William taught Danny about the environment around him: trees, flowers, grasses, and birds. As a result, Danny could name them well. Danny was not only learning the theory or the name of the environment around him, but he also practiced what he had learned. This is the most important aspect of getting to be educated: to practice the knowledge. They went to hunt birds’ nests so that Danny not only knew the birds’ names but also knew what the birds and the eggs look like. The way William taught Danny about the environment shows how education and getting to be educated are important things in raising a child. This is also the parenting style element that Baumrind dove deeper into in her theory. William’s act is aligned with the statement, “skillful parenting can stimulate a child’s intellectual development” (Brooks, 2008). That is to say, an educated father leads to an educated child. Another piece of evidence is untangled in datum 15 when William taught Danny about a bullfrog.

Datum 15

“On this Thursday, on this particular walk to school, there was an old frog croaking in the stream behind the hedge as we went by. ‘Can you hear him, Danny?’ ‘Yes,’ I said. ‘That is a bullfrog calling to his wife. He does it by blowing out his dewlap and letting it go with a burp.’ ‘What is a dewlap?’ I asked. ‘It’s the loose skin on his throat. He can blow it up just like a little balloon.’ ‘What happens when his wife hears him?’ ‘She goes hopping over to him. She is very happy to have been invited. But I’ll tell you something very funny about the old bullfrog. He often becomes so pleased with the sound of his own voice that his wife has to nudge him several times before he’ll stop his burping and turn round to hug her.’ That made me laugh. ‘Don’t laugh too loud,’ he said, twinkling at me with his eyes. ‘We men are not so very different from the bullfrog.’”
 (Roald Dahl, 1975, p. 91)

William always accompanied Danny to school. William taught Danny anything on every morning walk. However, in this case, on Thursday morning, William taught Danny about a bullfrog. Datum 15 explains that William taught Danny in good ways. William taught Danny by asking his child first so that he would become curious about things. William also told the story about the animal in a funny way that could be understood and even made Danny laugh. This is how getting educated should be: it makes someone interested, understand, and curious. The way William taught Danny proclaims that William put priority on Danny’s education. This act is also the parenting style element that Baumrind elaborated on in parenting styles theory. From data 13, 14, and 15, the researcher concludes that William educated his child about everything from small to big things.

6. A Good Companion

Accompanying is one of the elements that appear in authoritative style. Permissive, authoritarian, and neglectful styles have low to zero interest in accompanying the children. In this novel, Dahl showed that William was a good companion for his child. This can be proven by data 16 and 17 below.

Datum 16

“Most wonderful of all was the feeling that when I went to sleep, my father would still be there, very close to me, sitting in his chair by the fire, or lying in the bunk above my own”. (Roald Dahl, 1975, p. 15)

Datum 16 shows that Danny could always count on his father, William. Even if Danny wanted to go to sleep, William would be there for him no matter what. What William did also made Danny feel good and safe, even though they were just the two of them. After being near his child, William would do anything that the researcher has mentioned before with the data explained, for instance, William would give Danny kisses, say good night, and tell bedtime stories before sleep. William’s act shows how a good companion he was to his child, Danny. Accompanying children on every occasion is part of the parenting style element. What William did is in line with the statement, “supportive parenting behaviors such as encouragement and companionship have also been found to positively predict higher self-esteem” (Peña, 2000). Another piece of evidence that conveys William was always a good companion for Danny can be displayed in datum 17.

Datum 17

“He used to make up a bedtime story for me every single night, and the best ones were turned into serials and went on for many nights running”. (Roald Dahl, 1975, p. 18)

In datum 17, William was always telling a bedtime story to Danny before sleep. Moreover, the bedtime story turns into a serial because William always made it up every single night. The consistency of accompanying Danny makes William the one who is a good companion for his child. A good companion leads to good parenting, which is also indicated as a parenting style element. The positive stimulation and warmth act that William gave to Danny is aligned with the statement, “the right parenting, warmth, affection, and positive stimulation of parents can influence and make a huge difference to a child’s cognitive development throughout his life” (Morrison, 2015). From these two pieces of data, it can be concluded that William was a good companion for his child, Danny.

7. Demand with Love

This element only exists in authoritative style. Permissive style does not have demand toward the children. Authoritarian style has a high demand but it does not accompany it with warmth. Neglectful style tends to ignore. Demand with warmth and love is one of the elements of parenting styles that Baumrind explained in her parenting style theory. In “*Danny the Champion of the World*”, William was revealed with this element as evinced in data 18, 19, and 20 below.

Datum 18

“He turned and faced me and laid a hand gently on my shoulder. ‘I want to teach you to be a great mechanic,’ he said. ‘And when you grow up, I hope you will become a famous designing engineer,

a man who designs new and better engines for cars and aeroplanes. For that', he added, 'you will need a really good education. But I don't want to send you to school quite yet. In another two years you will have learned enough here with me to be able to take a small engine completely to pieces and put it together again all by yourself. After that, you can go to school'".
(Roald Dahl, 1975, p. 22-23)

William and Danny were in the workshop repairing cars. They started to talk about school when Danny turned five which makes him should more consider school. In datum 18, it expresses that William wanted something from Danny, but he asked for it with warmth and love. William's demand toward Danny is to be a well-known design engineer. Despite William's demand seeming unachievable, he willingly taught Danny to be a great mechanic. William's act shows how he asked Danny and had high expectations for his child but he also accompanied Danny to achieve William's goals for his child. The way William asked Danny with warmth and love is also indicated as the parenting style element. This is in line with the statement, "the authoritative parent shows high levels of control, coupled with high levels of warmth" (Levin, 2011). William's demand toward Danny is equal to his effort. Datum 19 also elaborates on how William wrapped his demand with warmth and love toward Danny.

Datum 19

"'Open up the packets and tip them all in,' my father said. This was one of the really nice things about my father. He didn't take over and want to do everything himself. Whether it was a difficult job like adjusting a carburettor in a big engine, or whether it was simply tipping some raisins into a basin, he always let me go ahead and do it myself while he watched and stood ready to help".
(Roald Dahl, 1975, p. 99)

William and Danny were preparing the raisins to poach the pheasants together in Mr. Victor Hazell's wood. From datum 19, it can be seen that no matter

how small or big the occasion is, William's demands for Danny are always accompanied by warm acts: "...he watched and stood ready to help". In this case, Danny is being asked to tip raisins into a basin. William's demand for Danny with warmth and love is aligned with Baumrind's explanation. That is also considered a parenting style element. Baumrind stated that "therefore, she exerts firm control at points of parent-child divergence, but does not hem the child in with restrictions" (Baumrind, 1968: 261). Baumrind also stated that "this type of parent monitors and disciplines their children fairly, while being very supportive at the same time" (Baumrind, 1971). Another piece of evidence that conveys William's demand toward Danny with warmth and love is shown in datum 20.

Datum 20

"You can fly the kite all by yourself any time you like," my father said. "But you must never fly the fire-balloon unless I'm with you. It's extremely dangerous."
"All right," I said.
"Promise me you'll never try to fly it alone, Danny"
"I promise," I said".
 (Roald Dahl, 1975, p. 27)

William and Danny were always doing everything together. One of them is playing, especially with kites and fire balloons. In this case, William asked Danny not to fly a fire balloon unless he did it with his father because it is very dangerous. However, Danny could fly a kite all by himself and do it anytime he likes because it is not very dangerous. This is how a parent should be: control the children and also give them space. The way William asked Danny about something, he always accompanied it with warmth and love. William's act is one of the parenting style elements. William's act is aligned with the statement, "they make logical demands, set limits, and insist on children's compliance, whereas at the same time, they are

warm, accept the children's points of view, encourage the children's participation in decision making, and often seek their children's views in family considerations and decisions" (Berg, 2011; Weiss & Schwarz, 1996; Zupancic et al. 2004).

Not only that, others also stated "the parents acknowledge their children's rights and support their independence while insisting on their observation of norms, the reaching of agreement, and their responsible behavior" (Garcia & Gracia, 2009; Spera, 2005). Baumrind said that "they monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive or restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (Baumrind, 1991: 62). From data 18, 19, and 20, it can be concluded that William wrapped his demands toward Danny with warmth and love.

B. The Effects of William's Parenting Styles that Shaped Danny's Behavior

Parenting styles are not only about how parents raise their children but also how those acts affect the children's behavior as human beings. Danny, as the child in Roald Dahl's "*Danny the Champion of the World*" indeed received and experienced William's nurturing. Hereby, the following shreds of evidence show how William's parenting shaped Danny's behavior. They are 1) Helpful and Obedient, 2) Open to Communicate, 3) High Enthusiasm to Learn, and 4) Grateful. These good impacts are in line with the statement, "Children reared by authoritative parents experience the most favorable outcomes, while authoritarian and permissive

child-rearing have a negative impact on children's outcomes" (Steinberg, Elmen, & Mounts, 1989; Steinberg et al. 1992).

1. Helpful and Obedient

As a result of nurturing and taking care of Danny by William himself, Danny had good behaviors, for instance, helpful and obedient. This is because William always asked Danny to participated with him in every occasion, such as when William involved Danny repairing cars so that Danny helped his father. William always took care of Danny, for example, he prepared Danny's food and he even asked for Danny's permission and opinion. That is why, in order to respect his father and return the favor, Danny became an obedient child by doing what William asked Danny to do. This can be proven by data 21, 22, and 23 below.

Datum 21

"I was now a scruffy little boy as you can see, with grease and oil all over me, but that was because I spent all day in the workshop helping my father with the cars". (Roald Dahl, 1975, p. 13)

William had only the caravan and the filling station or the workshop. William and Danny lived in that caravan. On a daily basis, Danny helped his father in the workshop to repair the cars that customers trust them to work for. In datum 21, it demonstrates that Danny did good things for William by helping his father repair cars in the workshop. What Danny did is aligned with the statement "authoritative parents make their children generally happy, capable, and successful" (Maccoby, 1992). Danny was capable of helping his father and doing mechanic stuff at such a young age. Danny's good act of "...helping my father with the cars"

shows how helpful and obedient Danny is to his father, William. This good act is an effect of William's taught to Danny that he claimed he and Danny *"We are engineers, you and I"* (p. 14). Another piece of evidence that describes how helpful and obedient Danny is can be visible in datum 22.

Datum 22

*"Can I get you anything, Dad? What about a hot drink?"
 'No, thank you,' he said. 'I mustn't have a thing. I'm going to have an anaesthetic soon, and you mustn't eat or drink anything at all before that. But you have something. Go and make yourself some breakfast. Then go to bed.'
 'I'd like to wait here till the doctor comes,' I said.
 'You must be dead tired, Danny'
 'I'm all right,' I said.
 I found an old wooden chair and pulled it up near him and sat down. He closed his eyes and seemed to be dozing off. My own eyes kept closing, too. I couldn't keep them open". (Roald Dahl, 1975, p. 69)*

Danny took care of and accompanied his father when William was sick. William was sick because he had fallen in the hole of Mr. Victor Hazell's wood while he poached pheasants. Danny's good behavior toward his father is aligned with the statement, "the authoritative parenting style is associated with better social, behavioral, and academic outcomes among preschoolers and adolescents" (Baumrind, 1967; Lamborn et al. 1991). The way Danny asks his father first, takes care of, and accompanies William demonstrates how helpful and obedient Danny was. This good act is an effect of the way William was always taking care of Danny as shown in the previous explanation. Datum 23 also delineates Danny's helpfulness and obedience toward his father as a result of William's parenting.

Datum 23

“First, I spread some sheets of newspaper out over the oily floor. Then I ran to the caravan and fetched two blankets and a pillow. I laid one blanket on the floor over the newspaper. I helped my father to lie down on the blanket. Then I put the pillow under his head and covered him up with the second blanket. ‘Put the phone down here so I can reach it,’ he said. I did as he asked”. (Roald Dahl, 1975, p. 68)

Danny was not only helping his father on a daily basis in the workshop as a young mechanic, but Danny was also helping his father when William fell down in a hole while poaching pheasants in Mr. Victor Hazell’s wood. In this case, Danny shows his helpfulness by looking after his father, William. Danny provided a nice place to rest for William. Furthermore, Danny shows his obedience by doing what his father asked him to do. This is aligned with the statement, “this (authoritative) style of parenting can lead to increased self-regulation, compliance, and obtaining a college education” (Rhee et al., 2006). Danny complied with his father, William. Child compliance itself, “child compliance refers to the degree to which children do what parents ask them to do and refrain from doing what parents ask them not to do” (Leijten et al. 2018). From data 21, 22, and 23, the researcher concludes that Danny was a helpful and obedient child as a result of the way William nurtured and raised him.

2. Open to Communicate

Another effect is that Danny was always open to communicating everything with his father. Both William and Danny loved to talk to each other. William always asked Danny to talk about everything, no matter how urgent and unimportant the thing is. For example, William asked about Danny’s opinion of what kind of

bedtime story they would have at a moment and when William opened up about his secret, poaching pheasants, to Danny. That is why Danny could open up to communicate with his father because both of them have a strong bond and relationship through communication. This can be proven by data 24, 25, 26, and 27 below.

Datum 24

*“‘You like this work, don’t you?’ he said. ‘All this messing about with engines.’
‘I absolutely love it,’ I said.
He turned and faced me and laid a hand gently on my shoulder”.*
(Roald Dahl, 1975, p. 22)

Danny was helping his father in the workshop by “*fit new brake linings to the rear wheel of a big Ford*” (p. 22) and William began to compliment his child. Then, William discussed mechanic stuff with Danny. In datum 24, it untangles how open Danny was to communicate with his father. In this case, Danny expressed his feelings about engineering to William. The way Danny expressed his feelings shows his openness to communicate with William. This evidence is aligned with the statement, “parents encourage the creation of dialogues and share the logic behind their positions and decisions with their children” (Macmull & Ashkenazi, 2019). Others also stated that “authoritative parents encourage children’s individuality by employing a two-way communication process whereby the child actively participates in the interaction” (Estlein, 2016). Danny’s openness to communicate is a result of William’s rearing because William always asked Danny to participate in family decisions and share his opinions toward something. Datum 25 below reveals how open Danny was to communicate to his father, William.

Datum 25

“We kept going. Then he said, ‘How do you feel, Danny?’ ‘Terrific,’ I said. And I meant it. For although the snakes were still wiggling in my stomach, I wouldn’t have swapped places with the King of Arabia at that moment”. (Roald Dahl, 1975, p. 108)

William and Danny had a walk to poaching pheasants together. Then, William began to ask Danny about their plan and Danny’s feelings. In this case, Danny answered honestly. The way Danny expressed his feelings with honesty shows Danny’s openness to communicate with William. Danny can be so open with his father as the impact of the way William always allows Danny to express his feelings and opinions. This is in line with the statement, “parents with Baumrind’s authoritative parenting style have some features such as being warm and friendly, allowing children to express their own opinions, and being reasonable in expressing their demands” (Esmali & Amirsardari, 2015). Another piece of evidence that portrays Danny always communicated everything with William can be shown in datum 26.

Datum 26

“‘If you ever want to go again, I won’t mind,’ I said. ‘Do you mean that?’ he said, his voice rising in excitement. ‘Do you really mean it?’ ‘Yes,’ I said. ‘So long as you tell me beforehand. You will promise to tell me beforehand if you’re going, won’t you?’ ‘You’re quite sure you won’t mind?’ ‘Quite sure.’ ‘Good boy,’ he said. ‘And we’ll have roast pheasant for supper whenever you want it. It’s miles better than chicken’”. (Roald Dahl, 1975, p. 41)

William wanted to go to Mr. Victor Hazell’s wood to poach pheasants only by himself. However, he and Danny communicated it first so that Danny would not be anxious about where William was. This shows Danny always communicated

everything, even when Danny felt kind of disagreeable that William wanted to poach pheasants without him. Danny initiated the conversation so that whenever William went to Mr. Victor Hazell's wood without Danny, he did not feel worried as long as William told Danny first. In datum 26, it can be seen that William and Danny were always communicating whenever they wanted to go and do something. In this case, Danny initiated the conversation first. How Danny acted also shows the effect of the parenting style that William gave to Danny. This act is in line with the statement, "parents with the authoritative type always prioritize affection and communication with children goes well" (Myers-Walls et al. 1986). Datum 27 below also portrays how Danny has always communicated with his father, William.

Datum 27

*"'Shall we have a midnight feast?'
 'Yes, let's do that.'
 He lit the lamp in the ceiling and opened a tin of tuna and made a delicious sandwich for each of us. Also hot chocolate for me, and tea for him. Then we started talking about the pheasants and about Hazell's Wood all over again". (Roald Dahl, 1975, p. 101)*

Datum 27 portrays how Danny always communicated with his father no matter how small and big the things are. In this case, they communicate about small things like a midnight feast and big things, for instance, their plan, pheasants, and Mr. Victor Hazell's wood. Good communication between William and Danny leads to a good father-son relationship. The way Danny can communicate everything to his father is an impact of William's raising toward Danny. This characteristic is in line with the statement which talked about the authoritative style, "parents allow their children to comment and enjoy independence and freedom of thought, and a warm and cordial relationship exists between the child and the parents at a high

level” (Mussen & Conger, 1956). The way Danny communicated small things and agreed to “...started talking about the pheasants and about Hazell’s Wood all over again”, which are the big things, shows how open he is to his own father, William. From data 24, 25, 26, and 27, it can be concluded that Danny communicated everything to his father as a result of the way William raised Danny.

3. High Enthusiasm to Learn

In Roald Dahl’s “*Danny the Champion of the World*”, William always taught Danny about everything, especially engine stuff, and taught him about making kites. Not only that, but William also taught Danny about environment, such as birds, flowers, grasses, and trees. William really cared about education, especially to his child, Danny. As a result of it, Danny became a lifelong learner with a high enthusiasm for learning things. Hereby, the shreds of evidence show the outcome of the way William reared Danny.

Datum 28

“You probably think my father was crazy trying to teach a young child to be an expert mechanic, but as a matter of fact he wasn’t crazy at all. I learned fast and I adored every moment of it. And luckily for us, nobody came knocking on the door to ask why I wasn’t attending school.

So two more years went by, and at the age of seven, believe it or not, I really could take a small engine to pieces and put it together again. I mean properly to pieces, pistons and crankshaft and all. The time had come to start school”. (Roald Dahl, 1975, p. 23)

William and Danny were in the workshop. They talked to each other and William began to communicate his wishes for Danny in the future: to be an expert mechanic. However, William claimed that he wanted to teach Danny first all by

himself about engineering before going to school. In datum 28, it gives an explanation of being educated. As a result of being taught by his father, Danny enjoyed engineering, was competent at it for his young age, and had a high enthusiasm for learning engine stuff. This can also be proved by the statement, “those whose parents were less permissive, less authoritarian, and more authoritative were more likely to be well adjusted and competent” (Dornbusch et al. 1987). As a further matter, the way Danny could arrange the engine pieces into pieces in two years, the way Danny “learned fast”, and the way he “adored every moment of it” show how enthusiastic Danny was to learn engineering. This is in line with the statement “children with authoritative parents are also competent in psychosocial domains, for instance, maturation, resilience, optimism, self-reliance, social competence, self-esteem, and academic achievement” (e.g., Baumrind 1991; Lamborn et al. 1991; Steinberg et al. 1994). In datum 29, Danny is also shown as a child with a high enthusiasm to learn by relying only on himself and practicing what William had taught him.

Datum 29

“At that point a wild and marvellous idea came to me. Why shouldn't I go in the Baby Austin? I really did know how to drive. My father had always allowed me to move the cars around when they came in for repair. He let me drive them into the workshop and back them out again afterwards. And sometimes I drove one of them slowly around the pumps in first gear. I loved doing it. And I would get there much much quicker if I went by car. This was an emergency. If he was wounded and bleeding badly, then every minute counted. I had never driven on the road, but I would surely not meet any other cars at this time of night. I would go very slowly and keep close in to the hedge on the proper side”.
(Roald Dahl, 1975, p. 50-51)

. Datum 29 expounds that Danny was brave enough and relied on himself to look for his father by driving a car named Baby Austin. Moreover, when Danny

panicked because his father had gone into Mr. Victor Hazell's wood, he thought quickly to drive the car from the workshop. Luckily, he knew how to drive as a result of being taught by his father, William. Danny's behavior is in line with the statement, "the authoritative style (characterized by high levels of both responsiveness and demandingness) was associated with assertive, self-reliant child behavior" (Power, 2013).

Danny thought quickly about his decision to drive Baby Austin. It indicates good cognitive intelligence. "Child cognitive development is closely related to perception, knowledge, comprehension, memorizing, evaluating, problem-solving, and decision-making" (Gülay Ogelman et al., 2015). This is a result of being taught by his father, William. "Parents are an important external factor in child cognitive development" (Finocchiaro, 2016). Bibi, in "*Contribution of Parenting Style in Life Domain of Children*" stated that "the authoritative parenting style is more dominant in child cognitive development" (Bibi, 2013). Danny's high enthusiasm to learn, including his ability, braveness, self-reliance, thinking quickly, and good at making a decision are impacts of being taught by William. In datum 30, it reveals Danny's cleverness for his age as a result of Danny's high enthusiasm to learn that he got from William's teaching.

Datum 30

"The first thing I did was to switch off all my lights. I am not quite sure what made me do this except that I knew I must hide and I knew that if you are hiding from someone in the dark you don't shine lights all over the place to show where you are". (Roald Dahl, 1975, p. 54)

Danny went to Mr. Victor Hazell's wood to look for his father, William, by driving Baby Austin. Datum 30 portrays that Danny thought quickly and was clever enough to solve the problem by hiding from anyone in order to save his father. This act is an impact of what William taught to Danny as his child. This is also part of good cognitive competence, as mentioned before. Baumrind stated that "therefore, children educated with this (authoritative) parenting style show high social and cognitive competence" (Baumrind, 1968). Thinking fast and being clever are the outcomes of having a high level of enthusiasm to learn. That is to say, from data 28, 29, and 30, the researcher concludes that Danny is a lifelong learner with a high enthusiasm to learn things as a result of being taught by his father, William.

4. Grateful

The last effect in Roald Dahl's "*Danny the Champion of the World*" is that Danny was a grateful son and was happy with what he had in life. This is because William and Danny had a sufficient life, but William never showed his desperation in front of Danny. William also had a creative mind that make him doing many creative things, such as when William had an idea to put the pheasants in the baby's pram. These two good behaviors lead Danny to the admiration toward his father so that Danny imitated William's good behaviors by being grateful, enough, and content with what Danny had in his life. This can be proven in data 31, 32, and 33 below.

Datum 31

"My father, without the slightest doubt, was the most marvellous and exciting father any boy ever had". (Roald Dahl, 1975, p. 17)

This datum shows how grateful Danny was. Datum 31 also spells out Danny's feelings toward his father. Danny loved and admired his father, William. Danny felt enough with the presence of his father, even though Danny's mother had already died. Danny also felt content and grateful for having William as his father to face and explore the world because of William's good parenting and William's good behaviors. This evidence is a result of the way William reared his child by showing his good behaviors. William never complained about what he had in his life. That is why Danny never complained too. Danny had this grateful heart from imitating William's good behaviors. This is also in line with the statement, "authoritative parents make their children generally happy, capable, and successful" (Maccoby, 1992). Another piece of evidence that demonstrates Danny was a grateful son can be visible in datum 32.

Datum 32

"What was so marvellous about my father, I thought, was the way he always surprised you. It was impossible to be with him for long without being surprised and astounded by one thing or another. He was like a conjuror bringing things out of a hat. Right now it was the pram and the baby. In a few minutes it would be something else again, I felt sure of that". (Roald Dahl, 1975, p. 146)

This datum describes how grateful Danny was for having William as his father and for admiring him. That is because William always did things that surprised, astounded, and amazed Danny. One of the activities that surprised Danny was when William had the idea to put the poached pheasants in the baby's pram and executed the idea. The way William acted brings Danny to the gratefulness. This is a result of being nurtured by his father. In datum 33, it is shown that Danny was a grateful child and felt enough with what he had in his life.

Datum 33

“My school was in the nearest village, two miles away. We didn’t have a car of our own. We couldn’t afford one. But the walk took only half an hour and I didn’t mind that in the least. My father came with me. He insisted on coming. And when school ended at four in the afternoon, he was always there waiting to walk me home. And so life went on. The world I lived in consisted only of the fillingstation, the workshop, the caravan, the school, and of course the woods and fields and streams in the countryside around. But I was never bored. It was impossible to be bored in my father’s company. He was too sparky a man for that. Plots and plans and new ideas came flying off him like sparks from a grindstone”. (Roald Dahl, 1975, p. 23)

Datum 33 displays Danny’s gratitude and he felt enough with what he had in his life. In this case, although the walk to school took quite a long time, Danny did not mind if he had to walk from home to school with his father, William. Danny did not complain and was never bored when he had to live just around “the filling station, the workshop, the caravan, the school, the woods, the fields, and the streams”, and with his father only. Danny also did not have a car, but he did not complain about it at all. That is because of William’s good parenting toward his child, Danny. This can be proven by the statement “in general, authoritative parenting has been associated with positive developmental outcomes (*e.g.*, emotional stability, adaptive patterns of coping, life satisfaction)” (Power, 2013). From data 31, 32, and 33, the researcher concludes that Danny was a grateful child and felt content with what he had in life as an outcome of being reared by his father, William.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the findings of the analysis from the previous chapter are summarized. In this chapter, the researcher also wants to suggest to other researchers who want to conduct similar research under the same object, Roald Dahl's "*Danny the Champion of the World*", or the same theory, Baumrind's parenting style theory. The conclusion is portrayed and suggestion is provided.

A. Conclusion

The researcher analyzes Roald Dahl's "*Danny the Champion of the World*" by using Baumrind's parenting style theory. Baumrind divided her theory into four types: authoritative, authoritarian, permissive, and uninvolved or neglectful styles.

After conducting the research, the researcher concludes that the father, namely William, applied the authoritative style as the dominant style in raising his child, Danny. That is because all the elements show the authoritative style characteristics. Permissive style found in four elements: Involvement, Nurturance, Affection, and Danny's Number-One Supporter. Authoritarian and neglectful styles have zero element in this analysis. The result for the first problem of the study displayed the seven parenting style elements that William gave to Danny. The parenting style elements in this novel are 1) Involvement, 2) Nurturance, 3) Affection, 4) Danny's Number-One Supporter, 5) Education, 6) A Good Companion, and 7) Demand with Love. All of these elements show the authoritative

style as explained by Baumrind in the theory of parenting styles. The result of parenting style elements has been discussed with the supporting data and theory.

The result for the second problem of the study revealed the four parenting styles effects experienced by Danny as the child of William in “*Danny the Champion of the World*”. The effects of William’s parenting styles in this novel are 1) Helpful and Obedient, 2) Open to Communicate, 3) High Enthusiasm to Learn, and 4) Grateful. The result of the parenting style effects has been explained in the previous chapter.

B. Suggestion

The researcher expects that this analysis will be beneficial for future studies. This analysis provides a study about parenting styles in Roald Dahl’s “*Danny the Champion of the World*”. In this novel, the researcher only explores the parenting style element and its effects on Danny’s family. Based on the findings and discussions above, there are a lot of topics and perspectives that can be used to examine this novel. Moreover, the researcher also hopes that other researchers and readers can take benefit from this study, such as by complying with the parents. Furthermore, other researchers and readers can leave the bad from this study; for instance, do not poach pheasants or engage in similar activities.

BIBLIOGRAPHY

- Abar, B. (2009). The Effects of Maternal Parenting Style and Religious Commitment on Self-Regulation, Academic Achievement, and Risk Behavior among African-American Parochial College Students. *Journal of Adolescence*, 32(2), 259–273. <https://doi.org/10.1016/j.adolescence.2008.03.008>
- Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior. *Child Development*, 37(4), 887-907.
- Baumrind, D. (1967). Child-Care Practices Antecedent Three Patterns of Preschool Behavior. *Genetic Psychology Monographs*, 75, 43–88.
- Baumrind, D. (1968). Authoritarian vs. Authoritative Parental Control. *Adolescence*, 3, 255-272. (a)
- Baumrind, D. (1971). Current Patterns of Parental Authority. *Developmental Psychology Monographs*, 4, 101–103.
- Baumrind, D. (1991). Parenting Styles and Adolescent Development. In J. Brooks-Gunn, R. M. Lerner, & A. C. Petersen (Eds.), *The Encyclopedia on Adolescence* (pp. 746-758). New York: Garland Publishing.
- Baumrind, D. (1991). The Influence of Parenting Style on Adolescent Competence and Substance Use. *The Journal of Early Adolescence*, 11(1), 56–95. <https://doi.org/10.1177/0272431691111004>
- Bergner, Raymond. (2011). What is behavior? And so what?. New Ideas in Psychology - *NEW IDEA PSYCHOL.* 29. 147-155. 10.1016/j.newideapsych.2010.08.001.
- Berns, R. M. (2010). *Child, Family, School, Community: Socialization and Support*. Cengage Learning, Inc.
- Bibi, F. (2013). Contribution of Parenting Style in Life Domain of Children. *Journal of Humanities and Social Science*, 12(2), 91–95. <https://doi.org/10.9790/0837-1229195>
- Darling, N., & Steinberg, L. (1993). Parenting Style as Context: An Integrative Model. *Psychological Bulletin*, 113, 487-496.
- Darwoto, A. A. C. (2021). *The Influence of Lindo Jong's Parenting Style Towards Her Daughter's Characteristics in Amy Tan's The Joy Luck Club* (Doctoral Dissertation, Universitas Sanata Dharma Yogyakarta).

- Deane, I. (2019). 'My Father Told Me A Nest with Eggs in It Was One of the Most Beautiful Things in the World': Gender Construction and Parent-Child Relationships in Roald Dahl's *Danny Champion of the World* and JM Barrie's *Peter Pan or the Boy Who Would Not Grow Up*. *Trinity Women & Gender Minorities Review*, 3(1), 126-142.
- Esmali Kooraneh, A., & Amirsardari, L. (2015). Predicting Early Maladaptive Schemas Using Baumrind's Parenting Styles. *Iranian Journal of Psychiatry and Behavioral Sciences*, 9(2), e952.
<https://doi.org/10.17795/ijpbs952>
- Estlein, R. (2016). Parenting Styles. *Encyclopedia of Family Studies*, 1-3.
- Farira, O. Z. N. (2020). *The Analysis of Parenting Style Used by Main Characters in Korean Drama "Sky Castle" by Yoo Hyun Mi* (Doctoral Dissertation, Universitas Muhammadiyah Malang).
- Finocchiaro, E. (2016). Neurodevelopment and Early Childhood Education for Low-Income Students: An Analytical Literature Review. *International Journal of Early Childhood Special Education*.
<https://doi.org/10.20489/intjecse.284668>
- Garcia, F., & Gracia, E. (2009). Is Always Authoritative the Optimum Parenting Style? Evidence from Spanish Families. *Adolescence*, 44, 101–131.
- Gillespie, T. (2010). *Doing Literary Criticism: Helping Students Engage with Challenging Texts*. United States of America: Stenhouse Publishers.
- Henriques, Gregg & Sternberg, Robert. (2004). Unified Professional Psychology: Implications for The Combined-Integrated Model of Doctoral Training. *Journal of Clinical Psychology*. 60. 1051-63. 10.1002/jclp.20034
- Henriques, Gregg. (2011). *Defining Psychology*. 10.1007/978-1-4614-0058-5_7
- Holland, Norman N. (1990). *Hollands Guide to Psychoanalytic Psychology and Literature-and-Psychology*. New York: Oxford University Press.
- Jung, C. G., (1990). *Psychology and Literature* (Trans. by W.S.Dell and C. F. Baynes). From *Modern Man in Search of a Soul*. London: Routledge.
- Kaufmann, D., Gesten, E., & Santa Lucia, R. C. (2000). The Relationship between Parenting Style and Children's Adjustment: The Parents' Perspective. *Journal of Child and Family Studies*, 9, 231-245.
- Kim, K., & Rohner, R. P. (2002). Parental Warmth, Control, and Involvement in Schooling: Predicting Academic Achievement among Korean American Adolescents. *Journal of Cross-Cultural Psychology*, 33(2), 127-140.

- Kordi, A., & Baharudin, R. (2010). Parenting Attitude and Style and Its Effect on Children's School Achievements. *International Journal of Psychological Studies*. <https://doi.org/10.5539/ijps.v2n2p217>
- Kurnia, A. R., & Asnani, A. (2022). Parenting Styles in Nicola Yoon's Novel Everything, Everything. *Journal of Language*, 4(1), 148-153.
- Lamborn SD, Mounts NS, Steinberg L, Dornbusch SM. (1991). Patterns of Competence and Adjustment Among Adolescents from Authoritative, Authoritarian, Indulgent, and Neglectful Families. *Child Development*. 62:1049–1065. doi: 10.2307/1131151.
- Lansdown, G., Vaghri, Z. (2022). Article 1: Definition of A Child. In: Vaghri, Z., Zermatten, J., Lansdown, G., Ruggiero, R. (eds) Monitoring State Compliance with the UN Convention on the Rights of the Child. Children's Well-Being: Indicators and Research, vol 25. Springer, Cham. https://doi.org/10.1007/978-3-030-84647-3_40
- Leijten, P., Gardner, F., Melendez-Torres, G. J., Knerr, W., & Overbeek, G. (2018). Parenting Behaviors That Shape Child Compliance: A Multilevel Meta-Analysis. *PloS One*, 13(10), e0204929. <https://doi.org/10.1371/journal.pone.0204929>
- Lengari, Clara Acitya Ose. (2018). Authoritarian Parenting in Shaping *The Characteristics of Ruth Young in Amy Tan's The Bonesetter's Daughter*. Yogyakarta: Department of English Letters, Faculty of Letters, Sanata Dharma University.
- Levin, E. (2011). Baumrind's Parenting Styles. In: Goldstein, S., Naglieri, J.A. (eds) *Encyclopedia of Child Behavior and Development*. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-79061-9_293
- Li, X., & Xie, J. (2017). Parenting Styles of Chinese Families and Children's Social Emotional and Cognitive Developmental Outcomes. *European Early Childhood Education Research Journal*. <https://doi.org/10.1080/1350293X.2017.1331077>
- Maccoby, E. E. (1992). The Role of Parents in The Socialization of Children: An Historical Overview. *Developmental Psychology*, 28(6), 1006–1017.
- Macmull, MS. & Ashkenazi, S. (2019). Math Anxiety: The Relationship Between Parenting Style and Math Self-Efficacy. *Front. Psychol.* 10:1721.
- Minderop, A. (2010). *Psikologi Sastra: Karya, Metode, Teori, dan Contoh Kasus*. Yayasan Pustaka Obor Indonesia.
- Morrison, G. S. (2015). *Early Childhood Education Today*. Pearson Education, Inc.

- Mussen, P. H., & Conger, J. J. (1956). *Child Development and Personality*.
- Myers-Walls, J. A., Hamner, T., & Turner, P. (1986). Parenting in Contemporary Society. *Family Relations*. <https://doi.org/10.2307/584374>
- Naserly, M. K. (2018). Pola Asuh (Parenting) dalam Novel Susah Sinyal Karya Ika Natassa & Ernest Prakasa (Sebuah Kajian Psikologi Sastra). *Jurnal Akrab Juara*, 3(2), 82-93.
- Nasser, A., & Suhadi, M. F. (2022). Moral Values in Roald Dahl's Novel Danny, the Champion of the World. *Journal of Language*, 4(2), 319-330.
- Nuraini, R. D. (2020). *The Effects of Mother's Ways Educate Her Son in the Novel Room Written by Emma Donoghue*. Kediri: State Islamic Institute of Kediri.
- Ogelman, H., Seçer, Z., & Önder, A. (2015). Cognitive Developmental Levels of Preschool Children in Relation to Peer Relationships. *European Early Childhood Education Research Journal*. <https://doi.org/10.1080/1350293X.2015.1087157>
- Peck, J., & Coyle, M. (1984). *Literary Terms and Criticism: A Students' Guide*. Macmillan International Higher Education.
- Peña, D. C. (2000). Parent Involvement: Influencing Factors and Implications. *Journal of Educational Research*, 94, 41–54.
- Persson, K. (2019). What Defines a Parent?: A Corpus Study of the Shift in Meaning of the Word Parent in American English during the 19th and 20th Centuries.
- Pratt, M. W (1988). Mothers and Fathers Teaching 3-Year-Olds: Authoritative Parenting and Adult Scaffolding of Young Children's Learning. *Developmental Psychology*, 24 (6), 832-839
- Rao, V. Chandra. (2020). *A Brief Study of Criticism and Its Forms*.
- Rene Wellek dan Austin Warren, *Theory of Literature*, (Harmondsworth, Middlesex.: Penguin Books, 1963; khususnya hal. 81-93).
- Rhee, K. E., Lumeng, J. C., Appugliese, D. P., Kaciroti, N., & Bradley, R. H. (2006). Parenting Styles and Overweight Status in First Grade. *Pediatrics*, 117(6), 2047-2054.
- Risqi, R. A., & Ekalestari, S. (2020, November). The Influence of Parenting Style on The Protagonist's Behavior in Todd Phillip's Movie *Joker*. In *AICLL: Annual International Conference on Language and Literature* (Vol. 2, No. 1, pp. 14-22).

- Rokhmah, D. E., & Betaubun, M. (2021). Parenting Styles and Their Impact on Children's Behavior in Dahl's Charlie and The Chocolate Factory. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(2), 211-216.
- Santrock, J.W. (2005). *Life Span Development*. New York: McGraw Hill.
- Shahamat, F., Sabeti, A., & Rezvani, S. (2010). Investigating the Relationship between Parenting and Early Maladaptive Schemas. *Educational and Psychological Studies*, 11, 239-254
- Spera, C. (2005). A Review of the Relationship among Parenting Practices, Parenting Styles and Adolescent School Achievement. *Educational Psychology Review*, 17, 125–146.
- Steinberg, L., Elmen, J. D., & Mounts, N. S. (1989). Authoritative Parenting, Psychosocial Maturity, and Academic Success among Adolescents. *Child Development*, 60(6), 1424-1436.
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed. *Child Development*, 63(5), 1266-1281.
- Thomas G. Power. (2013). Parenting Dimensions and Styles: A Brief History and Recommendations for Future Research. *Childhood Obesity*. S-14-S 21.
- Tiwari, Arjun. (2022). Authoritative Parenting: The Best Style in Children's Learning. *American Journal of Education and Technology*. 1. 18-21. 10.54536/ajet.v1i3.687.
- Weiss, L. H., & Schwarz, J. C. (1996). The Relationships between Parenting Types and Older Adolescents' Personality, Academic Achievement, Adjustment and Use. *Child Development*, 67(5), 2101-2114. ISSN: 00093920. doi: 10.2307/1131612
- Xie, Q. (1996). Parenting Style and Only Children's School Achievement in China. Paper presented at the Annual Conference of the American Educational Research Association, New York. (ERIC Document Reproduction Service No. ED396819)

CURRICULUM VITAE



Aura Duta Sheva was born in Pontianak on April 25, 2000. She graduated from Albinaa Islamic Boarding School in 2018. During her study at the Senior High School, she actively participated in OSIS as the deputy head of the education department. She started her higher education in 2019 at the Department of English Literature at UIN Maulana Malik Ibrahim Malang and finished in 2023. During her study at the University, she also actively participated in several activities, such as working and volunteering.