

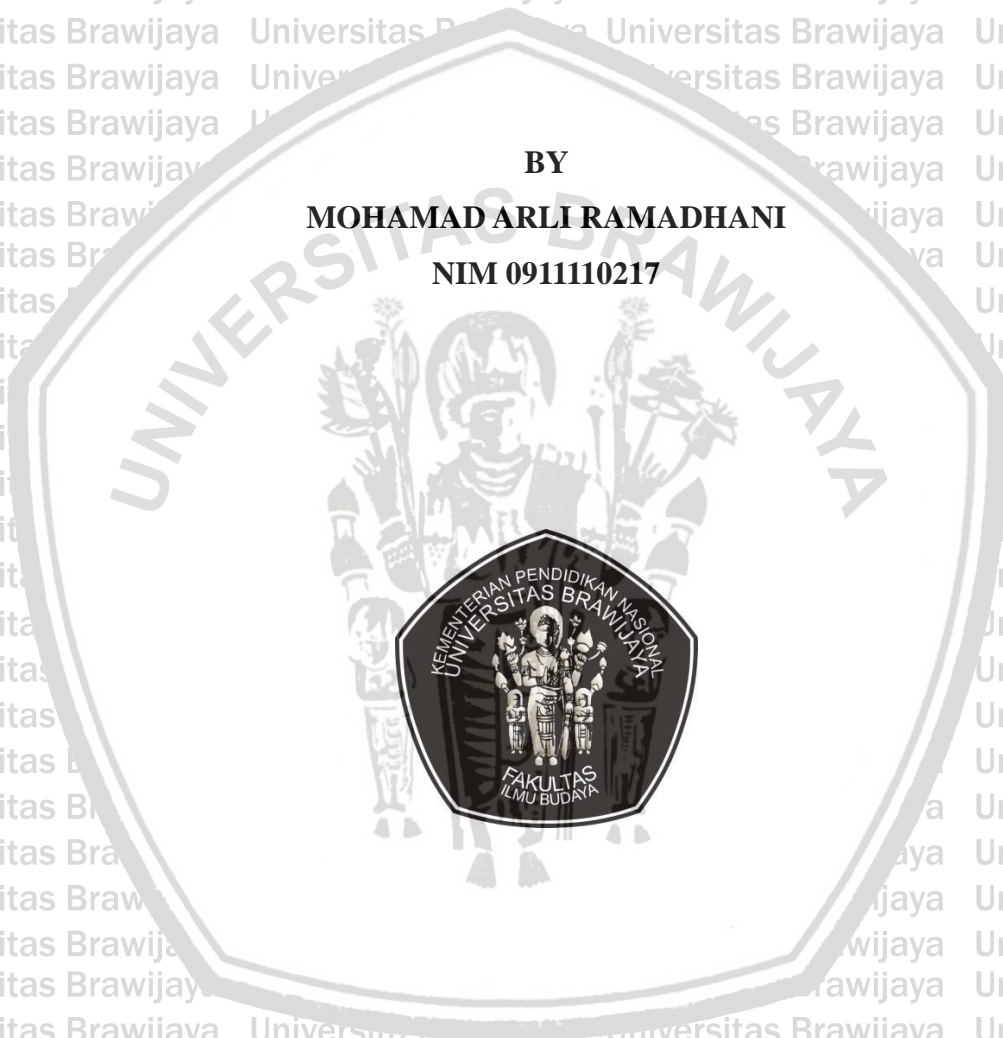
**CHARACTER BUILDING OF TOM SAWYER  
IN MARK TWAIN'S *THE ADVENTURES OF TOM SAWYER***

**THESIS**

**BY**

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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES**

**UNIVERSITAS BRAWIJAYA**

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**CHARACTER BUILDING OF TOM SAWYER  
IN MARK TWAIN'S *THE ADVENTURES OF TOM SAWYER***

**THESIS**

Presented to  
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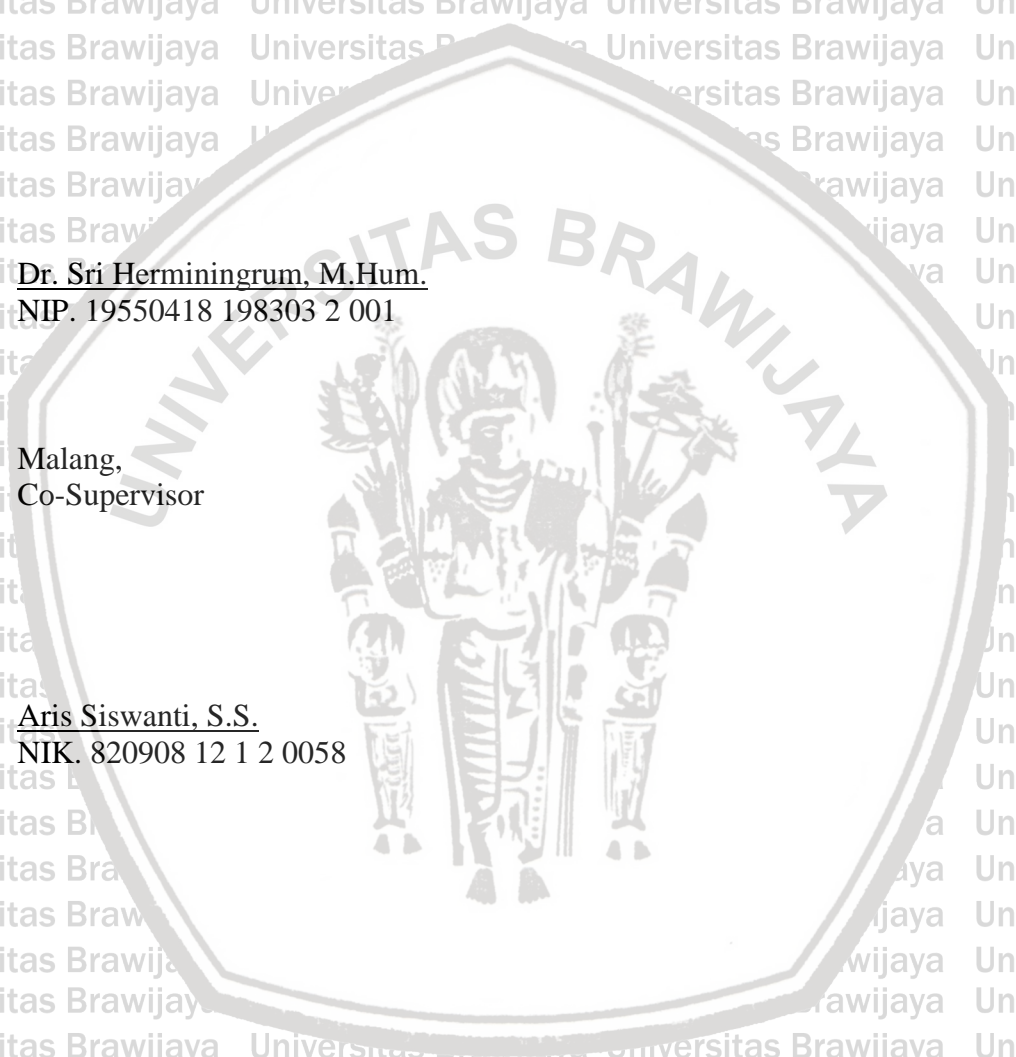
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## ABSTRACT

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**Keywords:** Mark Twain, *The Adventures of Tom Sawyer*, character building, personalities, socio-cultural approach

Novel, as one of literary works, can be a representation of the real life that portrays the social and cultural phenomena in a certain society. Novel can be used as the description of the influence of society towards the character building of the characters of the novel as individual. In Mark Twain's *The Adventures of Tom Sawyer*, the character building of Tom Sawyer, as the main character, is influenced by the South society in America, which also leads to the development of Tom Sawyer's personalities is implicitly and explicitly shown.

The study applies socio-cultural approach as the grounding theory to find out the social and cultural phenomena of the South society which influences Tom Sawyer's character building. The background of Mark Twain in terms of *The Adventures of Tom Sawyer* novel and the socio-cultural life in the South society are used to provide some supporting information to make the analysis and interpretation of the study becomes more comprehensive.

The result of the study reveals that Mark Twain's *The Adventures of Tom Sawyer* elevates the socio-cultural issues in the South society that influence the character building of Tom Sawyer. The relationship between Tom Sawyer and the South society and the psychological process within Tom Sawyer's personalities is clearly described. However, because this novel does not merely elevate socio-cultural aspects, it is suggested for the next researchers to research it from other perspectives, such as economic condition, racism, or Christian cultural values.

## ABSTRAK

Ramadhani, Mohamad Arli. 2013. **Character Building of Tom Sawyer in Mark Twain's *The Adventures of Tom Sawyer***. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: (1) Sri Herminingrum; (2) Aris Siwanti.

**Kata kunci:** Mark Twain, *The Adventures of Tom Sawyer*, pembentukan karakter, kepribadian, pendekatan sosio-kultural

Novel sebagai salah satu bentuk karya sastra dapat menjadi representasi yang menggambarkan fenomena sosial budaya pada masyarakat tertentu. Novel dapat digunakan sebagai penggambaran dari pengaruh kehidupan masyarakat terhadap pembentukan karakter seseorang. Pembentukan karakter Tom Sawyer, sebagai tokoh utama pada novel Mark Twain yang berjudul *The Adventures of Tom Sawyer* dipengaruhi oleh Masyarakat Selatan di Amerika Serikat yang juga mempengaruhi kepribadian Tom Sawyer, digambarkan secara tersirat maupun tersurat.

Penelitian ini menggunakan pendekatan sosio-kultural sebagai teori dasar untuk mencari fenomena sosial dan budaya dari Masyarakat Selatan yang mempengaruhi pembentukan karakter Tom Sawyer. Latar belakang Mark Twain yang berkaitan dengan novel *The Adventures of Tom Sawyer* dan kehidupan sosio-kultural pada Masyarakat Selatan digunakan sebagai acuan dalam melakukan analisis and interpretasi sehingga penelitian ini menjadi lebih komprehensif.

Hasil dari penelitian ini mengungkapkan bahwa novel *The Adventures of Tom Sawyer* karya Mark Twain mengangkat isu-isu sosio-kultural pada Masyarakat Selatan yang mempengaruhi pembentukan karakter Tom Sawyer. Hubungan antara Tom Sawyer dan Masyarakat Selatan serta proses psikologis dalam kepribadian Tom Sawyer yang dipengaruhi oleh Masyarakat Selatan digambarkan secara rinci. Namun, karena novel ini tidak hanya mengangkat aspek-aspek sosio-kultural, disarankan kepada peneliti selanjutnya untuk meneliti novel ini dari sudut pandang lain, seperti kondisi ekonomi, rasisme, dan juga nilai budaya Kristiani.



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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

America as one of the most influential countries in the world has been recognized in term of the development of literary works. It has a long and great story that cannot be separated from the society's historical aspects. This happens because America has social and cultural phenomena which are often taken into the form of literary works such as movies and novels. American Dream, American Frontier, Civil War, Slavery and World War are some themes that are often used in the literary works. These themes are based on the social and historical phenomena that have happened in America.

One of the most notable phenomena in America is about the existence of the South. The South, usually also called as the Old South or the Ante-bellum South becomes the distinguished variation of American literary works because the settings of the South itself is really unique in the way of the cultural life and the social facts in America. The differences cover the social system of slavery and social class in America. The South society that mostly works on the agricultural activities also becomes another uniqueness of the South which many American authors use the particular sections such as South, North or Mid-West for their realistic local color.

Some of the literary works that portray the South are Allen Tate's *The Fathers*, Robert Penn Warren's *All the King's Men*, and Mark Twain's *The Adventures of Tom Sawyer*. Those are the novels that are well-known because the South social and cultural

phenomena are elevated and elaborated even though among those novels, Mark Twain is considered as the best author in describing the image of the South (Rubin Jr., 1979)

Those novels represent the South society in the reality that can show the images about the actual condition of the South social condition to the readers. This fact relates to Langland's statement that "society is everything that is seen in the novel as manifestation and role of the real world in the novel." (1984, p. 6) The manifestation is described through the technique of the author in collaborating the social facts and the imaginations of the author. The manifestation of the collaboration between the reality and imagination in *The Adventures of Tom Sawyer* is described through St. Petersburg town as the fictional place which is represented the South region. So, it can be said that social facts can be inspirations for the authors to create literary works.

### 1.1.1 Mark Twain and his Works

Mark Twain (Appendix 2) is a famous American author known by his works that mostly underline American characters. Some of his novels that contain the essence of American characters are *A Connecticut Yankee in King Arthur's Court*, *A Horse's Tale*, *The Adventures of Huckleberry Finn*, and *Pudd'nhead Wilson*. The last two novels mentioned are set in the Southern region in the United States and focus on how the characters' personality is formed by the influences of the South society. The South society is depicted in Mark Twain's *The Adventures of Tom Sawyer* as the setting of place. As Louis D. Rubin Jr. (1979, p. 199) says "Among all American authors that elevated about the South, there is no one that really describe the image of the South society like Mark Twain in his two characters; Tom Sawyer and Huckleberry Finn." It means that the form of local color is elaborated in the novel as a characteristic of the people in the Southern region.

Furthermore, Rubin Jr. defines that through Tom Sawyer and Huckleberry Finn, Mark Twain tries to represent the image of the South society physically and psychologically, with barefoot kids, with the fishing pole, and one of them wearing straw hat with frayed brim. They are going for fishing expedition in the summertime. "The image is not the description of the frontier or the wilderness but it is the description of the town near the river...The description is a kind of freedom and innocence that exist in the society" (1979, p. 199).

*The Adventures of Tom Sawyer* story takes place on St. Petersburg, near Mississippi River, as it is believed that the town itself is a representation of Mark Twain's hometown, Hannibal, a small Mississippi River town. Of course, this factor creates an atmosphere that is close to the setting of place in *The Adventures of Tom Sawyer*, to support the development of the story. This inspiration really influences the technique of Mark Twain's description and visualization of St. Petersburg in the novel. The description is not only inspired by the physical condition of the town but also the lives of the townspeople that were also inspired by the real South Society at that time.

**1.1.2 The Synopsis of *The Adventures of Tom Sawyer***

*The Adventures of Tom Sawyer* (Appendix 3) tells about Tom Sawyer, a naughty and imaginative boy who lives in the Mississippi River town of St. Petersburg, Missouri. He comes from the middle class society of that town. Tom lives out his life by doing some activities that are very common for middle class society. He goes to school and attends the Sunday school in church.

Tom Sawyer has strong imagination because of his hobby in reading novels and his interaction with the society. His hobby in reading novels influences his adventurous and brave behavior but sometimes create problems between him with his social

environment. His interaction with some characters that represents the part of the society in St. Petersburg also forms his personalities as the children and the part of the society.

Tom Sawyer lives with Aunt Polly, his aunt, Mary, his cousin, and Sid, his half-brother. These three characters really love and care about Tom, especially Aunt Polly.

She always tries to make Tom be discipline but unfortunately Tom is very rebellious to her Aunt and it is shown when he tries cheating on Aunt Polly's sanction given to him.

Tom Sawyer also develops relationship with some people in the town, like Becky Thatcher, but in the relationship, there are some problems that lead Tom into more mature behavior. Because of his naughtiness, Tom is often involved in some problems like witnessing a murder done by Injun Joe and getting lost in a cave when he is going on a picnic with Becky. Tom can overcome his problems in the end of the story although his idea of making a band of robber with Huck can create another problem.

**1.2 Problem of the Study**

The character building of Tom Sawyer, the main character of *The Adventures of Tom Sawyer*, who lived in the South Society, is very inspiring. Therefore, the dynamic development of Tom Sawyer's character serves as the problem that will be discussed in this study.

**1.3 Objective of the Study**

In connecting with the character building of the Tom Sawyer influenced by the South Society, this research has two purposes: (1) to explore the culture of the Southern Society and (2) to reveal how Tom Sawyer's character building influenced by the Southern Society.

#### 1.4 Significance of the Study

Because the focus of the study is on how the South society and its culture influencing the character building of a Southern young boy, the result of the research hopefully can enrich the understanding about the South Society and its culture in connecting with Southerners' character.



## CHAPTER II

### REVIEW OF RELATED LITERATURE AND RESEARCH METHOD

#### 2.1 Theoretical Framework

The South is a distinguished region in the United States. It has its own psychological and cultural aspects that make it different from the other regions in the country. The most distinctive culture in The South is the use of social class system as a phenomenon when the slavery existed in this region.

This social phenomenon portrayed by the characters in *The Adventures of Tom Sawyer* is admitted by Mark Twain in the novel (1876, p. 2), "The adventures recorded in this book really occurred; one or two were experiences of my own, the rest of those boys who were the schoolmates of mine....Tom Sawyer also, but not from an individual..." From this statement, it can be said that *The Adventures of Tom Sawyer* is a literary work that covers some aspects and elements that happens in the real society in the South Region as a whole society not partially. So, the elements of characterization in the novel that represent the reality is used to analyze Tom Sawyer as the main character.

##### 2.1.1 Character in the Literary Works

Character is a person with his/ her personalities involved in the literary works.

The description about the character's personality can be seen through the manner and attitude in the literary works (Henderson, 2013). It means that the character in literary work has a big role in making the readers understand about the essence of the story and its representation of the reality.



The term character itself always exists in the literary works as the significant supporting element to build the literary work itself as a representation of the real life.

The reflection of the definition and role of character in the literary works is defined by Abrams as:

Characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it—the dialogue—and from what they do—the action. The grounds in the characters' temperament, desires, and moral nature for their speech and actions are called their **motivation**. (1999, p. 32)

The construction of character creation usually done by the authors appears as the representation of the society including the people, the setting of time and place, the culture and the social condition. As it is said by Bolton, "Similarly, the novelist not only selects and, as in life, gives his characters varying degrees of importance, but may use them as types, spokesmen, symbols, myths, hints, ornaments...." (1983, p. 76). This statement indicates that the character's degree of importance in the novel that is described by the author builds the social value in the society that can be considered as the essential role of 'spokesman' of the factual social phenomena at that time.

The character with its important role in the society is usually related to the term of complex or round character, as "The complex character is obviously more lifelike than the simple, because in life people are not simply embodiments of single attitudes." (Kenney, 1966, p. 29). It means that the characters as representation of the people in real life have more complex dynamic character development. Furthermore, the development of the character can be described in dramatic method. "In the dramatic method, the author allows his characters to reveal themselves to us through their own words and actions." (Kenney, 1966, p. 35). Of course, the revelation of the characters

through this method obviously has some advantages, including the dynamic character building which is described through the lifelike explanation.

### **2.1.2 Author and His Literary Works**

The word “author” has a close relationship with authority in the term of making and creating the literary work. This term is derived from Greek noun *authentim* that means authority. (Pease, 1990, p. 106) The term authority itself cannot be separated from the author’s freedom to use their ideas and inspiration in their creation of literary work. From this point, it can be said that literary works always have a deep connection with its author. The author takes the full responsibility and authority of his literary works. Furthermore, Pease states that “Authors rose to cultural prominence in alliance with other individuals who exploited this dissociation between worlds...” (1990, p. 107)

Based on Pease’s point of view in term of elevating the characters, an author tries to keep the originality in their literary work by exploiting and exploring their individual ideas and inspiration to show their uniqueness. Mark Twain as one of the famous American authors applies this concept in his work, *The Adventures of Tom Sawyer*, through the character of Tom Sawyer as his basic ideas in making literary work. The ideas come from his experience as a part of the South society as it is depicted in the dynamic characterization of Tom Sawyer.

### **2.1.3 The South Society**

According to Ranson (1989), the South is a part of a national domain which is, geographically and socially, sufficiently unified to have a true consciousness of its own unity, to feel a pride in its own ideals and customs, and to possess a sense of its

distinction from other parts of the country. It can be said that the South society has different cultural and social condition from another region in America. The uniqueness of this region covers some aspects of the social and cultural life. The culture is influenced by the geographical condition that supports the development of agriculture in the South.

Agriculture becomes the main activity of the society. "The 'plantation' which prevailed outside the tidewater and delta regions was actually no more than a farm; its owner was, properly, neither a planter nor an aristocrat, but a backwoods farmer..." (Cash, 1929, p. 185). The people works in the ranches and farms and most of the land owners employ the slaves. The term slavery itself is only used in this region, where it leads to the social classification phenomena in the South society.

It is known that Mississippi becomes one of the settlements of the Southern Society, with its different social and cultural values that build some significant distinction on the people personalities, not only as individual both also as community. The significant distinctive social condition in the South society represented by St. Petersburg is the existence of social class. The phenomenon happens because in the South society, there is slavery condition that becomes a major factor of social class formation. According to Genovese (1974), slavery is the object of social class that becomes the distinction between white and black southerners. Of course, the phenomenon of social class can also be seen in literary works including *The Adventures of Tom Sawyer*.

#### **2.1.4 Socio-cultural Approach**

The socio-cultural approach is an approach that emphasizes on the interactions between the children and society as the process of the children's behavior formation.

Through these interactions, they learn the values and norms of their society. Vygotsky (1978) argues that child's cultural development consists of two levels; first is on the social level, and later is on the individual level. It means that on the social level there is a process of psychological development through interaction between the child and the people. On the individual level, there is a process of psychological inside the child.

Vygotsky's socio-cultural approach focuses on social interaction and practical transformation of the children. Prior to mastering his own behavior, the child begins to master his surroundings with the help of speech. This produces new relations with the environment in addition to the new organization of behavior itself (1978, p. 25).

Based on this approach, the character building of Tom Sawyer can be analyzed comprehensively because there are some significant points in the plotline of the novel that shows the influences of Tom's surrounding people and environment in his character building. The influences of the South society are emphasized on the cultural values and phenomena that build the mindset of Tom Sawyer as the part of the society.

Socio-cultural approach cannot be separated from social psychology because there is a close relationship between these approaches. Social psychology is a discipline that uses scientific methods "to understand and explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined or implied presence of other human beings" (Allport, 1985, p. 5). Therefore, this approach is needed to apply if the socio-cultural phenomena existed in literary works which elevate the dynamic character development becomes the important issue that will be analyzed. This approach is also needed as the basic understanding of the socio-culture in order to use the self-perception theory which is used as the basic theory of the study.

### 2.1.5 Self-perception Theory

Self-perception theory is proposed as theory that explains how attitudes are shaped based on the individual's awareness in term of the dispositions, emotions and other internal states through the observation of other persons' behavior (Bem, 1965).

The radical element of Bem's theory is the hypothesis that behavior causes attitudes, showing the notion that attitudes shape behavior. Therefore self-perception theory is a process of inferring attitudes based on the observation of one's own behavior. This theory states that a person can a role as an observer of his/her own behavior, and then makes connections to either an external or internal source. It means that this theory will be used as the basic theory outside the intrinsic theories which can elaborate the analysis of the study.

### 2.2 Previous Studies

There are two researchers who have conducted a study on Mark Twain's *The Adventures of Tom Sawyer*. First, Leni Andriani, from Sanata Dharma University, did research entitled *Tom's Maturity Process as the Result of Conflicts Seen in Mark Twain's The Adventures of Tom Sawyer* in 2009. Her research focuses on three problem formulations that cover the characteristics of Tom Sawyer, the conflicts experienced by Tom, and how the conflicts influence Tom's maturity process (Andriani, 2009). Second, Dan Ariely from Duke University conducted research entitled *Tom Sawyer and the Construction of Value* in 2005. Ariely's study focused on how the economic condition at Tom's society as an indicator of the construction of value through economic perspective (Ariely. et. al. 2005).

This current study is different from both previous studies. The discussion on the previous study conducted by Andriani is focused on the problem is of Tom Sawyer's

maturity influenced by the conflicts, but in this study emphasizes how the South society influences Tom Sawyer's character building. The approach that is used in Andriani's study is psychological approach but this study uses socio-cultural approach. This study is also different from Ariely's study because this study does not cover the problem in connection with the economic condition depicted in the novel like Ariely's.

### **2.3 Research Method**

In conducting the research, there are two steps taken. Firstly, deciding the object of the study and secondly, interpreting and analyzing the data.

#### **2.3.1 Deciding the Object of the Study**

Deciding the object of the study becomes the essential thing in this study because the object will give some benefits to the process of analysis. The material object chosen is Mark Twain's novel entitled *The Adventures of Tom Sawyer*. The selection of Mark Twain's 1876 novel, *The Adventures of Tom Sawyer* is because it is considered as one of the novels showing a significant role of character building influenced by the society. This material object is read three times to seek the significant issues in order to gain valid data depicted in the novel. Since this novel centers on Tom Sawyer's boyhood journey in his hometown, St. Petersburg, the study focuses on character building of Tom Sawyer which is influenced by the South society. Therefore, through the socio-cultural approach, the character building of Tom Sawyer in *The Adventures of Tom Sawyer* novel becomes the formal object of the study.

#### **2.3.2 Analyzing and Interpreting the Data**

After reading the novel and finding the problem of the study, interpretation and analysis of *The Adventures of Tom Sawyer* will be conducted by:

### (1) Applying socio-cultural approach

Because the goal of the research is to analyze the character building of Tom Sawyer in *The Adventures of Tom Sawyer*, this study has significant relevance to social phenomena in the South society as it is reflected in the novel. Therefore, in order to get more detail information and focus on the problem of the study, the socio-cultural approach is used.

Socio-cultural approach is used to analyze Tom Sawyer's character building, especially in relating to social norms and culture in the South society. It also proposes that children learn behavior through problem-solving interactions with other children and adult. This step has a main purpose to examine the characteristic of the South society, represented by St. Petersburg people, in terms of its social and cultural aspects in order to get the details of Tom Sawyer's dynamic characteristics the representation of the South society. By applying the Socio-cultural approach, this study can focus on how Mark Twain as the author elevates the socio-cultural phenomena that involves Tom Sawyer. In that society, Tom's role as child who lives in multicultural condition becomes very important in term of how the people of the South Society considers him by using the common point of view based on the mindset of the society.

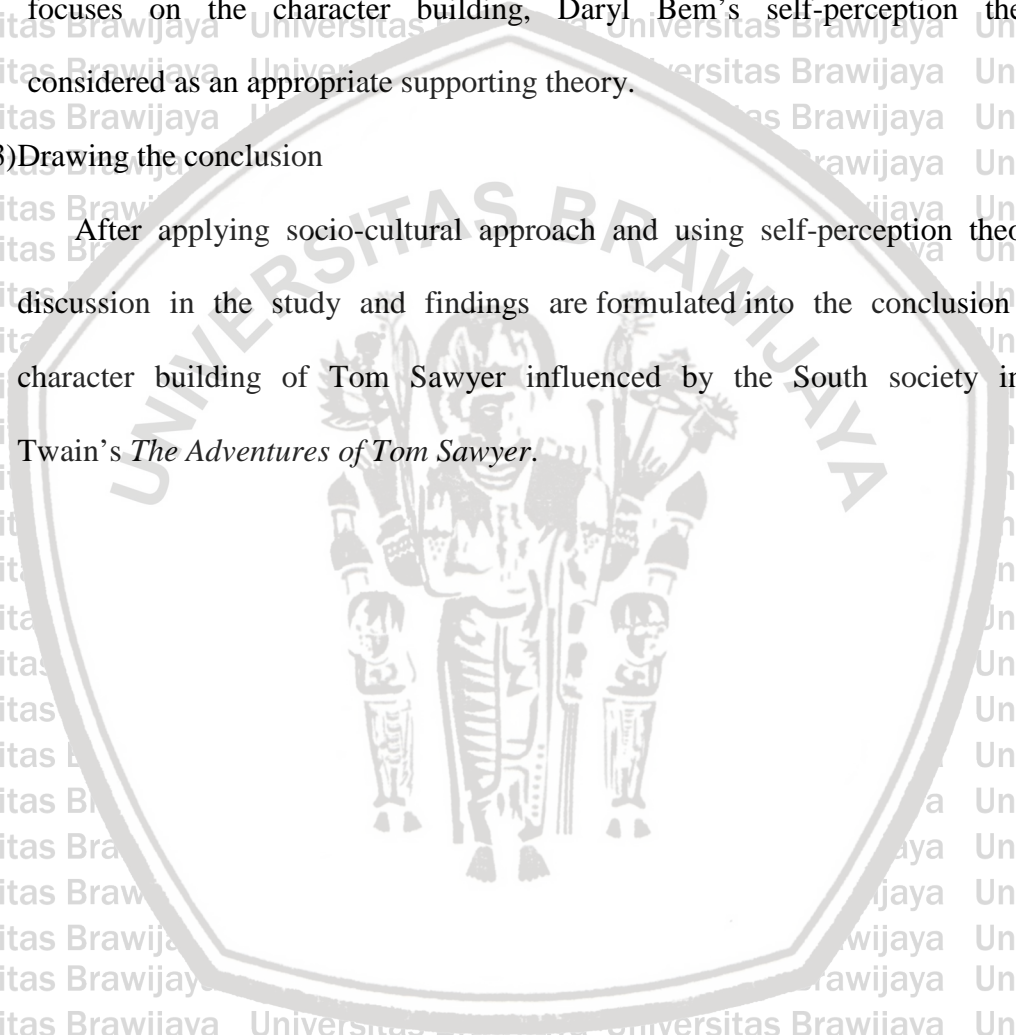
### (2) Using Self-perception theory

In order to get appropriate analysis, Bem's Self-perception theory is used. This theory is applied because of its relevance with the socio-cultural approach. These two perspectives are used to explore the character building of the character in the novel and it is also related to the way of the author on elevating the main character in Mark Twain's *The Adventures of Tom Sawyer*. Tom Sawyer becomes the

reflection of the South society with his own life and personalities as the part of St. Petersburg society. The South society condition in the novel is based the reality, especially in term of the social and the psychological condition of the people. The connection between socio-cultural approach and social psychology leads the study to use proper theory to keep the discussion on the right aim. Because the study focuses on the character building, Daryl Bem's self-perception theory is considered as an appropriate supporting theory.

(3) Drawing the conclusion

After applying socio-cultural approach and using self-perception theory, the discussion in the study and findings are formulated into the conclusion of the character building of Tom Sawyer influenced by the South society in Mark Twain's *The Adventures of Tom Sawyer*.





### CHAPTER III

#### FINDINGS AND DISCUSSION

Tom Sawyer's character building in Mark Twain's *The Adventures of Tom Sawyer*

is described dynamically through the storyline. From the early chapters, Tom's imaginative and childish attitude explained in the introduction about Tom's personalities can be seen. Then, in the next chapter, it is shown that Tom has mature side and he is also described as a boy who has some creativity especially when he tries to cheat on his Aunt and friends. There are some social interactions that involve him with other characters as the representation of the South society, like his family from middle class, Aunt Polly and Sid and also one of his friends, Jim who is described as a small colored boy in his neighborhood. (Twain, p.6: Ch. 1).

These introductory parts of the novel is described by Twain through some cases that involve Tom, like in the chapter one of the novel, when Tom is caught playing hookey and he tries to cheat on Aunt Polly's sanction. Tom's personalities are described as a combination from his wit and naughtiness.

The society in St. Petersburg, as it represents the South Society, shows some significant attention to the character of Tom. Tom is quite famous as a naughty boy that is tied by the habit and social rule involuntary. It is shown by his activity like going to school and attending Sunday school at church which are actually do not make him behave well directly because his mind has been set into his struggle to prove his own identity to become more famous child in the town in some aspects. One of the aspects

can be seen in the part when Tom gets the Bible as the prize of the tickets that he gathered by cheating on his friends as it is stated in the novel:

Then Tom traded a couple of white alleys for three red tickets, and some small trifle or other for a couple of blue ones. He waylaid other boys as they came, and went on buying tickets of various colors ten or fifteen minutes longer” (Twain, p. 48: Ch. 4)

From that description, it can be seen that Tom is an opportunist who can maximize his chance to get the benefits from his environment, especially his friends. He is really conscious of his wit and always tries to exploit it through the story of the novel although in some cases he has done as naughty boy in the perspective of the society.

### **3.1 The Social Influence towards Tom Sawyer Personality**

In the novel, Mark Twain creates Tom Sawyer, the main character, based on the real life experience. He states, “Tom Sawyer also, but not from an individual — he is a combination of the characteristics of three boys whom I knew...” (Twain, p. 2: Ch. 1).

Twain also tries to describe Tom Sawyer’s personalities by giving some clues that show Tom Sawyer’s role in the society is quite important from the beginning of the novel. In some parts of the novel, Tom shows some qualities as a child who is growing into a teenager that has some internal conflict within his own thoughts influenced by the values of the South society with unique socio-cultural condition. For example, it can be seen how Tom enjoys stealing jam from the kitchen although he knows that it will make Aunt Polly angry. It is described in the the conversation between Aunt Polly and Tom.

‘There! I might ‘a’ thought of that closet. What you been doing in there?’

‘Nothing.’

‘Nothing! Look at your hands. And look at your mouth. What IS that truck?’

‘I don’t know, aunt.’

‘Well, I know. It’s jam — that’s what it is. Forty times I’ve said if you didn’t let that jam alone I’d skin you. Hand me that switCh.’  
(Twain, p. 4: Ch. 1)

From that event, Aunt Polly tries to discipline Tom by giving him a punishment because of his bad attitude stealing jam. But, Tom who has known about it is implicitly shown repeating the same mistake. The proof of Tom’s tendency in doing same thing is shown by his response of Aunt Polly’s answer. He says “Nothing” and “I don’t know, aunt”. On the other hand, Aunt Polly’s interrogative sentences show that her suspicious and anticipative thoughts about Tom’s naughtiness. It is explained in “What IS that truck?” which there is a stress on the word “is”.

There is another event that shows Tom tries to steal sugar when Aunt Polly interrogates him whether he is playing hookey or not.

While Tom was eating his supper, and stealing sugar as opportunity offered, Aunt Polly asked him questions that were full of guile, and very deep — for she wanted to trap him into damaging revealments. Like many other simple-hearted souls, it was her pet vanity to believe she was endowed with a talent for dark and mysterious diplomacy, and she loved to contemplate her most transparent devices as marvels of low cunning (Twain, p. 6: Ch. 1)

Aunt Polly is trying to trap Tom by asking him “questions that were full of guile and very deep”. It means that Aunt Polly tries to use another approach to reveal Tom’s naughtiness, whether Tom is cheating or not. The continuation of the statement shows the explicit purpose of Aunt Polly as it is said “to trap him into damaging revealments”

This statement, of course, gives a portrayal of the Aunt Polly’s witty demeanor towards Tom. It is clearly seen that Aunt Polly uses creative way to get the real information from Tom, although the result itself is not really good for her.

From both parts of early story, it can be understood that Tom knows and realizes about the value of discipline that is applied in the society but he keeps doing his naughty

habit and behavior as he does not concern about the value itself because of his mindset about how he gains the attention of the society by doing something considered as bad habit.

Although Tom has some degree of awareness about the risk of his naughtiness because of his own bad behavior, Tom tends to keep it as customary in order to get more challenges for himself. By breaking the rules and attempting to act against his Aunt, Tom can be considered as a boy who makes his family environment becomes more lively. Aunt Polly and Mary's attentive demeanor towards him cannot change his habit directly but internally he has his own understanding about their love for him and on the other way.

The other point that shows how Tom is influenced by the society point of view on criminal character named Injun Joe as he is described as "murderin' half-breed" as it is stated in the novel as "That's so that murderin' half-breed! I'd druther they was devils a dern sight...." (Twain, p. 103: Ch. 9). It means that the society also discriminates the Native American as the name Injun is an informal predicate for Indian people.

Injun Joe himself becomes a criminal because of his revenge to some of influential people in St. Petersburg, Widow Douglas and Doctor Robinson. Both of them is described by Injun Joe as a cruel persons for him and it makes him really mad.

Even Injun Joe feels really angry and vengeful because of Widow Douglas makes him horsewhipped in front of the jail. It can be seen from Injun Joe's statement.

'Give it up, and I just leaving this country forever! Give it up and maybe never have another chance. I tell you again, as I've told you before, I don't care for her swag — you may have it. But her husband was rough on me — many times he was rough on me — and mainly he was the justice of the peace that jugged me for a vagrant. And that ain't all. It ain't a millionth part of it! He had

me HORSEWHIPPED! — horsewhipped in front of the jail, like a nigger! — with all the town looking on! HORSEWHIPPED! — do you understand? He took advantage of me and died. But I'll take it out of HER.' (Twain, p. 286: Ch. 29)

The description above shows Injun Joe's anger towards some people of the society, especially in Widow Douglas. The emphasis on how he really hurts because of Widow Douglas' husband has him horsewhipped in the jail. Of course his point of view that full of revenge makes him excluded from the society and this understanding is also embedded in Tom's mind that considers Injun Joe as the villain. The stress of Injun Joe's statement on the words "HORSEWHIPPED!" becomes the emphasis of his anger toward society and he says that word twice. Then, Injun Joe also stresses on the word "HER" which refers to Widow Douglas. The statements of Injun Joe explicitly shows his hatred and anger towards the society. So, his rude personality influences the mindset of the society towards him that leads to Tom's assessment on Injun Joe's bad traits.

All the description above indicates that the socio-cultural value becomes fundamental issue that can be elevated in the study because Tom as the part of society awares about his role. His personalities itself are formed by the behavior of the South society that is influenced by some socio-cultural values that is applied in the social life restrictions.

### **3.1.1 Southern Culture in St. Petersburg Society**

St. Petersburg Society as representation of Southern region in the United States has some customs that become routine activities. These activities mark the characteristic of its different culture from other regions in America. Those activities are Sunday school, competition system in the education, children imaginary role play, and also the system of barter. Besides those facts, there is also a phenomenon in the society, the

existence of social classes that is formed because of the multicultural people live in St. Petersburg.

Mark Twain shows some social aspects through his novel that contains educative and religious value in St. Petersburg society. He also provides some influences of the values on the socio-cultural phenomena that primarily involve Tom and his fellow children in some social cases. For example, the socio-cultural phenomena in the South society represented in St. Petersburg mainly tell about how the society treats the children by focusing on their education. The society described by habit in applying reward and punishment system in their daily life. It means that the discipline value is emphasized by the society by maintaining the balance of disciplinary acts between giving reward and punishment to the children who are considered as the part of St. Petersburg society to obey the social rules.

The application of strict and discipline rules in the St. Petersburg society shown since the beginning of the story when Aunt Polly interrogates Tom whether he plays hookey or not in her way as it is told, "Aunt Polly asked him questions that were full of guile, and very deep — for she wanted to trap him into damaging revelations." (Twain, p. 6: ch 1).

Then, Aunt Polly knows that Tom goes home late and she punishes him by giving a task to whitewash the fence on Saturday, the day when he usually goes playing.

... when he climbed cautiously in at the window, he uncovered an ambush, in the person of his aunt; and when she saw the state his clothes were in her resolution to turn his Saturday holiday into captivity at hard labor became adamant in its firmness. (Twain, p. 15: Ch. 1)

It emphasizes that Aunt Polly really wants to discipline Tom by making him whitewashes the fence as the punishment. The words "...to turn his Saturday holiday

into captivity at hard labor...” shows that Aunt Polly tries to make Tom learning from his mistake.

There are also other events that involve Tom and his beloved cousin, Mary. Those events happen twice, first when Mary tries to teach Tom some verses from Bible.

Mary tries to act strictly but also encourage Tom to be more serious and motivated in his learning by tantalizing him a reward.

‘Oh, Tom, you poor thick-headed thing, I’m not teasing you. I wouldn’t do that. You must go and learn it again. Don’t you be discouraged, Tom, you’ll manage it — and if you do, I’ll give you something ever so nice. There, now, that’s a good boy.’ (Twain, p. 37: Ch. 4)

Mary’s motivation stimulates Tom’s feedback in a positive way. Tom is encouraged by Mary’s statement and it is seen clearly from Tom response; “All right! What is it, Mary, tell me what it is.” and Mary said, “Never you mind, Tom. You know if I say it’s nice, it is nice.” Then Tom answers, “You bet you that’s so, Mary. All right, I’ll tackle it again

This conversation leads to the practical proof that shows Tom’s improvement in learning Bible.

And he did ‘tackle it again’ — and under the double pressure of curiosity and prospective gain he did it with such spirit that he accomplished a shining success. Mary gave him a brand-new ‘Barlow’ knife worth twelve and a half cents; and the convulsion of delight that swept his system shook him to his foundations...” (Twain, p. 37-38: Ch. 4)

Tom seems to realize that Mary’s reward is quite interesting for him. His ambition in requiring the rewards from Mary is shown by the expression “under the double pressure of curiosity and prospective gain”. It means that Tom really likes rewards although it is challenging.

Another event that shows how Mary treats Tom in order to make him discipline also has a connection with the cleanliness value. The emphasis on the statement is elaborated by the use of words, "tin basin of water and a piece of soap"

Mary gave him a tin basin of water and a piece of soap, and he went outside the door and set the basin on a little bench there; then he dipped the soap in the water and laid it down; turned up his sleeves; poured out the water on the ground, gently, and then entered the kitchen and began to wipe his face diligently on the towel behind the door. (Twain, p. 38: Ch. 4)

The evidence shows that Tom is not used to take a bath or even wash his body to make him cleaner than before. It is shown by the statement, "he dipped the soap in the water and laid it down; turned up his sleeves; poured out the water on the ground, gently, and then entered the kitchen and began to wipe his face diligently on the towel" that shows Tom is trying to cheat on his cousin by faking his activity in cleaning his body.

Unfortunately, Mary realizes about it and says some stressing words to Tom, "Now ain't you ashamed, Tom. You mustn't be so bad. Water won't hurt you." (Twain, p. 39: Ch.4). And then Mary refills the basin and makes Tom really cleans his own body lazily.

Tom is also seen as a boy who does not really like to be neat and tidy person as it can be seen on a statement that shows Tom's reluctance to change clothes. The stress of the statement is elaborated by the expression, "He was fully as uncomfortable as he looked; for there was a restraint about whole clothes and cleanliness that galled him."

The word "uncomfortable" shows a contradiction on Tom's condition when Mary tries to make him clean and neat. Mary is described as a girl who "put him in rights" but the "uncomfortable" feeling of Tom make him feel trapped in that condition.

Then Mary got out a suit of his clothing that had been used only on Sundays during two years — they were simply called his 'other clothes' — and so by that we know the size of his



wardrobe. The girl 'put him to rights' after he had dressed himself; she buttoned his neat roundabout up to his chin, turned his vast shirt collar down over his shoulders, brushed him off and crowned him with his speckled straw hat. He now looked exceedingly improved and uncomfortable. He was fully as uncomfortable as he looked; for there was a restraint about whole clothes and cleanliness that galled him. (Twain, p. 39-40: ch 4)

Once again Mary can convince Tom to be obedient by saying persuasively,"

"Please, Tom—

that's a good boy." (Twain, p. 40: Ch. 4) and the result, Tom reluctantly obeys her. The soft response of Mary that shows the positive demeanor to Tom gives an impact to Tom in making him become more obedient although he seems still does it reluctantly.

Mary becomes the other side of the society that tries to control Tom's behavior from the positive perspective. It has a contradiction with Aunt Polly's policy in order to make Tom becomes disciplined by using punishment. Although the responses of Aunt Polly and Mary are different, both of them are implicitly seen trying to shape Tom's behavior and attitude into better conditions.

The phenomena create contradictive conditions which are shown by the rebellious attitudes of Tom Sawyer and some of his friends. They keep their thoughts of being free and idealist by their own imaginative reason. They think that become obedient children is not cool based on their perspectives. Moreover, it is seen in page 53 that almost all children in St. Petersburg hate Model Boy in that town named Willie Mufferson because of his nice and obedient attitude.

...Willie Mufferson, taking as heedful care of his mother as if she were cut glass. He always brought his mother to church, and was the pride of all the matrons. The boys all hated him, he was so good. (Twain, p. 53: Ch. 5)

The description tells about how the reaction of the children towards Willie Mufferson, a good boy in the city. The rebellious mindset of the children has influenced

Tom indirectly to hate all good things in his society and it becomes unique issue that has been elevated by Mark Twain. Ironically, Tom and most of his friends admire Huckleberry "Huck" Finn, a vulgar and rude boy of a drunkard from lower class who can live on his own free will and becomes famous of juvenile in St. Petersburg, as it is told through the statement on the novel that "Shortly Tom came upon the juvenile pariah of the village, Huckleberry Finn, son of the town drunkard. Huckleberry was cordially hated and dreaded by all the mothers of the town,..." (Twain, p.66: Ch. 6).

The main emphasis of the South cultures depicted in St. Petersburg society is the education system that applies school and church as the main agents to educate children especially for those who come from middle and high class society. This happens because the culture becomes the tradition to maintain the balance of socio-cultural values there where in that town there are some ethnics live there as the unity of the South society. The education in St. Petersburg itself focuses on how to make the children behave well by applying the strict rules.

The rules that elevates social value, especially discipline in St. Petersburg society is maintained by the adults as the disciplinary agents based on the specific social environment. In the family environment, the guardians or parents have significant role as the disciplinarian for the children. For example, Aunt Polly act as disciplinarian for Tom Sawyer at home when Tom break the rules. In the school environment, the teacher, called as the master hold the authority to give rewards and punishments to the students for their behaviors. It is seen in the part of the story that tells about Tom who comes late and says that the reason of his lateness is caused by his stop to talk with Huckleberry Finn. Because of this matter, Tom gets some whiplashes as the punishment. The evidence is shown by the conversation between the master and Tom Sawyer.

‘You — you did what?’ ‘Stopped to talk with Huckleberry Finn.’  
There was no mistaking the words.

‘Thomas Sawyer, this is the most astounding confession I have ever listened to. No mere ferule will answer for this offence. Take off your jacket.’

The master’s arm performed until it was tired and the stock of switches notably diminished. (Twain, p. 74: Ch. 6)

The master almost does not believe in Tom’s statement by saying, “...most astounding confession I have ever listened to.” The master considers Huckleberry Finn as a threat for the children because of his bad habit can affect the children thoughts and behavior.

In church as one of the educational environments, during the Sunday school (Sabbath school for Christian), the teacher tries to make the Tom and his friends keep silent by reprimanding them:

He entered the church, now, with a swarm of clean and noisy boys and girls, proceeded to his seat and started a quarrel with the first boy that came handy. The teacher, a grave, elderly man, interfered; then turned his back a moment and Tom pulled a boy’s hair in the next bench, and was absorbed in his book when the boy turned around; stuck a pin in another boy, presently, in order to hear him say ‘Ouch!’ and got a new reprimand from his teacher. Tom’s whole class were of a pattern — restless, noisy, and troublesome. (Twain, p. 41: Ch. 4)

The event described above shows that not only Tom who acts as a rebel, but most of Tom’s friends are also act naughty and rebellious. It can be seen from the statement, “Tom’s whole class were of a pattern — restless, noisy, and troublesome.” The statement implicitly describes that Tom’s environment does not really support him to be obedient, so his natural bad behavior could be worsened by his interaction with his friends.

From those two different educational environments, it can be seen that the society exalts the discipline value for the children because most of the children that

mainly represented by Tom, have different perspectives about being good or bad persons. So, the school and the church share the similar function to discipline the Tom and the children with their own ways. From this point, it can be seen through the story that children who comes from middle class society tend to behave against the rule, except in some cases like Willy Mufferson and Sid, who has good and obedient behavior. There is also a boy with neat appearance that is implicitly described coming from higher social class also tries to act naughty by challenge Tom into a fight. (Twain, p.13: Ch.1) Although he has lost to Tom and runs away from him, it can be said that the pride as the strongest and smartest boy in the boyhood life in St. Petersburg society becomes important issues in the novel.

There is another unique point of view of the children in St. Petersburg that shows their admiration towards the freedom and carefree life as a boy. They are described by Twain in the novel in some jealousy degrees towards Huckleberry Finn's life:

...and because all their children admired him so, and delighted in his forbidden society, and wished they dared to be like him. Tom was like the rest of the respectable boys, in that he envied Huckleberry his gaudy outcast condition, and was under strict orders not to play with him. So he played with him every time he got a chance. (Twain, p. 66: Ch. 6)

The strict rules made by society of trying to prevent Tom to be a friend of Huckleberry, even to interact with him, does not mean anything to Tom because he can break the rule without any hesitation. The statement, "So he played with him every time he got a chance." describes Tom's tendency on using his opportunity to act on his own although he realizes the risk in breaking the rule.

The further description about Huckleberry's behavior and attitude as carefree person is described by Twain as:

Huckleberry came and went, at his own free will. He slept on doorsteps in fine weather and in empty hogsheads in wet; he did not have to go to school or to church, or call any being master or obey anybody;... nobody forbade him to fight;... In a word, everything that goes to make life precious that boy had... (Twain, p. 67; Ch. 6)

Because of the Tom's and his friends' mindset about the freedom life, it becomes normal if the South society attempts to apply the strict rules towards them. The admiration of Huckleberry "free will" and his life that is described as a boy who can sleep anywhere and does not have to "go to school or to church" create a jealousy condition in Tom's mind. The emphasis is also shown in the statement that "everything that goes to make life precious that boy had" The admiration of Huckleberry's free life can create the children temptation in doing the activities that is considered as breaking the rule by the society. So, education of disciplinary value is really needed to control the development of children personalities and prevent them in doing the wild and free life like Huckleberry's.

Besides the education, the interaction between the children in the society is also interesting. The interesting point here is about how they have used to do trading activity by using barter. The barter itself is very unique because the children exchange weird things each other. In this case, Tom is also becomes an active child that always tries to get a better things by doing barter. In an example, in a conversation during the Sunday school started:

'Say, Billy, got a yaller ticket?'

'Yes.'

'What'll you take for her?'

'What'll you give?'

'Piece of lickrish and a fish-hook.'

'Less see 'em.'

Tom exhibited. They were satisfactory, and the property changed hands. Then Tom traded a couple of white alleys for three red tickets, and some small trifle or other for a couple of blue ones.

He waylaid other boys as they came, and went on buying tickets of various colors ten or fifteen minutes longer. (Twain, p. 41: Ch. 4)

Tom starts the negotiation by saying, "What'll you take for her?", which the word her refers to the "yaller ticket". Then, Billy replies in the similar negotiated manner by saying "What'll you give?". Then, the negotiation moves smoothly as it is described that "Tom Exhibited. They were satisfactory, and property changed" The continuation of the conversation shows that in order to reach his goal, Tom "waylaid other boys as they came, and went on buying tickets of various colors ten or fifteen minutes longer" The statement shows that Tom can use the opportunities to take advantage by using barter system with his friends to get colored tickets that is useful for him to get Bible-prize from the superintendent of Sunday school. The habit of exchanging good between each other also gives a significant advantage for Tom in exploiting his wit to cheat on his friends. This is shown on the statement, "And now at this moment, when hope was dead, Tom Sawyer came forward with nine yellow tickets, nine red tickets, and ten blue ones, and demanded a Bible." (Twain, p. 48: Ch. 4). It shows that besides his naughtiness, Tom also shows some quality to be a creative child that can use a certain opportunity to support his ambition.

Besides focusing on the how the St. Petersburg society educates the children and how the children share common senses in their interaction, the St. Petersburg society also excludes the bad habit of drunkard in some levels. It seems that the society cannot accept this bad habit. For example, there is an alienation of Huckleberry Finn who is a son of a drunkard. It is described that, "Huckleberry Finn, son of the town drunkard. Huckleberry was cordially hated and dreaded by all the mothers of the town..." (Twain, p. 66: Ch. 6). Another example is on how the people of St. Petersburg treating Muff

Potter in their response after knowing the death of Doctor Robinson makes him the suspect of the murder, “‘Poor fellow!’ ‘Poor young fellow!’ ‘This ought to be a lesson to grave robbers!’ ‘Muff Potter’ll hang for this if they catch him!’” (Twain, p. 121: Ch. 11). From the traditions above, Mark Twain try to describe St. Petersburg society as the representation of the South society with its all aspects that influence the character development of the children, especially Tom Sawyer as the protagonist of the novel.

### 3.1.2 Tom Sawyer's Interaction with the South Society

Tom is novel's protagonist who has mischievous behavior and active imagination. He likes to spend his time by reading novel which often make him and his friends get into and out of trouble. Despite his naughtiness, Tom has a kind heart and a strong moral consciousness. As the novel progresses, he begins to take more serious responsibilities of his role among his friends.

Twain describes Tom Sawyer as a naughty but tricky boy who often involves into bad cases in the society. Tom likes cheating, playing hookey and breaking the rules in his family and also in the society. It makes him famous as one of the naughtiest children in the town but it seems he is proud of it.

When Tom gets trouble with Aunt Polly, he with his two friends, Huckleberry Finn and Joe Harper try to run away from home and go to Jackson's island to live as pirate's band there.

...he conceded that there were some conspicuous advantages about a life of crime, and so he consented to be a pirate. Three miles below St. Petersburg, at a point where the Mississippi River was a trifle over a mile wide, there was long, narrow, wooded island, with a shallow bar at the head of it, and this offered well as a rendezvous. It was not inhabited; it lay far over toward the further shore, abreast a dense and almost wholly unpeopled forest. So Jackson's Island was chosen. Who were to be the subjects of

their piracies was a matter that did not occur to them. (Twain, p. 137-138: Ch.13).

It can be seen Tom decides to follow his desire to explore the world outside his society by being a pirate in Jackson's island. The statement, "he conceded that there were some conspicuous advantages about a life of crime, and so he consented to be a pirate" stresses on his thoughts that being a criminal like a pirate is ideal and beneficial for him.

He also does it because he has an opportunity to do it. Moreover, Joe Harper, as his best friend, agree to follow and support him because of they share similar feeling of being lonely and friendless. The idea to move to Jackson's island from the society is also supported by Huckleberry Finn, who have used to live as a carefree person in the town.

As it is described in the next part of the story "Then they hunted up Huckleberry Finn, and he joined them promptly, for all careers were one to him; he was indifferent."

(Twain, p. 137-138: Ch. 13). The description about Huckleberry Finn as an indifferent person through Tom's perspective shows that Tom needs someone to share his despair in term of releasing his wild imagination an idea an Huckleberry Finn is considered as suitable partner for him. They do not feel afraid or worried because of their choice.

They live happily there for a moment and can survive by gathering the food and also catching fish surrounding Jackson's island. From this event, it can be said that life in freedom becomes important for Tom and his friends who fall into despair because of their conflicts with family and society. Although regarded as a naughty boy by the society, Tom himself realizes that his psychological aspects within him build the consciousness to be more helpful and obedient. But there is a denial within his thoughts that make him decides to leave the society and starts the new life. It is very close to his pride as a boy who does not want to be excluded from the society. And this leads to his rebellious nature becomes active.



It is also proven that Tom Sawyer is proud of being a naughty boy in Twain's description about Tom's opinion that "He was not the Model Boy of the village. He knew the model boy very well though — and loathed him." (Twain, p. 9 Ch. 1). The word "loathed" emphasizes on how Tom dislikes well-behaved children at his age in the society. From this description, it can be said that Tom is proud being naughty and he explicitly prefer to be bad boy in the society because of his carefree attitude.

This carefree attitude becomes common in Tom's environment because almost all children there like to be in a freedom life. But in some cases, there are also obedient children who usually become the public enemy and rival in front of Tom, such as Tom's step brother, Sid.

Tom and Sid tend to involve in a fight because of simple matters but Sid always gets a better condition because of his good behavior and obedience attitude toward the rule especially Aunt Polly's policy. It is also influenced by the Tom's disposal in doing something bad like cheating and playing hookey. For example Tom who has grudge against Sid throw some clods to him after Sid reveals to Aunt Polly that Tom's playing hookey. Unfortunately, Aunt Polly becomes the witness of that event and Tom indirectly worsens his reputation in her aunt's perspective, "Aunt Polly could collect her surprised faculties and sally to the rescue, six or seven clods had taken personal effect, and Tom was over the fence and gone." It seems that after the incident, Tom worsen his reputation in front of Aunt Polly because he does something wrong and tries to escape.

The description of the events is stated as:

Then he skipped out, and saw Sid just starting up the outside stairway that led to the back rooms on the second floor. Clods were handy and the air was full of them in a twinkling. They raged around Sid like a hail-storm; and before Aunt Polly could collect her surprised faculties and sally to the rescue, six or seven

clouds had taken personal effect, and Tom was over the fence and gone. (Twain, p. 27: Ch. 3).

There is another example that shows the rivalry between Tom and Sid in getting Aunt Polly's attention. Tom is forbidden to take sugar from the bowl but accidentally Sid breaks the bowl when he tries to take sugar from it without the knowing of Aunt Polly. But unfortunately, because of Tom's bad reputation, Aunt Polly accuses and punishes him although this accident also makes her feels guilty. Tom runs away in despair and feels that his Aunt is not fair. From this event, the progress of Tom's character building shows that Tom's attitude and behavior in his family is also influenced by the rivalry condition between him and Sid to attract Aunt Polly's love and attention. The proof is shown on the statement:

Presently she stepped into the kitchen, and Sid, happy in his immunity, reached for the sugar-bowl — a sort of glorying over Tom which was wellnigh unbearable. But Sid's fingers slipped and the bowl dropped and broke. Tom was in ecstasies. In such ecstasies that he even controlled his tongue and was silent. He said to himself that he would not speak a word, even when his aunt came in, but would sit perfectly still till she asked who did the mischief; and then he would tell, and there would be nothing so good in the world as to see that pet model 'catch it.' He was so brimful of exultation that he could hardly hold himself when the old lady came back and stood above the wreck discharging lightnings of wrath from over her spectacles. (Twain, p. 31: Ch. 3)

The rivalry between Tom and Sid grows bigger in the middle of the story when the climax makes Tom gets punishment because of Aunt Polly's misjudgment when the broken sugar bowl incident. This incident shows Sid's immunity as it is stated, "Sid in his immunity, reached for the sugarbowl" but unfortunately "Sid's fingers slipped and the bowl dropped and broke". This event makes Aunt Polly accuses Tom as the culprit of the incident although in the reality Sid becomes the one who must responsible. It happens because Aunt Polly considers Tom is always doing naughtiness and childish

activity as she expresses it as “You been into some other audacious mischief when I wasn’t around, like enough” in the statement below.

Aunt Polly paused, perplexed, and Tom looked for healing pity.

But when she got her tongue again, she only said:

‘Umf! Well, you didn’t get a lick amiss, I reckon. You been into some other audacious mischief when I wasn’t around, like enough. ( Twain, p. 32: Ch. 3)

This misjudgment of Aunt Polly is a result of Tom’s previous habits and behaviors in doing something bad and naughty. The event is one of the risks that should be faced by Tom, and fortunately in the next part of the story, it makes Tom’s personalities developed.

The progress of Tom’s personalities are shown clearly because the society in the town of St. Petersburg is really influences it in some aspects. These aspects are related to the relationship between Tom Sawyer with the society. For example, in the early chapters, Tom is described as a rebellious boy in his family. His personalities are really in the contradiction with his step brother, Sid who has better attitude than him.

With his naughty and carefree attitude, Tom usually gets punishment from Aunt Polly and guidance from Mary. The love of these two persons for Tom creates an atmosphere in Tom’s family that shows Tom’s attitude is based on his wild imaginations that usually come from his ambition to be more famous and important in his family than Sid.

In the school and his playing environment, Tom befriends Joe Harper, another middle class boy who acts to be Tom’s close friend in the school and also as a rival in their role-play. Twain describes them as “sworn friends all the week, and embattled enemies on Saturdays.” (Twain., p. 80: Ch. 7). Although their relationship is described really close each other there is also a time when both of Tom and Joe Harper involve in a quarrel about a simple matter. For example, when Tom and Joe Harper play with Tom’s tick, they debate about it.

Joe was angry in a moment. Said he:

‘Tom, you let him alone.’

‘I only just want to stir him up a little, Joe.’

‘No, sir, it ain’t fair; you just let him alone.’

‘Blame it, I ain’t going to stir him muCh.’

‘Let him alone, I tell you.’

‘I won’t!’

‘You shall — he’s on my side of the line.’

‘Look here, Joe Harper, whose is that tick?’

‘I don’t care whose tick he is — he’s on my side of the line, and you sha’n’t touch him.’

‘Well, I’ll just bet I will, though. He’s my tick and I’ll do what I blame please with him, or die!’ (Twain, p. 81: Ch. 7)

From the conversation above, it can be seen that Tom Sawyer shows some degrees rivalry with Joe Harper even though he is described as Tom’s bosom friend in

the early chapters (Twain, p. 28: Ch. 3). As Joe shows his anger to Tom, “Tom, you let him alone.” Then because of Tom does not obey him, Joe repeats his statement, “Let him alone I tell you” and Tom replies Joe Harper’s statement with high tone “I won’t”

Those lines show their rivalry in their own game. Besides the rivalry relationship, they also share some mutual respects as boys who have the same imaginative thoughts in their daily life by enjoying their role-play tradition. Both Tom and Joe Harper can be seen as imaginative boys who always try to act expressively based on their minds. One of the events shows that Tom and Joe Harper involves in a war game. They are described as the commander who “sat together on an eminence and conducted the field operations by orders delivered through aides-de-camp.” The statement shows that Tom and Joe Harper tend to doing role-play, like being the commander of the armies and giving order in the battle game as it is described in the complete quotation below.

Tom was General of one of these armies, Joe Harper (a bosom friend) General of the other. These two great commanders did not condescend to fight in person — that being better suited to the still smaller fry — but sat together on an eminence and conducted the field operations by orders delivered through aides-de-camp.

Tom's army won a great victory, after a long and hard-fought battle. (Twain, p. 28: Ch. 3)

Another example shows that both of Tom and Joe Harper plays Robin Hood role-play as their imaginary response towards the book they have read. The imaginations after reading the book leads Tom to acts and plays as the character of the books that have been read by him like it is said in the novel as, "prompting — for they talked 'by the book,' from memory." The event between Tom and Joe Harper when playing as Robin Hood.

Guy of Guisborne wants no man's pass. Who art thou that — that

'Dares to hold such language,' said Tom, prompting — for they talked 'by the book,' from memory.

'Who art thou that dares to hold such language?'

'I, indeed! I am Robin Hood, as thy caitiff carcass soon shall know.'

'Then art thou indeed that famous outlaw? Right gladly will I dispute with thee the passes of the merry wood. Have at thee!'

They took their lath swords, dumped their other traps on the ground, struck a fencing attitude, foot to foot, and began a grave, careful combat, 'two up and two down.' (Twain, p. 95: Ch. 8)

The conversation above shows the similar traits between Tom and Joe Harper in liking the role-play based on their reading book, in this case Robin Hood story. They even tries to practice the exact dialogue between the characters in Robin Hood, that still using Old English and it is proven by the word "art", "thou", "thee" and "thy". Both Tom and Joe harper have the similar quality in using their imagination in practical way.

Besides befriending Joe Harper, Tom also shows mutual respect towards Huckleberry Finn. It is seen from their first encounter in the novel that both of them believe in superstitions and share their imaginative conclusion about how to cure warts by suing dead cats. The imagination between Tom and Huckleberry shows that the

superstitious phenomena at the society are common. Even Tom tries to convince

Huckleberry to use “spunk-water” as the better medicine for curing warts.

‘Say — what is dead cats good for, Huck?’

‘Good for? Cure warts with.’

‘No! Is that so? I know something that’s better.’

‘I bet you don’t. What is it?’

‘Why, spunk-water.’

‘Spunk-water! I wouldn’t give a dern for spunkwater.’

‘You wouldn’t, wouldn’t you? D’you ever try it?’

‘No, I hain’t. But Bob Tanner did.’

‘Who told you so!’

‘Why, he told Jeff Thatcher, and Jeff told Johnny Baker, and Johnny told Jim Hollis, and Jim told Ben Rogers, and Ben told a nigger, and the nigger told me. There now!’

‘Well, what of it? They’ll all lie. Leastways all but the nigger. I don’t know HIM. But I never see a nigger that WOULDN’T lie. Shucks! Now you tell me how Bob Tanner done it, Huck.’

(Twain, p. 68: Ch. 6).

The ritual of curing warts that becomes the topic of Tom and Huckleberry’s conversation also shows a cultural phenomenon that grows in Tom’s thought and other children’s that the medicine to cure the disease can be in the form of traditional ways, in this case “dead cat” and “spunk-water”. The topic of superstitious seems usual among the children in their daily conversation. The superstitious itself involve the imaginations of the children to make the conversation becomes more interesting.

Not only talking about superstitious terms, Tom also gets his tick as a toy from his exchange with Huckleberry Finn. As it has been stated before that barter between the children is very common in the society. And the barter also happens between the different classes of the society, as it is depicted in the novel that Tom does not hesitate in exchanging good with Huckleberry Finn.

‘Nothing but a tick.’

‘Where’d you get him?’

‘Out in the woods.’

‘What’ll you take for him?’

‘I don’t know. I don’t want to sell him.’

‘All right. It’s a mighty small tick, anyway.’

‘Oh, anybody can run a tick down that don’t belong to them. I’m satisfied with it. It’s a good enough tick for me.’

‘Sho, there’s ticks a plenty. I could have a thousand of ‘em if I wanted to.’

‘Well, why don’t you? Becuz you know mighty well you can’t. This is a pretty early tick, I reckon. It’s the first one I’ve seen this year.’

‘Say, Huck — I’ll give you my tooth for him.’

‘Less see it.’

Tom got out a bit of paper and carefully unrolled it.

Huckleberry viewed it wistfully. The temptation was very strong.

At last he said:

‘Is it genuwyne?’

Tom lifted his lip and showed the vacancy.

‘Well, all right,’ said Huckleberry, ‘it’s a trade.’

(Twain, p. 72-73: Ch. 6).

The conversation shows how Tom tries to bargain against Huckleberry until they reach the agreement to exchange things. Tom tries to convince Huckleberry to exchange his ticks by saying, “What’ll you take for him?” At first, Huckleberry does not want to trade, as it is shown by his statement, “I don’t know. I don’t want to sell him.” but in the end he agrees to exchange “the tick” with Tom’s tooth. This conversation does not only show about how good Tom and Huckleberry Finn in doing the barter but also describes a significant role of Tom Sawyer that can maintain the conversation between him and Huckleberry Finn, even though they come from different social class. From the conversation, it can be seen that Tom does not experience social class and gap with Huckleberry Finn.

Even Tom starts to greet Huckleberry Finn in a formal way as it is stated, “Hello, Huckleberry!” and Huckleberry replies him in a rude way, “Hello yourself, and see how you like it.”. Then Tom answer Huckleberry Finn with an usual response by saying “What’s that you got?” (Twain, p. 67: Ch. 6). From the conversation, it can be seen that Tom shows a mutual respect as his way of admiring Huckleberry Finn but it

seems that Tom has already known about how Huckleberry gives response to him. This event shows about Tom's friendly attitude towards Huckleberry Finn.

The relationship between Tom and Huckleberry becomes stronger after both of them witness Injun Joe's murder case at the night because of their naughtiness themselves. Their agreement is seen in their plan on visiting the cemetery.

'Say, Hucky, when you going to try the cat?'

'Tonight. I reckon they'll come after old Hoss Williams to-night.'

'But they buried him Saturday. Didn't they get him Saturday night?'

'Why, how you talk! How could their charms work till midnight? — and THEN it's Sunday. Devils don't slosh around much of a Sunday, I don't reckon.'

'I never thought of that. That's so. Lemme go with you?'

'Of course — if you ain't afeard.'

'Afeard! 'Tain't likely. Will you meow?'

'Yes — and you meow back, if you get a chance. Last time, you kep' me a-meowing around till old Hays went to throwing rocks at me and says 'Dern that cat!' and so I hove a brick through his window — but don't you tell.'

'I won't. I couldn't meow that night, becuz auntie was watching me, but I'll meow this time...' (Twain, p. 72-73: Ch.6).

Tom and Huckleberry Finn involve in another negotiation when Huckleberry tries to practice the warts-curing method by using dead cat. Tom is interested in joining the ritual as it is shown by his dialogue, "Say Hucky, when you going to try the cat?".

Huckleberry Finn answer Tom by saying the scary story about Devils but it makes Tom becomes more interested and asks Huckleberry, "Lemme go with you?" This conversation also shows interesting topic between Tom and Huckleberry who comes from different socio-cultural life.

When they try to cure Huckleberry's warts by doing the ritual in the cemetery, unfortunately, they find themselves trapped in an incident where they find Injun Joe Muff Potter and Dr. Robinson there talking about taking Hoss Williams' corpse apart from the grave. This event leads to the murder of Dr. Robinson in the hand of Injun Joe



(Twain, p. 103-105: Ch. 9). Because of this, both of them are involved with Injun Joe's crime for the first time. On the other hand, this incident makes their relationship closer as it is described that Tom asks Huck to keep the secret about the murder by Injun Joe.

The statement of Tom, "Hucky, you sure can keep mum?" shows that Tom is trying to make sure that both of them is on agreement to keep the secret from the people.

After another reflective silence, Tom said:

'Hucky, you sure you can keep mum?'

'Tom, we GOT to keep mum. You know that. That Injun devil wouldn't make any more of drowning us than a couple of cats, if we was to squeak 'bout this and they didn't hang him.

Now, look-a-here, Tom, less take and swear to one another — that's what we got to do — swear to keep mum.' (Twain., p. 111: Ch. 10)

Both Tom and Huckleberry is tied by the agreement of keeping the secret from other people. From this point, Tom shows a critical progress that makes him realize to not taking risk and challenge by keeping a secret silently. This event leads to their better understanding among each other as friends. It strengthens their mutual respect as the part of Tom's socialization in his society.

Their friendship development also can be seen when Tom asks Huckleberry to search a hidden treasure together with him, although at the first time Tom is failed in trying to ask Joe Harper and Ben Rogers. Finally Tom can recruit Huckleberry because of Huckleberry's similar trait to Tom that enjoys adventurous entertainment as it is described as "Huck was willing. Huck was always willing to take a hand in any enterprise that offered entertainment.." as it is shown in this statement.

THERE comes a time in every rightly- constructed boy's life when he has a raging desire to go somewhere and dig for hidden treasure. This desire suddenly came upon Tom one day.

He sallied out to find Joe Harper, but failed of success. Next he sought Ben Rogers; he had gone fishing. Presently he stumbled upon Huck Finn the Red-Handed. Huck would answer. Tom took him to a private place and opened the matter to him

confidentially. Huck was willing. Huck was always willing to take a hand in any enterprise that offered entertainment and required no capital, for he had a troublesome superabundance of that sort of time which is not money. (Twain, p. 241: Ch. 25)

This event also leads them to the involvement with Injun Joe's another crime when they reach a haunted house to find the hidden treasure. When they try to dig the floor of the haunted house, they hear something. The dialogue between Tom and Huckleberry shows their awareness about the danger.

'Sh!' said Tom.

'What is it?' whispered Huck, blanching with fright.

'Sh! ... There! ... Hear it?'

'Yes! ... Oh, my! Let's run!'

'Keep still! Don't you budge! They're coming right toward the door.'

The boys stretched themselves upon the floor with their eyes to knot-holes in the planking, and lay waiting, in a misery of fear.

'They've stopped... No — coming... Here they are. Don't whisper another word, Huck. My goodness, I wish I was out of this!'

Two men entered. Each boy said to himself: 'There's the old deaf and dumb Spaniard that's been about town once or twice lately — never saw t'other man before.' (Twain, p. 255-256: Ch. 26).

Huckleberry seems trying to run away in panic but Tom can keep his calm thoughts and prevent Huckleberry from rushing away. Tom's statement "Keep still!" shows that he is trying to make sure that Huckleberry Finn does not do anything carelessly. Moreover, in page 257, Tom also reminds Huckleberry by saying, "Don't whisper another word, Huck" to make sure that they do not make any noise at that time. These statements show that Tom has a capability in leadership and also the responsibility to protect his fellow, Huckleberry. Then after a moment, they find out that one of the persons is Injun Joe, as the evidence shows, "This voice made the boys gasp and quake. It was Injun Joe's! There was silence for some time."

From the event above, it can be seen that the activity of Tom Sawyer that is based on his imagination, usually makes him involves in a dangerous situation.

Fortunately, Tom has Huckleberry as his ally and friend and in this case both of them should encounter Injun Joe again because of their journey. From this event, Tom also gains calmer attitude in facing the danger. He calmly can use his intuition to keep the safety of him and Huckleberry Finn. So, it can be said that indirectly Tom becomes more responsible and careful person when he face dangerous event like this.

There is another interesting point that shows how Tom's reaction towards his love interest, Becky Thatcher. Tom's love at the first sight makes him feels amused because of Becky. As it is explained:

As he was passing by the house where Jeff Thatcher lived, he saw a new girl in the garden — a lovely little blue-eyed creature with yellow hair plaited into two longtails, white summer frock and embroidered pantalettes. The fresh-crowned hero fell without firing a shot; certain Amy Lawrence vanished out of his heart and left not even a memory of herself behind. (Twain, p. 28: Ch.3)

From the description above, Tom forgets his ex-girlfriend, Amy Lawrence, because of this new girl in the town. The emphasis is shown by the statement "Amy Lawrence vanished out of his heart and left not even a memory of herself behind". This statement explains Tom's explosive feeling when he falls in love at the first sight with the daughter of Jeff Thatcher. Tom cannot bear his feeling and decides to attract Becky Thatcher by doing some weird things. As it is described in the next part of the story that Tom is doing "absurd boyish" activity in order to get Becky's admiration.

He worshipped this new angel with furtive eye, till he saw that she had discovered him; then he pretended he did not know she was present, and began to 'show off' in all sorts of absurd boyish ways, in order to win her admiration. (Twain, p. 29: Ch.3)

The description about Tom's reaction to attract Becky Thatcher shows that his personalities are growing into teenager that feels puppy-love. Tom cannot hold his obsessive desire towards Becky. So, in some cases, his joyful feeling towards Becky makes him act ridiculously and the act itself is beyond his consciousness.

Another encounter between Tom and Becky is when Tom proposes her into engagement. Tom shows his serious intention in maintaining a serious relationship with Becky by starting to say, "...Say, Becky, was you ever engaged?" and he continues to ask her, "Would you like to?" Both of the dialogues show Tom's degree of maturity in term of his romantic relationship. It is stated in this dialogue between Tom and Becky.

'...Say, Becky, was you ever engaged?'

'What's that?'

'Why, engaged to be married.'

'No.'

'Would you like to?'

'I reckon so. I don't know. What is it like?'

'Like? Why it ain't like anything. You only just tell a boy you won't ever have anybody but him, ever ever ever, and then you kiss and that's all. Anybody can do it.' (Twain, p. 83-84: Ch.7).

After that, Tom and Becky are really engaged in their version. Their simple engagement shows how Tom thinks about his future in terms of his feeling towards Becky. Tom is described in an adult's critical thoughts about having a mate or spouse. It can be seen on Tom's statement to Becky, "you ain't ever to love anybody but me, and you ain't ever to marry anybody but me, ever never and forever. Will you?" Then, on the same way, Becky respond him by saying, "No, I'll never love anybody but you, Tom, and I'll never marry anybody but you — and you ain't to ever marry anybody but me, either."

This conversation shows a degree of the maturity between Tom and Becky in term of their romantic relationship.

‘Now it’s all done, Becky. And always after this, you know, you ain’t ever to love anybody but me, and you ain’t ever to marry anybody but me, ever never and forever. Will you?’

‘No, I’ll never love anybody but you, Tom, and I’ll never marry anybody but you — and you ain’t to ever marry anybody but me, either.’

‘Certainly. Of course. That’s PART of it. And always coming to school or when we’re going home, you’re to walk with me, when there ain’t anybody looking — and you choose me and I choose you at parties, because that’s the way you do when you’re engaged.’

‘It’s so nice. I never heard of it before.’ (Twain, p. 85-86: Ch.7)

But unfortunately, Tom loses control and touches on his previous engagement with Amy Lawrence, “Oh, it’s ever so gay! Why, me and Amy Lawrence —” (Twain, 86:Ch.7). That blunder causes Becky mad at him. This mistake leads their relationship into ruins and it continues until the middle of the story, where accidentally Becky tears Mr. Dobbins’ book in front of Tom. Becky becomes very angry and afraid that Tom will tell Mr. Dobbins about this because of their bad relationship. But Tom with his bravery even protects Becky by confessing that it is his fault to Mr. Dobbins. It is shown in the dialogue when Mr. Dobbins interrogates the students in the class one by one:

‘Benjamin Rogers, did you tear this book?’

A denial. Another pause.

‘Joseph Harper, did you?’

Another denial. Tom’s uneasiness grew more and more intense under the slow torture of these proceedings. The master scanned the ranks of boys — considered a while, then turned to the girls:

‘Amy Lawrence?’

A shake of the head.

Gracie Miller?’

The same sign.

‘Susan Harper, did you do this?’

Another negative. The next girl was Becky Thatcher. Tom was trembling from head to foot with excitement and a sense of the hopelessness of the situation.

‘Rebecca Thatcher’ [Tom glanced at her face — it was white with terror] — ‘did you tear — no, look me in the face’ [her hands rose in appeal] — ‘did you tear this book?’

A thought shot like lightning through Tom's brain. He sprang to his feet and shouted — 'I done it!' (Twain, p. 210-211: Ch. 19)

It becomes the first interesting event that shows how Tom's attitude as more gentle and responsible towards Becky even though they are on a bad term at that time.

Tom feels responsible for protecting Becky and making sure of her safety as a girl he loves. Tom does not hesitate in facing the punishment by confessing that he is the culprit as it is said that Tom sprang his feet and shouted "I done it". After Tom shows some good demeanors, Becky acts softer towards him until the end of the story.

There is other evidence that shows Tom's personalities towards Becky become more mature and responsible as he acts gently to protect and guide Becky when both of them lost in the cave.

'I'm glad you've slept, Becky; you'll feel rested, now, and we'll find the way out.'

'We can try, Tom; but I've seen such a beautiful country in my dream. I reckon we are going there.'

'Maybe not, maybe not. Cheer up, Becky, and let's go on trying.' (Twain, p. 311: Ch.31)

From the statement above, Tom shows a significant responsibility by trying to make Becky feels calm and safe in that dangerous condition inside the cave. Instead of being panic and careless, Tom tries to make Becky sure that they will face the difficulty together and find the way to go outside the cave. Finally they can be found by the people who tried to search and rescue them. This event leads to the climax of Tom's adult side in the story that makes him more famous in the Society as 'hero'.

The facts above show the important progress of Tom Sawyer's character building in the scope of Socio-cultural phenomena of the South society. The implications of the society attitude are embedded on Tom Sawyer as a boy who is still struggling in searching for his identity. His imaginative thoughts and the response of the

society towards his attitude shape his character building randomly. For example, in the end of the story, after he is considered as a hero and becomes rich because of the hidden treasure, Tom still gets a bad thought by asking Huckleberry Finn to form a robbery group. It means that Tom's maturity cannot be seen from one point of view because there are many factors that lead Tom personality becomes unique and different.

In a certain event Tom does not his differently whether black or colored or white people. For example, it can be seen that Tom considers Jim, a slave, as one of his friends. It is not explicitly shown but through the way Tom communicates with Jim, there is no discrimination or difference from his other friends. Tom even tries to give a reward for Jim as he says. "I'll give you a marvel. I'll give you a white alley." It can be seen from the dialogue between Tom and Jim.

'Say, Jim, I'll fetch the water if you'll whitewash some.'

Jim shook his head and said:

'Can't, Mars Tom. Ole missis, she tole me I got to go an' git dis water an' not stop foolin' roun' wid anybody. She say she spec' Mars Tom gwine to ax me to whitewash, an' so she tole me go 'long an' 'tend to my own business — she 'lowed SHE'D 'tend to de whitewashin'.'

'Oh, never you mind what she said, Jim. That's the way she always talks. Gimme the bucket — I won't be gone only a a minute. SHE won't ever know.'

'Oh, I dasn't, Mars Tom. Ole missis she'd take an' tar de head off'n me. 'Deed she would.'

'SHE! She never licks anybody — whacks 'em over the head with her thimble — and who cares for that, I'd like to know. She talks awful, but talk don't hurt —anyways it don't if she don't cry. Jim, I'll give you a marvel. I'll give you a white alley!' (Twain, p. 17: Ch.2)

For another event, Tom's tendency to befriend all children in the town also can be seen in the description, "He remembered that there was company at the pump. White, mulatto, and Negro boys and girls were always there waiting their turns, resting, trading playthings, quarrelling, fighting, skylarking."(Twain, p. 17: Ch.2).

It is also described that Tom does not feel uncomfortable about socializing with black and it is stated that “This new interest was a valued novelty in whistling, which he had just acquired from a negro...” (Twain, p. 9: Ch.1) This tendency appears because of Tom’s carefree personalities makes him prefer entertaining and enjoyable activities without paying much attention to the environment specifically. This tendency also can be formed because of Tom’s background as a member of the middle-class society who is not tied with its own social class because a middle-class society member has more dynamic and flexible social interaction.

### 3.2 The Influence of Society Based on Self-perception Theory

Self-perception theory emphasize on the exploration of character building influenced by the society. This theory is related to the socio-cultural approach because this theory considers that a person can be live as an observer of his/her own behavior, and then connects it to either an external or internal source. This theory is defined by Bem in *Self-perception Theory* as:

Individuals come to “know” their own attitudes, emotions, and other internal states partially by inferring them from observations of their own overt behavior and/ or the circumstances in which this behavior occurs. Thus, to the extent that internal cues are weak, ambiguous, or un-interpretable, the individual is functionally in the same position as an outside observer, an observer who must necessarily rely upon those same external cues to infer the individual’s inner states. (1972, p. 2)

Based on Bem’s statement, the role of individuals as an observer of his/ her own behaviors cannot be separated from socio-cultural approach, especially when the individuals place themselves as the observers of their own attitude towards the certain circumstances of the society.



This fact is elevated in the novel by Twain's description of Tom Sawyer's internal conflict. The conflict within him tends to involve his interaction with the society. In a certain condition, Tom's emotional aspects are emphasized during the narration of the story. It is proven when Tom is falling in love with Becky Thatcher. His attitude becomes more anxious. In some condition, Tom unconsciously does not realize his anxiety but he seems conscious about this on the other way of thinking. During the plotline, Tom is also described by Twain as a boy who tries to develop his maturity by his own way and thought. Tom's childish attitude and maturity becomes the contradiction that grows within him. Unfortunately, it is not realized directly by the society especially by people surrounding him. So, it can be said that the search for identity becomes a crucial issue that is done by Tom in the novel and this issue involves his own self-perception towards the social psychological aspects.

### 3.2.1 Tom Sawyer's Self-perception

Tom Sawyer's character progress in *The Adventures of Tom Sawyer* cannot be separated from the social psychological aspects, especially related to the South Society.

It happens because the fictional town of St. Petersburg is a representation of the South society in Twain's imaginative creation. Rubin Jr. (1979) in *The American South:*

*Portrait of a Culture*, states:

Paradoxically, the fact that *Tom Sawyer* is fiction, not memoir, enabled Mark Twain to let his imagination work on the story, and thus to achieve greater authenticity than was possible otherwise.

Because it wasn't literally true, it could be psychologically true. (1979, p. 208)

In the novel, Tom is often described as a boy who struggles with his own observation towards his attitude based on his interaction with the society. There are some events that show how Tom tries to overcome his internal conflict. He tends to

overcome his problem of thoughts by doing something alone and letting his imaginations fly away and it seems that the conditions make him calmer and more comfortable. Tom's imaginations cannot be separated from his real experiences with the society. Actually, Tom's internal conflicts are usually related to his relations surrounding him. His imaginations are like a media for him to release the stressful condition in his mind. They also have the function as the device to observe and reflect his own behaviors and attitudes towards the society.

Tom's self-perception cannot be separated from the fact that his imagination wildly moves his own idea and interpretation. It is emphasized in the novel as:

THE harder Tom tried to fasten his mind on his book, the more his ideas wandered. So at last, with a sigh and a yawn, he gave it up. It seemed to him that the noon recess would never come. The air was utterly dead. There was not a breath stirring. It was the sleepest of sleepy days. The drowsing murmur of the five and twenty studying scholars soothed the soul like the spell that is in the murmur of bees. Away off in the flaming sunshine, Cardiff Hill lifted its soft green sides through a shimmering veil of heat, tinted with the purple of distance; a few birds floated on lazy wing high in the air; no other living thing was visible but some cows, and they were asleep. Tom's heart ached to be free, or else to have something of interest to do to pass the dreary time. (Twain, p. 79: Ch.7)

Tom's habit on reading books leads him to wild imagination and idea about his life. This fact leads his perception of his own attitude influenced by the society and shaped his behavior towards the environment and usually makes him involves with the conflicts within himself.

In the novel, Tom's internal conflicts are usually related with his own self-esteem that makes him getting troubles. His self-esteem also gives him significant disadvantages in realizing his own problems. Tom usually falls in desperate but it does not lead him into surrender. Tom's despair always leads him into crazier idea in

challenging his own guts. Of course, this fact becomes unique characteristic of Tom Sawyer that his desperation does not give him negative effects, but also positive effects that take him into his journey and his character building progress. For the proof, there is a condition that involves Tom Sawyer's broken-heart feeling towards Becky Thatcher.

Although in the fact, it is Tom's mistake, but his narrow mindset blames Becky's demeanor towards him.

The boy's soul was steeped in melancholy; his feelings were in happy accord with his surroundings. He sat long with his elbows on his knees and his chin in his hands, meditating. It seemed to him that life was but a trouble... (Twain, p.89: Ch.8)

It can be seen clearly that Tom is trying to comfort himself by sitting in silence and letting his melancholy is stuck on his mind. It seems that his imagination can make him calm. That calm condition creates stimulation for Tom to imagine about what he would be.

But no, there was something gaudier even than this. He would be a pirate! That was it! NOW his future lay plain before him, and glowing with unimaginable splendor. How his name would fill the world, and make people shudder! How gloriously he would go plowing the dancing seas, in his long, low, black-hulled racer, the Spirit of the Storm, with his grisly flag flying at the fore! (Twain, p. 91: Ch.8)

Tom has an idea to become a pirate who will explore the world through the sea. He also imagines that he will be a famous pirate that can overcome the challenge of wild sea life. This description emphasizes on how Tom tries to observe his own talent and idealism towards the adventure and journey of his life as a media to comfort his own internal problems.

There is another example of Tom's desperation in an event. The emphasis on his desperate and gloomy condition is described explicitly. It is stated in page 136.

TOM'S mind was made up now. He was gloomy and desperate. He was a forsaken, friendless boy, he said; nobody loved him; when they found out what they had driven him to, perhaps they would be sorry; he had tried to do right and get along, but they would not let him; since nothing would do them but to be rid of him, let it be so; and let them blame HIM for the consequences...

The event above shows Tom's feeling that is really gloomy and desperate because of his thoughts about being lonely and friendless. From the description it also can be seen that Tom feels he has been a good boy but people surrounding him always blame him.

Tom observes himself through his daily behavior. He does not realize that he feels much exaggerated and too sensitive. His self-perception leads to negative feeling but somehow he still shows some degree of his carefree side that feels his friendless perception is not a big trouble for him.

Mark Twain emphasizes Tom's perception about himself through the description in the novel that can give understanding to the reader that Tom's imagination shows significant influence towards Tom Sawyer's character building.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

#### 4.1 Conclusion

Mark Twain as the author of *The Adventures of Tom Sawyer* combines his real boyhood experience and his imaginative creation to create Tom Sawyer character. It makes the character of Tom Sawyer becomes realistic, especially in term of his character building through the story of the novel. The novel shows Tom Sawyer's daily life that influences his character development from childish attitude into more mature and responsible behavior. The change of Tom Sawyer's behavior also cannot be separated from the facts that his interaction with the people of St. Petersburg society reflects the real condition of the South society socio-cultural value that influences Tom's character building. Tom's social interaction focuses on his relationship with his family members, Aunt Polly, Sid and Mary; his friends, Huckleberry Finn and Joe Harper; his love interest, Becky Thatcher; and also his enemy, Injun Joe. His relationships with those persons always involve him in the challenges and adventures that affect Tom's personality, based on the socio-cultural condition of the South society. From those facts, it can be said that Mark Twain tries to show some socio-cultural values related to the influence of the society towards Tom Sawyer character building as the representation of the children in their boyhood.

Tom Sawyer, as the main character of *The Adventures of Tom Sawyer* faces and gets some problems in his journey. The problems themselves have close relevance with Tom's psychological aspects in his interaction with the people of St. Petersburg but in the process of Tom's personality transformations. There is a significant aspect that

involves his self-perception. It is shown on how he thinks about his conflicts and interactions by using his internal observation. This phenomenon is found in some narrative parts of the story that show his turmoil and confusion towards the society. It shows how Mark Twain creates Tom Sawyer based on the social psychological aspects that focus on self-perception.

From the interpretation and analysis of the novel, it can be concluded that Mark Twain's imaginative and creative thoughts can elevate the issues the uniqueness of the culture in the Southern society. This society is really distinctive because consists of some ethnics. Moreover, there is also social class formation in the South society that is dominated by middle class represented by Tom Sawyer's family. Tom Sawyer himself shows some progress that describes the quality of his behavior towards the social environment. It is shown by his interaction with the people from different social classes through the same way and habit. From the interaction, some central characters, such as Aunt Polly, Mary, Sid, Becky Thatcher and Huckleberry Finn show the cultural values of the South society that shape Tom's personalities. For example, Tom gets the discipline value from Aunt Polly and Mary, although in some cases he keeps trying to have some tendencies in breaking the rules. In his interaction with Sid, he shows rivalry relationship. Tom also can be seen having a mutual understanding in his rivalry- friendship with Joe Harper and also share some similar rebellious personalities with Huckleberry Finn. But Tom has more leadership characteristic than them when he involves with Joe Harper and Huckleberry. Tom also has more awareness about his environment and becomes more responsible of his choices especially when it is related to the safety of his love interest, Becky Thatcher. From these interactions, Tom gets some character development which is influenced by the socio-cultural values. The

values themselves are not only involving him with the conflicts, but also with the social interactions, habits and the mindset of the society. Therefore, people can know how the character building of the child is influenced by the South society at that time.

#### 4.2 Suggestion

Actually, Mark Twain's creation of *The Adventures of Tom Sawyer* novel does not only contain the socio-cultural aspects. In this novel, there another interesting issue about American Value that can be analyzed comprehensively in the novel. By looking at the issue, it can be concluded that the future studies about it is needed to create more understandings about this novel in scientific way.

Also, there are many approaches and theories that can be used to conduct other studies based on the issues above. The further researchers can use historical, biographical and also sociological approach to conduct the studies that focus on another element related to the social issues in Mark Twain's *The Adventures of Tom Sawyer*.

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## APPENDIX 1

### BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Mohamad Arli Ramadhani
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3. Program studi : Bahasa dan Sastra
4. Jurusan : Sastra Inggris
5. Judul Skripsi : Character Building of Tom Sawyer in Mark Twain's *The Adventures of Tom Sawyer*
6. Tanggal Mengajukan : 16 April 2013
7. Tanggal Selesai Revisi : 23 Juli 2013
8. Nama Pembimbing : I. Dr. Sri Herminingrum, M. Hum  
II. Aris Siswanti, S.S.
9. Keterangan Konsultasi

| NO  | TANGGAL          | MATERI   | PEMBIMBING    | PARAF |
|-----|------------------|--|---------------|-------|
| 1.  | 14 Februari 2013 | Draf BAB I, BAB II   | Pembimbing I  |       |
| 2.  | 2 April 2013     | Konsultasi BAB I, BAB II                                   | Pembimbing I  |       |
| 3.  | 8 April 2013     | Konsultasi BAB I, BAB II                                   | Pembimbing II |       |
| 4.  | 8 April 2013     | Konsultasi BAB I, BAB II (ACC)                             | Pembimbing I  |       |
| 5.  | 16 April 2013    | Konsultasi BAB I, BAB II (revisi setelah Sempro)           | Pembimbing I  |       |
| 6.  | 16 April 2013    | Konsultasi BAB I, BAB II (revisi setelah seminar proposal) | Pembimbing II |       |
| 7.  | 28 Juni 2013     | Draf BAB III, BAB IV                                       | Pembimbing I  |       |
| 8.  | 1 Juli 2013      | Konsultasi BAB III, BAB IV                                 | Pembimbing I  |       |
| 9.  | 2 Juli 2013      | Konsultasi BAB III, BAB IV                                 | Pembimbing II |       |
| 10. | 2 Juli 2013      | Konsultasi BAB III, BAB IV (ACC)                           | Pembimbing I  |       |

|     |              |   |               |
|-----|--------------|---|---------------|
| 11. | 10 Juli 2013 | Konsultasi BAB III, BAB IV (revisi setelah seminar hasil)       | Pembimbing I  |
| 12. | 10 Juli 2013 | Konsultasi BAB III, BAB IV (revisi setelah seminar hasil)       | Pembimbing II |
| 13. | 11 Juli 2013 | Konsultasi BAB I, BAB II, BAB III, BAB IV, ABSTRAK, COVER       | Pembimbing II |
| 14. | 11 Juli 2013 | Konsultasi BAB I, BAB II, BAB III, BAB IV, ABSTRAK, COVER (ACC) | Pembimbing I  |
| 15. | 22 Juli 2013 | Konsultasi BAB I, II, BAB III, BAB IV (setelah ujian skripsi)   | Pembimbing I  |

10. Telah dievaluasi dan diuji dengan nilai :

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Malang, 23 Juli 2013  
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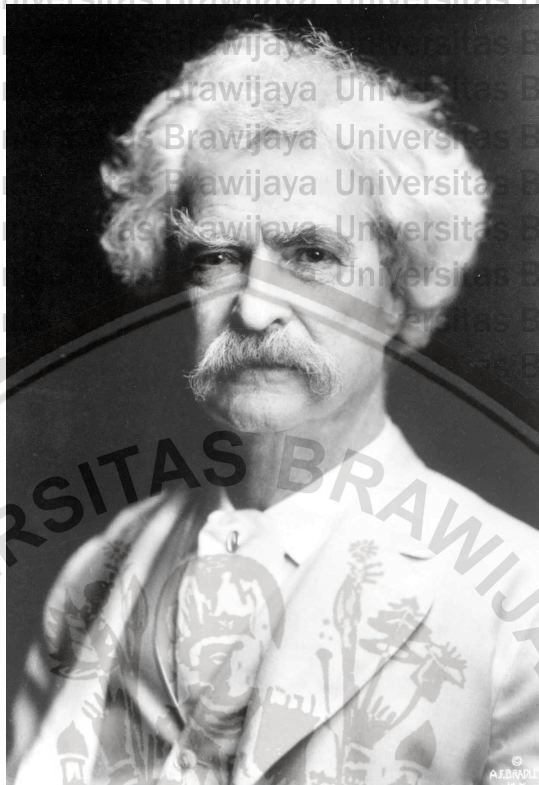
Aris Siswanti, S.S.  
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**APPENDIX 2**

**THE PICTURE OF MARK TWAIN**

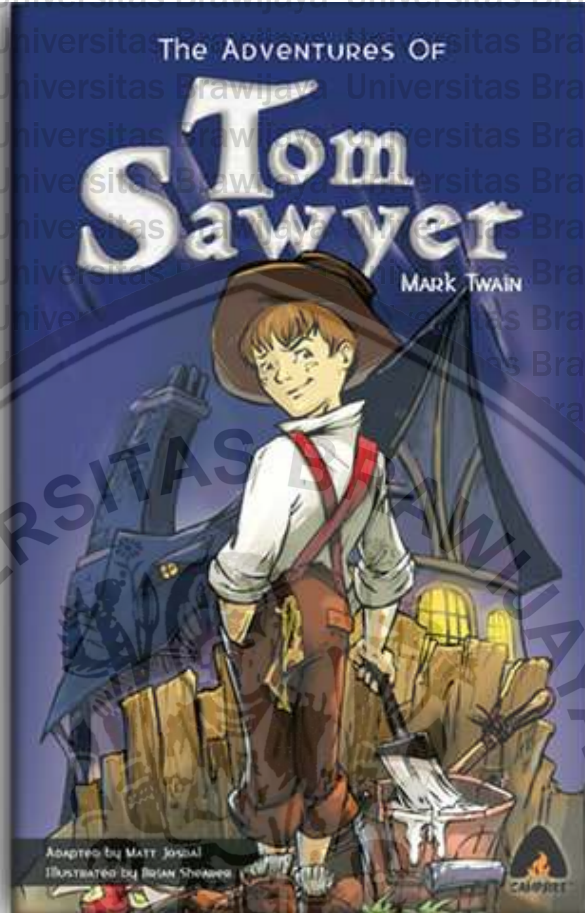


**Samuel Longhorne Clemens  
(1835-1910),**

**famous under his pen name Mark Twain**

APPENDIX 3

*THE ADVENTURES OF TOM SAWYER COVER*



*The Adventures of Tom Sawyer,*

first published on 1876