THE SUPPORT OF SUSAN'S TRAITS TO ROSE LARKIN'S CHARACTER DEVELOPMENT DESCRIBED IN JANET LUNN'S *THE ROOT CELLAR*

THESIS

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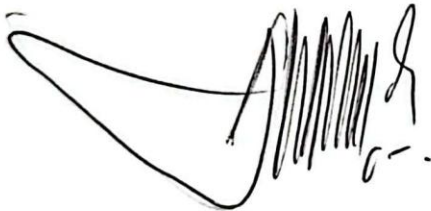
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ii

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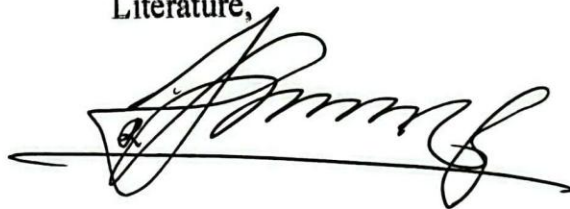Malang, 20th May 2025

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iv

MOTTO

لاَ تَحْقِرَنَّ مِنَ الْمَعْرُوفِ شَيْئًا وَلَوْ أَنْ تَلْقَى أَخَاكَ بِوَجْهٍ طَلْقٍ

"*Jangan sekali-kali engkau meremehkan kebaikan sedikitpun, meskipun (hanya)*

engkau bertemu dengan saudaramu dalam keadaan tersenyum" (HR. Muslim)

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Parsudi and Mrs. Umi Kulsum who have given me their prayers, support, love, and limitless sacrifices from the beginning to the end of my educational journey. Without their sincerity, patience, and hard work, I would not have been able to complete this study.

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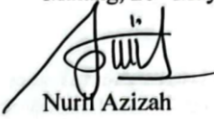
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Bismillahirrahmanirrahiim,

First of all, the writer wants to express her thanks to Allah SWT, because of His bless and grace, so that the writer is completely able to finish the thesis entitled "The Support of Susan's Traits to Rose Larkin's Character Development Described in Janet Lunn's *The Root Cellar*". Good blessing and wishes may be given to the prophet Muhammad SAW, his family, friends, and followers until the end of time.

The writer realizes that the thesis will never get success without the help and support from people around me. First of all, I would like to express the deepest gratitude to the advisor, Dr. Siti Masitoh, M. Hum. who has helped provide criticism and suggestions in the preparation of my thesis. I also thank all the English Letters Department lecturer, who have provided useful knowledge during my study in this department.

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Malang, 20th May 2025

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ABSTRACT

Azizah, Nuril. (2025). *The Support of Susan's Traits to Rose Larkin's Character Development Described in Janet Lunn's The Root Cellar.* Undergraduated Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Keywords: Character Development, Supporting Character, Objective Approach

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This study analyzes the character development of Rose Larkin, the main character in *The Root Cellar* by Janet Lunn. It focuses on how her development is influenced by her interactions with a supporting character, Susan. The research also explores Susan's traits that contribute to Rose's transformation. The problems addressed in this study are: 1) What are Rose's character before meeting Susan depicted in Janet Lunn's *The Root Cellar*? 2)What character traits of Susan play a role in changing Rose's character in Janet Lunn's *The Root Cellar*? 3) How does Rose Larkin's character develop after she meets Susan as depicted in the novel? The data of this research are obtained from the dialog, words and actions of Rose and Susan in Janet Lunn's *The Root Cellar* using reading and note-taking techniques. To achieve the research objectives, the author uses literary criticism in analyzing the novel. Then, the author uses an objective approach and the theory of character development by M. H Abrams. The results of this study show three findings in answering the problem of the study. The first is Rose's character before meeting Susan. The second is Susan's traits that support Rose's character change, namely sincere, honest, calm and patient. The third is Rose's character development after meeting Susan. This study is expected to contribute to literary studies, particularly in understanding the role of character interactions in shaping the development of the main character in a literary work.

مستخلص البحث

العزيزة، نور. (2025). *دعم صفات سوزان لتطور شخصية روز لاركن كما وُصفت في رواية "The Root Cellar" لجانيت لون*. البحث الجامعي. قسم اللغة الإنجليزية وآدابها، كلية العلوم الإنسانية، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.

المشرفة: الدكتورة سيتي مسيطة الماجستير في العلوم الإنسانية

الكلمات الرئيسية: تطوّر الشخصية، الشخصية المساعدة، المنهج الموضوعي

يهدف البحث إلى تحليل تطور الشخصية الرئيسية في رواية بعنوان ''The Root Cellar'' للكاتبة جانيت لون. وقد أُجريَ هذا البحثُ لتحليلِ تطوّرِ الشخصيةِ الرئيسيةِ بدعمٍ من تفاعلاتها مع الشخصياتِ الثانوية. كما يهدفُ إلى معرفةِ كيفيةِ تصوير شخصية روز لاركن – البطلة – في الرواية من حيثُ تطوّرها، إلى جانبِ صفاتِ سوزان – الشخصيةِ الثانوية – التي ساهمت في هذا التطوّر. وتتجلّى إشكاليةُ البحثِ في الأسئلةِ التالية:1. كيف صُوّرت شخصيةُ روز قبلَ لقائها بسوزان في رواية *The Root Cellar*؟ 2. ما الصفاتُ التي تميّزَ بها سوزان وأسهمتْ في تغيير شخصيةِ روز في الرواية؟3. كيف تطوّرت شخصيةُ روز لاركن بعد لقائها بسوزان كما وردَ في الرواية؟ وقد استُخرجتْ بياناتُ البحثِ من الحواراتِ والألفاظِ والأفعالِ التي صدرتْ عن روز وسوزان في الرواية، باستخدامِ تقنيةِ القراءةِ والتدوين. ولتحقيقِ أهدافِ البحث، استعانَ الباحثُ بالنقدِ الأدبي في تحليلِ الرواية، معتمدًا على المنهج الموضوعي، ونظريةِ تطوّرِ الشخصياتِ .M.H. Abrams وقد توصّلَ البحثُ إلى ثلاثِ نتائجَ تُجيب عن الإشكالية:أوّلًا: شخصيةُ روز قبلَ لقائها بسوزان، حيثُ صنّفها الباحثُ إلى أربعِ صفاتٍ، وهي: الانطواءُ وانعدامُ الثقةِ بالنفس، التكبّرُ والأنانية، فقدانُ الهوية، والاستسلامُ بسهولة.ثانيًا: صفاتُ سوزان التي ساعدت في تغيير شخصيةِ روز، وهي: الإخلاص، والصدق، والهدوء، والصبر.ثالثًا: تطوّرُ شخصية روز بعدَ لقاءِ سوزان.ويُؤمَّلُ أن يُسهمَ هذا البحثُ في إثراءِ الدراساتِ الأدبية، لا سيّما في فهمِ دور التفاعلِ بين الشخصياتِ في بناءِ التغيّرِ في الشخصيةِ الرئيسيةِ داخلَ العملِ الأدبي.

ABSTRAK

Azizah, Nuril. (2025). *Dukungan Susan Terhadap Perkembangan Karakter Rose Larkin Yang Digambarkan Dalam Novel The Root Cellar Karya Janet Lunn.* Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

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Keywords: Perkembangan Karakter, Karakter pendukung, Pendekatan Objektif

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Penelitian ini menganalisis perkembangan karakter Rose Larkin, tokoh utama dalam novel *The Root Cellar* karya Janet Lunn. Fokus penelitian ini adalah bagaimana perkembangan karakter Rose dipengaruhi oleh interaksinya dengan tokoh pendukung, Susan. Penelitian ini juga mengeksplorasi sifat-sifat Susan yang berperan dalam mendukung perubahan karakter Rose. Adapun rumusan masalah dalam penelitian ini adalah: 1) Bagaimana karakter Rose sebelum bertemu dengan Susan digambarkan dalam novel *The Root Cellar* karya Janet Lunn? 2) Apa saja sifat-sifat Susan yang berperan dalam mengubah karakter Rose dalam novel *The Root Cellar* karya Janet Lunn? 3) Bagaimana perkembangan karakter Rose Larkin setelah ia bertemu dengan Susan yang digambarkan dalam novel? Data penelitian ini diperoleh dari dialog, kata-kata dan tindakan Rose dan Susan dalam novel *The Root Cellar* dengan menggunakan teknik baca dan catat. Untuk mencapai tujuan penelitian tersebut, penulis menggunakan kritik sastra dalam menganalisis novel tersebut. Kemudian, penulis menggunakan pendekatan objektif dan teori pengembangan karakter oleh M. H Abrams. Hasil dari penelitian ini menunjukkan tiga temuan dalam yang menjawab rumusan masalah. Pertama, karakter Rose sebelum bertemu dengan Susan. Peneliti mengkategorikan karakter Rose ke dalam empat poin, yaitu tertutup dan tidak percaya diri, sombong dan egois, tidak memiliki identitas, dan mudah menyerah. Kedua adalah sifat Susan yang mendukung perubahan karakter Rose, yaitu tulus, jujur, tenang, dan sabar. Ketiga adalah perkembangan karakter Rose setelah bertemu dengan Susan. Penelitian ini diharapkan dapat memberikan kontribusi bagi kajian sastra, khususnya dalam memahami peran interaksi antartokoh dalam membentuk perubahan karakter utama dalam karya sastra.

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

There are five sub-chapters in this first chapter, namely the background of the study, the problems of the study, scope and limitations, significance of the study, and definitions of key terms.

A. Background of the study

Character is one of the elements of a novel that serves to bring the story to life through their actions, dialogues, and interactions (Abrams & Harpham, 2015). In a work of fiction, characters are not limited to a single figure, but consist of various types, such as the main character or the protagonist, supporting characters, and other additional figures. Each character has their own role in shaping the course of the story. The interactions between these characters often become the trigger for character development, especially in the main character (Husin et al., 2021). This can be seen in what happens to the main character in the novel *The Root Cellar*.

The Root Cellar is a novel by Janet Lunn published in 1981. This novel follows the journey of a girl named Rose Larkin, who unexpectedly enters a basement that serves as a time portal. Through this portal, Rose travels back in time, back to 1860, in the era of the American Civil War and meets Susan, a young girl who becomes Rose's best friend and an important figure in the development of Rose's character. In this novel, Lunn shows how these events and the relationships between the characters influence the changes in character traits that occur in Rose. The change in Rose's character traits is an important focus in this novel, as Rose, who is initially

described as an introverted and anti-social child, is able to have a best friend in a time that is not her own. In this novel, the relationship between characters occurs after Rose meets Susan in 1860. This is because character's change can be caused by the continuous interaction between one character and another so that they can influence each other (Trenberth et al., 2003).

Susan is the supporting character in this novel. In her role as a supporting character, Susan serves not only as a friend but also as a guide in Rose's journey of character development. Susan's presence helps Rose find meaning in her life and shows her how to face challenges with a positive mindset. Therefore, studying Susan's support in Rose's development helps readers understand how supporting characters can drive change, especially in stories about loss and loneliness. In the context of literary research, an emphasis on the roles of supporting characters can facilitate a deeper understanding of the dynamics of character relationships and their impact on the narrative arc and the primary themes (Griffith, 2011).

The study of character development in *The Root Cellar* is important because Rose's character shows a slow change in character after experiencing various obstacles in the story. This is in accordance with Jonathan Culler's opinion that a character can change and their identity can be revealed during difficult times (Culler, 2000). After experiencing a difficult time together, Rose and Susan's relationship strengthened and developed Rose's character. Some literary works use interpersonal relationships to develop characters, but in this novel, Janet Lunn emphasizes the importance of friendship across time, where the relationship between two girls from different eras helps shape their personal growth. This

perspective contributes to the literary study of the role of supporting characters in the formation of main characters.

Characterization and character development are essential elements in literary works, particularly novels, as they are tools used by authors to bring stories to life. In every story, characters function as instruments to develop the plot and represent the themes within the literary work. A focus in literary studies is how the development of the main character is influenced by relationships with other characters, the environment, and the experiences the character undergoes. Janet Lunn, in *The Root Cellar*, presents a story that highlights the growth of her protagonist, Rose Larkin, through time travel and her relationships with other characters, especially Susan. So, the interaction between Rose and Susan is a key aspect of this novel, where their relationship serves as a catalyst for Rose's transformation and maturity.

The researcher has found ten previous studies that examine character development and relate to this research. The researcher categorized these studies into three categories. The first category are five studies that analyze character development in novels, three others analyze character development in a movie and two others analyze how character development occurs in short stories and comics. In the first category, the first study is research from 2018 which describes how magical events can cause character changes in the main character (Utami & Gandana, 2018). This novel relates to research because it has the same genre, namely fantasy novels.

The next is research that apply the same perspective with this research, which

examines the character development of Agatha's character using objective approach. So this research analyzing the main character based on intrinsic elements in novels such as plot, setting, and point of view (Hasanah et al., 2018). The third is character development research from the novel *Wuthering Heights* which discusses Issabela's character change from a spoiled and innocent young woman to a brave, responsible and brave woman (Asmiaty et al., 2022). The object of this previous study, namely Issabela has similarities character development with the character of Rose Larkin in the novel *The Root Cellar* by Janet Lunn which is the object of the researcher's study.

The fourth is research from 2023 which discusses how personality character can be influenced by the surrounding environment (Sembiring et al., 2023). This research is in line with the researcher because character changes in the object of this study are also influenced by the surrounding environment, especially interactions with other characters. The last previous research which discusses the changes of a supporting character named Dickon who affects Mary and Colin as the main characters in the novel *The secret garden* by Brunett (Maghfiroh et al., 2024). This previous research similarly discusses about supporting characters that affect the main character, even so this previous research is different from this research, because this previous research focuses on character changes in supporting characters while researchers in this study focus on character changes in main characters.

The second category of previous studies consists of three studies that also identify characterization and character development. However, this category

analyzes the main character of a movie as the object of study. The first studies is analyzed movie entitled *Cruella* 2021 which analyzes Cruella's character development after conflict with Estella (Zarawaki et al., 2022). The second is an article that discusses the characterization of Sue Ann as the main character in the 2019 film *Ma* which aims to find out the character development of the character Sue Ann (Lubis & Murni, 2023). The third is an article that focuses on analyzing how the main characters, Stella and Will from the 2019 film *Five Feet Apart*, develop their characters as the story progresses (Habriani et al., 2022).

The last category consists of some recent studies that also analyze the character development of main characters, but in other literary forms such as short stories and comics. One of the studies focuses on three short stories by Edgar Allan Poe that focuses on three short stories by Edgar Allan Poe as a subject, they tried to find the characterization and personality development of the main characters in the short stories chosen (Ermina et al., 2023). Another study from 2024 analyzes the character development of character Phoney Bone based on his interactions with other characters, speech, behavior, and appearance in Jeff Smith's Bone comic series (Ayuni & Adani, 2024). Overall, the ten previous studies discussed above provide the researcher with an overview of how character development can be analyzed in literary works.

Based on the review of previous studies that have been found, there are some gaps in previous research that can be identified, for example about the involvement of supporting characters. A study that specifically highlight how the relationship between supporting characters and the main character affects character

development are rarely researched. Most studies analyze the main character's change as the result of conflict. However, external factors such as interactions between characters can also serve as triggers for character development. Therefore, this academic concern becomes the underlying motivation for the researcher to analyze the support of a supporting character toward the main character in a novel as a literary work.

According to the previous studies above, only one study explicitly highlights the role of supporting characters in the development of the main character, namely the study by Maghfiroh et al. (2024). The studies discussed Dickon's role towards Mary and Colin in *The Secret Garden*. However, this study did not deeply focus on the main character, but on the character change of supporting character. With this gap, this research will focus on the influence of supporting character, Susan, in the character development of the main character, Rose Larkin, by focusing on the point of view analysis method from a child, who is the main character in the novel *The Root Cellar*.

B. Problems of the Study

In accordance with the research focus above, this study presents a research problem. The research problems can be stated as follows:

1) What are Rose's characters before meeting Susan described in Janet Lunn's *The Root Cellar*?

2) What are Susan's characters that plays a role in changing the character of Rose in Janet Lunn's *The Root Cellar*?

3) How does Rose Larkin's character develop after she meets Susan described in

the novel?

C. Significance of the study

This research makes a few theoretical and practical contributions to the field. From a theoretical perspective, this research contributes to our understanding of novels by examining the role of characters in shaping the narrative, with a particular focus on the protagonist and their development through interaction with other characters. This research provides a brief overview of the analytical techniques that can be employed to examine the evolution of the protagonist in a literary work through the lens of other characters. Furthermore, other researchers conducting similar or related studies may find this research a valuable reference.

In a view of practical perspective, this research is expected to be beneficial not only to general readers but also to the researcher as a reader. In particular, it may assist any other researcher who wish to gain deeper insights into the characters in Janet Lunn's *The Root Cellar*. By applying an objective approach, this research aims to help readers understand the overall meaning and message of the story through character analysis, as character is a crucial element in a novel that serves to convey the narrative's core content and ideas.

D. Scope and Limitation

To keep the analysis focused on the subject under discussion and prevent it from deviating too much from it, boundaries are necessary. Therefore, this study focuses on the personality of two main characters in *The Root Cellar*, Rose Larkin and Susan. Using an objective approach, the researcher uses M.H Abrams theory to

describe Rose Larkin's character development with the transformative support of Susan. This research is limited to analyzing these two characters only, without a deeper analysis of other characters in the novel.

E. Definition of Key Terms

1. Character: Character is the combination of qualities, attributes, and behaviors that define an individual within a narrative. These traits can include aspects such as personality, moral values, motivations, and emotional responses, which collectively shape how a character interacts with others and responds to various situations. (Abrams & Harpham, 2015).

2. Character Development: The process of growth or change that affects or occurs in a character, it can occur throughout the story, either immediately or progressively (Abrams & Harpham, 2015).

3. Support: The support is represented in various forms, such as emotional support, encouragement, or material assistance needed by the main character. A support by supporting characters in facilitating the development of the main character. (Limberger et al., 2011).

CHAPTER II

REVIEW ON RELATED LITERATURE

A review of related literature presents theories that are relevant to this study, namely the Objective Approach, Character and Characterization, and Character Development.

A. Objective Approach

According to M.H. Abrams, approaches to literary criticism can be classified into four main categories, each of which highlights a different aspect of the relationship between the literary work and its environment. The four main categories of approaches in literary criticism according to M.H. Abrams include mimetic, which highlights the relationship of the work to the real world, then pragmatic, which emphasizes the influence of the work on the reader, next is expressive, which sees the work as the author's personal expression and the last is objective, which focuses on the internal structure of the work as an independent system of meaning (Abrams, 1953).

In *Glossary of Literary Terms* Abrams define objective approach as one of the approaches in literary analysis that focuses on the literary work itself and is free from external factors such as author biography, historical context, or reader response (Abrams & Harpham, 2015). Generally, this approach focuses on the intrinsic elements of the text, including plot, character, theme, symbols, and narrative structure, while disregarding extrinsic elements such as the author's psychology, environmental conditions, and the social structure of society.

Furthermore, M.H. Abrams explains that the objective approach in literary criticism emerged as a reaction to the previous approaches, which are mimetic and expressive approach. Abrams recognizes that the strength of this approach lies in its ability to bring discipline and precision to literary analysis, as well as encouraging close reading and attention to form (Abrams, 1953). However, he also cautions that the objective approach tends to ignore historical, cultural and biographical contexts, which can actually enrich the understanding of a work, as not all works can be fully understood.

In practice, the objective approach emphasizes the internal structure of the literary work and the way the elements in the text are interconnected to form a complete meaning (Selden et al., 2005). This approach treats the literary work as an autonomous system that stands on its own, independent of the context of the author and reader. So, objective approach makes the text as the main focus of analysis, where meaning is considered inherent in the wording, symbols, irony, and other formal devices (Barry, 2017). Therefore, this approach can be effectively used to analyze the development of the main character in a literary work, as it allows for a more in-depth examination of a character.

In the novel *The Root Cellar*, the main character is depicted as an unstable character. Her attitude and personality develop throughout the story, especially after meeting the supporting character, Susan. The objective approach can help researchers analyze how the main character evolves in the story. This approach focuses on examining the development of the main character and their interactions with supporting characters based on objective textual evidence. Thus, the researcher

can describe how the main character sustains their role in the story and determine whether they are static or dynamic from the beginning to the end of the narrative.

For example, Rose undergoes a transformation from being childish to becoming more mature after receiving support from Susan. Susan's support reflects a calm and mature personality, which influences Rose through various aspects in the text, such as actions, dialogue, and interactions between Rose and Susan in Janet Lunn's *The Root Cellar*. Therefore, the textual evidence including narrative details like actions, dialogue, and character interactions is an important part of analysis using an objective approach.

B. Character and Characterization

Character is one of the intrinsic elements of a story and is closely related to setting, plot, and point of view. Characters are divided into main characters and supporting characters, each with their own roles. A character who plays a significant role in the story is called the main character, while characters whose presence primarily complements, serves, or supports the main character are referred to as supporting characters (Mariana, 2023). The main character is the one most closely tied to the central theme and other characters, playing a dominant role in conveying the story. However, supporting characters also hold significant importance in a novel. Like main characters, they should have their own minor character arcs and undergo some degree of growth throughout the story. Although they may not always be the focal point, their contributions are essential in crafting a compelling narrative (Piree, 2023).

Referring to *A Glossary of Literary Terms* by Abrams & Harpham, a character

is a figure represented as an entity with personality and motivation that can either develop or remain stable in a literary work. Based on this definition, characters can be categorized into dynamic and static characters (Abrams & Harpham, 2015); Dynamic character are characters who have changes, either gradually or as a result of a crisis in the story. These changes can include moral, emotional, or intellectual development. The examples of dynamic characters are Emma in Emma who undergoes gradual development and King Lear in King Lear or Pip in Great Expectations who undergoes change due to a crisis. In contrast, static characters are defined as those who do not undergo significant changes in their perspectives, attitudes, or personalities from the beginning to the end of the narrative. The examples of static characters are Prospero in The Tempest and Micawber in David Copperfield.

In *A Glossary of Literary terms*, Abrams explains that characterization is the method used by the author to describe and develop the characters in a literary work, whether in plays, novels, or short stories. Characterization includes the way the author presents the moral, intellectual, emotional, and motivational traits of the characters so that readers can understand their personalities. (Abrams & Harpham, 2015). Based on the approach in literature, there are two main methods in characterization:

1. Showing

In this method, the author does not directly explain the character's traits or personality, but rather shows the character through their dialog, actions, or interactions with other characters. This method allows the reader to deduce the

character's traits on their own.

2. Telling

Different from showing, in the telling method, the author explicitly describes the character's traits, personality, or motivations. For example, Jane Austen uses this method in Pride and Prejudice to explain characters like Mr. Bennet and Mrs. Bennet.

In the novel *The Root Cellar*, Janet Lunn tends to use the showing method in her characterization. The characters of Rose and Susan are not described directly by the narrator, instead, they are revealed through other characters' thoughts and judgments about them, as well as through their actions and responses to various situations. Therefore, to gain a deeper understanding of the characters, readers must interpret their traits and motivations based on the interactions and developments the characters experience throughout the story.

C. Character Development

Character development refers to the process through which a character undergoes change or growth over the course of a story. This change can manifest in various ways, including alterations in personality, behavior, perspective, or moral values. Such development is driven by the character's experiences, interactions, and the challenges they face within the narrative. The changes may occur gradually, as the character gains insight or matures through smaller events, or they may be prompted by a significant crisis or transformative moment (Abrams & Harpham, 2015).

To describe character development, Abrams and Harpham use the concept of

round and flat characters. A round character is a fully developed, "human" figure, rich in complexity and nuance. They possess the capacity for a wide range of human emotions and are capable of doing both right and wrong. Abrams and Harpham explain that round characters are complex, possess deep personalities, and often surprise the reader (Abrams & Harpham, 2015). Additionally, Abrams state that the main character is generally a round character, as they develop or undergo changes throughout the story.

In contrast to round characters, flat characters are usually simple and built around one defining idea, trait, or function (Abrams & Harpham, 2015). They do not undergo significant growth or change throughout the narrative, and their roles often serve to support plot development or highlight the traits of more complex round characters. These characters remain static and maintain their initial personality traits from the beginning to the end of the novel. Their unchanging nature may represent a kind of moral or psychological constancy, either because they are so idealized that transformation is unnecessary, or because they are portrayed as rigid and immune to change regardless of the events they face (Waglawala & Singh, 2022). In this way, flat characters contribute to narrative stability.

Abrams states that characters in literary works can undergo gradual changes as a response to crises or significant life experiences (Abrams & Harpham, 2015). Such characters are referred to as dynamic characters. These changes generally begin from an initial condition in which the character is emotionally or socially unstable, often referred to as the early stage. At this stage, the character frequently exhibits imbalance, such as internal conflict, a sense of loss, or uncertainty in

responding to their surroundings. This imbalance forms the foundation for the character's motivation to change. As Abrams explains, a character's actions and speech are driven by internal factor such as motivations rooted in their temperament, desires, and moral values (Nisah et al., 2023).

In the course of development, a character is influenced not only by internal factors but also by the external factors such as their surrounding environment. The presence of supporting characters or a socially supportive environment can strengthen this process of change (Az-Zahra & Saktiningrum, 2020). A character such as a confidant, someone with whom the protagonist shares thoughts and feelings, functions as a catalyst that drives emotional or psychological transformation. Therefore, character development does not occur in isolation, but is the result of interaction between internal motivations and external influences that shape the character.

Character development often involves changes in traits or perspectives as a result of relationships and life experiences. For instance, a character may begin the story as selfish, but through trials and interactions, evolves into someone compassionate and selfless. Alternatively, the development may involve a deepened understanding of identity or a shift in worldview. Whether the transformation is subtle or dramatic, it reflects the internal journey that makes the character feel real and dynamic. However, change should not occur abruptly, as readers expect consistency in the structure of the story. Therefore, a well-developed character must demonstrate logical growth while remaining aligned with the personality and experiences established from the beginning (Abrams & Harpham, 2015).

CHAPTER III

RESEARCH METHOD

This section contains the Research Design, Data and Data Sources, Data Collection, and Data Analysis.

A. Research Design

The research design of this study is literary criticism as it attempts to describe and analyze literary works by focusing on specific literary issues. This study explores the development of the main character, Rose Larkin, by focusing on how the supporting character, Susan, influences her transformation throughout the story. Using character development theory and an objective approach, this study analyzes the dynamic between Rose and Susan to reveal how this interaction shapes Rose's character development. Character development theory will be used to trace Rose's character arc, emphasizing the important role of supporting characters in influencing her decisions, emotions, and ultimate transformation. Supporting characters will be examined not just as secondary characters, but as catalysts that directly or indirectly influence Rose's journey.

B. Data and Data Sources

The data source of this research is a novel by Janet Lunn entitled *The Root Cellar*. This novel is a winner of the 1982 Canadian Library Association Children's Book of the Year Award. The novel *The Root Cellar* consists of 247 pages. This book is third published in Puffin Book by Penguin Group in the England. The research data used by the researcher are words, sentences, and dialogues between

characters in the novel *The Root Cellar*.

C. Data Collection

In this study, the researcher collected data in several stages. First, the researcher reads the novel *The Root Cellar* to understand the story. Second, the researcher rereads and marks the parts of the novel that show the character's personality. Third, the researcher found several records about Rose's character before meeting Susan. Fourth, the researcher also found Susan's character that influence the character development of Rose Larkin. Fifth, the researcher took notes on the causes of character development experienced by Rose after meeting Susan.

D. Data Analysis

In this study, the data analyzed through textual analysis to identify the main character thoughts, actions or interactions with another character in the story that is related to personal growth. These data were selected based on the relevance to the research focus that is the transformation of the protagonist. Next, the data were reduced by selecting the most relevant parts related to character development of the main character. Then, the researcher organized and simplified the data into specific categories based on the stages of character development, aiming to facilitate the analysis process. The selected and categorized data were presented descriptively, through narrative elaboration that clearly illustrates the character's transformation.

The following stage involved interpreting the data using M.H. Abrams's theory of characterization and character development. The analysis was conducted using an objective approach, focusing on intrinsic elements of the novel such as plot, setting, and characterization. Patterns and relationships among the data were

analyzed to reveal how the character was constructed and how the development occurred. Finally, conclusions were drawn based on the results of the analysis. The findings were validated by re-checking the data and the theoretical framework. When necessary, data triangulation was conducted by comparing the research findings with other sources or studies to enhance the validity of the results.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher will present the data findings from the novel and analyze the character development, followed by a discussion of these findings using Abram's theory. The findings consist of sentences and paragraphs from *The Root Cellar* by Janet Lunn. Through the data presented in this chapter, the researcher aims to answer the research questions.

A. Rose's Character Before Meeting Susan

Rose Larkin is the main character in Janet Lunn's novel *The Root Cellar*, and she experiences significant character development throughout the story. At the beginning of the story, Rose is portrayed as an introverted and insecure child who lacks a strong sense of identity, tends to be selfish, and gives up easily. All of these characteristics are shown through narrative and the character's actions.

The findings of this research analyzed using the objective approach, which observes the character through behavior, speech, and thoughts as represented in the text. All the findings in this section are written to answering the first research question. According to the theory of character development by M.H. Abrams, Rose's character is in the early stage where the protagonist experiences imbalance or an identity crisis, which will eventually trigger transformation. The following are Rose's character traits before she met Susan.

1. Introverted and Insecure

When a child should be playing with her friends, Rose Larkin just stays quiet

and watches the other children play. Rose's introverted and insecure character is explicitly shown when she avoids interacting with other children her age:

> *She often sat for hours in parks, watching people—old people feeding the birds, shoppers, strollers, mothers or fathers with their children. Rose had never known other children and they fascinated her. She often longed to speak to them, sometimes even to become part of their games, but they frightened her. They were apt to be rough and make loud jokes, and she was afraid she wouldn't know what to say to them. Her grandmother told her more than once that she was better off without them, that she would learn more about being an adult if she associated only with adults. (p.2)*

This data shows Rose's hidden desire to socialize, but it is limited by fear and self-doubt. From the third-person omniscient point of view, it can be concluded that Rose's character lacks self-confidence. She only follows what her grandmother wants her to do and does not know much about how to live with others. She was raised by her grandmother, a career woman who frequently moved, and Rose often stayed in hotels (Lunn, 1983). Sometimes, she walked around the hotel and saw other children playing, but never dared to speak to them.

The meaning is that Rose's introverted nature is not an innate trait, but a result of her background, full of uncertainty and isolation. Within Abrams's character development framework, this condition marks the initial stage of imbalance in character development. The character does not yet have full control over herself and remains passive toward her environment.

The next finding describes Rose's taught, which also plays an important role in shaping her introverted character:

> *The death of her parents had left her with a nagging fear that her grandmother too might disappear if she misbehaved, so she became a stiff, self-possessed child about whom many said she was more like a china doll than a little girl. (p.3)*

The next finding describes Rose's loneliness, which also plays an important role in shaping her introverted character:

she did her best to mind her own business and keep out of everyone's way. She was often lonely but she had early accepted loneliness as a condition of her life. (p.3)

This quote shows that loneliness is not unfamiliar to Rose but has become something she accepts as normal. This line indicates Rose's strong preference to isolate herself and avoid interaction. Rather than being curious or engaged, she deliberately distances herself from others. This acceptance is passive and indicates that Rose has not tried to escape the situation. In Abrams's theory, this shows that the character has not yet found a trigger to drive her toward change. Rose's loneliness shapes her into an introverted person, So this information supports the idea that, at the beginning of the story, the character is going through an emotional crisis.

Even when moving to a new environment, Rose's character does not change instantly. When she moves to Canada to live with her distant relatives after her grandmother's death, she still feels alone because she feels that it is not her place. Aunt Nan's warm welcome, including kissing Rose on her forehead, becomes a form of affection that surprises her:

"Oh, Rose!" Aunt Nan had got over her surprise. She rushed over and threw her arms around Rose and gave her a warm kiss. Rose flinched as though she had been struck. No one had ever before shown her more affection than Grandmother's occasional pats on the head and Aunt Millicent's showy little kisses in the air. (p.13)

The statement implies that Rose grew up without someone who showed genuine affection. The lack of emotional contact made her unfamiliar with hugs, kisses, and sweet attention. From the objective approach, this directly shows that Rose's character has been constructed as an introverted person due to limited social interaction. The meaning is that Rose has difficulty building interpersonal relationships. This shows that the character starts out as someone who feels alone,

and this becomes an important beginning for Rose's character development.

The next data shows Rose's refusal to share her sadness, reinforcing her identity as someone who closes herself off from others:

"Did your grandmother really die in Paris?" "Yes." "What did you do?" "I'm used to Paris and they know me in that hotel. I managed," said Rose coldly. She did not want to talk to George. She did not want to talk about her grandmother dying in Paris to anyone. (p.20)

Rose's unwillingness to talk about traumatic experiences shows that she is not yet able to process her emotions openly. This aligns with Abrams's theory, as it indicates that Rose is still in a state of internal imbalance. She chooses to suppress her emotions rather than face reality or seek social support. This attitude shows that the main character has not yet experienced a push for change but is already in a situation that opens possibilities for development.

Another data point shows how Rose comforts herself by talking to herself rather than others:

She sat in the dark, silently huddled under her jacket, listening to the wind rattle the loose window frame and whistle through the cracks. A tree scratched on the window. The room was cold and musty. Usually, talking to herself was a kind of comfort. It was almost like having a companion. But on this night there was no comfort. She had a sudden sharp pang of loneliness for her grandmother. (p.22)

The quote shows how Rose finds it easier to talk to herself than to others. The habit of talking to herself reflects a defense mechanism to cope with her loneliness. She builds an imaginary friend as an escape from uncomfortable social realities. From the objective point of view, this data reinforces Rose's character as someone who tends to withdraw and is not open. Within the character development framework, this moment shows that the character has not yet reached a turning point, but the emotional pressure she experiences becomes an important foundation that will drive change in the later parts of the story.

2. Arrogant and Selfish

Besides being introverted, Rose is also portrayed as arrogant and selfish. This attitude appears in her view of her new environment and her interactions with those around her:

> *"The dresser and the desk were mine when I was little," said Aunt Nan, "and the bed was here in the house when we came. Isn't it nice?" Rose did not answer. She had never been to, nor dreamed of, any place uglier or more depressing than this one. As though in answer to her bitter thoughts, Aunt Nan sighed. "You probably think we're all crazy. People do, I guess. We're a bit disorganized, but we've only been here a month. (p.16)*

This quote shows that Rose judges her new environment negatively and looks down on it. She does not appreciate the efforts of her new family who accepted her. This attitude reflects a form of arrogance born from a defensive mindset due to an unhappy past. Within the objective approach, this narration shows that Rose evaluates her environment based on her previous life. The meaning is that Rose is not ready to adapt and accept change. According to Abrams, this attitude indicates that the character is still in a state of internal conflict and has not found a clear direction of development.

Rose's arrogance is also shown in her reply to Uncle Bob when asked about how she used to eat with her grandmother:

> *He turned apologetically to Rose. "I imagine you'll find mealtime here a bit different from what you're used to." "Grandmother and I generally ate in restaurants," replied Rose. She caught Sam looking at her, and in the quick way he turned she had the feeling he was angry. (p.20)*

The data is delivered in a tone that emphasizes her life with her grandmother. Rose indirectly places herself above her new family, who live more simply. Within the character development framework, this attitude reinforces her early character as still selfish and not yet ready to understand or appreciate others.

The next is her internal thoughts that also show her rejection of her new family,

whom she considers noisy and unpredictable:

> *She ached to leave the frightening strangeness of people who were so noisy and unpredictable and whose house held in it people the others pretended were not there. She choked back the tears that threatened, as she always had choked back tears, until her throat was sore, and she sat with her arms tight around her knees until she fell over fast asleep. (p.22)*

This data indicates that Rose not only feels uncomfortable but also threatened by her new environment. She chooses to keep everything to herself rather than make an effort to open up to her new family. In objective analysis, this attitude further emphasizes the protagonist's reluctance to open up. In the context of Abrams's theory, this proves that the character has not yet reached a developmental arc because she is still trapped in an old perspective that limits her.

Other people's views of Rose also reinforce her image as an arrogant character. This is reflected in the conversation between Sam and his father:

> *I don't care," Sam rumbled (not as deeply but in almost the same voice as Uncle Bob) "She doesn't do anything to make us feel good either. She's snooty. She's a snob. 'I'm used to Paris, they know me in that hotel.'" Sam imitated perfectly Rose's icy tones. "She goes around in her stupid fur coat glaring at people. She looks like a stuffed owl with pink hair!". (p.31)*

This quote shows that Rose is not trying to blend in or show empathy to her new family. Instead, she behaves coldly and arrogantly, as if to display her status. This attitude creates conflict with other characters and adds pressure on the protagonist. In character development, such social conflict is an early step toward confrontation or turning point, which has the potential to trigger reflection and change.

Another example of Rose's stubbornness and selfishness appears in the following quote:

> *She could not distinguish their words. All she could hear were angry tones swelling and falling like a stormy sea. "I did it!" She smiled jubilantly at herself in the mirror. "I did it and I don't care how angry they are!" (p. 88)*

This quote comes from Rose's statement where she feels entitled to do whatever

she wants without caring about the consequences or how others feel about her actions. The meaning is that she is still self-centered and not ready to live with others, especially her family. This attitude will later change after interacting with other characters.

The next data comes from Aunt Nan's dialogue, which further strengthens Rose's image as an arrogant character:

> *"You must be the most difficult child the world has ever known," she said in low, angry, carefully measured tones. "You're ungrateful, inconsiderate, selfish, and cruel. After your Uncle Bob phoned on Thursday, I could hardly believe my ears. You knew it was a special outing. I told you so myself. Are you so used to doing absolutely everything you want that you had to go skulking in the back of the station wagon to ruin the trip for Sam and George and Uncle Bob? And all you left me was this. (p. 105)*

This quote shows how Rose is still stubborn. Direct criticism from adults around her indicates that Rose's character has many aspects that need improvement. From the perspective of character development, these moments are important as a foundation for change when the character receives external pressure to reflect on her actions.

3. Lack of Identity

Besides being introverted and selfish, Rose also experiences an identity crisis at the beginning of the story. This is shown in the narration that Rose feels like a stranger in the world and doesn't have a clear place in life:

> *Without other children, an alien among adults, Rose came to the conclusion when she was about eight that she didn't belong in the world. She believed she was a creature from somewhere else. She could no longer remember her mother or father, and she figured that the story about her having parents was made up to keep her from finding the truth. (p. 3)*

This quote shows how, from a young age, Rose felt that she did not belong in the world. She feels like a stranger among adults and never experienced a normal childhood with other children. From the objective approach, this statement comes

from a view of a third person omniscient who directly describes Rose's inner condition. The meaning is that this reinforces Rose's initial position as a character who experiences crisis due to unclear identity.

According to Abrams's theory of character development, this is part of the early stage where the character is in imbalance. The protagonist is in a state of identity crisis or lack of direction in life, which will later become the starting point in the character's transformation process. When a character "doesn't know who they are" or "doesn't know where they belong," their development will be directed toward finding the answer to that restlessness.

The transition from identity crisis to self-discovery begins when Rose meets Will and Susan. Their interaction gives her a sense of security and emotional connection she never had before:

> *"I'm really not going back," she said out loud, startling a blackbird out of a nearby bush. "I don't have to. I could stay here always. I can talk to these people—" She stopped, realizing with a surge of elation that it was true. Talking to Will and Susan was easy, as easy as talking to people in her daydreams. She was shaken by a thought. Maybe this is where I'm supposed to be. Maybe I belong here. (p. 47)*

The statement marks an important moment in Rose's character development. For the first time, she feels like she is in the right place, not just physically, but emotionally and existentially. It means that Rose starts to feel healthy social connections and gains the confidence to be herself. In the context of Abrams's theory, this is part of the character development stage, where the character shifts from imbalance to deeper self-understanding. Rose begins to feel a sense of belonging, which is a vital part of identity discovery.

After arriving in Susan's world, Rose believes that her uncle and aunt, Aunt Nan and Uncle Bob, would not care even if she was gone:

When she was sure he could no longer see, her, she sat down on a rock beside the road to decide what to do next. She was not going back to Aunt Nan's and Uncle Bob's. She realized they would never know where she had gone, nor, she figured, would they care. (p. 47)

The quote reflects that Rose still sees herself as a stranger in her new environment. She feels unloved and unimportant. From the objective approach, this further strengthens the identity crisis that has not yet been resolved. However, these feelings become an important foundation for later character growth, because it is from this low point that Rose will learn the true meaning of family and relationships.

Thus, Rose's identity crisis becomes the main foundation for her entire character development. From a child who does not know where she "belongs," Rose begins to find meaning in her existence through new emotional connections and deeper personal experiences.

4. **Easy to Give Up**

Another aspect of Rose's early character is her tendency to give up easily. This is seen in the following narration:

"I'm not going to stay here," declared Rose. It was the first time she could remember ever having voiced an objection to anything she had been told to do, but the prospect of living in a derelict house remote from anything or anyone she'd ever known filled her with sudden panic. She didn't plead. She stated flatly. "Don't be silly, Rose." Aunt Stella stopped "This is just the thing for you,…"Rose gave up. That one small declaration of independence was all she could manage. Mechanically, she grabbed a suitcase. (p.7)

The statement appears when Rose tries to act independently but fails to maintain it and quickly gives up. The meaning of this data is that Rose is still in a weak and passive position. She has not become a character who actively determines her own fate. In the objective framework, this data strengthens the idea that Rose's passivity is part of the early character structure that needs external support to open space for further character development. Over time, Rose will learn to face challenges,

endure, and act on her own will.

Next is a piece of data that shows Rose's tendency to give up, seen when she chooses to stay silent rather than continue a conversation because she is afraid of being ridiculed by her cousins:

> *Everyone else was laughing. She flushed with embarrassment and anger. Why were they saying there was nobody upstairs? She had seen the girl. But she wasn't going to risk another bout of George's laughter or Sam's glowering, so she said no more about it and did not ask about Mrs. Morrissay either. (p. 21)*

The quote shows that Rose does not dare to stand up for her opinion or feelings when she receives a negative response from others. Her fear of being laughed at or judged causes her to remain silent. In the objective approach, this is reflected through the character's reaction to her environment without additional narrator comments, so Rose's behavior is directly read as a form of withdrawal due to social pressure.

The meaning of this action is that Rose has not yet developed the strength to interact with others. She cannot face conflict or disagreement openly and chooses to avoid it to protect herself. This reinforces Rose's initial characterization as someone emotionally fragile and lacking the courage to speak her mind. According to Abrams's theory of character development, this confirms that Rose is still in the early stages of development, where the main character has not experienced significant change. The character is still passive toward her environment and has not shown initiative to stand up or resist pressure.

B. Susan's Traits that Play a Role in Changing Rose's Character

The turning point in Rose's development occurs when she meets Susan. Susan is not just a new companion, but a powerful influence on Rose's emotional and

social growth. Through her sincerity, honesty, calmness, and patience, Susan helps Rose gradually open up, build trust, and discover herself. Based on M.H. Abrams's theory of character development, Susan serves as an external force that moves the protagonist from a state of imbalance toward emotional stability. Using the objective approach, Susan's character traits are analyzed through her dialogue, actions, and thoughts as presented in the text. The following traits of Susan play a significant role in Rose's transformation:

1. Sincere

Susan's sincerity is evident from the moment they meet in the past. Even though she does not fully understand Rose's origins, Susan welcomes her without judgment. This provides an emotional comfort Rose had never experienced before.

> *Both Will and Susan listened, fascinated. When Rose had finished Susan shook her head slowly. "It don't matter where you come from, Rose. We ain't going to give you away to folks that use you bad." Rose could see that Susan didn't believe a word she had said but she did not mind. No one had ever listened to her with such interest." (p. 57)*

This shows that Susan's sincerity is a new experience for Rose, who had never received unconditional acceptance. In terms of character development, this moment is crucial as it creates a safe space for Rose to begin opening up. According to Abrams, development often begins when the protagonist encounters an external element that disrupts their initial condition (Aratea, 2025). Susan's sincerity supports Rose's shift from introversion and insecurity to emotional openness. In addition, Susan's sincerity is further illustrated when she comforts Rose after a conflict with her present-day family:

> *"Well, it seems to me your aunt is one who does. You'll get used to it. When you go back there you'll feel lots better." "I'm not going back. Ever!" "Oh, Rose, of course you will! Them folks is good. You'll catch on to how to get on with 'em." Susan pushed back a strand of her bright brown hair and smiled. Rose sighed quaveringly. Susan's soothing voice and kind words at least restored her to calm. She remembered why she had come. (p. 106)*

The data shows that as a good listener, Susan strengthens their emotional bond. As the external factor, Susan's sincerity creates a safe space for Rose to express her emotions without fear of judgment. This closeness deepens when they exchange meaningful stuff:

> *"It's a week since you come last." Rose breathed a happy sigh. "It's a week for me, too." Susan gave the song back to Rose. "You better keep it for now. Will said you brought good luck when he wanted so bad to talk to the birds. And it worked to bring you now, so mebbe, if you keep it, it will bring us both luck, and Will, too." "Then you keep my rose." Rose put the song back in her pocket. (p. 106)*

The data symbolizes the emotional connection and trust beginning to form. Susan's sincerity allows Rose to feel valued, an experience that accelerates her emotional growth. Then, the Susan's ultimate act of sincerity is shown when she contributes money for their journey to find Will:

> *"Does that mean you won't go?" "I'm coming and, what's more, I made her give me five Yankee dollars." Susan opened her fist and showed Rose a handful of money. "And I got more. At the bottom of my trunk. Forty dollars—Yankee, too. Ma and Pa saved it from their wedding trip in the States and left it for me to get married with, but I figure mebbe this is more important." (p. 109)*

The data shows Susan's willingness to sacrifice selflessly for a shared purpose, reflecting her deep sincerity. Through her actions, Susan teaches Rose the values of commitment and responsibility toward others. Moreover, in the next data, Susan continues to show genuine care. one example is when she secretly brings food to Rose, demonstrating that her concern for others outweighs her personal feelings:

> *The fourth evening Susan came. She was horrified to see Rose almost exhausted and covered with such black soot she looked as though she had been painted with stove black. She had had a chance to wash not only herself but her clothes and looked fresh and bright. "Oh, Rose!" Susan was aghast. "You oughtn't to be doing this." "A dollar a day will get us to New York," said Rose tiredly. "How are you, Susan?" "I ain't so bad. I got work helping out where a hired girl's took sick. I get fifty cents a day plus room and board. Is he feeding you good?" Rose told Susan about the bread and lard. The next evening Susan came running up the road with a bundle under her arm. "I ain't supposed to be out," she whispered and ran off. The bundle had in it some cheese, a tomato, a bit of cold beef, and a small jar of milk. Rose stared at the feast in disbelief. Then she gobbled it all up, stuffing food into her mouth like a ravenous dog. (p. 159)*

The data above indicates how Susan's sincerity is neither fleeting nor dependent on circumstances. Her unwavering support creates a sense of emotional security for Rose, which becomes an essential starting point for her transformation. This consistent display of kindness and sincerity serves as a guiding influence as an external factor that plays a significant role in helping Rose develop her character.

2. Honest

The next trait of Susan's character that influences Rose's development is her honesty. Susan's honesty is reflected in the way she speaks frankly but still politely. In the following discussion, the researcher will present some data that shows Susan's honesty. This can be seen when she dares to express her thoughts about Rose without hurting her:

> *Susan stopped. She studied Rose intently. "There's something queer about you," she said, then added quickly, "I don't mean nothing by that. I don't think you're looney or nothing. It's just there's things I can't figure out about you. You come here three years back. You said you was running away and you wanted to stay here so bad. Then, quick's a flick of a cow's tail, you was gone. Will went in the house for no more than three minutes, and when he come out you was gone and we ain't set eyes on you from that moment to this. And here you are as though it was yesterday you come, and you ain't changed. Not growed, nor changed. Not a hair of you. You even got the same clothes on. It gives me the jitters.". (p.74)*

Susan shows that healthy relationships are built on honesty. This becomes a lesson for Rose, who was used to bottling up her feelings. From Susan, Rose learns that openness is the first step to building mutual respect. In the other data, Susan also demonstrates integrity through her daily actions. For instance, when she loses her belongings, she refuses to beg:

> *At the word eat, Rose winced. "We'll manage," she said quickly, "we'll manage. Maybe we can just stop somewhere and ask for some supper and the people will let us sleep in their house." "Rose! I ain't no beggar. We've got to start up like you say and hope by tomorrow morning there's going to be folks who'll let us work for 'em so's we can get breakfast and maybe earn a bit to get us going. We just got to pray we don't run into no one with no nasty notions." She shuddered. "I suppose so," Rose grimaced. She didn't like the idea of working for somebody. (p.138)*

When Rose suggests staying in someone's pasture and using their cow's milk, Susan refuses, seeing it as stealing:

"We could stay here with the cow," said Rose, hopefully. "We could have some of its milk. You can milk a cow." "That'd be stealing. This here's someone's back pasture. We ain't staying here." Away from the crowds, back in the countryside, Susan was again her own capable self. Nothing Rose could say would persuade her to change her mind, so they proceeded in glum silence. (p. 141)

The truth of this statements are not just words; honesty is an important part of Susan's life principles. Despite the challenges she faced, she showed a commitment to persevere and not give up. This provides Rose with a vivid illustration of the importance of honesty in life and the need for consistent application. In addition, at the end of the narrative, Susan expresses her gratitude to Rose:

"Rose, you know I couldn't ever have done this without you." Susan smiled at her warmly. "I think you're wonderful brave." "No, I'm not. Really, I'm not," Rose answered, surprised. "Yes, you are. You was brave to come and you was brave to stick when things got bad. I expect you could have gone back to wherever you come from any time you wanted, and you didn't. You worked for that awful blacksmith and then, in New York, you never said nothing about losing all your things." (p. 176)

The data shows that Susan can recognize and express emotions sincerely. As a result, it greatly impacts Rose's self-esteem, which had previously been fragile. Furthermore, Susan's honest nature eventually becomes a model for Rose, encouraging her to grow into a better and more open individual.

3. Calm and Patient

Another trait of Susan that influences Rose's character development is her calmness and patience. Susan's calmness and patience are evident throughout the story. This action can be something that Rose can learns from Susan. One of the data shows that even Susan was angry with Rose, she remains composed and invites her to eat together:

"Come on," said Susan shortly, climbing down from the fence. "We got to get us something to eat." Rose shook her head. "It's your money. I don't want anything." "Who's going to carry

you when you're so hungry you faint?" "You can leave me." "Rose, we got troubles enough without you should start feeling sorry for yourself. Now pick up and come on." (p. 150)

In the data above, Susan does not let her anger damage her relationship with Rose. Despite her disappointment, she continues to care. This demonstrates that healthy relationships require emotional stability. During a crisis, when Rose refuses to continue their journey, Susan patiently waits and encourages her:

> *Rose had completely forgotten her treasures—her book and her music box. She didn't care about them. They were treasures from a world that suddenly seemed very far away. There was no comfort even in their memory. Susan sat down beside her and tried to coax her to come and eat, but Rose still would not move. Susan would not leave her, so they stayed where they were. Before long Susan's head was nodding; she slumped down on the bench and slept. (p. 169)*

Susan's patience with Rose's passivity is the important part of emotional support. She does not force Rose but stays present. This presence models love without pressure and slowly support Rose's confidence and courage. Later, in the next data, when Rose feels guilty to Susan, Susan calmly forgives her:

> *"Rose, you know I couldn't ever have done this without you." Susan smiled at her warmly. "I think you're wonderful brave." "No, I'm not. Really, I'm not," Rose answered, surprised. "Yes, you are. You was brave to come and you was brave to stick when things got bad. I expect you could have gone back to wherever you come from any time you wanted, and you didn't. You worked for that awful blacksmith and then, in New York, you never said nothing about losing all your things." (p. 176)*

Susan's emotional control helps Rose feel accepted even after she makes mistakes. This marks the height of their relationship's transformation from alienation to acceptance. Through sincerity, honesty, and patience, Susan becomes a supporter in Rose's character development. In Abrams's theory, Susan acts as an external agent of change who helps the protagonist move from emotional crisis to growth. Using the objective approach, all of Susan's traits are analyzed through concrete actions in the text, which directly influence Rose's attitude, emotions, and worldview.

In *The Root Cellar*, Susan is not only a friend for Rose, but also a figure who

significantly influences her emotional and social development. Through her sincerity, honesty, calmness, and patience, Susan teaches Rose how to trust, communicate, and connect with others. In line with the research approach, this section uses the objective approach to analyze Susan's character traits based on her actions, dialogue, and thoughts presented in the text. In conclusion, all the data above are the key traits of Susan that support Rose's transformation, which are sincere, honest, and calm and patient.

C. The Character Development of Rose Larkin After Meet Susan

After Rose encountered Susan and engaged in ongoing interactions, her character began to undergo significant development. This transformation shifted from negative to positive. Initially characterized by traits such as being withdrawn, lacking self-confidence, selfishness, a lack of identity, and a tendency to give up easily, Rose evolved into a confident and courageous individual who possesses a clear sense of identity and resilience. The following outlines the changes in Rose's character and the traits of Susan that facilitated this transformation in Rose Larkin:

1. From Introverted and Insecure to Confident

At first, Rose Larkin is portrayed as insecure, introverted, and uncomfortable in social settings. Her inability to express herself and her lack of confidence highlight her flat characterization in the beginning. However, after encountering Susan a calm and nonjudgmental character who consistently supports and listens to Rose, she begins to develop into a more confident individual. There is a moment when Rose shows her confidence to talking with someone:

> *Talking to Will and Susan was easy, as easy as talking to people in her daydreams. She was shaken by a thought. Maybe this is where I'm supposed to be. Maybe I belong here. She gazed*

around at the countryside in wonder. It all seemed brighter and more interesting than any place she had ever seen. Each blade of grass, each tree branch seemed magical. She walked on, savoring every detail, hugging herself with delight. (p.47)

This statement illustrates a notable change that reflects the emergence of self-confidence in Rose, which she previously lacked. According to Abrams, this exemplifies the impact of a supportive social environment on character development. Susan's calm demeanor plays a crucial role in fostering Rose's self-confidence, as she consistently listens to Rose without judgment. Although Susan may not fully believe Rose's story, she does not dwell on this, instead, she feels a sense of joy because no one had ever listened to her with such genuine interest.

Next, Rose says confidently that she can help Susan find Will, because she is from the future New York. She can find Will by reading History Books about the American Civil War:

Then she said confidently, "I know Will's alive somewhere. We have to find out where so we can bring him home." "We can't do that," said Susan. "We wouldn't know where t'start. It was an awful big war, and them things can't be as easy to sort out as eggs or apples." Rose jumped to her feet. "Yes, they can!" she cried. "Yes, they can. They can be if all you have to do is look in history books for them. Back at Aunt Nan's or in the library in Soames or somewhere there must be a lot of books that tell about the Civil War." (p.75)

Rose's belief in her time-travel experience reflects the development of self-confidence gained through struggling against the doubts of others. At first, Susan is honest about her doubts, but because of Rose's confidence she convinces Susan to go with her. Susan supported Rose's idea of finding Will and agreed to go with Rose and use all her savings for their journey.

Then, the next quote shows Rose bravely apologizing to Susan after spending the rest of their money on herself:

Rose pushed her hands through her dusty, dirty hair, which was by this time a dull brown color and sticking out all over her head. She looked sideways at Susan. "I'm sorry about the money," she said. "I expect you are," said Susan and that, Rose felt sure, was all the word she was going to get out of Susan on that subject. (p.151)

Rose never considered others' responses to her. However, her relationship with Susan is different. Susan is Rose's first friend and she does not want Susan to hate her. Therefore, she bravely apologizes to Susan for her mistake. Despite Susan's has not forgiven her, Rose still expresses her regret. This reflects Rose's moral growth and maturity in facing social consequences.

On page 217 in the novel *The Root Cellar*, it is explained that Rose learns that honesty can overcome misunderstandings. This is evident in her dialog with Miss Jerue, where she feels compelled to be honest to explain who she really is:

> *Rose felt very uncomfortable for a moment; then, suddenly, she felt as though a burden had been lifted from her. "I'm Rose Larkin," she said. But how to tell Mrs. Jerue where she had really come from? She didn't want to lie. So she said, "I'm a friend of Susan's. I didn't want her to have to go find Will by herself. So we thought it would be useful if I dressed as a boy. And I guess it was, too. But I'm sorry we made you run after us to the railroad station.". (p.217)*

The data shows that Rose feels safe and confident to be open with others, as a result of the trusting relationship she has built with Susan. It can be seen in the following data that Susan does not force Rose to change, instead, she reassures her with words that are gentle yet honest:

> *When she saw that Rose was awake, Susan dropped to her knees and put her arms tightly around her. "You done it," she whispered. "You done it. Like Will told you at all that long time ago, you was good luck, the best luck a body ever had. Will told me what you talked about in the night. I love you, Rose." Embarrassed by her own show of emotion, Susan stood up. (p.106)*

This dialogue highlights Susan's role in supporting and emotionally affirming Rose. Through her gentle words and sincere actions, Susan comforts her and reinforces her sense of worth. Her deep care and emotional support play a key role in strengthening Rose's self-confidence and emotional resilience.

Rose develops from an introverted girl into a brave individual who dares to speak the truth. This transformation is the result of Susan's consistent honesty in her

interactions with Rose and other characters, which provides a supportive model that influences Rose's personal growth. According to Abrams, intense interpersonal interaction is considered an important factor in character development.

2. From Arrogant and Selfish to Thoughtful

At the beginning of the story, Rose is portrayed as a self-centered and emotionally detached girl. She tends to avoid emotional connections with others, believing that no one truly cares about her. Her defensive attitude often comes across as arrogance and an unwillingness to accept help or show care for others. She does whatever she pleases without considering how her actions might affect those around her. However, Susan's presence gradually changes Rose's perspective on social relationships and personal responsibility.

This change begins to show when Rose realizes that, in certain situations, she must take the lead and take responsibility for what they are facing. Even though she is younger than Susan, Rose begins to understand that the success of their journey depends heavily on her initiative and courage. This is reflected in the following quote:

> *Although she was now three years younger than Susan, Rose suddenly realized that she, not Susan, knew what had to be done this time. She knew that she had to take charge now or they would never leave Hawthorn Bay, never find Will, never be able to face any danger or difficulty that might lie ahead. (p.108)*

This change is not just a sudden impulse, but is based on deep emotional reflection. One of the emotional turning points for Rose is when she realizes how much she has hurt Susan as the only person who Rose think truly cares about her. The guilt she feels pushes her to evaluate her behavior and begin to change. She no longer acts solely based on her own desires but starts to think about the

consequences of her actions on others.

> *Rose fell back. She felt hated, the way she had felt the time she had overheard Sam tell his mother how ugly and disagreeable she was. And this time she knew she deserved it. She felt worse than she had after Aunt Nan's accident. She was ashamed. She was willing to do any kind of work, ask anybody for anything if only Susan wouldn't walk ahead like that—so fast, so stiff and straight, so cold. I've never had a friend before, she thought, and she was suddenly very much afraid of losing Susan's friendship. (p.156)*

The fear of losing Susan becomes a factor for Rose's emotional growth. She begins to understand that impulsive and inconsiderate actions can deeply hurt the people who matter the most to her. This awareness helps her grow into someone more thoughtful and responsible, as seen in the following data:

> *In her sleep, Susan had slumped over into a crumpled heap of dusty clothes, disheveled hair, and a pale face all streaked with coal dust and dirt. Rose sat down. "It was because of me we came here," she told herself. "Susan came because I said we had to. She thinks I can take care of everything." She pushed her hair back from her face. In the two weeks they had been on the road it had grown so that it was hot over her forehead. She put her face down in her hands. She knew that even if it was possible to find her way back to the twentieth century by finding East 68th Street, she was not going to do it. She had to go with Susan to Washington, to find Will, and what was more, she had to do it without letting Susan know how scared she was. All night long she sat and thought. (p.172)*

This moment shows a deep transformation in Rose. She no longer prioritizes her own comfort, but chooses to stay with Susan and help complete their mission. She shows empathy, responsibility, and courage that she did not display at the beginning. This marks a significant shift from her early character, who was individualistic and emotionally closed.

One of the key factors in Rose's development is the emotional stability that Susan provides. As a flat character, Susan does not undergo significant change throughout the story. However, it is precisely her consistency and sincerity that become a foundation for Rose's emotional growth. Susan offers unconditional support, even when Rose behaves poorly toward her:

> *"Have you got anything to eat in there?" Rose asked faintly, pointing to the bundle. Susan had. She had bread and cheese, meat, tomatoes, two cold potatoes, and two pieces of pie. She also*

had a bar of soap, a shirt and a pair of britches and boots, all well worn but still serviceable. "I asked for 'em instead of some of the money," said Susan. "I took 'em for you." There was a warmth in the way she said it, and a kind of shyness, that made Rose look questioningly at her. Without another word being spoken, Rose understood that everything was all right again between them. (p.164)

Susan's calm, patient, and caring nature becomes a real-life example of how one should behave in human relationships. She continues to help and care for Rose, even when their relationship is strained. This creates a sense of emotional safety for Rose, encouraging her to learn from Susan's behavior and begin to change.

In terms of M.H. Abrams' character theory, Rose represents a round character who undergoes psychological and moral development in a gradual and realistic way. Her transformation is not instantaneous, but the result of prolonged interactions, emotional experiences, and moral guidance from another character. In this case, Susan is not just a supporting character, but a catalytic figure who drives Rose's growth.

Through her meaningful relationship with Susan, Rose matures into someone more caring, reflective, and responsible. She starts to consider others' feelings, values loyalty, and bravely accepts the consequences of her own choices. This marks a significant achievement in her character development from a selfish girl to a thoughtful and mature individual.

3. **From Lack of Identity to Strong Sense of Identity**

At the beginning of the story, Rose Larkin is portrayed as a child who has yet to discover her identity. She feels alienated in her new environment in Canada, especially after losing the grandmother who took care of her and having to live with relatives she has never met. When she first travels to the past and meets Susan, Rose experiences an emotional comfort she has never felt before. That environment gives

her a sense of belonging and being needed, leading her to believe that the past is truly the right place for her. However, she is mistaken because the past is not her place, as she cannot truly be herself in that time.

> *I don't want to be stuck back in time. I'm sick of being a twelve-year-old boy. I want to be myself, ordinary Rose with an ordinary Aunt Nan and an ordinary Uncle Bob and ordinary cousins. (p.210)*

This quote marks a turning point in Rose's inner journey. After experiencing various events and hardships alongside Susan, Rose begins to realize that the comfort she found in the past does not mean that era is where she truly belongs. Instead, through deep self-reflection and emotional support from Susan, she comes to understand that the present, together with her new family in Canada is where she is meant to be. Her desire to become "ordinary Rose" signifies her acceptance of herself and the life she once rejected.

The transformation of Rose's character reaches its peak when she honestly declares:

> *"Will Morrissay," said Rose, "you're a lot older than I am now, and you're a soldier, and terrible things have happened to you, so I shouldn't say it, but you're being dumb. Or you just don't know Susan at all. She won't go home without you. She'll stay here forever if that's what you mean to do. But I don't want to. I want to go home. I don't want to be stuck back in time. I'm sick of being a twelve-year-old boy. I want to be myself, ordinary Rose with an ordinary Aunt Nan and an ordinary Uncle Bob and ordinary cousins. I don't belong here. I thought I did but I don't—any more than you belong in the United States. I want to go home to Hawthorn Bay. You know, I've just remembered something. A funny man on the road from Albany asked me where I came from. I said Canada, and I do now. Same as you. And I don't see any way of getting there except to take the train and the boat, and I don't have any money. I want you to give me some.". (p.210)*

This statement marks Rose's full acceptance of her identity and the real life she had previously overlooked. At the beginning of the story, she appears arrogant, ungrateful, and indifferent toward her family. However, at this point, she longs for them and want to return to a normal life. She begins to realize that family is not just a place to live but a group of people who care for and love her and that her true

place is by their side.

This is closely tied to Susan's role as a wise and stable character, serving as a constant reminder to Rose of her family's kindness and the importance of returning home.

> *"Oh, Rose, of course you will! Them folks is good. You'll catch on to how to get on with 'em." Susan pushed back a strand of her bright brown hair and smiled. Rose sighed quaveringly. Susan's soothing voice and kind words at least restored her to calm. She remembered why she had come. (p. 106)*

The data illustrates Susan's role as a calm and supportive figure, who helps Rose manage her emotions and regain her composure in stressful situations. This data emphasizes the function of Susan's calm nature in Rose's process of finding her true self and changing her perspective on her new environment.

Therefore, the findings align with Abrams' character development theory. Rose is characterized as a round character who undergoes significant growth. Her transformation is driven by an external influence, Susan. Thus, this section illustrates that Rose's journey of self-discovery is a long process shaped by Susan's calmness and patience. Ultimately, Rose is not searching for a physical place but rather a space where she can truly be herself, and that place is home with her family in the present.

4. From Easy to Give Up to Perseverance

The transformation of Rose's character from someone who easily gives up to a determined and resilient individual is one of the most significant developments in *The Root Cellar*. At the beginning of the story, Rose is portrayed as a passive figure who lacks the courage to defend her opinions or take initiative in her life. She is accustomed to following the directions of the adults around her, such as her

grandmother or aunt. When her opinions are challenged or rejected, Rose tends to remain silent and surrender without resistance. This reflects her lack of self-confidence and unwillingness to fight for what she believes is important.

However, everything begins to change when Rose forms a close relationship with Susan. Susan's supportive and spirited presence becomes an inspiration for Rose to take control of her own choices. She starts to voice her opinions, make decisions, and face the consequences. One of the moments that showcases Rose's bravery and determination occurs when she disguises herself as a boy in order to protect Susan and accomplish their mission.

> *She stared down at her feet and they looked like someone else's feet. In the boots Susan had got in Dorland they were the feet of David, the boy she had told everyone she was. And the britches were not hers. And she wasn't Rose Larkin but this other person, this made-up brother of Susan's. (p.171)*

This data demonstrates that Rose is willing to step out of her comfort zone, even temporarily sacrificing her identity, to protect her best friend and complete their quest. It is clear proof of Rose's transformation into a courageous and determined individual. Furthermore, Rose's perseverance is also reflected in her decision to continue searching for Will, even though she knows the way back to the present. Instead of giving up and returning to a safe zone, Rose chooses to remain loyal to Susan and face the challenges ahead.

> *There was a horse car, but they decided to save the money and walk. They had a quick cup of coffee and a bun, which they bought at a stand near the entrance. Rose turned to Susan and announced firmly. "So the thing to do, Susan, is to get going." And Susan said, "That's so, Rose," and they set out. (p.173)*

The data shows Rose's growing determination and initiative. She is no longer a passive girl who merely follows the guidance of others but has become someone who takes an active role in their journey. The decision to "get going" reflects her

emotional maturity and courage in facing uncertainty.

In another data shows how Rose's character transformation is further reinforced by Susan's direct appreciation, as she acknowledges Rose's bravery and determination in navigating their challenging journey:

> *"Rose, you know I couldn't ever have done this without you." Susan smiled at her warmly. "I think you're wonderful brave." "No, I'm not. Really, I'm not," Rose answered, surprised. "Yes, you are. You was brave to come and you was brave to stick when things got bad. I expect you could have gone back to wherever you come from any time you wanted, and you didn't. You worked for that awful blacksmith and then, in New York, you never said nothing about losing all your things." (p.176)*

Susan's words are a sincere acknowledgment of Rose's character development. For Rose, this appreciation serves as proof that she has changed. Susan's praise becomes a powerful emotional encouragement for Rose to continue growing into a strong and responsible individual. Their relationship creates a positive emotional bond, in which Rose feels valued and relied upon. This gives her confidence and motivation not to easily give up in the face of difficulties.

Overall, the transformation from being easily discouraged to becoming perseverant is the result of interactions, experiences, and strong emotional support from Susan. Within the framework of M.H. Abrams' character theory, this change signifies that Rose is a round character who undergoes character development gradually and realistically. She is no longer a passive character, but has become a determined, courageous, and proactive individual.

CHAPTER V

CONCLUSION

This section presents the conclusions drawn from the analysis discussed in the previous chapter, along with suggestions offered by the researcher for future studies that may explore similar topics or apply the same theoretical framework.

A. Conclusion

Based on the researcher's analysis, the research findings show that Rose Larkin's character shows an introverted personality, insecure, arrogant, selfish, lack of identity and gives up easily. As the story progresses, Rose Larkin meets Susan in a different time through the mysterious Root Cellar. Rose gained a lot of personality development experience after meeting Susan. Rose changed from a bad character to a better one. This can be seen from the researcher's findings that Rose who was introverted became a confident person, who was arrogant and selfish became a caring person, who lacked of identity became a person with a strong sense of identity, and who gave up easily became an unyielding person. Rose, who is not good at conveying her feelings, feels that she can talk easily to Susan. Rose becomes a caring person and takes the initiative to help. Rose became aware of who she was and where she belonged. Rose became a child who never gave up when facing problems.

The researcher also found that Rose's character development was influenced by her interaction with an important figure who always supported her. the character who dominates the factors that cause Rose's personality development is Susan.

Since Rose met Susan, who was honest, calm and composed, she changed for the better. The activities carried out by Rose and Susan became what they are now, namely confident, thoughtful, have a strong sense of identity and perseverance. In conclusion, Rose experiencing character development from bad to good character and all is supported by Susan traits.

B. Suggestion

This study uses M. H. Abrams' theory of character development to discuss the character development of the main character, Rose Larkin through the influence of a supporting character using an objective approach. However, the researcher hopes that future studies that use *The Root Cellar* novel as research data can use other theories to enrich and complement the study of *The Root Cellar* novel so that in the future it can be used as a reference for further research. For the literature students, this research can help other researcher understands how character development can be influenced not only by internal conflicts but also through the supporting characters. And the last, for the general reader, the novel *The Root Cellar* offers valuable insights about the importance of friendship, resilience, and emotional growth. Readers may reflect on how emotional support can help individuals overcome trauma and find their identity.

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CURRICULUM VITAE

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