'Inside and Outside Invisible Magic Circle': Anna's Introvercy in Joan G Robinson's *When Marnie was* 

# There

## **THESIS**

Submitted as a Partial Fulfillment of the Requirements for the Sarjana

Degree of English Department Faculty of Arts and Humanities



By:

Annisa Rizki Utami

Reg. Number: A93214112

ENGLISH DEPARTMENT

FACULTY OF ARTS AND HUMANITIES

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

#### **DECLARATION**

The undersigned,

Name : Annisa Rizki Utami

Reg. Number: A93214112

Department : English Department

Faculty : Arts and Humanities

declares that the thesis under the title 'Inside and Outside Invisible Magic Circle': Anna's Introvercy in Joan G Robinson's When Marnie was There is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Sarjana degree and submitted to English Department, Arts and Humanities Faculty of Sunan Ampel State Islamic University. Additionally, it does not incorporate any other text from the previous experts except the quotations and theories itself. If the thesis later is found as a plagiarism work, the writer is truthfully responsible with any kind of suitable rules and consequences.

Surabaya, 2nd July 2018

8EAFF146086570

<u>Ándisá Rizki Utami</u> NIM.A93214112

## APPROVAL SHEET

# 'Inside and Outside Invisible Magic Circle': Anna's Introvercy in Joan G Robinson's When Marnie was There

By: Annisa Rizki Utami

A93214112

Approved to be examined Surabaya, 2nd July 2018

Thesis Advisor

<u>Sufi Ikrima Sa'a ah, M. Hum</u> NUP: 201603318

Aknowledged by:

The Head of English Department

Dr. Mohammad Kurjum, M.Ag

NIP: 196909251994<del>03</del>1002

ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA

2018

## **EXAMINER SHEET**

This thesis has been approved and accepted by the board of examiners of English Department, faculty of Arts and Humanities, UIN Sunan Ampel Surabaya.

# The Board of Examination

Head of the Examiner

Sufi Ikrima Sa'adah, M.Hum.

NUP: 201603318

Examiner II

Abu Fanani, M.Pd.

NIP. 196906152007011051

**Examiner III** 

Dr. Wahju Kusumajanti, M.Hum.

NIP. 197002051999032002

Examiner IV

Abdulloh Ubet, M.A

NIP. 196605071997061903

Dean of Faculty of Arts and Humanities

Agus Aditoni, M.Ag.

NIP. 196210021992031001



# KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300 E-Mail: perpus@uinsby.ac.id

## LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

congai sivitas akadi	mika OTN Sunan Amper Suradaya, yang bertanda tangan di dawan iin, saya.
Nama	Annisa Riski Utami
	A93214112
Fakultas/Jurusan	Adab dan Humaniora / Sastra Inggris
	utanio865@gmail.com
UIN Sunan Ampel : ✓ Sekripsi   yang berjudul :	an ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:  Tesis   Desertasi  Lain-lain ()  Aside Invisible Magic Grde': Anna's Introveny in meon's When Marnie was There
Perpustakaan UIN mengelolanya dalamenampilkan/mem akademis tanpa perpenulis/pencipta da Saya bersedia untu	yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Ekslusif ini Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, am bentuk pangkalan data (database), mendistribusikannya, dan publikasikannya di Internet atau media lain secara fulltext untuk kepentingar du meminta ijin dari saya selama tetap mencantumkan nama saya sebagan atau penerbit yang bersangkutan.  k menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN baya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Ciptanya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 3 Agustus 2018

Penulis

(Annim Rizhi Utami )

#### **ABSTRACT**

Annisa Rizki Utami. 2018. 'Inside and Outside Invisible Magic Circle': Anna's Introvercy in Joan G Robinson's When Marnie was There. English Department. Faculty of Arts and Humanities. State Islamic University of Sunan Ampel Surabaya.

Thesis Advisor: Sufi Ikrima Sa'adah M. Hum

The purposes of this study are to describe Anna's introvercy, the causes of her introvercy, and the way people deal with her introvercy in Joan G. Robinson's novel, When Marnie was There. This study focuses on Anna and other characters of the novel. This study uses descriptive qualitative method and apply psychoanalysis by Carl Gustave Jung about introvert attitude. The results of this research are the description of Anna's attitudes of introvercy in four functions, the causes of Anna's introvercy, and how people deals with her introvercy. Those four functions are thinking function, feeling function, sensing function, and intuiting function. In thinking function, there is a term about 'magical circle' as the result of Anna's thinking. In feeling function, Anna does not have the interest about the societies, puts her unconcern face, is happy to be alone, and Sandra's misunderstanding about Anna's attitude. In sensing function, Anna portrays about Sandra's appearance through her utterance. And in intuitive function, Anna did not mind about her future, her lack of good valuation, her curiosity about the mystery of Marnie, and her lack of memory. Then, there are two causes of Anna's introvercy. Those are of being an orphan and her feeling about her foster parents who are getting paid for the adoption. And the last is about people who give the positive acts toward Anna who has an introvert attitude. It is come from Mrs. Preston by her worry about Anna's future, The Peggs by giving affection and suggesting to have friends, Marnie by making a friendship although she finally vanished, Priscilla and friends by befriending Anna, and Mrs. Lindsay who made Anna feels being trusted and forgives all people in the past.

Keywords: introversion, magical circle

#### **INTISARI**

Annisa Rizki Utami. 2018. 'Inside and Outside Invisible Magic Circle': Anna's Introvercy in Joan G Robinson's When Marnie was There. Sastra Inggris. Fakultas Adab. Universitas Islam Negeri Surabaya.

Pembimbing Skripsi: Sufi Ikrima Sa'adah M. Hum

Penelitian ini mendeskripsikan perilaku introvert Anna, yaitu kecendrungan perilaku Anna yang ada pada dirinya sendiri dan cenderung menghindari aktifitas sosial. Hal ini disebabkan karena masa lalu Anna yang sudah yatim piatu sejak kecil, dan orang tua angkatnya dibayar untuk mengadopsinya. Dia juga membenci dirinya sendiri, dan kepada banyak orang yang dianggap tidak cocok dengan pemikirannya.

Penelitian ini membahas perilaku introvert Anna, apa penyebab perilakunya, dan cara orang-orang menghadapi perilakunya di dalam novel karya Joan G. Robinson yang berjudul *When Marnie was There*. Penelitian ini berfokus pada Anna dan tokoh-tokoh lainnya di dalam novel. Penelitian ini menggunakan metode kualitatif deskriptif dan menerapkan teori psikoanalisis dari Carl Gurtave Jung tentang perilaku introvert.

Hasil dari penelitian ini adalah deskripsi perilaku introvert Anna di dalam empat fungsi. Empat fungsi tersebut yaitu fungsi berpikir, fungsi merasakan, fungsi penginderaan, dan fungsi intuisi. Di dalam fungsi berfikirnya, terdapat istilah 'lingkaran ajaib' sebagai gambaran mengenai lingkungan sosialnya, yang merupakan hasil dari pemikiran Anna. 'Lingkaran ajaib' tersebut maknanya ketika orang-orang berada di dalam lingkaran tersebut sedangkan Anna sendiri berada di luar lingkaran. Di dalam fungsi merasakan, Anna tidak memiliki minat terhadap interaksi sosial, dia juga memasang wajahnya yang tak acuh, bahagia atas kesendiriannya, dan kesalahfahaman Sandra terhadap Anna. Di dalam fungsi penginderaan, Anna menggambarkan penampilan Sandra melalui ucapannya. Di dalam fungsi intuisi, Anna tidak memikirkan masa depannya, kurangnya penilaian yang baik, rasa penasarannya terhadap sosok Marnie, dan ingatannya yang lemah. Kemudian, orang-orang juga turut andil dalam menangani perilaku introvert Anna. Dimulai dari Ny. Preston yang khawatir dengan masa depan Anna, keluarga Pegg yang memberikan kasih sayangnya dan menyarankannya untuk mencari teman, Marnie yang membangun persahabatan dengan Anna meskipun akhirnya menghilang, Priscilla dan kawan – kawan yang mau berteman dengan Anna, dan Ny. Lindsay yang membuat Anna merasa dipercaya dan memaafkan semua orang di masa lalu. Jadi, melalui penelitian ini, diharapkan untuk pembaca menjadi lebih memperhatikan perilaku anak terutama ketika memiliki perilaku introvert.

Kata kunci: introvert, lingkaran ajaib

# TABLE OF CONTENTS

INSIDE COVERi
MOTTOii
DECLARATIONiii
APPROVAL SHEETiv
EXAMINER SHEETv
DEDICATIONvii
ACKNOWLEDGEMENTviii
ABSTRACTix
INTISARIx
TABLE OF CONTENTSxi
CHAPTER I INTRODUCTION1
1.1. Background of the Study
1.2. Statement of the Problems
1.3. Objective of the Study
1.4. Significance of the Study
1.5. Scope and Limitation
1.6. Method of Study4
1.6.1. Research Design
1.6.2. Data Source
1.6.3. Collection of Data

1.6.4. Data Analysis	5
CHAPTER II LITERATURE REVIEW	7
2.1. Theoretical Framework	7
2.1.1. Psychoanalysis: Jungian (Carl Gustave Jung)	7
a. Introversion	8
Thinking Function	10
Feeling Function	10
Sensing Frunction	11
• Intuiting Function	
b. Extraversion	13
Thinking Function	15
Feeling Function	
Sensing Frunction	
Intuiting Function	
2.1.2. How to Deal With the Introverts	
2.2. Previous Studies	
2.2. Trevious studies	1)
CHAPTER III ANNA'S INTROVERCY	22
3.1. Anna's Introvercy	23
3.1.1. Thinking Function	
3.1.2. Feeling Function	24
3.1.3 Sensing Function	27

3.1.4. Intuiting Function	28
3.2. Causes of Anna's Introvercy	30
3.2.1. Anna's condition of being an orphan	30
3.2.2. Anna's feeling about her foster parents who are getting paid	for the
adoption	32
3.3. The Way People Deal with Anna's Introvercy	33
3.2.1. Mrs. Preston, Miss Davidson, and Dr. Brown	33
3.2.2. The Peggs	35
3.3.3. Marnie	39
3.3.4. Anna's New Friends and the Lindsays	42
CHAPTER IV	47
CONCLUSION	47
REFRENCES	50

### **CHAPTER I**

## INTRODUCTION

## 1.1.Background of the Study

Some people might be familiar with something called literature. Literature is talking performance or real incident that explains the certain way of concern and it is part of human beings, culture, and expression (Culler 27). There are many ways of expressing the feelings, and there are several genres of literary work such as fiction, drama, and poetry (Klarer 9). There is also a kind of literature which is written for a certain reader, and one of them is literature for children (children's literature). Children's literature can be defined as "Book for Children" (Ken 2). It is a kind of literary work written by the adults, then be read for children. This kind of literature is also made and suited to children, so the children can read the book that is suitable for their age (Ken 3). Then, in recent research, it takes one of children literary works as the object, a children novel titled *When Marnie was There* by Joan G. Robinson.

The genre of *When Marnie was There* is mystery. It was published on January 1st 1967 and tells about a little girl named Anna who is raised by her foster parent, Preston family. There is no any review or a study that used this novel, and the reason of choosing this novel because there is children character who has an introvert attitude named Anna, and it can be analyzed by examining the introvercy of children which is portrayed by the character Anna.

In this story, Anna was so unfriendly and did not have an interest about making friend. In a summer, she went to Northfolk and lived with Pegg Family. At the place, besides her doctor's suggestion to heal her asthma, she is also asked to find some friends there. There is a house, the Marsh House, and Anna soon meets a strange little girl called Marnie, who becomes her first ever friend. Then one day, Marnie vanishes. A new family, the Lindsay, move into the Marsh House. Having learnt so much from Marnie about friendship, Anna makes friends with Lindsay family and learns some strange truths about Marnie, who was not all she seemed.

The writer, Joan G. Robinson, is trained as an illustrator and began writing and illustrating her own stories in 1939. Working closely with her husband, she published over thirty books in her lifetime, many of which were tried and tested on her own family. And her family sometimes found their way into her stories too like Teddy Robinson was a real teddy bear, belonging to Joan's own daughter, Deborah, who herself featured in the stories.

The purpose of conducting this study is to know the introversion attitude which is portrayed in the character Anna from Robinson's *When Marnie was*There. Thus, people, especially the adults will know and at least understand why children become introvert and know how to deal with them. So, the researcher here conducts the study with the issue about Anna's introvercy in children novel *When Marnie was There*, and apply psychoanalysis by Carl Jung about the introversion attitude as the main theory.

So, here, all things considered that this study observes the introversion attitude by using the children novel *When Marnie was There* with the focus on Anna and other characters in the novel.

## 1.2.Statement of the Problems

The researcher will begin this study with the questions that mentioned bellow:

- **1.2.1.** How is Anna's introvercy portrayed in the novel?
- **1.2.2.** Why does Anna become an introvert?
- **1.2.3.** How do people in the novel deal with Anna's introvercy?

# 1.3. Objective of the Study

- **1.3.1.** To describe Anna's introvercy portrayed in the novel.
- **1.3.2.** To describe the causes of Anna's introvercy.
- **1.3.3.** To describe how people in the novel deal with Anna's introvercy.

# 1.4. Significance of the Study

Hopefully, this study can give a contribution for the literary students and the readers of literary works as well. For the literary students, the researcher hopes that this study can help them by using it as reference especially when they want to use introversion attitude by Carl Jung as the theory. For the common readers, it is hoped that they get more knowledge on children introvercy and how to deal with them.

# 1.5. Scope and Limitation

The scope of this study is the novel that is written by Joan G. Robinson titled *When Marnie was There*. Relating to the theory used, the researcher limits on Anna's introvercy that are analyzed based on Carl Jung's theory of psychoanalysis about the introvercy, and how people around her deal with her introvercy.

## 1.6.Method of the Study

This methods consists of the following:

## 1.6.1. Research Design

This study is the qualitative research which the methods for collecting information through interviewing and observing to produce the data that are transformed into text or recordings (Flick 3). This study is the descriptive qualitative one. In this study, the data are collected from the words and sentences that describe Anna's introvercy and all the supporting data.

## 1.6.2. Data Source

This study has two data sources. Those are primary and secondary data. The primary data was taken from the novel in pdf form with title *When Marnie was*There by Joan G. Robinson. The secondary data is used for supporting the data that is analyzed. Those were the journals, the book reviews, the books of literary theory, and some articles from the internet.

#### **1.6.3.** Collection of Data

In collecting data, the researcher used some steps as follows:

- a. Firstly, the researcher read the novel *When Marnie was There* written by Joan G. Robinson and made an understanding about the story and the character Anna with her introvercy from the chapter one until the end of chapter.
- b. After that, the researcher marked Anna and another character's quotation, phrases, and sentences that contains the description about Anna's introvercy in Joan G. Robinson's When Marnie was There, the causes of her introvercy, and the way people deal with Anna's introvercy in the novel.
- c. The last, those data were classified according to the statement of problems.

# 1.6.4. Data Analysis

## a. Analyzing

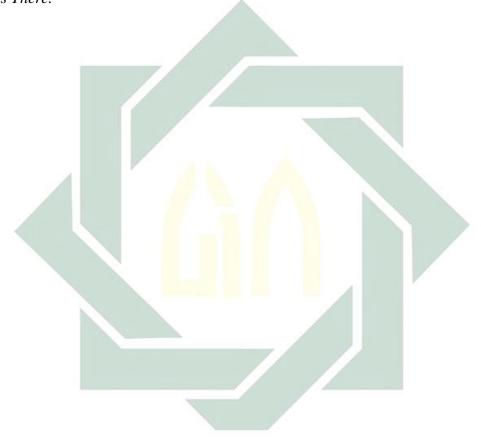
In this study, it analyzed the character Anna and found the description about Anna's introvercy, causes of her introvercy, and the way people deal with Anna's introvercy in the story.

## b. Using the related theory to analyze.

For this study, the data was then analyzed by the help of the theory used. The theory that is used for this analysis is Carl Jung's Psychoanalysis with his theory about the general introversion attitude because the character here have something that must be proven using this kind of theory.

# c. Concluding

After the analysis made, then came to the conclusion. This concludes about the description about Anna's introvercy, causes of her introvercy, and the way people deal with her introvercy in Joan G. Robinson's novel titled *When Marnie was There*.



#### **CHAPTER II**

## LITERATURE REVIEW

## 2.1 Theoretical Framework

This chapter explains about the theory used in this study. This recent study uses psychoanalysis by Carl Jung about introversion attitude. Here, Carl Jung has theory about the two general attitudes about introvert and extrovert attitude with those four functions of each two attitudes: thinking, feeling, sensing, and intuiting (Sharp 65). Although theory used is only the introverted attitude by Carl Jung, with Daryl Sharp's book titled *Personality Types: Jung's Model of Typology* as a reference to help with the analysis of character Anna, this chapter also provides the explanation about the extroverted attitude by Carl Jung, with Daryl Sharp's book titled *Personality Types: Jung's Model of Typology* as a reference, only as additional knowledge.

# 2.1.1 Psychoanalysis: Jungian (Carl Gustave Jung)

The psychoanalysis is the one of form of literary criticism which uses the psychological technique of analysis to interpret the literary works (Barry 96-97). Castle supports this definition about psychoanalysis his book. He said that "Psychoanalysis offers a systematic accounting of the psychic apparatus (especially the unconscious) and a theory of the mind and human psychic development" (163).

Sigmund Freud developed this theory. He theorized a "topographical" relation between *ego* and *unconscious*. In the topographical, the ego and the unconscious engaged different areas and the problem was to understand how libidinal energy moved back and into view between both (Castle 163).

Jungian criticism take place to explore the connection between literature and what Carl Jung (a student of Freud) called the "collective unconscious" of the human race (Richter 504). Jungian criticism, closely related to Freudian theory because of its connection to psychoanalysis, assumes that all stories and symbols are based on mythic models from mankind's past. In literary analysis, a Jungian critic would look for archetypes, persona, the shadow, anima and animus, and psychology type of self (Richter 505).

Based on Daryl Sharp in his book titled *Personality Types: Jung's Model of Typology*, there are two general attitudes introversion and extraversion; and four functions of each two attitudes: thinking, feeling, sensing, and intuiting (65).

Then, the theory used will be focused only on general attitude of introversion.

## a. Introversion

Introversion is the state of being mostly interested in own mental self.

Introverts are typically supposed as more silenced or thoughtful (Daniels 7). Also, the introverts always be careful in their situation when they are in the outside of their environment but it depends on their power of motivation, like Daryl Sharp said in his book, "Naturally, an introverted consciousness can be well aware of

external conditions, but subjective determinants are decisive as the motivating force" (65).

About the introvercy in child, Jung, in Sharp's book, notes "is a reflective, thoughtful manner, marked shyness and even fear of unknown objects" (67). It happens because the introvert children do not have a trust with a new object that they have not known. Children ask the question about the object to know about the name, meanings, and also explanation to give the protection against the object.

Very early there appears a tendency to assert himself over familiar objects, and attempts are made to master them. Everything unknown is regarded with mistrust; outside influences are usually met with violent resistance. The child wants his own way, and under no circumstances will he submit to an alien rule he cannot understand. When he asks questions, it is not from curiosity or a desire to create a sensation, but because he wants names, meanings, explanations to give him subjective protection against the object. I have seen an introverted child who made his first attempts to walk only after he had learned the names of all the objects in the room he might touch (67-68).

The kind of *apotropaic* act, that means a "magical" depotentiation of the object, is also the type of introvercy in the adult. There is a noticeable tendency to devalue things and other persons, to deny their importance (Sharp 68). Jung said in Sharp's book,

He feels at home in his world, where the only changes are made by himself. His best work is done with his own resources, on his own initiative, and in his own way. If ever he succeeds, after long and often wearisome struggles, in assimilating something alien to himself, he is capable of turning it to excellent account (69).

So, the introversion attitude is about the people who interested on theirself and they always become thoughtful. The introversion attitude also have four functions that form the types of the introvert personality. There are the function of thinking, feeling, sensing, and intuiting.

# • Thinking Function

In the way of thinking, they tend to focus on real things. Their thought also logical, because the introvert thinking does not depend on direct experience or the ideas that accepted in general (Sharp 70). It is like Jung said in Sharp's book, "External facts [writes Jung] are not the aim and origin of this thinking, though the introvert would often like to make his thinking appear so. It begins with the subject and leads back to the subject, far though it may range into the realm of actual reality" (70).

The introvert thinking is related with idea explanation, and not really have the practical use. The introverted thinkers are tend to be theoretician. They also be able as a good editor and writer because of their way of thinking, and make the accuracy presentations of the material that is available (Sharp 70-71).

The introverted thinkers also get easily lost into their fantasy world because of their way of thinking, then making theory that looks like a reality, but in fact, it is from their own sake because of their subjective orientation. They get those theories from their inner side. The result of thinking (Sharp 71).

# • Feeling Function

This type of introverted people are difficult to be understood about their feelings because they seem to not have such a feeling or views to any further extent, and makes a misunderstanding about them. According to Jung in Sharp's book, the idiom "Still waters run deep" is occurred to such type (Sharp 75). The purpose of the introvert feeling, according to Jung, the introverted people looks like using the unconcern face to protect their self.

People with introverted feeling choose to believe with their inner side of thoughts from their self rather than thoughts and facts from outside in general (Sharp 75). They also seldom to speak about what they feel. This type also constrains their expression and usually makes the face of silent, childish, and unconcern as the mask (Sharp 76).

People with this type of attitude do not reveal themselves, and hide their motives. They also tend to avoid the societies, like party and large gatherings. It is because their feeling of evaluative is not sensitive when too much people in a time (Sharp 76). Jung, in Sharp's book also assumed that they also always silent in general, hard to be reached, and hard to be understood. They also tend to have melancholic temperament, pleasant and low-key attitude, and giving the lovely calm of impression (76).

# Sensing Function

In introverts, sensation is based from the subjective view and sensation, motivated by objective stimulus (Jung in Sharp 79). What they see can influence the introverted people, so that is why they become sensitive. When they get the objective things, the subjective perception appears, corresponding with their own sensation, and then they will value that objective things with their own perception. Jung make the illustration about this type as a "highly sensitized photographic plate" which give a picture about their sensation details from the outer side.

Von Franz, in Sharp's book, also noted about the introverted sensation type of its dark thinking, "...Naturally, he has the same bad characteristics of the extraverted sensation type: in both, intuitions are very often of a sinister character,

and if not worked upon, therefore, the prophetic contents that break through will be pessimistic and negative." (82)

For the artists, they projects what they get into paintings or writings. They have the ability to present their perceptions from the objective stimuli they get.

For painters, they have a preference of portraying their perception about what they see into the canvas, and for the writers, they have a preference of portraying their perception into writings (Sharp 79).

The people who has this type of introverted attitude, even though they can think correctly about the things, they tend to be slow in taking action. People with this kind of introversion get easily trapped into their thoughts, and it make them feeling trouble to figure what will happen and its possibilities (Sharp 83).

# • Intuiting Function

If people with sensing function of introvert is more to express what they get from the objective stimulus, then the people with intuiting function of the introvert tend to explore about the cause of the object stimulus they get.

According to Jung in Sharp's book, this kind of introvert perceives what behind the events, tie on, and involved by, the inside figures that have been taken into life existence (Sharp 83-84).

People with this kind of introvert have great capability to predict the future and unknown possibilities that might be happened in a situation. This intuition is directed inside. This kind of capability can be found in shamans, fortunetellers, and the artists (Sharp 84). On a lower level of this type, they cannot communicate

well, always being misunderstood, and less good valuation of self and another people (Sharp 84).

This type of introverted intuitive usually hazy about the detail in actual life. They easily get lost, misplace something, be unable to remember arrangements, seldom to come on time, messy rooms, messy work environment, be unable to find something they need, seldom to get neat, and tend to mess their life (Sharp 85). Their behavior sometimes annoying, at preeminent, very burdening, and they feels that details is not at that important.

#### b. Extraversion

Extraversion attitude is the opposite of introversion attitude, which people with this kind of attitude tend to be the outside, sociable, and actionable (David 7). Based on Sharp's book, this kind of attitude is established by the objective reality, with the facts of the external. They tend to believe with the outside fact, while the introverts tend to have critical thought about that. Jung, in Sharp's book gives his theory about this.

Extraversion is characterized by interest in the external object, responsiveness, and a ready acceptance of external happenings, a desire to influence and be influenced by events, an need to join in and get "with it," the capacity to endure bustle and noise of every kind, and actually find them enjoyable, constant attention to the surrounding world, the cultivation of friends and acquaintances, none too carefully selected, and finally by the great importance attached to the figure one cuts, and hence by a strong tendency to make a show of oneself (37).

According to Jung, people with the extraverted attitude will be a good and very useful in a community, if they do not too busy with their society, forceful,

and shallow, because in Jung's theory, the mental natural life of this category is performed external, closely in response to the surroundings (Sharp 38).

The extraversion in child, Jung notes in Sharp's book that the sign the extraversion of children is their quick adaptation, and great amazement of concerning the objects. They have few of fear and they tend to be confidence (38). Jung noted, "The earliest sign of extraversion in a child is his quick adaptation to the environment, and the extraordinary attention he gives to objects and especially to the effect he has on them. Fear of objects is minimal; he lives and moves among them with confidence .... and can therefore play with them freely and learn through them. He likes to carry his enterprises to the extreme and exposes himself to risks. Everything unknown is alluring" (Jung in Sharp 38).

The extraverts also have the effect when they are too extravert because the extraversion is a clear talent in social conditions, also in reacting to outside necessities. It is not good because according to Jung in Sharp's book, when they are too extraverted, they will sacrifice their self (subject) to fulfil what people (object) wants. They will lost their self because they are forced by the object into an unconsciously self-control (40).

So, the extraversion attitude is the kind of people who is thinking outside, tend to be sociable and more actionable because they believe in outer facts. The extraversion attitude also have four functions that form the types of the introvert personality. There are the function of thinking, feeling, sensing, and intuiting.

# • Thinking Function

This type of extraverted thinking tends to be joined with the outer world. People with this kind of thinking function of extraverted attitude are tend to be controlled by the outer object which brought out by their sense perception. The way of thinking and making consideration is influenced by the outer situation that spread over the tradition and education (Sharp 44). "This type of man elevates objective reality, or an objectively oriented intellectual formula, into the ruling principle not only for himself but for his whole environment" (Jung in Sharp 45).

Also, in Sharp said in his book that, people with extraverted thinking function feel enchanted by the object they get influenced and it makes them feeling creative because of their reflection toward situations (Sharp 44). Sharp also wrote about what will happen if this type is become an extreme condition, based on Jung, people with the extreme level of extraverted thinking becomes very obedient to the rules, and subordinates others to the rules based on their formulas. Their rule system then becomes a inflexible moral code. Its scale is fairness and fact that they base on what is well thought-out the wholesome of objective reality (Sharp 45).

## • Feeling Function

The feeling in the extraverted is oriented by objective data then tend to try to construct or keep the pleasant condition in surrounding. According to Jung in Sharp's book, they has removed themself at most from the individual aspect and lower themself fully to the stimulus of the object (Sharp 49). Their capability of

making judgment on something is not based on self-evaluation, but they do it according to social circumstances (49).

People with this type are commonly friendly and get easy of making friend. They value the outer necessities quickly, and have willing to sacrifice themself for other people. They convey the warm reception environment, and make a start in an event (Sharp 50). Although they have this kind of attitude, but, they also sometimes having the most negative thinking and expression of disapproval about people who is really valued by their sentiment. As a consequence, they do not want to be alone. When they get some negative feelings, they then go to the outside to socialize with people (Sharp 53).

## • Sensing Function

Sensing function in extravert is very oriented with the objective actuality. The reaction to the object is formed by the object. This kind will search for those objects, both individuals and circumstances which stimulate the durable senses. The consequence is a solid affective bond to the external realm, like Jung said in Sharp's book. "Objects are valued in so far as they excite sensations, and, so far as lies within the power of sensation, they are fully accepted into consciousness whether they are compatible with rational judgments or not" (54).

Although they have lack of patience or the perception of the abstract realism, their common sense of objective fact is well developed. They are good in details of daily living, like reading map, finding a way in an unknown city, neat rooms, always remember the appointments, on time people, and remembering the small activity like turn of the lamp in the night. (Sharp 54).

## • Intuiting Function

Intuition in extravert is referred and formed by the external things. Jung writes in Sharp's book that the intuitive function is signified in awareness by an expectation outlook, through dream and infiltration; however only from the following consequence is able to be determined on how far of they was "seen" was in reality in the object, and how far was "read into" the situation (58).

If the sensation type is only see what they see, then the intuitive will seek the chances and new realms to be occupied. People with this intuitive type also tend to get bored quickly with "things as they are" or things that they see in front of them. Intuition is able to search out opportunities, but to realize those needs the concentrating skills of sensation and thinking (Sharp 61).

Because extraverted intuition is oriented by the object, there is a marked dependence on external situations, but it is altogether different from the dependence of the sensation type. The intuitive is never to be found in the world of accepted reality-values, but he has a keen nose for anything new and in the making. Because he is always seeking out new possibilities, stable conditions suffocate him (Jung in Sharp 61).

# 2.1.2 How to Deal With the Introverts

After the explanation about introversion and extraversion attitude, then this part explains about how to deal with the introverts. Schwartz, in his journal stated about the several feelings of the introvert (37-43):

- a. Feeling comfort of spending times alone,
- b. Feelings of different with other that makes the feelings of insecurities.,
- c. Negative self-perception, and

d. The discomfort feeling of having social life, although sometimes there are several introverts who do not mind about having friends.

Schwartz also stated about the cause of why children are get to be introvert from those feelings that experienced and managed in the introverts. Children who gets more support from surrounding especially teacher and family and seen by them will have more positive social involvements, and positive self-perceptions. So, children with feeling of different and insecurities are who get struggle in academic challenges, did not feel supported or seen by teachers and family, having social struggle, and getting negative self-perceptions. So that is why, Schwartz suggested that teacher, social worker, family, and another surrounding should take the effort of knowing those children, support their inner world, and their needs although it takes more time to do it (63).

Leung in his journal also stated that teacher defined the introverts as the shy children and lack of confidence (42), so that is why Leung suggested several recommendations for the educational community:

- a. Need to understand that the introvert is not something that needs to be cured, so it needs to know about the difference between shyness and quite. They also need to understand about the difference between introversion and shyness.
  Introverts, in contrast, will stay observing pleasurably from their place, and expressing feelings with self-confidence in direct communication or "one-on-one settings" (64).
- b. Conform learning to contain the individual discussion and more independent jobs on projects to each student that fit with their passion, so when those two

introvert and extrovert students will get the beneficial by doing discussion from their thoughts. It is important for social development and skills, especially for the introverts. Also, need to teach them about cooperating with others, but also about how do the task alone. It makes them learn from their deep thoughts (64).

So, that is true that people can deal with the introvercy as they know how to do it. The introverts need some supports and being understood by others so, the introverts will go through their life without getting the negative feelings about their self and by another objective situation.

## 2.2 Previous Studies

In this part, the researcher here gives literature reviews that related to this study. First is a thesis written by Suryanto Tanjung titled *The Main Character's Changing Personality from an Extrovert to an Introvert Person in George Eliot's Silas Marner* from Faculty of Letters of Petra Christian University Surabaya.

Tanjung uses the psychoanalysis from Carl Jung about introversion and extraversion attitude. The differences with this today study are, Tanjung chose the main character of George Eliot's *Silas Marner* as the object and analyzed about changing personality of the main character from extrovert to the introvert.

Tanjung used both introversion and extroversion attitude from Carl Jung as the theory, while this present study uses only introversion attitude from Carl Jung as the theory. The finding of Tanjung's thesis is that betrayal and people's opinions

can affect personality and make the personality change from the extrovert to the introvert.

And then, the theory journal titled *Jung*, *History and His Approach to the Psyche* written by Kevin Lu (2012) from University of Essex. In his journal, his purpose is to interface the disciplines of history and analytical psychology using Jungian Psychoanalysis. So, in this study, it will begin to analyze children novel, *When Marnie was There* with Jungian psychoanalysis.

Also, there are also two journals of observational about children psychology. The first is the paper titled *Introversion and Extroversion Learning Styles* written by Winnie Frances Leung from Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education of the University of Toronto. It observes about the learning method for the introverts in the school that researcher believes that many schools are designed for the extroverts and the introverts get oppression with that because of the negative perception about them that ironically, it is from school itself. The method that did for Leung's study is explored the literature and interviewed the teachers about how they can distinguish their instruction to be instructionally quick to respond to their students who determine the tendencies toward introversion and extroversion. It is the qualitative method. And the result does not discontinue the compatibility of the education system for all students, but rather drives the educators, principals, and school officials to more investigate about students' varied learning needs in the classroom.

The second one is also the paper, titled *Childhood Experiences of*Introversion: An Exploration of Navigating Social and Academic Spaces and

Ways of Coping written by Leah S. Schwartz from Smith College. It explores the
experience of introversion in the childhood. It tries to find the understanding of
the introverted children and how the impacts for them to interact with their
surroundings. It also uses the qualitative and exploratory method by interviewing
the children and 12 adult self-identified introverts about their childhood
experience of being introverted. The findings here is about how they handle their
emotional state from the difference of something in academically, behaviorally,
and socially. Also, the causes of the discomforts of introverts that influence their
work and study performances.

## **CHAPTER III**

# ANNA'S INTROVERCY IN JOAN G. ROBINSON'S WHEN MARNIE WAS THERE

This chapter analyses the data that was found as the answer of questions from the first chapter. Robinson's *When Marnie was There* is an appropriate example to examine children's introvercy because there is a protagonist named Anna who acts quiet and does not want to have friend with other, then she finally has a friend.

Begin from the term 'Inside and Outside of Magic Circle', Anna appears as an introvert child because she felt different with others. She loves to day dreaming, thinking about nothing, and doing nothing until she is sometimes drown into her imagination that made an appearance of her 'imaginary friend', Marnie, whom Anna believes that she lives in the Marsh house. Anna really accepts Marnie as a friend, while she does not accept Sandra, a real child, and even calls her 'Fat Pig'. Until Marnie vanished from her life, she finally befriends with the real child who just moved and lived in the Marsh house and searches the fact about Marnie together.

So, in this chapter, the researcher describes about Anna's introvercy, the causes of her introvercy, and the way people deal with her introvercy. Anna's introvercy is explained in four functions of introversion attitude: Thinking Function, feeling function, sensing function, and intuiting function. There are two

causes about her introvercy, and several people who deal with her attitude. Those are explained below.

## 3.1 Anna's Introvercy

Introverted attitude is a psychology condition that make people tend to be alone, and thoughtful, and sometimes they go into their imagination because of their own thought (Daniel 7). Anna's introvercy is described in four functions of introversion attitude based on Sharp's book: thinking function, feeling function, sensing function, and intuiting function.

# 3.1.1 Thinking Function

Anna thinks herself as a lonely person. She used to think about the *magical circle*. Anna thinks that everyone was inside the *magic circle* while she was in outside of the *magic circle*. It means she thinks that she is different with others. The introverts love to think about something because they are inclined of thinking. The 'magic circle' thing can be the result of Anna's thinking as an introvert. In the novel, Robinson wrote about Anna's mind in page 7 "...because everyone else was 'inside' – inside some sort of invisible magic circle. But Anna herself was outside. And so these things had nothing to do with her. It was as simple as that."

According to the theory about the introversion attitude, Anna had function of introverted thinking. The introverts always have a deep thought, and rarely to do the practice. The introverted thinking gives the theory as the result from his imagination and subjective orientation (Sharp 70-71). So, the term "everyone else was 'inside' – inside some sort of invisible magic circle. But Anna herself was

outside" is the result of Anna's orientation view about her life and society with her imaginative thinking. This term only her theory about her society, but in case, Anna just did not do the practical about her theory, or even made it into journal. It is only about what comes from Anna's thought.

## 3.1.2 Feeling Function

As Anna became a loner, she did not have any interest of having friends at school, or anywhere. She did not want to invite someone for a tea or to come to someone's invitation. She did not care about someone who asked her for hang out or tea. Her attitude sometimes made Mrs. Preston feels worry about her.

The other things were difficult to explain, they were so vague and indeterminate. There was the business of not having best friends at school like all the others, not particularly wanting to ask anyone home to tea, and not particularly caring that no-one asked her (Robinson 6).

Anna also did not have interest about party but she never said that to Mrs. Preston. Anna never got interested with those activities of having tea, and hanging out with friends. She never explained that to Mrs. Preston. She felt that only everyone else who was feeling fine with those activities and she did not have best friends.

...But Anna was not interested. Not any more. She knew perfectly well – though she could never have explained it to Mrs Preston – that things like parties and best friends and going to tea with people were fine for everyone else (Robinson 7).

In this case, Anna's attitude proves the feeling function of introversion.

People with this kind of feeling function of introversion attitude, according to

Jung in Sharp's book, are tend to avoid the societies, like party and large

gatherings (76). Anna does not have the interest about the gatherings, she avoids the party, and people.

Anna always put her 'ordinary face' everywhere, so people would never notice her. The 'ordinary face' in the story means that Anna put her silent and unconcern face. It means, Anna did not want to be noticed by people. She felt relieved when no one noticed her, so she could do something like looking out the window when she was in the train and thinking about nothing.

So the 'ordinary' face had worked. No-one had even noticed her. Relieved, she turned to the window and stared out at the long flat stretches of the fens, with their single farmhouses standing isolated from each other, fields apart, and thought about nothing at all. (Robinson 8)

The introverts with this function do not want to meet people. They inclined of avoiding people's stare. It is the result of introverted feeling of Anna. She just protected herself by putting her 'ordinary' face. The sentence "So the 'ordinary' face had worked. No-one had even noticed her" (Robinson 8) is prove of Anna's feeling as an introverted feeling.

Anna was also happy to be alone. This one also prove about her feeling function of introversion. She tends to avoid society. She felt so free and empty because she did not need to do the interaction with people like talking and laughing, she even felt she did not need to be polite with others, and bothering what people do like ordinary people do in the society. She felt so happy when everyone go from the place before she came. She feels so good when alone and do not want to have interaction with other people.

Then she walked back to the crossroads. She felt free now. Free and empty. No need to talk to anyone, or be polite, or bother about anything. (Robinson 15)

"I'm glad," she said to herself. "I'm glad they've gone. (Anna in Robinson 15)

As the introverts, Anna felt her freedom with her loneliness. She just believed that when she had met those kids, they would not be her friend. Again, she thought about those kids in the inside of magic circle and she was outside. She even realized that she only talked to Mr. and Mrs. Pegg, so she did not want to meet more people.

I've met enough new people for one day." But the feeling of freedom had changed imperceptibly to one of loneliness. She knew that even if she had met them they would never have been friends. They were children who were 'inside' – anyone could see that. Anyway, I don't *want* to meet any more people today, she repeated to herself-hardly realising that Mr and Mrs Pegg were the only people she had spoken to since she left London. (15)

Anna said she did not mind at all, she was quite all right doing nothing. It is also a sign of her introvercy. She did not want to do something even it was with another kid or another people because she just loved to be alone with her feeling of freedom from anyone else. So, doing nothing was better for her, rather than did the interaction with society. She explained earnestly about how love she is (Anna in Robinson 19). It is also the result of feeling function of introversion.

This kind of function also occurs when Sandra felt misunderstood about Anna's attitude. Jung stated that the introverted people with this kind of function just makes other people feel misunderstood about them (Sharp 75). After they met, Sandra feels irritated with Anna's attitude of inappropriate. Anna then said something rude to Sandra and it made Sandra gave her bad response about Anna, but it is because Sandra herself just pushed Anna to call her everything she wants.

It made Anna felt startled, forgot about vinegar, and then walked out angrily (Robinson 32).

But Sandra barred her way. She had just seen the ice-cream on her dress and was scrubbing at it furiously. "Now I'll tell you!" she said, spluttering. "Now I'll tell you what you look like! You look like – like just what you are. There!" (Sandra in Robinson 32).

She then thought about Sandra's utterance about "what you are" and made Anna thought about what she is (Robinson 32). It made Anna felt that nobody like her. It is kind of objective misunderstood about the introverted people. It means, Sandra did not know about who is Anna exactly because they just met in an unfriendly situation.

Angrily she walked down the lane, tearing at the poppies in the hedgerow, and crumpling them in her hot hand until they became slimy. She knew what she was only too well. She was ugly, silly, bad tempered, stupid, ungrateful, rude... and that was why nobody liked her. But to be told so by Sandra! She would never forgive her for that (Robinson 32).

### 3.1.3 Sensing Function

When Anna wanted to help Mrs. Pegg for washing dishes, Mrs. Pegg wanted her to do something else. Mrs. Pegg asked Anna to picked some pickled samphire (Mrs. Pegg called it sanfer) to Miss Manders while Anna went down to the marsh. Anna then went there and asked for what Mrs. Pegg's pick. After she finished her affairs, then she suddenly came back because of forgetting about vinegar (Anna in Robinson 31-32).

Anna then met Sandra-up-at-corner. In this case, Sandra just misunderstood about Anna because she thought that Anna just followed her, but the truth is, Anna just stepped back to Miss Manders because she remembered about the vinegar. Anna then coldly said that she wanted to say hello, but Sandra still look

at hardly to Anna. Sandra began to put Anna into the situation that made Anna said something harsh to Sandra.

"Why are you following me about?" she demanded.

"I'm not."

"Yes, you are. Wasn't she?"

. . . .

"Call me what you like. I don't care! I know what you look like, any road." She turned and whispered to her companion, giggling, and the blob of ice-cream fell trickling down her dress.

Anna looked at her scornfully. "Fat pig," she said, and turned to go out. But Sandra bared her way. She had just seen the ice-cream on her dress and was scrubbing at it furiously (Robinson 32).

Anna's sentence about "Fat Pig" toward Sandra is proved about her introverted attitude in sensing function. It does not mean that Anna insults Sandra. Anna just portray about Sandra's appearance, which is the objective stimulus, through her utterance, and then she made her subjective perception about Sandra. Anna here is also became sensitive about Sandra's attitude toward her that made Anna felt uncomfortable. Anna's attitude also shows that she might feel trouble to figure what happen next because of her words. It is true because after she said this to Sandra, she then felt irritated because of Sandra's reaction about her words that has been explained before in part 3.1.2 about Anna's introverted feeling function and Sandra's misunderstood about Anna. From her reaction towards Sandra, Anna also shows her personality which be difficult to be reached by people in society.

#### 3.1.4 Intuiting Function

Anna also did not mind about her future although Mrs. Preston was feeling worried about it. Anna did not feel worry about it like this quotation, "Anna herself did not mind. As with the other things, she was not worried at all" (Robinson 7).

The way Anna said about Sandra is not only just the result of sensing function, but also intuiting function. If the explanation in part 3.1.3 is how Anna portray about Sandra's appearance, then in intuiting function, it is shown in Anna's attitude in lack of giving good valuation toward others like Jung said in Sharp's book page 84. It is proved when Anna called Sandra "Fat Pig" on their first meeting in Miss Mander's place (Anna and Sandra in Robinson 32).

As Jung's said in his theory about the function of intuiting, and it is true that Anna looked like has not concerned about her future (Anna in Robinson 6). It is the result of her introverted intuiting function. It is from her inner side that makes her decision about the future. It means, because of her result of inner side, Anna seems did not care, or even worried about her future whereas she had the introverted attitude that makes her feeling like that. We do not know either Anna feels worry or not, but her attitude just showed about the function of introverted intuiting function.

Jung also stated that people with this intuiting function of introverted attitude are more to express what they get from the objective stimulus, then the people with intuiting function of the introvert tend to explore about the cause of the object stimulus they get (Sharp 83). It is shown by Anna with her new friend named Jane and another friends who looked for the facts about Marnie together. Anna felt curious and then explore about the mystery of Marnie, which is the objective stimulus, whom she met before as an imaginary friend (Anna in Robinson 111). At first, they just misunderstood that Anna is Marnie. Anna then had a discussion with Jane, Priscilla, Matthew, and Andrew. Priscilla also found

Marnie's diary book and it made Anna felt more curious (115) until finally the facts about Marnie are found in Miss Gill, Marnie's childhood friend.

Intuiting function is also signed by lack of memory and it also happen to Anna when she sometimes forget about something and cannot remember anything that she get from the outside. It is shown when Anna and Marnie went for playing and asking questions each other. When Marnie asked about the Peggs, Anna then could not remember about them (Anna in Robinson 47). This also happen when Jane tried the bell in the house and told that they can hear the bell in the halfway in the creek. Anna just felt familiar with Jane's utterance but she could not remember.

...."Look, Anna, isn't it super? It came with the house. It's twice the size of an ordinary one. You can hear it halfway down the creek. Andrew tried it yesterday."

"You can hear it halfway down the creek"... For a moment Anna was convinced she had heard these words before somewhere. But where?... When...? Her mind went blank as she tried to remember (Anna in Robinson 108).

#### 3.2 Causes of Anna's Introvercy

There are two causes in Anna's life in the story that made her become an introvert. She passed through the events that made her sad. Thus, in this analysis, it explains the causes that make Anna having the introvert attitude in the story. Here are those two causes.

# 3.2.1 The Death of Anna's Parents and Grandmother that Makes Her Feels Lonely

This begin with Anna and Marnie went on searching of the mushrooms

(Anna and Marnie in Robinson 68). They then told about their life. Anna just felt

jealous to Marnie because of her appearance and wealth. Marnie saw Anna suddenly felt gloomy and asked her about her life and feeling. Anna said, "You are lucky. I wish I was you", then, Anna told about her life (Anna in Robinson 69).

In her monotonous voice, Anna told Marnie that her first father went away and then her mother married someone else. And with her mother's new husband, they had a trip on holiday until finally they were died because of an accident. In that time, Anna was staying with her grandmother.

"But what happened to your real parents?" (Marnie in Robinson, 69)
"My father went away – I don't know where – and my mother married someone else," Anna's voice was flat and monotonous – "and then they went away on a holiday – and I was staying with my granny – and they got killed in a car accident." (Anna in Robinson 69)

Marnie gave the sympathy to her. Marnie felt sad about Anna's dreadful moment. Marnie was asking about Anna's sadness and it looked like that Anna did not go into mourning or feeling terribly. She just fine, and did not mind at all. She even forgot about it because she was living with her grandmother. But, Anna, in her flat expression, said that her grandmother then died (Anna in Robinson 69).

So that is why she became an orphan because her parents and her grandmother were died. Then, when Marnie asks Anna's love to her parents and her grandmother, she said that she hates them, like her saying in chapter 16 of the novel, "Anna was silent for a moment, frowning at the ground. Then she blurted out sullenly, "No, I hate her. And I hate my mother. I hate them all. That's the thing..." (Anna in Robinson 69)

Anna said her reason after Marnie declares her opinion about could not help of the death. Her reason was they left her alone without anyone else who is with her again. Her feeling of unfairness just made her really sad and angry in the same time.

Anna looked surly. "She left me before she was killed," she said defensively, "to go away on a holiday." (Anna in Robinson, 70) "And your granny couldn't help dying," said Marnie, still being reasonable. (Marnie in Robinson 70)

"She left me, too," Anna insisted. "She went away. And she promised to come back and she didn't." She gave a dry little sob, then said angrily, "I hate her for leaving me all alone, and not staying to look after me. It wasn't fair of her to leave me – I'll never forgive her. I hate her." (Anna in Robinson 70)

That is all about the first cause. Anna just felt an unfairness because her parents and grandmother left her alone, so that is why Anna had her feeling of hate toward them. She then became an orphan and felt something about loneliness that made her became an introvert. This negativity event just brought her into introverted attitude.

# 3.2.2 Anna's Foster Parent are Getting Paid for the Adoption that Makes Her Lost of Trust

It is another cause of her introvert attitude. She had a deep secret about her family toward herself, then asked Marnie to keep the secret. At first, Anna said her thought about Mr. and Mrs. Preston who were very caring to her, until she found something.

"Well, it's about Mr and Mrs Preston. I told you they're kind to me, and they are, but I thought they looked after me and everything because they — well, because I was like their own child, but I found out a little while ago—" she lowered her voice almost to a whisper, "they're paid to do it." (Anna in Robinson, 70)

What she found was about the letter, the in-print letter, put inside the drawer that contained something about her payment of the adoption with the cheque inside. But Marnie still had a positive thinking about the love from Mr. and Mrs. Preston into Anna, that they loved Anna.

"I found a letter, it was in the sideboard drawer. It was a printed letter and it was something about how the council was going to increase the allowance for me, and there was a cheque inside as well." (Anna in Robinson, 70) Marnie was thinking seriously. "Does that mean she doesn't love you, though?" (Marnie in Robinson, 70)

Anna then felt upset and sad. She had a prejudice about Mr. and Mrs.

Preston, which they just pretend to love, worry, and make a pleasure for Anna because of money. She then felt that everything suddenly seems different after knowing the letter and the cheque. Again, here Anna felt that she was alone.

"I think in a way she does, sort of," said Anna, trying to be fair. "But you can see the difference, can't you? How would you like to have someone *paid* to love you? Anyway, after that, I think she guessed that I knew. She kept looking at me as if she was worried, and wanting to know why I was always asking questions about money. And she kept trying to do things to please me. But it wasn't the same then – it couldn't be." (Anna in Robinson, 70)

That is all about the second cause. Anna felt that Mr. and Mrs. Preston just pretended to love and care toward her because she found a letter that contained something about the payment for herself with a cheque that made her feel sad. This made her lose trust and she chose to be a loner.

## 3.3 The Way People Deal with Anna's Introvercy

From those data that analyzed before, Anna herself has her causes for her introvert attitude. She crossed through the tragedies and disappointment of

everything. However, there are other characters who want to deal with her introvert attitude. They are Mrs. Preston, Peggs Family, Anna's new friends, and the Lindsays.

## 3.3.1 Worrying about Anna's Future

## a. Mrs. Preston, Miss Davidson, and Dr. Brown

Here, Mrs. Preston, felt that Anna should have friends. It is because Mrs. Preston always said about everyone never asked Anna to go hanging out to buy ice cream, or go to cinema, go to zoo, go around the environtment, or maybe playing the treasure hunt.

Mrs Preston just would not believe that Anna did not mind. She was always saying things like, "There now, what a shame! Do you mean to say they've all gone off to the ice rink and never asked you?" (Or the cinema, or the Zoo, or the nature ramble, or the treasure hunt.) – And, "Why don't you ask next time? Let them know you'd like to go too.... (Mrs Preston in Robinson 6).

It means, Mrs. Preston was really are for Anna. Although Anna is not the kid from her own womb, Mrs. Preston treat Anna like her own lovely daughter. Mrs. Preston also suggested that Anna goes with friends, and said to her friend that she wanted to go with them. Mrs. Preston also suggested that Anna should show her interest to everyone, so everyone would know what Anna wanted from them. "...Say something like," If you've room for an extra one, how about me? I'd love to come.' If you don't *look* interested nobody'll know you are."" (Mrs Preston Robinson 7).

Mrs. Preston is also worried about Anna, especially about her future, because Anna is the clever kid like the others. Mrs. Preston did not want Anna

locked up herself like that. She wants to try to think about her future. It is common when parents always feel worry about their kid's future.

"It isn't as if there's anything wrong with you," she would say. "I mean you're not handicapped in any way and I'm sure you're just as clever as any of the others. But this not-even-trying is going to spoil your whole future." (Mrs Preston in Robinson 7)

Moreover, the attitude of not-even-trying from Anna worried her out, and Mrs. Preston still felt difficult to know how to deal with her. Mrs. Preston always worry about it. Thus, when everyone asked about Anna's future, Mrs. Preston said that she really did not know and told about her worry about her daughter.

And when anyone asked about Anna, which school she would be going to later on, and so on, she would say, "I really don't know. I'm afraid she's not-even-trying. It's going to be difficult to know quite *what* to do with her." (Mrs Preston in Robinson 7)

Not only Mrs. Preston who is worried about Anna, but also many people feel worried about Anna, like Miss Davidson, and Dr. Brown who gave treatment when Anna got asthma that she could not study at school for two weeks. It means, everyone feels that they need to deal with Anna's introvert attitude. Robinson wrote this about people, "But everyone else seemed worried. First Mrs Preston, then Miss Davison, and then Dr Brown who was called in when she had asthma and couldn't go to school for nearly two weeks." (Robinson 7)

So, here, Mrs. Preston herself although she is not the biological mother of Anna, she always cared about her and worried about what her future would if she was always alone in all time. So that is why Mrs. Preston always tries to convince Anna to have friend and go hanging out with friends and also thought about the future.

## Giving Affection and Suggestion to Have a Friend

## a. The Peggs

Anna went to the village to heal her asthma and to look for a friend. So, Mrs. Preston sent her to Northfolk for the fresh air, and live in the Peggs' house for two weeks and because of that, Anna did not go to school. Mrs Pegg just welcome about her coming (Robinson 7)

The Peggs Family, Mrs. Preston's old friend, were the family that have a very kind heart. They always loved each other and always feel happy. They also deal with Anna's introvert attitude by giving suggestion to meet someone and gave much affection, so Anna would not feel alone in their house.

Anna is brought to the village that was lived by Mr. and Mrs. Pegg. They are a loving family who also wants Anna to meet another kids in their place. It is seen when Mrs. Pegg has a question and suggestion about Anna to play with young Sandra-up-at-Corner.

Before she suggested Anna to play with young Sandra-up-at-Corner, she had offered Anna to come into Barnham with her on the bus that usually did by Mrs. Pegg once a week to the shop. Mrs. Pegg thought that it would make her happy of something good to her. However, Anna has a doubtful feeling about Mrs. Pegg's invitation.

At breakfast Mrs Pegg said, "How about coming into Barnham with me on the bus? I usually goes once a week to the shops, and it would make something for you, wouldn't it, lass?" Anna looked doubtful.

"Or maybe you'd like to play with young Sandra-up-at-the-Corner?" Mrs

Pegg suggested. "She's a well behaved, nicely-spoken little lass. I know her mum and I could take you up there." (Mrs Pegg in Robinson 19)

Here, Mrs. Stubbs just got angry about Anna's attitude toward Sandra by calling her 'a fat pig'. She made sure about this, but Mrs. Pegg did not get mad to Anna, and specially said to Anna about "Try and look friendly" toward others. Mrs. Stubbs here just gave a negative response into an introvert person like Anna because of her feeling of misunderstood, and then Mrs. Pegg tried to keep the positive response about Anna.

It means, Mrs. Pegg really cares about Anna's life and suggested her to make friends with other because in Anna's age, Mrs. Pegg did not want that Anna would be alone in anywhere, especially in her village that Anna live to heal her asthma.

Mrs Pegg did not know yet about her meeting Sandra, but she would hear soon enough. Mrs Stubbs would make sure of that. She would tell her that Anna had called Sandra a fat pig – and this after Mrs Pegg had specially said "try and look friendly"!.... (Mrs Pegg in Robinson 32)

Mrs. Pegg wanted Anna to feel comfortable in her life although she was an orphan and lived with her foster mother. Mrs. Pegg shown her love to Anna and wanted to make Anna felt that she lived with her own family. She again gave the positive response to an introvert person. This positive reaction is shown with Mrs. Pegg's assumption that Mrs. Preston is a good mother for Anna although Anna always called Mrs. Preston as 'auntie'.

Mrs Pegg came to the rescue. "Any road, I'm sure she's as good as a mother to you, whatever you call her," she said in her downright, comfortable way. "And I'm sure when all's said and done you love her almost as much as if she was your own mother, don't you?" (Anna and Mrs Pegg in Robinson 12).

This positive reaction is shown when Mrs. Pegg said it in her emphatic expression, and comfortable way. Mrs. Pegg also said completely about Mrs.

Preston to Anna, "And I'm sure when all's said and done you love her almost as much as if she *was* your own mother, don't you?" (Mrs. Pegg in Robinson 12) and this kind of response just did not irritates Anna.

Mrs. Pegg here also wanted that Anna go to sleep because she felt a little worry with Anna when she told about something weird about the birds that saying something. Again, she gave her affection to Anna by asking Anna to take a rest because of her long journey. Mrs. Pegg would get her settled in after Anna go to the bedroom. Mrs. Pegg was very kind with Anna.

Mrs Pegg gave her an odd look. "Time you was in bed, my lass," she said briskly. "It's been a long day, what with the journey and all. Come you on up and I'll get you settled in." She pulled herself out of her chair and carried the cups into the scullery to put them in the sink. (Robinson 17)

It is the next positive reaction from Mrs. Pegg as the objective stimulus to the introvert like Anna by giving question about Anna's condition. Mrs. Pegg gave Anna freedom to do what she desires because Mrs. Pegg wanted Anna to feel comfortable in her house. Mr. Pegg also offered Anna to take a walk to the windmill.

"Enjoy yourself?" asked Mrs Pegg, who was frying sausages and onions in the scullery when Anna returned.

Anna nodded.

"That's right, my duck. You do what you like. Just suit yourself and follow your fancy."

"And maybe I'll take you along to the windmill one day if you're a good lass," said Sam. (Robinson 21)

Here, although Anna felt something uncomfortable with herself by looking surly and answering Mrs. Pegg's kindhearted questions in only one word like the answer 'yes' or 'no', Mrs. Pegg was still so kind with Anna and asked what Anna need like her dinner, her food, and many others.

...Anna prepared herself in advance for the moment when Mrs Pegg should hear about it, by looking surly and answering all her kindly questions in monosyllables.

```
"Ready for your dinner, love?"
```

Mrs. Pegg told Anna that she should say 'please' if she wanted something. It means, Mrs. Pegg still gave good lesson to Anna and it is still a positive action toward Anna. Anna then said 'please' and then ate her meal, and of course in silence as introvert. Then, Mr. Pegg also gave affection by asking Anna condition and what made Anna in trouble with stretching out his hand to Anna.

Mrs Pegg hovered beside her with the frying pan. "A please don't hurt noone neither," she said alittle tartly.

Anna ate her meal in silence, then got up to go. Sam reached out a hand as she passed his chair.

The introverts need attention and supports from anywhere especially from their family and Anna then got all of those from her family in her life. Pegg's family not only gave the positive action into Anna but also show their affection and tried to provide what Anna need in their house.

<sup>&</sup>quot;Yes."

<sup>&</sup>quot;Liver today. Do you like that?"

<sup>&</sup>quot;Quite."

<sup>&</sup>quot;What's up, my duck. Got out of bed the wrong side after all, did you?"

<sup>&</sup>quot;No."

<sup>&</sup>quot;Never mind, then. You like bacon too – and onions?"

<sup>&</sup>quot;Yes." (Robinson 32)

<sup>&</sup>quot;Please," said Anna.

<sup>&</sup>quot;That's a maid! Now sit you down and enjoy that. Maybe you'll feel better after."

<sup>&</sup>quot;What ails you, my biddy?"

<sup>&</sup>quot;Nothing." (32)

## 3.3.3. Giving an Eternal Friendship

#### a. Marnie

Marnie is an imaginary friend that was made by Anna because of feeling lonely (Anna in Robinson 115), but Marnie herself gave a big impact for Anna's life. Begin it all with her appearance in a Marsh house, which Anna came there by boat. At first, Anna felt hesitated either she is real or not until finally, Anna felt that Marnie is a real creature (Robinson 38). Soon they got along together, but Marnie cannot go anywhere because she had a restricting life.

"I'm not allowed to play with the village children," the girl said slowly, "but you're a visitor, aren't you? Anyway, it makes no difference. They'll never know."

Anna turned away abruptly. "You needn't bother," she said.

But the girl held her back. "No, don't go! Don't be such a goose. I want to know you! Don't you want to know me?" (Robinson 38)

And from this, their friendship began. For Anna, Marnie is a weird girl (Anna in Robinson 38), but she always answered Marnie's question. Marnie also made Anna felt that she never so close with anyone before, and this made her felt so comfortable (39). Anna became Marnie's secret, and Marnie also became Anna's secret.

.... "Didn't you know, you're my secret? I've not told anyone about you, and I'm not going to. If I do they'll only spoil it." She leaned forward and touched Anna's knee. "Promise you won't tell about me either? Not ever?" "Oh, no, I won't!"

Anna loved being asked. Here was someone just like herself. This was the one thing she would have chosen – to have a secret friend, a friend no-one else knew about. Someone who was real, and yet not quite real... (Marnie and Anna in Robinson 40)

Anna then always came to the marsh house every day, looking for Marnie and then playing together and asking some questions. Anna finally found her true

friend because the impact of every Marnie's response to Anna. Marnie always gave a positive way of treating Anna that made her felt so comfortable.

"You don't know how much I wanted someone like you to play with! Will you be my friend for ever and ever?" And she would not be satisfied until they had drawn a circle round them in the sand, and holding hands, vowed eternal friendship. Anna had never been so happy in her life. (Anna and Marnie in Robinson 73)

But Marnie's appearance was not be able to be eternal because imaginary friend was just an imaginary creature which be able to vanish any time. Anna just realized that she could not rely on Marnie forever when she came to that marsh house, Marnie did not always come (Anna in Robinson 79). Marnie finally vanished from Anna's life and it made Anna felt lonely again. Badly, she did not forgive Marnie because of her disappointment when they went to the windmill and Marnie suddenly left Anna alone (Anna in Robinson 88).

This event began from when Marnie told Anna that her nurses always bullied her and threaten her about the scary windmill. Anna grew Marnie's courage and asked her to go to have a look in the windmill together, so Marnie would not be scary anymore. In the novel, it is written, "Anna tried everything. "Just leave go of me for a minute and try, Marnie. It's the ladder you want, not me. I can't do it for you. Please, please try. Or shall I go first?" But Marie would not hear of this." (Robinson 86). And they went together to the windmill. She explored the windmill together but Anna suddenly went asleep, and after she woke up, Marnie went disappear. This event made Anna felt angry to her, cried, and not be able to forgive for Marnie's disappearance. Anna felt alone, lost her trust, and was left.

*Marnie had left her*. She could think of nothing else but this one stark fact. She climbed stiffly down the ladder and ran out of that gloomy windmill, out into the wet, windy darkness, with this one thought hammering in her brain; that Marnie had left her. She had gone without her, and left her there alone. It was cruel, unforgivable (Robinson 88).

Anna finally began to forgive Marnie when she met in a marsh house, looked Marnie from the outside of the house window. Marnie asked for Anna's forgiveness because of her mistakes and said goodbye because she would went to another place. Anna forgives her because she just realized that she really love Marnie and really happy to befriend with Marnie. After that, Marnie vanished from Anna's life, but Anna would never forget Marnie.

".... I wanted to tell you – to say goodbye – but they wouldn't let me out. "Anna—" she wrung her hands despairingly behind the glass – "please forgive me! I didn't mean to leave you all alone like that. And I've been sitting up here crying about it ever since. Say you forgive me!"

. . . .

And suddenly all the bitter grudge she had been feeling against Marnie melted away. Marnie was her friend, and she loved her. Joyfully she shouted back, "Yes! Oh, yes! Of course I forgive you! And I love you, Marnie. I shall never forget you, ever!" (Robinson 91)

# 3.3.4. Giving a Good Act and Making Her Forgives Everyone in the Past

- a. Anna's New Friends and the Lindsays.
  - Priscilla, Jane, Matthew, Roland, and Andrew

Priscilla, Jane, Matthew, Roland, and Andrew are Anna's new friends whom she met when she sat alone in the beach (Robinson 103). Different from Sandra who gave negative reaction to Anna (Robinson 32), they give a very positive reaction toward Anna and even introduced themselves. Andrew even said sorry to Anna because of their worry of hurting her while they surprised Anna by

catching her in the beach (103). At first, they had a misunderstood about Anna because they thought that Anna is the real Marnie, but although they finally knew that Anna is not the real Marnie, they still wanted to be friend with her and search about Marnie together. Their positive response also made Anna felt comfortable to begin a friendship, and from her answer, she did not show the sign of negative response towards them.

It was time for them to go. They drifted back towards the sandhills to collect their belongings.

"Will you be down tomorrow?" Andrew asked, stowing their shoes and jerseys into a haversack.

Anna said she would. "Mind you turn up, then! No skulking in the reeds like a cross-eyed nymph."

"How dare you? I'm not cross-eyed!" Never had Anna been so happy to be called names! (Robinson 104)

It is the first time when Anna had an interest of having a real friends since she was always lonely. She was so happy. She even considered that they are real and Marnie is only imaginary friend (Robinson 105). This all positive impacts from Anna's new friends just gave her change for herself. Anna was so glad and she still remembered about Marnie. "Even if she wasn't real, I'm so glad!" (Anna in Robinson 106). Anna also accepted Jane's invitation to come and have a tea. At first Anna felt hesitated, but Jane convince her, "Oh, no, it won't be a polite tea – just buns and things. Do come!" (Robinson 107) and Anna accepted her invitation gladly. This other positive impact from Jane just made Anna felt love to have a tea with them.

#### The Lindsays

Anna were treated very well in Jane's house which at first it was a marsh house, and then met Mrs. Lindsay. Mrs. Lindsay is Jane and other kids' mother

and she has a kind heart. It is proved with her positive attitude towards Roly. She hugged Roly with her kindness as a mother.

"That's fine, then." Mrs Lindsay bent and picked up Roly who was following her up, step by step.

"You come up with me, my love," she said, hugging him. "Jane, when you see the others coming, ring the bell, otherwise they may forget they're on the way home and start cockling or something!" (Robinson 108)

Mrs. Lindsay always welcomed Anna and open the house door for her. Mrs. Lindsay also made Anna happy because she felt liked by people in entire house. Mrs. Lindsay also understand about Anna who even could not be able to say goodbye properly.

Never, never had she liked being in anyone else's house so much! Mrs Lindsay might almost have known that Anna's voice always failed her when it came to saying "thank you for having me". She had not even given her a chance to say a proper goodbye! It was almost as if, in leaving the formal goodbyes unsaid, she had left the door open behind Anna so that she really could come back whenever she felt like it (Robinson 112).

Although Mrs. Lindsay knew Anna for a while ago, she was so kind with Anna as her own child. Mrs. Lindsay also so kind with her daughter and all children in the house. She even greeted Anna as if she were an old friend, and asked her to fold the blanket for her. It made Anna felt happy, proud, and useful. It is also the positive act for Anna of feeling trust. Mrs. Lindsay trusted Anna by asking to help her in tidying the beds. After that, Priscilla told Mrs. Lindsay about her finding of Marnie's diary which also made her felt interested with it.

Mrs Lindsay was upstairs tidying the bedrooms. She greeted Anna as if she were an old friend. "Be a darling and fold this," she said, tossing a striped blanket over to her. "Matt will insist on having it but he never uses it, and I invariably find it rolled up in a ball under the bed."

Anna folded the blanket, proud to have been asked, and while Mrs Lindsay

tidied the other bed, Scilla told her about the finding of Marnie's diary.

"Look, here it is," she said, producing it from under her jersey. "Do read it, Mummy. Now." (Mrs Lindsay and Anna in Robinson 121)

Mrs. Lindsay then went to a discussion with Priscilla and Anna about Marnie's diary. She also did not discriminate Anna, and she looked Anna as she looked at her daughter, Priscilla. This also a sign of positive act towards Anna as an introvert. It means, Mrs. Lindsay knows how to treat children very well. She again trusted Anna for a help about that diary.

She looked up at the children, quite excited. "Do you know, I believe this book's about fifty years old! How clever of you to have found it!" She looked at Anna as well as Scilla, but Anna murmured that it was not she who had found it. "Oh, well, I expect you helped in some way," said Mrs Lindsay, apparently determined to include her. "Anyway, it seems to be the property of you two, whichever of you found it. I think it's fascinating." (122)

Mrs. Lindsay also joins to help them about the mystery of Marnie through the diary book by guessing about the age of that book and she even intended to ask to her friend, Miss Gillie. Miss Gillie was the one who knew about story of Marnie.

"Of course!" Mrs Lindsay was saying, "That proves it. The book must have been written about fifty years ago – more, by the looks of that poor old fisherman, but you never can tell with some of these country people... I must ask Gillie when she comes. She'll probably know the answers to all these questions." (122)

Mrs. Lindsay is also really nice to Mrs. Preston. She even wanted Mrs.

Preston to told Anna about her background, her past, and everything Mrs. Preston knew about Anna. Anna at first felt sad but she understand that she should be ready to hear the truth about her past life.

"I know, I should have. And now Mrs Lindsay says I should have told you more about your background. Not that I know very much, but even what little I knew I tried to forget—" she shook her head in a helpless sort of way

and nearly stumbled, then pulled herself together again. "But I did try. I tried to tell you about your people – your mother, and your grandmother, but you never would listen. You always turned away as if you weren't interested." (Robinson 122).

Mrs. Lindsay also invited Mrs. Preston for a tea (Mrs Lindsay in Robinson 130) and her suggestion to Mrs. Preston when they were having tea just gave a great impact for Anna. Anna at first hated her grandmother, foster parents, and biological parents which is explained in part 3.2, but finally, she then realized something and then forgave everyone included her grandmother, her parents, and also her foster parents.

I know, thought Anna. I hated them – and wondered why. After all, it was not their fault if they had died. She realised suddenly that the old hate had disappeared. It was as if, at some time – some time when she had not even been thinking about it – she had forgiven them all (Robinson 136).

Because of those positive impact that are given by other character in the novel, Anna then feels better about her life. She begins to forgive everything that is happened in the past and make the positive action with her new friends, and in her new society.

#### **CHAPTER IV**

#### CONCLUSION

From the analysis that is described in the previous chapter which is helped with the theory used, it can be concluded that Anna, the character in Robinson's *When Marnie Was There*, has the introvert attitude that influences her life in the story. There is the description of Anna's introvercy, causes of her introvercy, and how people deal with her introvercy.

Anna's introvercy is described in four functions of introversion attitude based on Sharp's book: thinking function, feeling function, sensing function, and intuiting function. In thinking function, it is shown when Anna used to think about her *magic circle* as the result of her thinking, and the term "everyone else was 'inside' – inside some sort of invisible magic circle. But Anna herself was outside" is the result of Anna's orientation view of her life and society with her imaginative thinking.

In feeling function, it is shown when Anna does not have the interest in a social activity, she avoids parties and people. She always puts her 'ordinary face' everywhere, so people would never notice her. The 'ordinary face' in the story means that Anna put her silent and unconcern face. She is also happy to be alone and feels freedom in her loneliness, and this also occurs when Sandra has a misunderstanding about Anna's attitude. Sandra feels annoyed with Anna's inappropriate attitude. Anna then said something rude to Sandra and it made

Sandra gave her bad response about Anna, but it is because Sandra herself just pushed Anna to call her everything she wants.

In the sensing function, it is shown when Anna said to Sandra about "Fat Pig" and it does not mean that Anna insults Sandra. She just portrays about Sandra's appearance, which is the objective stimulus, through her utterance, and then she made her subjective perception of Sandra. She also has a difficulty to figure out what will happen next and her attitude just makes people feel difficult to reach her.

In intuiting function, it is shown when Anna did not mind about her future although Mrs. Preston feels worried about it. The way she said about Sandra is also a sign of her lack of good judgment. She has not concerned about her future because of the result of her inner side. It is also shown when Anna feels curious about the mystery of Marnie, which she met before as an imaginary friend. Her intuiting function also signed by her lack of memory when she went for playing with Marnie and asking questions to each other. When Marnie asked about the Peggs Family, Anna then could not remember about them. This also happens when Jane tried the bell in the house and told that they can hear the bell in the halfway in the creek. Anna just felt familiar with Jane's utterance but she could not remember.

There are two causes of Anna introvercy. The first is about her condition of being an orphan, and she hates her grandmother and her parents because they 'left' her alone which made Anna felt so desperate about herself because of feeling lonely. The second is about her feeling about her foster parents who are

getting paid for the adoption which made Anna felt that people loved her because of money and she just lost her trust in everything.

Because of her introvercy, people also have to deal with her attitude. Mrs. Preston gave so many affection for Anna although she is not her maternal child. Mrs. Preston asked Anna to have a friend and also felt worry about Anna future. Other people also feel worried about Anna, like Miss Davidson, and Dr. Brown who gave treatment when Anna got asthma that she could not study at the school for two weeks. The Pegg's family also do the same. That family always gave the positive act to Anna, so Anna would not get the negative feeling about surroundings. In their house, they suggested Anna meet someone and gave affections to Anna. Marnie, Anna's imaginary friend, gave a great effect on Anna's life. Anna began to know what is friendship and having an eternal friendship. Her new friends, named Jane, Priscilla, Matthew, and Andrew, always give Anna a positive act. They always have a good attitude toward Anna and become her real friends. Mrs. Lindsay, Jane's mother, does the positive act toward Anna and gives her trust that makes Anna feels proud and be needed. Mrs. Lindsay also makes Mrs. Preston tells Anna about her past which makes Anna forgives everyone who gave her life influences in the past.

Finally, from the conclusion, this study can give a lesson that the introvert attitude is a kind of common attitude that can occur to children. Children with this attitude should be treated well by the society, especially from the family by giving them many positive acts, because the children with this kind of attitude sometimes act different with others and they should be understood by other people.

#### REFRENCES

- Barry, Peter. Begining Theory: An Introduction to Literary and and Cultural Theory. Pdf
- Boeree, George. Carl Jung: Personality Theories. Shippensburg University. Pdf
- Carter, David. Literary Theory. Great Britain: Cox & Wyman. 2006. Pdf
- Castle, Gregory. *The Blackwell Guide to Literary Theory*. USA: Blackwell Publishing. 2007. Pdf
- Culler, Jonathan. *Literary Theory; A Very Short Introduction*. New York: Oxford University Press Inc,. 1997. Pdf
- Daniels, Victor. The Analytical Psychology of Carl Gustav Jung. 2011. Pdf
- Flick, Uwe. *An Introduction to Qualitative Research Fourth Edition*. London: SAGE Publications. Ltd. 2009. Pdf
- Ken, Lilia. Part One: Entering the World of Children's Literature. Academia Website. Pdf
- Klarer, Mario. *An Introduction to Literary Studies Second Edition*. London: Routledge. 2004. Pdf
- Leung, Winnie. Introversion and Extroversion Learning Styles: Supporting Introversion and Extroversion Learning Styles in Elementary Classrooms. 2015. Pdf
- Lu, Kevin. *Jung, History and His Approach to the Psyche*. University Essex. 2012. Pdf
- Richter, David H. Falling into Theory: Conflicting Views on Reading Literature. St. Martin's: Bedford. 2000. Pdf
- Robinson, Joan G. When Marnie was There. London. 1967. Pdf
- Schultz, Duane P. and Sydney Allen Schultz. *Theories of Personality*. USA: Wardsworth. 2009. Pdf
- Schwartz, Leah. Childhood Experiences Of Introversion: An Exploration of Navigating Social and Academic Spaces and Ways Of Coping. 2015. Pdf

- Sharp, Daryl. *Personality Types: Jung's Model of Typology*. Canada: Inner City Books. 1987. Pdf
- Tanjung, Suryanto. *The Main Character's Changing Personality from an Extrovert to an Introvert Person in George Eliot's Silas Marner*. Surabaya: Petra University. 2008. Pdf
- The Modern Language Association of America. *MLA Handbook for Writers of Research Papers Seventh Edition*. New York: The Modern Language Association of America. 2009. Pdf
- http://www.matrixmeditations.info/bonusJung.pdf (Accessed on 22 December 2016)
- https://en.wikipedia.org/wiki/Extraversion\_and\_introversion (Accessed on 22 December 2016)
- https://owl.english.purdue.edu/owl/resource/722/04/ (Accessed on 22 December 2016)