

**AN ANALYSIS OF MAIN CHARACTERS PSYCHOLOGICAL
IN ANDREA HIRATA'S
"THE RAINBOW TROOPS"**

THESIS



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ABSTRACT

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Key word: Character and Main Character

This research is about an analysis of main characters psychological in Andrea Hirata's "*The Rainbow Troops*". Literature is a broad term which usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story, ode (qq.v.). Novel is one of genre in the literature. The novel has elements which support part story of the novel. At very least, the elements of the novel consist of plot, character, point of view, setting or scene, theme, moral value and figurative language. Character is the mental, emotional, and social qualities to distinguish one entity from another (people, animals, spirits, automatons, pieces of furniture, and other animated objects).

Character can be divided into many types. Those are main or major characters and minor characters. Main character is character that has a big part in the story. The purpose of this study are analyzing of main characters portray in *The Rainbow Troops*.

This research applied descriptive qualitative approach. The source of primary data were taken from the novel from Andrea Hirata's "*The Rainbow Troops*" translated by Angie Kilbane. The secondary data were taken from the other sources such as public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. The ways of data collection used documents. The researcher collected the data from the novel as a document in this study with analyzed qualitatively and reported descriptively. The researcher analyzed the document with organizing and familiarizing, coding and reducing, interpreting and representing.

The result of this research found how main characters portray in Andrea Hirata's, *The Rainbow Troops*. In this novel, main characters portrayed by Ikal has honest nature, high empathy, good religion, keeping promises, and high spirits to learn. Lintang is a smart kid, a motivator for his friend, and a good time manager, Mahar has intelligence in the arts, Sahara is a child who has a stubborn nature, A Kiong is a child who is not smart. Nevertheless, he has a loyal nature to his friend Syahdan is a silly child, Kucai is a child who has a labeled low IQ, good at speaking, and democratic, Borek is a child who is always obsessed with big muscles, Trapani is good-looking and gentleman who loved his mother very much, Harun is a mentally retarded person.

CHAPTER I

INTRODUCTION

A. Background of the Study

Literature is a form of someone's ideas toward his or her mind about social environment around him or her. Literature comes with beautiful language and it can be defined as the authors present as a result deepening of phenomena. Literature is a work of fiction has a more deep understanding. It is not only just a fictional story, but also about a manifestation of the creativity of author in seeking and developing the ideas in his or her mind.

Literature is a broad term which usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story, ode (qq.v.).¹ Novel is one of genre in the literature. An invented prose narrative of considerable length and a certain complexity that deals imaginatively with human experience, usually through a connected sequence of events involving a group of persons in a specific setting, is called a novel.² The novel is a genre of fiction, and fiction may be defined as the art or craft of contriving, through the written word, representationsof human life that instruct or divert or both.³ Novel is art to process about words.

¹J.A. Cuddon, A Dictionary of Literary Terms and Literary Theory Fifth Edition (UK : John Wiley & Sons Ltd, 2013),404.

² Kathleen Kuiper, Prose : Literary Terms and Concepts (UK : Britannica Educational Publishing, 2012), 1.

³ Ibid.,1

The novel has elements which support part story of the novel. At very least, the elements of the novel consist of plot, character, point of view, setting or scene, theme, moral value and figurative language. The researcher is interested to do the research about character. This is due to the fact that characterization is very important. Students must know well about character because character portray in a narrative or dramatic work. The people in a novel are referred to as characters.⁴ Character is the mental, emotional, and social qualities to distinguish one entity from another (people, animals, spirits, automatons, pieces of furniture, and other animated objects).⁵

Character can be divided into two types. Those are main or major characters and minor characters. Main or major characters are vital to the development and resolution of the conflict. Whereas, minor character serve to complement the major characters and help move the plot events forward.

The *Rainbow Troops* is one of the novel which is written by Andrea Hirata. The novel was published in December 2009. Before *The Rainbow Troops* was published in English version, the novel was published in Indonesia version with the title *Laskar Pelangi*. *Laskar Pelangi* was first published in 2005 and it is the biggest Indonesian novel ever, having sold millions of copies. So that, it is translated to some languages, one of those

⁴John Peck and Martin Coyle, *Literary Terms and Criticism* (London : Macmillan education Ltd, 1984), 105.

⁵Hallet, "Elements of Fiction", *Fundamental Literary Terms*, 7.

language is English. The Rainbow Troops is Indonesian novel and translate to English by Angie Kilbane.

Andrea Hirata is Indonesian novelist. He has born in Gantong, East Belitung, Bangka Belitung, Indonesia. He received a scholarship to study a masters degree at De Paris University, Sorbonne, French and Sheffield Hallam University, UK, majoring in economic theory. He graduate with honours. After finishing his studies, he return to Indonesia and work for Indonesia's biggest telecommunication company, TELKOM. In 2004, he became a volunteer for tsunami disaster relief in Aceh. In doing so, he see ruined schools that remind him of his old promise to his elementary school teacher, Muslimah. Back then, when he was in the 5th grade, he made a promise that one day he will write a book for his teacher. And thus he start to write his first novel The Rainbow Troops. The novel has been adapted for a feature film, television series, and musical theatre.

The Rainbow Troops tells about how difficult in getting education at Belitung. Ikal and the neighbours as member in The Rainbow Troops are Belitung-Malays from the poorest community on that island. Their parents are, of course live in poor condition. This is so difficult and not easy for a family with many children and a small salary to send them to school. It would have been much easier to send their children to work as a helper for a Chinese grocery stall owner at the morning market, or to the coast to work as a coolie to help ease the family's financial burdens.

Ikal and the member of The Rainbow Troops proof if an ambition to change the future is opening. They build about struggle, courage, spirit toward there situation. By the characters in the novel, we will study about basic human right. It calls education. Education is basic human right, and all over the world there are children and teachers who are still struggling to secure this right. The novel will shows about how the main characters and minor characters to portray.

From the explanation above, the researcher interest to take title for research analysis of main characters. The title is **“An Analysis of Main Characters in Andrea Hirata’s : “The Rainbow Troops”**.

B. Statement of the Problems

1. How are the main characters portrayed in Andrea Hirata’s : “The Rainbow Troops”?

C. Objective of the Study

1. To know how the main characters portrayed in Andrea Hirata’s : “The Rainbow Troops”.

D. Significant of The Study

1. For Reader

a. Theoritically

This study can be useful for the reader of Andrea Hirata's novel. In addition, this study can give more information and knowledge about the main character potrayed and the differences identified through the main characters in Andrea Hirata's novel "The Rainbow Troops". Beside that, give more knowledge about how to fight in education.

b. Practically

This study gives solution for reader to increase a new insight especially in English language for example is vocabullary.

2. For Researcher

a. Theoritically

From the research, the researcher can be a good researcher when the researcher always give benefit to knowledge.

b. Practically

The reseacher gets more satisfaction if the researcher can contribute more knowledge.

3. For Teacher

a. Theoretically

This study is expected to give learning source addition for the teachers, especially in learning characters and the knowledge about novel.

b. Practically

This study is giving new choices for teacher to teach with a new method with a novel.

E. Previous of the Study

In this research, the researcher would like to analyze the main characters in the novel. The researcher would like to present other researches related with the study of elements in literature which have very important for contributions in world of education.

The first research is about *An Analysis of Main Characters in Stephenie Meyer's Novel: New Moon* by Umi Fauziah from North Sumatera University, 2010. She found the main characters included fictitious characters. All of the characters have different portrayal and have different moral values among them. She also concluded the characteristic of the main characters are various. If people talk about characteristic, it means people talk about quality of mind or habitual mode of behaviour or personality, such as lazy, anxious, fearful, inconsiderate, open, or never

repaying borrowing borrowed money, or avoiding eye contact, and so on. Characteristics or quality of mind or habitual mode of behaviour or personality is something that human born with. Each human being his or her own trait since the time he or she born. It is obvious that the characteristics of human beings are various because the traits itself are genetically.⁶

The second research is about Analysis of The Main Characters of “*The Lord of The Ring-The Return of The King*” A Novel by J.R.R Tolkien by Ermalina, Pipit Rahayu, and Eripuddin from University of Pasir Pengaraian, 2015. They found that there were five main characters in that novel. They were Frodo the hobbit, Sam the hobbit, the king Aragon, Gandalf, and Gollum. By applying the formalist criticism theory, the researcher also found the characterization of the main characters on the novel “*The Lord of The Ring- The Return of The King*”. Start from the king Aragon. In the story, they found that the characterizations of Aragon were protagonist and static. The next character was Frodo. The characterizations of Frodo were protagonist and static. Then the next was Sam. Sam Gamgee was Frodo's fellow hobbit and servant. They found that Sam had protagonist and static characterization. The other main characters was Gandalf. He was a protagonist and static character. The last main character was Gollum.

⁶Umi Fauziah, *An Analysis of Main Characters in Stephenie Meyer's Novel: New Moon*,(Thesis,University of North Sumatera,2010),44.

They found that the characterizations of Gollum were antagonist and dynamic.⁷

By those previous of the study, the researcher want to describe about main characters in a novel. Main character is one of elements in a novel where the function is development and resolution in the story of the novel. Although main character is important, but it still supports each other of elements in a novel to make wonderful story.

F. Research Methodology

1. Research Design

Here the researcher uses qualitative research. Qualitative research is based on a different philosophical approach, which sees the individual and his or her world as so interconnected that essentially the one has no existence without the other.⁸ It sees social reality as unique; thus, researchers can only understand human behavior by focusing on the meanings that events have for the people involved. The researcher must look not only at what people do but also at how they think and feel, and the researcher must attempt to understand their reality.

In this study, the researcher conducts document or content analysis. Content analysis focuses on analyzing and interpreting recorded material

⁷Ermalina, Pipit Rahayu, and Eripuddin, *Analysis of The Main Characters of "The Lord of The Ring-The Return og The King" A Novel by J.R.R Tolkien*, (Article, University of Pasir Pengaraian, 2015),6.

⁸Donald Ary, et al., *Introduction to Research in Education*, (USA : Wadsworth,2010),23.

to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.⁹ The researcher uses Andrea Hirata's : The Rainbow Troops and translated by Angie Kilbane to get analysis.

2. Data Sources

a. Primary data

The source of primary data is taken from the novel from Andrea Hirata's "The Rainbow Troops" translated by Angie Kilbane.

b. Secondary data

Has the function to support the primary data, they were taken from the other sources such as public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents.

3. Technique of Data Collection

The ways of data collection use documents. Documents are not only just written but also physical and visual materials. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certii

⁹ Ibid., 29-30.

cates, marriage records, budgets, letters, e-mail messages, etc.) or of non written records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).¹⁰

The researcher is using *The Rainbow Troops* from Andrea Hirata's Novel and translated by Angie Kilbane as primary data. After that, to support that the researcher using other sources.

First step, the researcher read the novel carefully so that the researcher really understand it without worrying over the meaning of a view difficult word. While reading the novel the researcher collect and underline the important things from the novel such as the information about characteristic of the main character. From related book and references the researcher also do the same thing, mark the information which has parallel analogies with the novel.

The second step is to select all the information that has been collected. After that, only the very significant data are used in the process of doing this thesis.

4. Techniques of Data Analysis

The researcher collect the data from the novel as a document in this study with analyzed qualitatively and reported descriptively. The

¹⁰ Ibid., 442.

researcher analyze the document by using an analysis procedure according Ary et all, the stages are:¹¹

1. Organizing and Familiarizing.

The first stage in analyzing qualitative data involves familiarization and organization that the data can be easily retrieved. Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes. The researcher must be immersed in the data. Field notes, audiotapes, videotapes, observer comments, and other data must be put into a form ready for analysis. In this thesis, the researcher is using novel and search the character to analyse.

2. Coding and Reducing

After familiarizing your self with the data and organizing them for easy retrieval, the researcher can begin the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement. Corbin and Strauss and Creswell provide some analytic strategies or thinking techniques to help in developing codes:¹²

- a. Ask questions about the data (What does that mean? Who is involved? How does that happen? How often does it happen? etc.). The typical who, what, when, where, how, and why questions help you dig deeper into the data and provide insight.

¹¹ Ibid, 481.

¹² Ibid., 484-485

- b. Make comparisons. One approach to comparison is sometimes referred to as constant comparison. Each data element is compared with previous elements to look for similarities or differences. Another approach is theoretical comparisons, which focus on the property or dimensional levels. We know something because it has certain properties or elements that we recognize from the literature or from experience.
- c. Consider different meanings or implied meanings of words or phrases. Sometimes we miss important elements because we do not consider that our interpretation of a word or phrase might not be that of the respondent.
- d. Use the flip-flop technique. This involves consciously turning a concept “inside out” or “upside down,” looking at the opposite of the term.
- e. Draw on personal experience. Consider your own experiences and how they might help the researcher draw insights into what the participants are describing.
- f. Wave the red flag. Certain words when used in the data may provide a hint that further analysis is warranted—for example, words such as “always,” “never,” or “everyone knows.”
- g. Look at language. For example, how people use terms such as “I,” “we,” or “it” can provide insights into their views.

- h. Look at expressed emotion. Emotions and feelings can be clues to meaning. Look for words that indicate time. The use of words that reference time (e.g., “when,” “after,” “then,” “before,” and “since”) can frame events, help identify context, or indicate shifts in perceptions.
- i. Look for words that indicate time. The use of words that reference time (e.g., “when,” “after,” “then,” “before,” and “since”) can frame events, help identify context, or indicate shifts in perceptions.
- j. Think in metaphors and similes. The words used can paint vivid pictures that help our interpretation or understanding. For example, I have often been referred to as an “energizer bunny.” What words come to mind that could be used in coding meaning?
- k. Look for negative cases. Searching for the negative can help you consciously consider alternative explanations.
- l. Consider narrative structure. How the story is organized? How does it begin and end? These could provide clues to importance.
- m. Dismantle dichotomies. Look for examples in which there are distinctions drawn (e.g., nature/nurture and positive/negative).
- n. Examine silences. Look for what is not said, what is excluded.
- o. Attend to disruptions. Are there places where something does not make sense, where the respondent does not continue, or where there are contradictions?

3. Interpreting and representing.

Interpreting involves reflecting about the words and acts of the study participants and abstracting important understandings from them. It is an inductive process in which the researcher make generalizations based on the connections and common aspects among the categories and patterns. The researcher may develop hypotheses that have evolved during the analysis. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations.

In the first step, researcher organizes the data based on each chapter. The researcher cluster the same character education value in every figure as familiarizing step. Next, the researcher codes and reduces the data based on character education values table and eliminate some data according to limitation in this study. The last step, researcher gives explanation, interpretation and description related with the data.

The researcher uses content analysis because the researcher wants to try to analyze the document (novel) to know the character potrayed and the meaning contained in the novel *The Rainbow Troops* by Andrea Hirata's. In addition, using content analysis from characterization can help the researcher or other researcher to obtain the information of the topic or message in the novel. Beside that, the last step is, all the data are being analyzed to achieve, what has been

planned in the objective of this thesis and finally a conclusion can be drawn from this thesis.

G. Organization of the Thesis

The thesis organization of this research as follows:

- CHAPTER I** : Introduction. This chapter serve to describe the basic patterns of the entire contents of the thesis that consist of background of the study, statement of the problems, objectives of the study, significances of the study, previous of the study, organization of the thesis
- CHAPTER II** : Review the literature. In this chapter the researcher explains all the theories about literature about novel, characters, biography of Andrea Hirata, synopsis of The Rainbow Troops.
- CHAPTER III** : Display data and data analysis. In this chapter, the researcher displays all data classifying of each chapter and conducted the materials, the researcher analyzes all of the data after classifying and analyzes which forms of character that use in the Andrea Hirata Novel.
- CHAPTER IV** : Conclusion. This chapter is intended to make the readers easier in taking the essence of the thesis.

CHAPTER II

REVIEW OF THE LITERATURE

A. Novel

1. Definition of Novel

English uses the word in at least two different ways about literature : Informative literature and imaginative literature. Informative literature tells about facts, explanations, history, real 'great' life figure etc. It tells about the world, for instance, the life of Prophet Muhammad Peace Be Upon Him (PBUH), Napoleon was defeated at Waterloo, The struggle of Malcolm-X embracing Islam, The heroic effort of Bu Muslimah in The Rainbow Troops etc. Its main purpose is to offer knowledge.¹³

The aim of imaginative literature are arousing thoughts and feelings. Its author express his/her ideas, his/her feelings, his/her attitude, etc. The author wants to communicate feelings, not facts; emotion, not information only. Imaginative literature has fuller and deeper sense than informative literature. Rees defines this kind of literature is writing which expresses and communicate thoughts, feelings and attitudes towards life.¹⁴

¹³ Faizal Risdianto, A Handbook of English Literature ,(Solo:Javakarsa Media,2014),5-6.

¹⁴ Ibid., 6.

Literature is generally divided into three groups, poetry, drama, and respectively prose. Poetry is the art of poets ; poems, in verse form, e.g. ballads, epics, lyrical poetry, etc. Drama is play with its act(s) and its scenes in dialogues, conversations, comedies, tragedies, tragic-comedies, etc. Prose uses language not in verse form, e.g., novels, short stories, novellas, etc.¹⁵ So, novel is part of imaginative literature include in the prose.

This day, the novel still maintains its leading position as the genre which produces the most innovations in literature.¹⁶ Novel is long works with a great amount of detail on every page.¹⁷ This statement is supported by Suzanne Patman that novel is a text types which most readers feel familiar, but it has several important attributes, such as novels are long enough to allow significant development of wide range of characters, novel tend to explore a significant passage of time, novels usually offer a detailed analysis of the society on which they are commenting, and novels are able to provide a detailed and often richly symbolic description of setting (physical, geographical, social and psychological).¹⁸ Based on the definition of William Hazlitt (English critic and essay writer) about novels, a novel is a story which has been written from human and his habit and also the modes of human (based

¹⁵ Ibid., 7.

¹⁶ Mario Klarer, *An Introduction to Literary Studies*, (New York: Taylor & Francis e-Library, 2005), 11.

¹⁷ Peck and Coyle, *Literary Terms and Criticism*, 103.

¹⁸ Suzanne Patman, *Cambridge Checkpoints 2006 – 10*, (Australia : Cambridge University Press, 2005), 11.

on approximate criticism) and by any one of the means, reflects society.¹⁹ The term "novel" is now applied to a great variety of writings that have in common only the attribute of being extended works of fiction written in prose.²⁰ Novel is a narrative which must be told to the people about the problems in the society and the life because it is important. Those give knowledge, information, and value in this life, Actually, novel tells about point of view in life and everyday experience. Its development, novel begins to write an education, social culture, romance, and critic for government etc.

Interesting points of novel is about elements. The elements of the novel are plot, setting, character, point of view, setting or scene, theme, moral value and figurative language. Each element has its own discussion and it is very interesting.

In addition, the novel has elements with interesting discusses. Novel has something unique. It is about inspiring novel. Inspiring novel is usually adapted into a movie. The examples of novels adapted into a movie are *The Rainbow Troops* by Andrea Hirata, *Negeri Lima Menara* by A fuadi, *Jane Eyre* by Charlotte Bronte, *Perahu Kertas* by Dee Lestari, *Surga yang Tak Dirindukan* by Asma Nadia, *Bidadari-Bidadari Surga* by Tere Liye, *Harry Potter 1-7* by J.K.Rowling, *Ayat-Ayat Cinta*

¹⁹Zahra Iranmanesh, "Narrative Prose and Its Different Types", *Journal of Language and Culture*, 2012.

²⁰M.H. Abrams, *A Glossary of Literary Terms*, (USA: Cornell University, 2003), 190.

by Habibburahman El Shirazy, Catatan Akhir Kuliah by Sam Maulana, etc.

2. Kinds of Novel

Novel as a fiction is divided into some kinds. According to Burhan Nurgiyantoro novel divided into three kinds. Those are popular novel, serious novel, and teenlit novel.

a. Popular Novel

Popular novels are popular novels of his time and many of his fans. It displays actual and always contemporary problems, but only to the surface level. Popular novels do not show life's problems more intensely and do not try to pervade the nature of life. Because when this happens, the popular novel will become heavy and turn into a serious novel.²¹

The popular novel is an artificial, temporary, outdated, and no force people to read it once again along with the emergence of new novels are more popular during the years there after. On the other hand, the popular novel is more readable and more easily enjoyed as simply telling a story.²²

²¹ Burhan Nurgiyantoro, Teori Pengkajian Fiksi, (Yogyakarta: Gajah Mada University Press, 2010), 20.

²² Lailatul Maulida, An Analysis of Figurative Language in a Novel by Stephenie Meyer: Twilight, (Thesis, STAIN Ponorogo, 2012), 14.

The issues in popular novels are not only mild but also actual and interesting. Therefore, the plot is made smooth and simple. Character figures are not developed. As Sapardi Djoko Damono said, the figures created are figures that do not develop psychological from the beginning to the end of the story.²³ All the information in a character is given in the first appearance. So that his or her character from one event to another has its characteristics fully known.

In addition, the story elements in novels such as plots, character themes, backgrounds, and others. Those are stereotyped. Those are just like that and give not priority to the elements of renewal.

Indonesia has so many example for popular novel. The example of popular novel in Indonesia are *Karmila* and *Badai Pasti Berlalu* (Marga T), *Cintaku di Kampus Biru*, *Kugapai Cintamu*, *Terminal Cinta Terakhir* (Ashadi Siregar), *Cewek Komersil*, *Gita Cinta dari SMA*, and *Musim Bercinta* (Eddy D. Iskandar), and *Lupus* (Hilman Hariwijaya)

b. Serious Novel

Serious novel is a novel that does not follow the readers' taste. It has few readers but it is nothing. The number of novel and

²³ Nurgiyantoro, *Teori Pengkajian Fiksi*, 22-23.

the readers are not so many, but serious novel will be not outdated the whole year. The love problem also often adapted into serious novel, but that is not the one important and interesting problem to be told, because the life problem is not only about love story but also social relationship, theology, and so forth.²⁴

Serious novel is about renewal. It is about how the material (read: idea, theme) to process (read: expression) with the typical way. Because serious novel is renewal, it is making impressive.

A serious novel is a novel that is not stereotypical. If this happens, it is a blemish. A serious novel is a novel that takes the reality of this life as a model, then creates a "new world", the world in the possibility, through the development of stories and the appearance of figures in special situations.²⁵

A serious novel demands the reader's activity more seriously or operates his intellectual power. The reader is required to reconstruct the problems and relationships of one character with the other.

Serious novels also have other terms. The term is high novel or other term call it high fantasy. High fantasy is defined as fantasy set in an alternative, fictional "secondary" world, rather than "the real", or "primary" world. The secondary world is usually

²⁴ Ibid., 24.

²⁵ Ibid.

internally consistent, but its rules differ from those of the primary world. By contrast, low fantasy is characterized by being set in the primary, or “real” world, or a rational and familiar fictional world, with the inclusion of magical elements.²⁶ High fantasy defined by its setting in a fictional universe or by the characters, themes, and plot.

The romances of William Morris, such as *The Well at the World's End*, set in an imaginary medieval world, are sometimes regarded as the first examples of high fantasy.²⁷ The works of J. R. R. Tolkien, especially *The Lord of the Rings* are regarded as typical works of high fantasy. The example of serious novel or high fantasy in Indonesia are *Red Blood Ring* by Jojo Alexander, *Dunsa* by Vinca Callista, *Ther Melian* by Shienny MS, *Ayat-Ayat Cinta* by Habiburahman El-Shirazy, *Laskar Pelangi* by Andrea Hirata.

c. Teenlit Novel

The term “teenlit” is composed of the words “teenager” and “literature”. The word “teenager” is formed from the words “teens”, “age”, and the suffix “-er”, in terms of ‘pointing to a teenager’. The teenager group starts from the early adolescent (adolescen) to the end of the teens, 13-19 years old. While the word

²⁶ https://en.wikipedia.org/wiki/High_fantasy ., Access, 16/5/2017.

²⁷ Ibid.

“literature” means reading. So “teenlit” means reading the story written for teenagers consumers.²⁸

One of the character teenlit novel is always about teenagers. It concerns both the main characters and the problems. The teenage figures were present complete with characters and problems. The examples are friendship, love story, break-up problems of love, dreams, fantasies, ideals, conflicts, and all romance in teenage world.

The teenlit novel also has the same characteristics as the popular novel. Teenlit does not tell anything heavy, deep, and serious about life's problems.²⁹ It makes heavy and adolescent readers will be lazy because they feel that is no longer his or her world.

The teenlit novels can tell the world of teenagers with a typical slang language and generally written by teenagers. The examples of teenlit novels written by teenagers are Dealova by Dylan Nuranindya, Me vs High Heels! By Maria Ardelia, Nothing But Love by Laire Siwi Mentari, Aphrodite by Laire Siwi Mentari as well, Love Adisty by Gisantia Bestari and so on. But there are also writers of teenlit novels who are not longer teen. The example

²⁸ Nurgyantoro, Teori Pengkajian Fiksi , 26.

²⁹ Ibid., 27.

is Esti Kinasih who is 33 years old. She wrote a novel teenlit entitled Fairish..

In addition, there are some of teenlit novel translation. Teenlit novel translation is not as much as the original work of the author in Indonesia. The examples of such translation novels include *E Love* (Caroline Plaisted) translated into *Kisah Cinta Pertama Lewat Internet*, *Teen Idol* (Meg Cabot) becoming *Idola Remaja*, *The Boy of My Dreams* (Dyan Sheldon) becoming the *Cowok Idaman*, and *Looking for Alibrandi* (Melina Marchetta) becoming *Mencari Jati Diri*.

Based on John Peck and Martin Coyle, novel divided into some types. They are:

a. Comic Novel

Novels primarily intended to make us laugh. Comedy is, however, at the heart of comic novels. Comedy consists of laughing at characters caught in difficult situations. The comic novelist writes from a detached position in which he surveys the whole picture in an amused way. The example of comic novel is Thomas Love Peacock's *Nightmare Abbey* (1818).³⁰

In Indonesia, the comic novel called as a graphic novel. It tells about adult issues in adult life and has aspirations as

³⁰ Peck and Coyle, *Literary Terms and Criticism*, 106-107.

literary "novel" as well as art "graphic".³¹ The example of graphic novel are Mahabrata by RA. Kosasih, Wayang Purwa by Ardisoma who became masterpiece of puppet comic in Indonesia, Semantri Ngenger by Sulardi as a drawer and Poedjowardojo as a writer, Mahabrata by Teguh Santosa, Ramayana by Jan Mintaraga, Serat Tripama : Gugur Cinta di Maespati by Sujiwo Tejo, and the most recently in 2017 Serat Tripama : Seruling Jiwa.

b. Realistic Novel

The realistic novel can seem like a clear window on the world. As readers, we can become fully involved with the characters and events because the novel tells about the realistic like real life.

A realistic approach allows the writer to create a very full impression of what it must be like for certain people to be caught in certain dilemmas: there is a searching presentation of the full range of psychology and social factors that are involved in every experience. In Jane Austen's novels, for example, such as *Sense and Sensibility* (1811), *Pride and Prejudice* (1813) and *Mansfield Park* (1814).³²

³¹ <http://islandsofimagination.id/web/id/articles/komik-indonesia-dalam-peta-novel-grafis-dunia>, Access Tuesday, 8/5/2017.

³² Peck and Coyle, *Literary Terms and Criticism*, 115.

The example of realistic novel in Indonesia are *The Truth About Forever* by Orizuka, *Let Go* by Windhy Puspitadewi, and *Heaven on Earth* by Kaka HY. Those examples are a type of teen novel. Teen novels are not just about romance. They also want to be involved in family issues, solve their own personal problems, and learn from the mistakes they made in the past. Those are part of the problems that exist in the realistic novel.

c. Romance Novel

This novel tells the story that is more adventurous or more fanciful than in realistic novels. Something grander than the novel's familiar concern with social issues is involved, for 'romance' suggests a search for some truth beyond that which we might encounter in ordinary experience. Both characters and events are removed from the everyday, so that there is always an air of the extraordinary about romance.³³

The example for romance novel are *Black Ice* by Anne Stuart, *Fifty Shades of Grey* by E.L. James, *Dreaming of You* by Lisa Kleypas, *Flowers from the Storm* by Laura Kinsale, *The Viscount Who Loved Me* by Julia Quinn, *Naked in Death* by J.D. Robb, *Lover Awakened* by J.R. Ward, *Bet Me* by Jennifer

³³ Ibid., 118.

Crusie, Lord of Scoundrels by Loretta Chase. Those example are the romance novel in the western.

Indonesia has also the romance novel. The example of romance novel in Indonesia are Sunset Bersama Rosie by Tere Liye, Perahu Kertas by Dee Lestari, In a Blue Moon by Ilana Tan, 1000 Musim Mengejar Bintang by Charon, Beautiful Mistake by Sefryana Khairil, Ronggeng Dukuh Paruk by Ahmad Tohari, Restart by Nina Ardianti, Remember When by Winna Efendi, Jingga dan Senja by Esti Kinasih, and Goodbye Happiness by Arini Putri.

d. Reflexive Novel

Reflexive, self – referential or self – conscious are labels that can be applied to novels where the writer draws attention to the fact that he is writing a novel. In Laurence Sterne's Tristram Shandy (1760-7), Tristram attempts to write an autobiography but hardly makes any progress at all. The novel include black pages, blank pages, and endless play with all the formal features of the novel, such as the standar organising-device of dividing a novel into chapters.³⁴ An example of reflexive novel is The French Lieutenant's Woman by John Fowles.

Indonesia also has reflexive novel. The example of the reflexive novel in Indonesia are Peci Miring : Novel Biografi

³⁴ Ibid., 117.

Gus Dur by Aguk Irawan MN, Negeri Para Bedebah and Negeri di Ujung Tanduk by Tere Liye.

B. Character

1. Definition of Character and Characterization

Characters are the life of literature: they are the objects of our curiosity and fascination, affection and dislike, admiration and condemnation. Indeed, so intense is our relationship with literary characters that they often cease to be simply 'objects'. Through the power of identification, through sympathy and antipathy, they can become part of how we conceive ourselves, a part of who we are.³⁵ In a novel, characters are elements of the novel. They have a mission in the story who as a performer. So, if we talk about character, we are talking about person and something attach with it.

A character is someone in a literary work who has some sort of identity (it needn't be a strong one), an identity which is made up by appearance, conversation, action, name and (possibly) thoughts going on in the head . There's no reason why we should call these literary creations 'characters', but since it's become customary, it's wise to continue the practice.³⁶ Characters portray through physical

³⁵ Andrew Bennet and Nicholas Royle, *An Introduction to Literature and Theory*, (UK :Pearson Education Limite,2004),60.

³⁶ Richard Gill, *Mastering English Literarture*,(UK:Palgrave,1995),127.

appearance, dialog in the story, how characters act, name in the story, and what the characters think.

The following specific ways in which a writer can reveal characters :³⁷

- a. What a character does. Stories show characters in action. Therefore, the most obvious method for revealing character is through what a person does.
- b. What character says. Another way of revealing what people are like is to show what they say.
- c. What a character thinks. A writer may also reveal the character of people by showing what they think.
- d. How others react to a character. Much can be shown about a character by the way others react to him or her, or by what they say about him or her.
- e. How a character reacts to his or her surroundings. One of the commonest ways to reveal character is to show how a person reacts to his surroundings—to things and places.
- f. Direct description or explanation. A final method of character revelation is through direct description or explanation by the author. It may seem odd to say that “direct description or explanation” is a separate way of portraying character, since an author is, after all, in

³⁷ Robert W. Boynton, Introduction to The Short Story, (USA: Hayden Book Company Inc, 1972), 27-30.

complete control of everything that goes into his story. But as we shall soon see in detail, the way he or she chooses to reveal what he or she knows determines how “directly” he or she seems to be controlling his or her characters.

When we talk about character, we talk about characterization too. Because characterization is a method and character the product.³⁸ Characterization is the way in which a character is created.³⁹ Between character and characterization are unity. They are completing at all. Characterization portrays a character in a story of the novel.

The authors of the novel can characterize or develop a character with direct characterization and indirect characterization. Those are different each other.

Direct characterization, the narrator or a character summarizes or tells the reader what another character looks like or what kind of person he or she is. In the following examples, the words that represent direct characterization are italicized. In the opening paragraphs of “Paul’s Case,” the narrator describes Paul’s appearance by noting he “was tall for his age and very thin” and “there was something of the dandy about him”. In “The French Exchange,” the character Jean Paul

³⁸ Gill, *Mastering English Literature*, 127.

³⁹ *Ibid.*, 127.

directly states, “I am interest... in astronomy, philosopy, and the music of Mozart.”⁴⁰

In indirect characterization, narrators and characters describe, without comment, a character’s appreance or dress. In this way they suggest something about the character’s personality. A character’s repeated gesture or a facial tic, for example, may imply a character’s arrogance or nervousness.⁴¹

Assessing characterization use to asses the success of an author’s characterization. Assessing characterization have two principles in mind. First, the actions of character should be plausibly motivated. In literature, motivations explain or justify why characters act, talk, or feel as they do. If you find character’s motivation implausible or untruthful, the reader will judge his or her actions to be psychologically unconvincing, and the story itself will seem weak and contrived. The second principle to consider in assesing an author’s characterization is that the actions of a character should be consistent.⁴²

⁴⁰ Jane Bachman Gordon & Karen Kuehner, *The Elements of The Short Story*, (New York:Ntc Pub Group, 1998),98.

⁴¹ *Ibid.*, 98.

⁴² *Ibid.*, 99.

2. Types of Character

a. Major Character

Major character is the most presented character in the story. He or she is the most telling character, either as subject or objects of the conflict. Even on particular stories, major character is always present in every scene and conflict.⁴³

Major character is character that has a big part in the story. It was always developed in the story and mostly appear on the text.⁴⁴

The presence of major character is very dominant because he or she is the figure who is always present in the story and also affects the development of the conflict and climax in the story. Although the major character is not always present in every scene, any conflict will always be associated with him or her.

Major character is part important in the story of the novel, without it, the story is nothing. That is the point why the major character is so serious and important in the novel. Basically, a story is about this character, but this character cannot standing on it own. The character needs other character to make the story more convincing and lifelike.⁴⁵

⁴³ Nurgiyantoro, *Teori Pengkajian Fiksi*, 176-177.

⁴⁴ Dian Wisudawati, *Main Character Analysis on The Blue Eye*, (Thesis, State Islamic University Syarif Hidayatullah Jakarta, 2008), 16.

⁴⁵ Sunaryono Basuki Koesnosobroto, *The Anatomy of Prose Fiction*, (Jakarta: DIKBUD, 1988), 67.

b. Minor Character

Minor character only complete the story and seldom appear on the text and have small part in the story.⁴⁶ Minor character is a character that appears less often than major character.⁴⁷ Minor character is the people in a story who is not main point of the story (for instance, not the person who the story is happening to) but still interact with or the grab the attention of those main characters.⁴⁸

Minor character is important character in the story after the main character. It is supporting the main character. Without minor character, major character's role will not be perfect. Conflict cannot be done only by the main character. It needs other characters to make the conflict more varied. So, minor character is important to finish in the conflict.

3. Characters Development

Characters development is talking about theory of psychology in literature, especially all around about characters. Theories of psychology can be used to analyze the characters in a literary work. Psychology obviously can illuminate the creative process in literary works.⁴⁹

⁴⁶ Wisudawati, *Main Character Analysis on The Blue Eye*,16.

⁴⁷ Koesnosobroto, *The Anatomy of Prose Fiction*,67.

⁴⁸ Fauziah, *An Analysis of Main Characters in Stephenie Meyer's Novel: New Moon*,(Thesis,University of North Sumatera,2010),22.

⁴⁹ Rene Wellek and Austin Warren,*Theory of Literature*,(New York: Harcourt, Brace And Company, Inc,1949),85-86.

Psychologists have discussion about moral development, moral character, moral identity, moral schemas and values, altruism, cooperation, prosocial behavior, conscience, and the like.⁵⁰ However, some researcher in psychology have discussion explicitly about the prospect of a moral personality or in general personality.

In general, personality is the dynamic organization within the individual of those psychophysical systems that determine his (the individual's) unique adjustments to his environment.⁵¹ Personality can portrayed through character in characterization.

Personality theorists are interested in the structure of the individual, the psychological structure in particular. How are people "put together;" how do they "work;" how do they "fall apart."⁵² Behaviorism is one of interest to discuss in personality theory. Behaviorism is one of part personality theory.

Behaviorism, with its emphasis on experimental methods, focuses on variables we can observe, measure, and manipulate, and avoids whatever is subjective, internal, and unavailable – i.e. mental. All this boils down to a theory of personality that says that one's environment causes one's behavior.⁵³

⁵⁰ Dan P. Mcadams, *Personality, Identity, and Character*, (New York: Cambridge University Press,2009),11.

⁵¹ *Ibid.*, 11-12.

⁵² C. George Boeree, *Personality Theories*, (Shippensburg University: <http://www.ship.edu/%7Ecgboree/perscontents.html>,2006),6.

⁵³ *Ibid.*, 143.

Albert Bandura is one of the leading figures of behaviorism. Bandura found that environment causes behavior true; but behavior causes environment as well. He labeled this concept reciprocal determinism: The world and a person's behavior cause each other.⁵⁴

Later, he went a step further. He began to look at personality as an interaction among three "things:" the environment, behavior, and the person's psychological processes. These psychological processes consist of our ability to entertain images in our minds, and language.⁵⁵

Imagery is mental images especially the products of imagination. Language is a formal system of communication which involves the combination of words and/or symbols, whether written or spoken, as well as some rules that govern them.

Imagery and language in the story of the novel can portray in characters. Those are knowing through physical appearance, dialog in the story, how characters act, name in the story, and what the characters think.

Adding imagery and language to the mix allows Bandura to theorize much more effectively than someone like, say, B. F. Skinner, about two things that many people would consider the "strong suit" of the human species: observational learning (modeling) and self-regulation.⁵⁶

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Ibid.

Relation of imagery and language with character is portraying the character especially character development. Burhan Nurgiyantoro classified development about character into (protagonist and antagonist), (simple/ flat character and complex/ round character), (static and developing), (typical and netral).

Protagonist is the main character in the story or a real event. The protagonist experiences conflict caused by antagonist. However, the concept of antagonist, which considers antagonist as a wicked character is not true because antagonist is a person who actively opposes somebody or something.⁵⁷ Antagonist is a character whose appearance is rare.

Flat character is one embodying a “single idea or quality”. The flat character sometimes called a “type” or “caricature”. So, flat character usually have small part in the story.⁵⁸ Flat character usually has only one outstanding trait or feature, or at most a few distinguishing marks : for example, the familiar stock character of the mad scientist.⁵⁹ Round character is complex and many sides. They might require an easy to full analysis.⁶⁰

Static character are fixed character and less change along at all in the story. Like a rock in the sea, static character is unshakable character. Type of this character seems less involved and less affected

⁵⁷ Wisudawati, Main Character Analysis on The Blue Eye,16-17.

⁵⁸ Ibid., 17-18.

⁵⁹ X.J. Kennedy, An Introduction to Fiction,(Boston: Little,Brown and Company, 1983),46.

⁶⁰ Wisudawati, Main Character Analysis on The Blue Eye,17.

by the environmental changes.⁶¹ Static characters, however, remain unchanged; their character is the same at the end of the story as the beginning.⁶² Developing character also called dynamic character. Developing character is dynamic character who the character is experiencing change of event and plot in the story.⁶³ Dynamic character is one who changes because of what happens in the plot.⁶⁴

Typical character is a figure whose portrayal is not comprehensive. Typical character is character who only slightly show the state individuality.⁶⁵ This character is more to highlight the quality of his or her work. Meanwhile, the neutral character is a story character who exists for the sake of the story itself.⁶⁶ It is a truly imaginary figure in the story.

C. The Biography of Andrea Hirata

Andrea Hirata is Indonesian novelist. He was born in Gantong, East Belitung, Bangka Belitung, Indonesia. He is the fourth child of the couple Seman Said Harunayah and NA Masturah. He has birth name Aqil Barraq Badruddin Seman Said Harun. He grew up in a poor family who

⁶¹ Nurgiyantoro, *Teori Pengkajian Fiksi*, 188.

⁶² Gordon & K Kuehner, *The Elements of The Short Story*, 97.

⁶³ Nurgiyantoro, *Teori Pengkajian Fiksi*, 188.

⁶⁴ Gordon & Kuehner, *The Elements of The Short Story*, 97.

⁶⁵ Nurgiyantoro, *Teori Pengkajian Fiksi*, 190.

⁶⁶ *Ibid.*, 191.

lived not far from the state-owned tin mines namely PN Timah (now PT Timah Tbk.).⁶⁷

Andrea Hirata studied primary school in SD Muhammadiyah. The school was in miserable condition and almost collapsed. However, Andrea actually met with The Rainbow Troops in that school, who was familiarly called Bu Mus. Bu Mus who persistently and enthusiastically taught his students which amounted to no more than 11 people. Bu Mus is meaningful for the life of Andrea because she is a motivator for Andrea.

Actually there are many other eligible schools other than Muhammadiyah Elementary School, but due to the economic limitations of the family and his father only a lowly employee makes Andrea not entitled to enter in other schools. After completing his education in his hometown until high school, he went to Jakarta to study in University Of Indonesia.

Andrea received a scholarship to study a masters of science at De Paris University, Sorbonne, French and Sheffield Hallam University, UK, majoring in economic theory. He graduated with honours. After finishing his studies, he returned to Indonesia and worked for Indonesia's biggest telecommunication company, TELKOM.

In 2004, he became a volunteer for tsunami disaster relief in Aceh.

In doing so, he saw ruined schools that remind him of his old promise to his

⁶⁷ <http://www.infobiografi.com/biografi-dan-profil-lengkap-andrea-hirata-penulis-novel-laskar-pelangi/>., Access Tuesday, 18/4/2017.

elementary school teacher, Muslimah. Back then, when he was in the 5th grade, he made a promise that one day he will write a book for his teacher. And thus he start to write his first novel The Rainbow Troops. The novel has been adapted for a feature film, television series, and musical theatre.

In 2005, Andrea managed to release his first novel Laskar Pelangi which he wrote in just 3 weeks. At first Andrea did not intend to publish the novel but still got to the publisher's hand. His name is increasingly skyrocketed by the novel Laskar Pelangi, until he received various awards such as the Equator Literaly Award (KLA) in 2007, Aisiyiah Award, Paramadina Award, Netpac Critics Award, and so forth.

For the past eight years Andrea has been honored for his contributions to international literature, first novel 'Laskar Pelangi' from Andrea Hirata's has been translated into 34 foreign languages and published in over 130 countries by leading publishers.

Andrea gets awards as the winner of New York book festival 2013 in general fiction category and granted an Honorary Doctor of Letters (Hon DLitt) from University of Warwick, UK 2015. Beside that, Andrea writes more books, those are Ayah, Cinta di Dalam Gelas, Padang Bulan, Maryamah Karpov, Edensor, Sang Pemimpi, Laskar Pelangi (The Rainbow Troops).⁶⁸

⁶⁸ https://wikipedia.org/wiki/Andrea_Hirata., Access Sunday, 5/3/2017.

D. The Synopsis of The Rainbow Troops

The Rainbow Troops is narrated by Ikal as one of main characters and it is mainly account of his school, Muhammadiyah Elemntary School. Muhammadiyah Elemntary School locate on Belitong (Biliton) Island in Indonesia.

Almost all the action revolves around the tiny school he attended. Ikal met with his friends (The Rainbow Troops) in this school and also they are classmates. He also met idealistic teacher, Muslimah Hafsari and his headmaster K.A. Harfan Efendy Noor.

For the beginning, the story opens on their first school day, when everyone desperately waits to see whether the necessary minimum of ten children can be found to even keep the school going; later, it is imperiled by the local mining company's interest in the tin on the school grounds.

Belitong is the small island which after all gave mining giant BHP Billiton its name. BHP Biliton is dominated by tin mining and by PN Timah (now PT Timah Tbk), to the extent that Belitong has become more or less "a corporate village". The company staff live in a walled-off and guarded part of the island called the Estate, which is also where the PN School is "a place for the best", with all the amenities. Muhammadiyah Elementary School is not so much a place for the rest as it is the last possible option, and the few children who go here come from extreme

poverty and even then it is a great sacrifice for their families and them, with one of them bicycling huge distances daily just to go there.⁶⁹

Led by an idealistic teacher, Bu Mus, The Rainbow Troops and Bu Mus are united by a commitment to the school and to learning. It turns out that one among them, Lintang, is exceptionally bright and he becomes their star student; another, Mahar, is artistically very gifted, and Flo just the girl is a later addition who fled the PN school. Mahar and Flo become rather obsessed with mysticism and the like, eventually losing some of their academic focus.

The Rainbow Troops are about perseverance and overcoming obstacles. There are small triumphs on larger stages and also in academic contests with other schools. But, this attempt to get an education is not enough to change some of the island fundamentals for the students.

Chapters focus on different events and episodes, with some of the action stretched out over several chapters, but there is only a limited and occasional sense of continuity or personal growth. Along the way there is a variety of action like encounters with crocodiles, first love, the challenges the school faces just to survive, and more even as there is little sense of gradual individual progress, as the story simply jumps from one set of circumstances to the next.

⁶⁹ <http://www.complete-review.com/reviews/indonesia/hirataa.htm>, Access Sunday, 19/4/2017.

Ikal's journey to adulthood begins at school and outside that he also met A Ling, the first love Ikal's. He met A Ling under chaste circumstances, glimpsing only her hand as she passes a box of chalk through the grate at a Chinese shop that smells of rotting shrimp paste. He is stricken lovesick by her fingernails, "cut with breathtaking precision in the shape of a crescent moon." The first time he sees her face, "a strange feeling of happiness" settles over him.

The students generally are not described in much detail, and Ikal's own family and familial circumstances remain almost entirely obscure. While the novel revolves closely around the school (even as quite a bit of the action takes place apart from it), even the teachers come across more as idealized figures rather than tangible characters.

The last forty pages of the novel leap ahead to 'Twelve Years Later', as Ikal describes his second push at advancement through education, as well as some of what became of the others, a mixed of successes and setbacks.

With memorable characters, irresistible charm and touching simplicity, this is a story that reminds to appreciate what we have but also to strive for what we want most. This is a story the world should to know all of people. Because the novel give education, so all people must read this novel.

CHAPTER III

DATA ANALYSIS

A. Main Characters Portrayal

1. Ikal

Ikal is member of the Rainbow Troops. He is a student in Muhammadiyah Elementary School in Belitong. He portrays as “I” in the story of the novel.

THAT MORNING, when I was just a boy, I sat on a long bench outside of a school. The branch of an old filicium tree shaded me. My father sat beside me, hugging my shoulders with both of his arms as he nodded and smiled to each parent and child sitting side by side on the bench in front of us. It was an important day: the first day of elementary school. (The Rainbow Troops, Chapter 1, Ten New Students, p.1)

From the statement above it is proved that there is a very harmonious relationship between father and soon. If father and son are very close to the relationship then what happens is the advice spoken by the father will be accepted and well obeyed by the child.

An amazing struggle of parents to take the childern to the better future and a good attention of parents toward the children.

I too felt anxious. Anxious because of the restless Bu Mus, and because of *the sensation of my father's burden spreading over my entire body*. Although he seemed friendly and at ease this morning, his rough arm hanging around my neck gave away his quick heartbeat. I *knew he was nervous, and I was aware that it wasn't easy for a 47-year-old miner with a lot of children and a small salary to send his son to school*. (The Rainbow Troops, Chapter 1, Ten New Students, p.2)

The anxiety experienced by Ikal who is a child shows that the child has a high concern for the condition of his parents. It shows that a child as old as Ikal is self-know enough.

A does of emphatical power although his age still very young. Ikal has also good empathy feeling for his parents.

“My poor father.”

I didn't have the heart to look him in the eye.

“It would probably be better if I just went home, forgot about school, followed in the footsteps of some of my older brothers and cousins, and became a coolie...” (The Rainbow Troops, Chapter 1, Ten New Students, p.3)

This is demonstrated by an inner turmoil experienced by Ikal. Ikal a young child is forced to understand the situation (empathy) at the age that is also still young child. His inner turmoil shows that he is a dutiful child rather than a child his age today.

Ikal is just a little boy. So he has character who like other normally child.

I myself still felt confused. It was a lot of new things for a small child to experience in such a short amount of time. Anxiety, happiness, worry, embarrassment, new friends new teachers, all of them stirred about inside of me. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.13)

Events experienced by Ikal in a moment and make him confused is a natural thing. From the initial anxiety that almost failed to go to school and thought to be a coolie and in the end really school can be a

surprise experienced by the little boy. This is a great and extraordinary experiences by a small child.

One more thing made matters even worse: a new pair of shoes my mother had bought me. I tried to hide the sight of my shoes by tucking my feet behind me. Black with white stripes and made of hard plastic, they looked like really ugly soccer shoes. This morning at breakfast, my older brothers laughed so hard their stomachs hurt. One look from my father was enough to silence them. But my feet hurt and my heart was embarrassed, both because of these shoes. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.13)

The fair thing Ikal experienced was shame to wear ugly shoes. Although Ikal is able to understand the condition of his parents and he still has the shame of his shoes is commonplace because Ikal is still a child.

By and large, Bu Mus made our seating assignments based on who looked alike. Lintang and I were deskmates because we both had curly hair. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.13)

Ikal is one of the name of main character in the novel. The name of Ikal in Indonesia is defined as one type of hair that is curly. In the novel, Ikal has type curly hair.

Ikal is a enthusiastic child.

“They have a lot of teachers,” Bang Amran Isnaini, who once attended school there, informed me the night before my first day at Muhammadiyah Elementary. I became lost in thought.

I couldn't sleep that night, I was dizzy trying to count how many teachers the PN School had—and also of course because I was so excited about starting school the next day. (The Rainbow Troops, Chapter 5, Flo, p.36)

The cause of dizziness Ikal is getting information about something that is hard to imagine because it has never been known. Anyone will experience something like this, especially Ikal is still a child. This is

natural. Precisely what makes him unable to sleep is about his first school scheduled tomorrow. Ikal's enthusiasm will make him stay even further in the face of hard times in his school.

My father said our family was still fortunate.

One of the extraordinary qualities of Malays is that no matter how bad their circumstances, they always consider themselves fortunate. That is the use of religion.

I remember something my father told me a few days before my first day of school. *“My son, Muhammadiyah teachers like Pak Harfan and Bu Mus, fishermen, oil workers, coconut workers and dam keepers live in such poor conditions. You must be grateful to Allah for what we have.”* (The Rainbow Troops, Chapter 6, Those without the Right, p.44)

Ikal's family has a good religious understanding. Especially Ikal who remember the advice from his father to be grateful in all condition.

For us, school was amazing. I often heard that kids complained about going to school. *I couldn't understand it at all, because despite the poor appearance of our school, we were crazy about it from day one. Bu Mus and Pak Harfan made us fall in love with school, and more than that, they made us fall in love with knowledge. When the school day was over, we complained about going home.* (The Rainbow Troops, Chapter 7, His First Promise, p.52)

The child love with his education. Although the condition of the school is so poor. All of student in Muhammadiyah Elementary School in Belitong appreciate the education with love their education without care about the condition of the school.

Ikal has an honest nature and religious education in Muhammadiyah elementary school is well applied.

For days, my chest was encircled by two dark red circular marks, traces of unbelievable idiocy. My mother asked me about the marks. *I wanted to lie, but I couldn't. Muhammadiyah Ethics class taught us every Friday morning that we were not allowed to lie to our parents,*

especially not to our mothers. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.52)

Although Ikal is silly, he is honest. Today, the children chosen to lie through their parents especially their mother because they are afraid of being scolded.

I studied hard every night, but never was I even a little close, not even a little, to surpassing Lintang. My grades were a tad better than *the class average but way below his. I was always in Lintang's shadow.* Since the first quarter of the first grade, I perpetually received the second rank—it would never change, just as the surface of the moon will always look to me like a mother holding her baby. My archrival, my number one enemy, was my friend and deskmate, whom I loved like a brother. (The Rainbow Troops, Chapter 11, Full Moon, p.107)

Though Ikal learns hard every night, achievements are kept below Lintang. Although Ikal tries to rival Lintang and regards Lintang as a competitor he does not show hatred towards Lintang. This shows that Ikal has a good nature.

Ikal is child who has not talent for sing. So that the voice very bad and makes the class suffering because his voice.

But as I sang, I jumped from octave to octave. I had no control, and there was absolutely zero harmony. I betrayed harmony.

Bu Mus couldn't take the urge to laugh. Tears ran as she shook in silent laughter. I tried hard to improve my sound, but the harder I tried, the stranger it sounded. This is what they mean by untalented.

I struggled to finish the song. My classmates had no sympathy for my suffering—they too were suffering from sleepiness, hunger and thirst in the midday heat. Their souls were further oppressed by my singing. (The Rainbow Troops, Chapter 12, He Betrayed Harmony, p.114)

Ikal is a child who dared to face the challenge regardless of the long-term, his soul.

My body shook as I made my way along the rope, hand over hand, toward the rubber tree. The rope slid inch by inch through my choking grip. I hung like a soldier in a drill; my legs fell down from the rope every once in a while and skimmed the swift surface of the water, making my blood curdle. I could vaguely see my shadow on the opaque water. If I fell, I would be found stuck among mangrove roots near Linggang Bridge, about 50 kilometers from here. (The Rainbow Troops, Chapter 14, Report Card for Mother, p.132)

The statement above, it is proved that Ikal is A child who likes challenges. So he is a brave child.

As the afternoon grew older, the joyous report card festivities came to a close. *I went home riding on the back of my father's bike, but I couldn't tear my eyes away from Lintang and his parents as they left the school.* (The Rainbow Troops, Chapter 14, Report Card for Mother, p.137)

Ikal is a child who has a high sympathy with his friend.

It is proved that the boy has good relationship with his friend. If one experiences distress, others will also feel the same.

As part of our camping program, we had to turn in an assignment—a composition, painting or hand-made piece composed of materials collected around the beach. With that poem, for the first time, *I received an art score a little bit better than Mahar's; it was the first and last time that would happen.* (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.151)

A hobby owned by a child. The statement above proved that Ikal has only a hobby for poetry and it is not adept at his poetry. It calls just a hobby because he has not good art score all the time.

At that moment it seemed as if all the hands on all the clocks in the entire world stood still. All moving things froze as if God had captured their movement with a giant camera from the sky. The camera flash was blinding. I saw stars. I was stunned; I felt like flying, dying, fainting. *I knew that A Miauw was yelling at me but I didn't hear it, and I knew that the shop was becoming smellier in its stuffy air, but my senses had already died. My heart stopped beating for a few seconds*

before starting up again with an irregular rhythm, like an SOS distress code. I guessed the young girl with the heavenly nails standing stunned before me felt the same way. (The Rainbow Troops, Chapter 17, Love at the Shabby Sundry Shop ,p.170)

Ikal is a child who has fallen in love. The statement above proved that the child who has fallen in love can be melancholy. Everything is interpreted to be unrealistic.

I couldn't utter a single word, couldn't move. That little girl absolutely paralyzed me. The look in her eyes squeezed my heart. (The Rainbow Troops, Chapter 17, Love at the Shabby Sundry Shop ,p.170)

The statement above proved that falling in love actually makes someone excessive in behaving. So everything becomes dramatic.

The slam of the door woke me from an intoxicating spell. I was swaying, my head dizzy, my vision flashing. I fell to my shaking knees and tried to catch my breath. Blood tingled throughout my clammy body. I had just been hit forcefully by my very first love at very first sight—a most incredible feeling that only some are fortunate enough to experience. (The Rainbow Troops, Chapter 17, Love at the Shabby Sundry Shop,p.171)

Ikal was in love. It makes him gain feelings that are not experienced by people who fall in love. So his behavior seemed strange.

I flashed Syahdan the best smile I had, receiving only a puzzled look in response. I then hoisted up his small body and set him on the bicycle. I had become a man with un-limited strength, and I was more than willing to cart Syahan on the back of the bike to anywhere in the world. My friend, if you really want to know, that is what they call being madly in love.

On our way home, I intentionally violated our earlier deal. After the *Chinese grave, I didn't ask Syahdan to take my place because I was exuberant.* All the cosmic positive energy had given me this magical power. Love often turns things upside down. (The Rainbow Troops, Chapter 17, Love at the Shabby Sundry Shop,p.172-173)

Ikal experiences a feeling of falling in love that makes him do things that are reversed. Things that are not done by people who are experiencing the fall of love he did. That means falling in love has given him more power.

I ran around, back and forth, as the assistant referee. (The Rainbow Troops, Chapter 18, Masterpiece, p. 179)

The statement above proved that a child playing a game. He is playing and acting as an assistant referee

I didn't even understand myself, always daydreaming, unsatisfied by food, unable to sleep well. I was struck by an odd feeling that I had never known before. I had turned into a restless fawn. Everything I thought I knew was turned upside down by a new word that had taken over my life: longing. (The Rainbow Troops, Chapter 20, Longing, p. 202)

The statement above proved that a child who experiences a falling in love. Consequently he felt longing. So that what he feels something that cannot be understood.

I too was sad, not because of the thought of Tuk Bayan Tula's *shattered integrity, nor because of Mahar's disappointment*, but because of the thought of the terrible fate that had befallen Flo. *It was quite possible that she'd fishermen at the mouth of the Linggang River. The tin was then sold in Singapore. The unauthorized prospectors built shacks and sometimes disguised their mining sites with agricultural fields. (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.233-234)*

Ikal is a child who has sympathy to other friend. He was worried about the lives of others. He has a realistic mind. He thinks more about Flo than Tuk Bayan Tula's message.

"A Ling is going to Jakarta ... he said slowly. "She'll take the nine o'clock flight. She has to stay with her aunt who lives alone. She can go to a good school there ..."

I was stupefied. I couldn't believe my ears. The feeling that something bad would soon happen, drawn from my recent Bodenga flashback, had come true. My spirit was crushed. (The Rainbow Troops, Chapter 25, Billitonite, p.233-234)

The statement above proved that someone who is experiencing a broken heart. If someone is heartbroken because left idol of the heart then he will lose his spirit. And it happened to Ikal who felt lost to A Ling's departure.

I couldn't think straight, had nightmares, and was haunted by bizarre fantasies. If I heard birds chirping, it became the drone of a mystical bird carrying news of death. I thought everyone—shopkeepers, the postman, coconut graters, civil service police and coolies—was conspiring against me. *A Ling's departure* left pain and sorrow in my heart. wanted to burst into Sinar Harapan Shop. But I knew that such dramatic action—the kind I had seen in Indian movies—would only be greeted by bottles of bean paste andheaps of rotten shrimp seasoning. I was miserable, just miserable. (The Rainbow Troops, Chapter 26, Forious Genie Children, p.262)

Somoene who has a broken heart. The effect from broken heart are making somene had nightmare, could not think straight, was haunted by bizzare fantasies. He also becomes someone who is unable to use his mind well.

I had been absent from school for two days with a high fever. All I wanted to do was sprawl out on my bed. My head was heavy, my breaths were short. My mother gave me Askomin syrup, but I did not recover. It turns out love sickness cannot be cured by worm extract medicine. (The Rainbow Troops, Chapter 26, Forious Genie Children, p.263)

Ikal is a child who is experiencing a broken heart. Therefore he was sick. The pain that Ikal suffers is caused by his broken heart.

Physically, I was cured, but my heart was not.

I shut myself off for days. I randomly was overcome with a feeling of *emptiness*. *It wasn't easy to forget A Ling. A void filled my chest*, and my longing made it hard to breathe. Before, when I found my first love, I became a strange person. Now that I lost love, I became a different person. Before, when I found love, I was hit over the head with an awkward happiness, a feeling I had never felt before. Now that love left me, I felt a sadness I had never felt before. A sadness that made my joints ache.

(The Rainbow Troops, Chapter 27, Edensor, p.267-268)

The statement above proved that a child who is saddened by a broken heart. Thus making himself not fully recovered. This is illustrated with his ill physique already healed but his heart is not healed.

Miraculously, I was suddenly cured. I had a new love right inside my worn out bag. That love was Edensor. After 480 hours, 37 minutes, and 12 seconds of mourning my loss of A Ling, I decided to stop feeling sorry for myself and dwell-ing on my first love.

I did a complete 180. (The Rainbow Troops, Chapter 27, Edensor, p.271)

Ikal is a child who has a high spirits to rise from grief. This shows that Ikal is a person who does not easily fall in the deep sadness. He is able to manage himself.

Instead of reminiscing over the stinky Sinar Harapan Shop and the moment my heart was badly broken there, I was now diligent about visiting the municipal library in Tanjong Pandan. There, I loyally read books about the secret to success, how to socialize effectively, steps to becoming a magnetic individual, and a series of books about managing self-development. I focused on studying and stopped making strange and unreasonable plans. I found my new life motto by a stroke of luck in an old newspaper clipping at the library. The clipping contained an interview between a senior American journalist and the late John Lennon. The Rock and Roll legend said, *Life is what happens to you while you're busy making other plans!* (The Rainbow Troops, Chapter 27, Edensor, p.271-272)

Ikal is a child who can manage himself. So in the most miserable conditions he can rise up. He focuses on learning and reads a lot in the library to move up.

When I wasn't buying chalk, I occupied myself by diligently reading practical psychology books on self-development and becoming more fanatical about John Lennon's inspirational sentence. The books suggested that I find my talents—and I had no doubt what those talents were: I had an affinity for writing, and I was a skilled badminton player. (The Rainbow Troops, Chapter 29, Plan B, p.288)

Someone who diligently reads the book will be inspired by the one in the book. Therefore, Ikal was inspired to discover her talents.

Now, according to my reading, a positive individual also needs an alternative back-up plan with a proper name that is very hard to say: contingency plan. This alternative plan is also called plan B. (The Rainbow Troops, Chapter 29, Plan B, p.294)

That statement above it is proved that there is a positive individual. He knows what he needs. So he has not only one plan.

I couldn't bear to see his miserable face, and no matter how hard I tried, my sadness won and emptied my eyes of their tears. It turned into a silent, tearless cry; it was so painful. I couldn't even utter a fragment of a word to say goodbye. (The Rainbow Troops, Chapter 43, Elvis Has Left Building, p.413)

The deep loss that befell a boy. He felt deeply saddened by the breakup. But he cannot cry or say goodbye because it is too sad.

I was in a deep funk over the irony of my life. My plan A from all those years ago to become a writer and a badminton player had disappeared, stuck in the bottom of the letter sorting box. Even my plan B to be a writer of a badminton book had failed, although deep in my heart I still held close the sweet endorsements from the former badminton champions and the Minister of Education. (The Rainbow Troops, Chapter 44, Forecasting God, p.419)

An irony about someone. All his plans failed. But inside his heart is still about his failed plan. He is a man of strong stance. That kind of person will not give up.

One day, when I came home from sorting letters, I sat down alone under a random tree at the edge of Sempur Field near my boarding house, faced the Ciliwung's lapping water, and protested to God. "Allah, didn't I ask You long ago to make me anything besides a postal worker if I failed to be a writer and badminton player? And not to give me a job that starts at subuh?"

Apparently, God had answered my prayer with exactly the opposite of what I asked for. That's the way God works. If we consider prayers and their answers as variables in God's linear function, then they are no different than the rainy season. The most we can do is make a prediction. Let me tell you something, my friend, God's actions are strange. He, God, doesn't comply with postulates or theorems. (The Rainbow Troops, Chapter 44, Forecasting God, p.421)

The statement above it is proved that Ikal a person who is experiencing anxiety because the failure of the plan is composed. So he pondered and questioned God's intentions.

That was my life now. My future was unclear and I no longer had any notion of what it would hold. Everything was uncertain. The one thing I knew for sure was that I was a failure. I cursed myself every time I had to stand in the post office's yard on the 17th day of every month for the Indonesian Government Employee Corps flag ceremony (The Rainbow Troops, Chapter 44, Forecasting God, p.423)

Ikal is someone who cannot accept his own condition. So he cursed his fate. He do not accept everything. People who like this will find it hard to be grateful.

. The exhaustion from working all day would suddenly disappear whenever I saw Eryn and her enthusiasm for learning, her positive attitude, and the intelligence reflected in her eyes. I was willing to work overtime and extra odd jobs as an English translator, typist, or part-time photocopier. I would sacrifice anything, including pawning my tape recorder, my most valuable possession, to finance Eryn's studies.

My bitter experience with Lintang was traumatic. Sometimes I worked very hard for Eryn to compensate my guilt for not being able to help Lintang. Eryn had brought out the feeling that no matter how miserable or failed my life was, I was still a bit useful to the world. There was nothing in my life I could be proud of at the moment, but I wanted to dedicate my life to something important. Eryn was the only meaningful thing in my life. (The Rainbow Troops, Chapter 44, Forecasting God, p.424)

Ikal is a person who has trauma. So that in his life he will be serious and careful. He does not want to repeat bad things for the next life.

One week after I had thrown my Badminton and Making Friends manuscript into the Ciliwung River, I read an announcement for a *scholarship to pursue a master's degree from the European union*. I went home right away. I reached for a piece of paper, took a pen, sat my butt on a chair, placed the paper on the table before me, and began writing steps for a plan. This was my Plan C: I wanted to continue my education! (The Rainbow Troops, Chapter 45, Plan C, p.433)

The statement above it is proved that people who have a chance. So he is free to plan and freely realize the opportunities who he has.

I read while I sorted letters, while I ate, while I lay on my bed listening to wayang stories on the radio. I read books on the angkot, the public transportation minivan. I read them in becaks, little pedicabs. I read them while I was in the toilet, while I did laundry, while I walked, while I was being yelled at by customers, while my boss threw masked insults my way, and during the flag ceremony. If humans could read while sleeping, I definitely would have done that too. There were times I read while playing soccer; I even read while I was reading. The walls in my boarding house room were covered in calculus formulas, GMAT test pages, and the rules of tenses.

I have to get that scholarship. There is no other option. I have to get it! Those were the words that rang in my heart every time I stood in front of the mirror. That scholarship was a ticket out of a life I *couldn't be proud of*. (The Rainbow Troops, Chapter 45, Plan C, p.434-435)

A persistent in learning. Wherever he is and whatever he does then he always takes time to learn. So that people like that will succeed in achieving what is desired.

My proposal was to do further research on a model of transfer pricing. I designed the model especially for solving the pricing problems of telecommunication services, and it could also be used as a reference for solving interconnection disputes between telecommunications operators. I developed the model using multivariate equations, the principles of which Lintang taught me all those years ago.

Not long after that, I began studying at a university in Europe. My new situation made me see my life from a different perspective. More than that, I felt relieved because I had repaid my moral debt to the Muhammadiyah School, Bu Mus, Pak Harfan, Lintang, and Laskar Pelangi. (The Rainbow Troops, Chapter 45, Plan C, p.437)

Ikal is a person who has a great idea. So with his idea he can break the line and reach his dream.

I felt lucky to have the opportunity to continue my education in a foreign country far from my own, and I later traveled to many places as a backpacker. Wherever I went, I was always interested in seeing how people interacted with each other in a particular social system and how they saw their lives. I enjoyed my unofficial profession as a life observer. (The Rainbow Troops, Chapter 48, Don't Give Up, p.460)

Ikal is someone who has lucky. He can go far from his place to enjoy life with his efforts.

I met leaders of various religions. I asked them about the wisdom of life. I saw people search for peace in their lives through entering the bohemian lifestyle. I also saw people depart for Mecca, India, Bethlehem, and the Himalayas, looking for peace of mind by dedicating themselves completely to a belief. I even frequently met people desperately searching for themselves, adventurers sometimes ending up with the police looking for them. I tried to draw a conclusion from all my experiences. However, I apparently didn't have to travel far away; I didn't have to conquer the world or meet a variety of people. The final conclusion, the wisdom I believed, was the simple philosophy I drew from the unforgettable years

of learning in the Laskar Pelangi school that was eventually blown down by the wind.(The Rainbow Troops, Chapter 48, Don't Give Up, p.460)

Ikal is a person who can appreciate life. He got the supplies from his school first.

When I was working at the company in 2004, a disastrous tsunami struck Aceh. Hundreds of thousands of people died. I signed up to be a volunteer and was in Aceh for three weeks. (The Rainbow Troops, Chapter 48, Don't Give Up, p.462)

Ikal is a person who has a pure heart. So he decides to become a volunteer. Besides, volunteers are sincere without asking anything.

On my way to the Aceh airport after my volunteer work, I saw a young girl wearing a jilbab. She stood on the side of the road holding a banner. Behind her lay a school that had been destroyed by the tsunami. *Her banner read: Come On, Don't Give Up On School.* I was stunned. That young girl may have been a teacher, a teacher trying to collect what was left of her students in the wake of the disaster. I found myself struggling to hold back tears at the sight of that girl. I was moved by her strength, and at that moment I was reminded of a teacher who once told me losing a student was like losing half a soul.(The Rainbow Troops, Chapter 48, Don't Give Up, p.462)

Ikal is a man of high empathy. He cares about the suffering experienced by others by following the same feelings.

Then I remembered my old promise—the promise I made back in the sixth grade when I saw Bu Mus crossing the schoolyard, protecting herself from the rain with a banana leaf as her umbrella. Deep in my little heart, I promised I would write a book for Bu Mus. The book would be my gift to her, proof that I truly appreciated and valued all she had done for us. Two days later, in Bandung, I came home from work and began writing the book. In the following days, I smiled to myself, giggled, was touched, felt annoyed and found myself sobbing late into the night, alone. Before I knew it, I had written 600 pages. As a final touch, I felt relieved to write something on the front page of the book: I dedicate this book to my teachers, Ibu Muslimah Hafsari and Bapak Harfan Effendy Noor, and my ten childhood friends,

the members of Laskar Pelangi. I called it Laskar Pelangi. . (The Rainbow Troops, Chapter 48, Don't Give Up, p.462-463)

Someone who keeps the promise. So even though his promise has been long, he keeps trying to make it happen. Ikal remembers the services of his teacher, Bu Mus well. So, he promised to write a book for his teacher and it came true.

2. Lintang

Lintang Samudera Basara is the member of The Rainbow Troops. He is Ikal's deskmate. His father name is Syahbani Maulana Basara who is a fisherman. His father cannot read and write. Lintang is the first to go to school from through four generations of his family.

Lintang's characteristic is dirty boy with curly and red hair and he is children from poor family.

I knew all of the parents and children sitting in front of me—except for one small, dirty boy with curly, red hair, trying to wriggle *free from his father's grasp. His father wasn't wearing shoes and had on cheap, cotton pants.* (The Rainbow Troops, Chapter 1, Ten New Students, p.3)

An amazing struggle of parents to take the children to the better future and a good attention of parents toward the children. Lintang's father is a good parent who wanted to break that cycle of poor in his family.

This year, Lintang's father wanted to break that cycle. His eldest son, Lintang, would not become a fisherman like himself. Instead, Lintang would sit beside the other small boy with curly hair—me—

and would ride a bike to and from school every day. If his true calling was to be a fisherman, then the 40-kilometer journey over a red gravel road would break his determination. That burnt smell I noticed earlier was actually the smell of his cunghai sandals, made from car tires. They were worn down because Lintang had pedaled his bicycle for so long.

Lintang's family was from Tanjong Kelumpang, a village not far from the edge of the sea. In order to get there, you had to pass through four thatch palm areas, swampy places that were hair-raising for people from our village. In those spooky palm areas, it wasn't uncommon to encounter a crocodile as large as a coconut tree crossing the road. Lintang's coastal village was in the most eastern part of Sumatra and could be said to be the most isolated and impoverished part of Belitong Island. For Lintang, the city district of our school was like a metropolitan city, and to get there he had to begin his bicycle journey at subuh, early morning prayer, around four o'clock a.m. Ah! A child that small ... (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.11-12)

Lintang portrays also little fighter. He had to begin to school with pedales his bicycle for 40-kilometer in early morning prayer. So difficult to imagine a child that small get education to change his family.

Each parent was busy filling out the form, except for Lintang's father.

He hesitantly took the form and held onto it, tensely. The form was like an alien object in his hands. He looked to the left, and then to the right, seeing the other parents filling out the form. He stood up with a puzzled expression. *"Ibu Guru," he said slowly, "Forgive me, I cannot read or write."*

Lintang's father then added plaintively that he did not even know the year of his own birth. Suddenly Lintang got up from his seat and went over to his father, took the form from his hands and exclaimed, "I will be the one to fill out this form later, Ibunda Guru, after I have learned how to read and write!"

Everyone was startled to see Lintang, such a small child, defending his father. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.12-13)

Lintang is a good son who is dutiful to the parents. He is not ashamed to have a father who is illiterate. Instead he upheld the dignity of his father by promising that he will be the first one to fill out the form.

The members of The Rainbow Troops are diligent.

I came really early. I couldn't wait to see Bu Mus and Pak Harfan. I was surprised when I opened the door to the class. Off in the corner was a drowsy cow, and in the opposite corner, sitting just as calmly, was Lintang. Even though his house was the farthest, he always came earliest. (The Rainbow Troops, Chapter 7, His First Promise, p.53)

Lintang is the one. Although his house was the farthest, it is not a reason to be late. He is always the first to go to school.

Lintang is smart. He is also a dutiful son and keeps his promise.

"Ibunda Guru," he shouted excitedly.

Bu Mus looked over, "Yes Lintang?"

"Can I have the enrollment form from the first day of school? I want to fill it out."

Bu Mus smiled, "Patience, Lintang. We've just learned the alphabet. Later, in second grade, when you learn how to write, you can fill it out."

The boy from the coast stood up, "I would like to fill it out now, Ibunda. I already promised my father."

We were all startled. Bu Mus hesitated, "You can fill it out?"

"I can, Ibunda," Lintang answered clearly.

Bu Mus set the form on his desk. Lintang took a pencil from behind his ear, bit the end, and reached for the form. As she watched Lintang's thin and dirty fingers carve each letter of the words, I saw Bu Mus get goose bumps. Slowly but surely he crossed the t's and dotted the i's in the names he added to the form—in cursive!

Name of Student : ... Lintang Samudera Basara ...

Name of Parent : ... Syahbani Maulana Basara ... (The Rainbow Troops, Chapter 7, His First Promise, p.54-55)

He is so fast than other with his study. In other child study about alphabet, he is been able to write. He is also prove that he is been able to fill his form and he keeps his promise to himself and his father.

LINTANG WAS uncharacteristically late this morning. We were *dumbfounded when we heard his reason. "I couldn't pass. In the middle of the road, blocking my way, lay a crocodile as big as a coconut tree."* "Crocodile?" echoed Kucai. *"I rung the bell on my bike, clapped my hands and coughed loudly so he'd leave. He didn't budge. All I could do was stand there like a statue and talk to myself. His size and the barnacles growing on his back were clear signs that he was the ruler of this swamp."*

"Why didn't you just go home?" I asked.

"I was already more than halfway here. I wasn't about to turn around just because of that stupid crocodile." (The Rainbow Troops, Chapter 9, Crocodile Shaman, p.71)

Lintang is a brave child and persistent. He is also rational child. He chooses not to go home and goes to school although the crocodile blocked his way. He thinks crocodile just a crocodile, no more.

A great fighter to get education by a child.

While Lintang didn't have an emotional experience with Bodenga like mine, that hadn't been the first time he was faced with a crocodile on his way to school. It's not an exaggeration to say that Lintang often risked his life for the sake of his education. Nevertheless, he never missed a day of school. He pedaled 80 kilometers roundtrip every day. If school activities went until late in the afternoon, he didn't arrive home until after dark. Thinking about his daily journey made me cringe. The distance wasn't the only difficulty he faced. During the rainy season, chest-deep waters flooded the roads. When faced with a road that had turned into a river, Lintang left his bicycle under a tree on higher ground, wrapped his shirt, pants and books in a plastic bag, bit the bag, plunged

into the water, and swam toward school as fast as he could to avoid being attacked by a crocodile. (The Rainbow Troops, Chapter 9, Crocodile Shaman, p.77)

His daily journey to go to school is so hard. Start from 80 kilometers roundtrip everyday by a bicycle and the way to go to school so many obstacles. But he keeps fighting and does not give up.

When he arrived home, he didn't rest; he joined the other village children his age to work as copra coolies. That was the price he paid for the "privilege" of schooling. (The Rainbow Troops, Chapter 9, Crocodile Shaman, p.77)

Lintang is a child who understands the situation. He does not see the "privilege" of schooling to many reasons to be lazy. He helps his family. It is something difficult.

Lintang is a good time manager. The child who has character patient.

Both Lintang's maternal and paternal grandparents lived with them. Their skin was so wrinkly you could grab it in handfuls. Each day, the four grandparents bent over a winnowing tray to pick maggots out of their third-class rice, the only kind they could afford. They spent hours on that arduous task—the rice was that putrid. There were also Lintang's father's two younger brothers: a young man who wandered around all day because he was mentally ill, and an obsolete laborer unable to work because he suffered from inflamed testicles—a result of a nutrition deficiency. With these people, plus Lintang, Lintang's five little sisters and his mother, the long, narrow house was very crowded. There were 14 people total, and all of them relied on Lintang's father. Each day Lintang's father waited for neighbors with boats or skippers to give him work. He didn't get a percentage of the catch but was paid based on his physical strength. He was a man making a living by selling his bodily power. Lintang could only study late at night. Because the house was so crowded, it was difficult to find an empty space, and they had to share the oil lantern. However, once he grasped the book, his mind escaped the cracks of the leaning bark walls. Studying was

entertainment that made him forget life's hardships. (The Rainbow Troops, Chapter 9, Crocodile Shaman, p.81-82)

Lintang portrays a child who has high patience. He is not easy to complain with all condition. He chooses to be a child stronger with study hard because with the activities he can forget about life's hardships.

The child who has a high intelligence. He has a skill in subject lesson, especially math.

Ever since Lintang filled out that form back in the first grade, Bu Mus had a sneaking suspicion he was gifted. Later, like a blacksmith filing the blade of a knife, Bu Mus meticulously sharpened Lintang's mind. Gradually, in *Bu Mus' steady hands, the coastal boy's intelligence* began to shine. He was the fastest at folding paper into geometric shapes; he was the best at reading. But his most obvious talent was math. While we still stammered through even-number addition, he already was skilled with odd-number multiplication. (The Rainbow Troops, Chapter 11, Full Moon, p.100-101)

Teachers help to hone students' ability to be seen. Later proved that the ability of latitude appears in the lessons especially Mathematics. He is so good at counting.

The child who has spatial intelligence. Not only he has bright on intelligence but also he is intellectually creative.

As time went by, Lintang soon found that the main feature of his intellect was his spatial intelligence—he was very advanced in multidimensional geometry. He could quickly imagine the surfaces of an object from different angles. He could solve complicated modern decomposition cases and taught us the technique of calculating the area of polygons by breaking down its sides using the Euclidian Theorem. I would have to say that these are not easy matters. Lintang was not only bright, he was also intellectually creative. He was experimenting in formulating his own donkey bridge method for memorizing things. For instance, he designed his own configuration of the body: respiratory system, digestive system, motions and senses for humans, vertebrates

and invertebrates. (The Rainbow Troops, Chapter 11, Full Moon, p.103-104)

From the statement above Lintang is a child who has high intelligence. It is proved that he is an intellectually creative. He could solve the difficult lesson like mathematics and also solve biology with formulating donkey bridge on his own. It is amazing because so many children cannot like Lintang.

Lintang was always obsessed with learning new things. Every piece of information was a fuse of knowledge that could blow him up at any moment. (The Rainbow Troops, Chapter 11, Full Moon, p.105)

The statement above proved if Lintang loves about knowledge. The effect from love the knowledge is always obsessed learning new things. Whatever it is. He is always obsessing about science. It is a typically high intelligence.

Beside Lintang has a brain so shine. He has also good personality.

God didn't just bless Lintang with brains. He also blessed him with a beautiful personality. When we had trouble with subjects, he helped us patiently and always encouraged us. His superiority didn't threaten those around him, his brilliance didn't cause jealousy, and his greatness didn't give off even the slightest hint of arrogance. We were proud of him and fell for him both as a humble friend and an extraordinarily intelligent student. (The Rainbow Troops, Chapter 11, Full Moon, p.107)

It proved that Lintang always help his friend to solve subject lesson patiently. His brilliance did not cause jealousy. So, his classmates love him so much because he is a humble friend.

Lintang is a creative and smart child. So he can make wonderful something.

Once during free time between classes, Lintang got up in front of the class and drew a blueprint for how to make a boat from a sago tree leaf. The boat moved by a propeller connected to a motor, which had been taken from a tape recorder. It was powered by two batteries. He made mathematical calculations in order to manipulate the tape recorder motor to push the boat, and explained to us the fundamental laws of hydraulics. His calculation could estimate the speed of the boat based on its mass. On another occasion he showed us a kite design and a glass-coated thread that would render us unbeatable in kite battles. The amazing thing was, he had many technical sketches and plans that remained raw. These seeds included his idea to lift heavy items from the bottom of the river, a plan for a strange building that defied the laws of architecture and civil engineering and, last but not least, a plan to make humans able to fly. Lintang himself did not yet possess enough knowledge to create the mathematical theorems and working papers to undergird and develop these crazy ideas. (The Rainbow Troops, Chapter 13, The Daydreamer, p.122-123)

The statement above proved that the child make a new things with his creativity with his smart brain. It makes easy to create new things when someone creative and smart.

Up first is Lintang. He informed us that he just bought a new, stronger tire for his bike to replace the old one with its numerous leaks. *He also repaired the bike's chain. His goal was to be able to carry his mother on the back of the bike. And for the first time, his mother would come to the school to receive his report card. Lintang's eyes lit up when he spoke of his mother. He usually got his report card with his father. It was clear as day that Lintang was extremely proud to be able to present his mother with his top-of-the-class report card. Lintang and his parents were the first to arrive and take their seats on the long bench. Because they only owned one bicycle, Lintang's father departed from their home in the middle of the night to make the journey by foot. Once morning came, Lintang followed with his mother on the bicycle. (The Rainbow Troops, Chapter 14, Report Card for Mother, p.133-134)*

A devoted child to his parents. He is also a persistent child and does not give up in poverty. The parents who love their son. It proved that they are willing to travel long distances for their son.

Lintang pedaled the bike and tightly gripped the handlebars *with his mother's* cane slung over his left shoulder. She sat on the back of the bike, and his father walked alongside, pushing it. (The Rainbow Troops, Chapter 14, Report Card for Mother, p.137)

A devoted child to parents. This makes the child obey what the parents ordered. This is about good relationship between parents and child. If parents and child are very close to the relationship then what happens is always supporting each other.

For the past few days, Lintang was cheerful as usual, but exhausted on account of the condition of his bicycle. The chain, which often snapped, was getting shorter because a link had to be removed each time it broke. The tires kept going flat. Then he had to push his bicycle the entire way to school. Finally, it could no longer be used. With no other choice, Lintang had to walk dozens of kilometers to school. There was a shortcut, but it was very dangerous—you had to cut through a swamp, which was home to many crocodile jaws. The middle of the swamp was chest-deep and you had to swim. But if he had to walk to school, that was the road Lintang had to trudge in order to arrive on time. (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.146)

A persistent child in the fight. It is proved that the children have big ambition through an education. Therefore, he is willing to struggle through all the trouble of going to school. He does not care about the obstacles.

Lintang often told stories about how, when he went down into the swamp, dozens of sunbathing crocodiles would follow with their sights set on him. For that reason, before he left for school, he always bathed himself in betel water—a traditional antiseptic. When he got to the water, he bundled his clothes and books in plastic and held them up high as he waded through the water, and when he had to swim, he clenched the plastic with his teeth. He constantly glanced all around him for crocodiles. (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.147)

A brave child. This is evidenced by his courage to continue going to school even though there are crocodiles. The courage possessed by Lintang causes him not to be afraid of anything.

Today, Lintang arrived sopping wet from his head down to his toes. During his escape from crocodiles, his bundle of plastic had spilled open. He stood dazed in front of the classroom door. Bu Mus invited him in. He was happy to study even though his clothes were wet.

After school, Lintang approached me. His forlorn expression was, like the elongated dry season, highly uncharacteristic. I was surprised; *sullenness was not one of Lintang's traits*. Lintang took something out of the pocket of his shorts. A handkerchief. I remembered seeing his mother hold it when we got our report cards. He unfolded the handkerchief, revealing a ring.

"This is the wedding ring my father gave my mother," he said shakily. "My mother doesn't want me to miss school because of the bicycle. She said I have to study hard so I can win the Academic Challenge." (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.147-148)

A children who has high emphatical to his parents. He can knows about condition on his parents. He is also a child who is lucky. Her parents know and care about her child's needs. It is also proved that his parents have high concern to their son.

"She asked that I sell this ring for money to buy a new bicycle chain."

Lintang's eyes were glassy.

We left for the market. The 18 karat ring was weighed on a portable scale: three grams. The low quality of gold made it look like an *imitation, but it was Lintang's family's most precious possession*. The ring sold for just about 125,000 Rupiah, at that time about 50 U.S. dollars—just enough to buy a bicycle chain and two tires.

It was very difficult for Lintang to let go of his mother's wedding ring. He clutched it tightly. A Bun, the gold dealer, had to pry his fingers open one by one to take the ring. When Lintang let go of the ring, he let his tears go as well, and they streamed down his face. (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.148)

A child who has nature of trust. He buys goods as needed. This is extraordinary. Because today there are so many unbelievable children.

But Lintang and his extraordinary abilities gave us confidence. He opened our eyes to the possibility that we could become more than we had ever dreamed. He gave us encouragement, even though we were full of limitations. Lintang himself aspired to be *a mathematician. If he achieved it, he'd be the first Malay mathematician.* (The Rainbow Troops, Chapter 29, Plan B, p.292-293)

A child who is an inspiration. Besides also like a motivator. He is able to become an encouragement for his friends to achieve his dream.

I hugged Lintang again. I congratulated him for making us win, and especially for fulfilling his second promise—made to his mother—to win the Academic Challenge to repay the sacrifice of her wedding ring. (The Rainbow Troops, Chapter 30, His Second Promise, p.317-318)

A child who has the courage to lift the dignity of his parents. He dared to promise and make it happen. This is done as a form of love against the parents.

Someone was still enthusiastic, in spite of blown bicycle tires, a bicycle chain fastened together with plastic twine, and a commute rife with crocodiles chases—Lintang. He *didn't* care that his friends had fled school and that it was under the threat of dredges. He still tried to arrive earliest and always went home last.

"I will keep on studying until the sacred beam supporting this school collapses," he said to me with conviction.

That sacred beam was a relic of Pak Harfan, and Lintang always saw *it as a symbol of our school's struggle. Because Bu Mus often didn't* come to school anymore, Lintang took over her tasks. He taught everything, from Math to Islamic history, just like Bu Mus. His students were Sahara, Flo, Trapani, and Harun. Together they were the five faithful students willing to hold on. (The Rainbow Troops, Chapter 34, Paralyzed Rabbit, p.346)

A child who has a passion for the school. So he does not care about the sad school conditions. He struggled to stay in school even though his teacher often did not come to school and some of his friends left him. He persevered in school to replace the task of his teacher to teach his friends to learn.

From between the gaps in one of the remaining walls, I spotted Lintang explaining a math problem to Sahara, Flo, Trapani, and Harun. He was teaching under the intense sun because there was no roof above the chalkboard. His sweat poured, but his energy raged on and his bright eyes shone. He was enthusiastic, stepping closer to his students every once in a while as he taught. (The Rainbow Troops, Chapter 35, Don't Quit School, p. 353)

The statement above it is proved that Lintang has high spirit about education. He kept his high spirits to teach his friends to learn. He kept his high spirits to teach his friends to learn. Besides high spirits, this child is a dedicated child.

Lintang stared at me. He *said slowly*, “I will not disappoint my mother and father, Ikal. They want me to continue my schooling. We have to have dreams, high dreams, Boi, and school is the road we start on. *Don't give up, Boi. Don't ever give up.*”

He had brought me to a halt.

“*We have to continue our education, so our children won't have to go to a school like this, so we won't be treated unfairly.*”

Lintang's voice was bitter. “*Don't quit school, Boi. Don't.*” (The Rainbow Troops, Chapter 35, Don't Quit School, p. 354)

A child who does not want to give up his parents. He was always determined to stay school. He teaches to keep dreaming high and against injustice.

As the oldest child of an *impoverished fisherman's family*, Lintang now had to support his mother, many siblings, grandparents

and unemployed uncles. He had no chance whatsoever to continue his education because he had to take on the obligation of making a living to support at least 14 people. That large burden had to be shouldered by a boy that young because his thin, kind-faced father had died. The pine tree man had fallen. His body was buried along with the great hopes of his only son and, sadly, his death also killed *his son's great aspirations*. These two extraordinary people from the coast were buried in irony. (The Rainbow Troops, Chapter 43, Elvis Has Left the Building, p.410-411)

A child who has less fortunate fate. Due to circumstances of concern, he was forced to discontinue school to help his mother work.

A child who experiences irony over the death of his father.

We had to let go of a natural genius. He was the highest ranked member of Laskar Pelangi, a gentleman among us. He had given us the highest achievement we ever received and he was the hero that raised the dignity of our poor school. I remembered the glints of his intelligence from the first time he held the wrong kind of pencil on the very first day of school. I remembered the clarity of his thoughts, the brightness of his heart. He was my Isaac Newton, Adam Smith, and Andre Ampere. (The Rainbow Troops, Chapter 43, Elvis Has Left Building, p.411)

A child who has inspired his friends. So when he gone, a lot of people who feel lost and feel sad.

Lintang was like a lighthouse. He was like a guiding star for sailors lost at sea. He emitted such great energy, joy, and vitality. Near him we were bathed in light, which clarified our thoughts, ignited our curiosity, and opened the way to understanding. From him we learned humility, determination, and friendship. When he pressed the button on the mahogany table at the Academic Challenge, that was the moment he boosted our self-confidence, making us dare to dream, to fight our destiny and have aspirations. (The Rainbow Troops, Chapter 43, Elvis Has Left Building, p.411-412)

A man who has a tremendous influence. He is a friend, a teacher, a motivator. When he leaves, everyone will be sad.

When Lintang came, his face was empty. I knew his heart was crying, desperately fighting the feeling of not wanting to say goodbye. The school, his friends, his books and lessons meant the world to him. They were his life and love.

It was dead silent. The birds that usually played in the filicium *were silent, too. Everyone's hearts were drowning in tears at having the pearl of knowledge taken away from school. We hugged Lintang as a symbol of saying goodbye. His tears fell slowly, his hug tight like he didn't want to let go. His body shook when his noble soul was forced to leave the school.*(The Rainbow Troops, Chapter 43, Elvis Has Left Building, p.413)

A tough boy. When he was experiencing the saddest thing, he did not cry loudly. He tried to stay calm.

The driver who said hello the day before was one of the dozens of truck drivers staying at these barracks. He sat facing me on a sofa near the hearth. He was dirty, poor, unmarried and undernourished—he was Lintang.

I said nothing. It was clear he was exhausted from fighting fate. His arms were stiff from hard labor, but the rest of his body looked thin and frail. Despite his dry, greasy, oil-eaten skin, the sparkle of intelligence in his eyes and his sweet, humorous smile still decorated his face. His hair had become redder and more tousled. Lintang and the entire building conjured up pity, pity because of the wasted intelligence. *"Einstein's relativity of simultaneity," he said, initiating the conversation. He smiled bitterly. His longing for school must have pained him.* (The Rainbow Troops, Chapter 46, His Third Person, p.441)

Lintang eventually becomes a driver when he become adulthood. But he remained as smart as he was at school. He is able to understand science well into adulthood.

ugh, Lintang! Ever since we were little, I never had the slightest chance to stop admiring this figure before me. My ex-deskmate, who was now an occupant of a coolieshack, was still very sharp. Even though his humorous eyes had become like dulled sanded marbles, *his intuition was still as sharp as a hawk's eyes spying on chicks.* (The Rainbow Troops, Chapter 46, His Third Person, p.442-443)

A man who has a sharp intuition. The intuition is not lost even when he's grown up so his friends still admire the sharpness of his intuition.

But today, Lintang was only a thin man sitting on his heels waiting for his shift of hard labor to begin. Working day and night, bitterly surrendering his noble aspiration to become a mathematician to the sand glass bosses for a petty weekly wage.

“Don’t be sad, Ikal. At least I fulfilled my promise to my father, that I wouldn’t become a fisherman.” . (The Rainbow Troops, Chapter 46, His Third Person, p. 443-444)

The statement above it is proved that Someone who keeps the promise. Although in the end he is not one of the successful people who are seen as most people. But he successfully fulfilled his father's promise and served his parents.

If you were to judge our situations now, the shattered aspirations were mine, Harun’s, *Trapani’s to be a teacher, and Lintang’s to be a mathematician.* (The Rainbow Troops, Chapter 48, Don’t Give Up, p.457)

The fate of someone less fortunate because they have no chance. So he failed to realize his dream of becoming a mathematician.

3. Mahar

Mahar is a member of The Rainbow Troops. He has a handsome face with talent and great interest in art. It was first discovered when Bu Mus accidentally pointed him to sing in front of the class.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong

was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

Mahar is the children of PN coolies who jump rope of poverty.

The condition of Mahar's family is poor. So, He had little choice over his life.

This enchanting boy was Trapani's deskmate. He constantly got an eight in Art. Always wearing a mischievous smile, Mahar was his name. (The Rainbow Troops, Chapter 11, Full Moon, p.109)

Mahar is a child who has intelligence in the field of art. Evidenced by the high value he gets. In addition he is a child who has a handsome face This is portrayed with him seated with Trapani who is also equally handsome.

Once in front of the class, he did not sing his song of choice right away. He stared at us one by one. We were perplexed by his unusual behavior. His stare was long and full of meaning. He then turned to face Bu Mus and nodded with a small smile. After a while he drew his arms together over his chest like someone in prayer. We were *saddened as we noticed the backs of Mahar's hands were oily like wax*. He had scars all over his fingers and all of his fingernails were mangled. Since the second grade, Mahar worked after school as a coolie, grating coconuts at a Chinese produce stall. Hour after hour, until evening, he kneaded coconut leftovers, causing his hands to develop an oily appearance that never went away. The sharp blade on the grater spun quickly and sliced the tips of his fingers, making his fingernails deformed. The grater puffed out black smoke and had to be turned on by an adult tugging its handle repeatedly. The sound of it was harrowing, a sound of deprivation, hard work and a poor life without a choice. Mahar had to work to help his family survive. His father had already died and his mother was very ill. (The Rainbow Troops, Chapter 12, He Betrayed Harmony, p.116)

A tough and hardworking child. With his miserable condition, he worked hard since his early elementary school. Such a child does not have an easy nature to complain about his condition.

“I shall sing a song about love, Ibunda Guru, an agonizing love to be exact ...” Mahar got ready. We waited in suspense and were blown away when he opened his rattan sack and pulled out an instrument: a ukulele!

The atmosphere was still. Slowly, Mahar began gingerly strumming the ukulele, an introduction that broke the silence like the rumbling of distant thunder. Mahar hugged the ukulele somberly. His eyes were shut and his face was wrought with emotion, pale from holding back feelings. Then, after a smooth prelude, he glided into the verses of the song with a slow tempo nuanced with anguish, but he sang with the loveliness of *andante maestoso*—words cannot describe its beauty. (The Rainbow Troops, Chapter 12, He Betrayed Harmony, p.117-118)

A child who has a talent in the art world. He can bewitch the audience because of his talent. He is also adept at playing a musical instrument of ukulele. It is all the talent of a Mahar.

ONLY AFTER witnessing his performance of Anne Murray’s song did we know who Mahar really was. All this time, he had been acting awkward, dressing eccentrically, talking nonsense and thinking strangely; we—unaware that all those quirks were reflections of his artistic talent—had deemed him a weird, bohemian boy. Our experience with Mahar is proof of the human tendency to focus on others’ shortcomings instead of their virtues. (The Rainbow Troops, Chapter 13, The Daydreamer, p.121)

A child who has a hidden talent in the arts. So his talent is unknown to many people. On the other hand, his strange attitude makes him considered to have no talent.

Lintang was very rational; Mahar was a daydreamer. Mahar was easily inspired by just about anything. Like Lintang, Mahar also was a true genius—*just a different kind of genius. This kind of genius isn’t*

easily understood by most people and is rarely considered “intelligent” by ordinary people’s standards. (The Rainbow Troops, Chapter 13, The Daydreamer, p.122)

The statement above proved that Mahar is a genius child and daydreamer. The intellect possessed by Mahar is a unique intelligence because many people think their intelligence is nonsense.

Because he was so imaginative, day by day, Mahar became an even bigger fan of unreasonable legends and all things smelling of the paranormal. One could ask him about ancient stories and *Belitong’s mythology*, and he knew everything from the fairytale of the South China Sea Dragon to the story of the monkey-tailed king believed to have once ruled our island.

A child who is a daydreamer. So he is so imaginative. This problem can make an unrealistic child. This can lead to bad judgment by others.

Mahar also was crazy about Bruce Lee. The walls of his house were covered with the kung fu master in various poses. He begged Bu Mus over and over again for permission to hang up Bruce Lee’s most famous poster: Bruce Lee posed in a raging dragon move, eyes glaring, with a double stick as his weapon and three parallel scratches on his cheek because he had been clawed by his enemy with a tiger move. Bu Mus always rejected the absurd request. (The Rainbow Troops, Chapter 13, The Daydreamer, p.124)

An absurd child. It makes him unrealistic. So he behaves strangely.

Disappointed because the honesty of his work was in question, Mahar turned in his assignment late. That was the reason his score was lowered—because he exceeded the deadline, not because of aesthetic considerations. (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.155)

Mahar includes an undisciplined child. Although he is smart in his field, but when he is not discipline will be useless. This is the disadvantage.

Every time he entered the classroom, he was as silent as the Danube clouded yellow butterfly. I had never seen him act so seriously. He was aware that everyone hung their hopes on him. We were anxiously waiting to see what surprising artistic concept he would offer. All evening, Mahar sat alone in the middle of the field behind our school. He beat a tabla—traditional drum—searching *for music; he didn't allow anyone to come near him. He stared at the sky and suddenly got up, jumped around, ran in circles, yelled like a madman, threw his own body onto the ground, rolled around, sat down again and, without warning, dropped his head down like an animal suffering because pestering insects.* (The Rainbow Troops, Chapter 18, Masterpiece, p. 181)

Mahar is a person who has a new idea. So he was able to solve the problems faced by his school. He is a smart kid and able to solve problems.

Then, on one bright Saturday morning, Mahar came to school whistling. It was clear to us he had been enlightened. Angels had washed his discombobulated face with inspiration. Dionysus, the god of theater, had rushed into the soft spot on his head that dawn. Mahar would certainly reveal an excellent idea. We gathered around him. He looked at each of us directly, one by one, as if he was about to show a magical light bulb to a group of little kids.

“No farmers, no PN laborers, no Koranic teachers, and no dam keepers for this year's carnival!” he yelled loudly. We were shocked.

“We are going to perform a choreographed dance of the Masai tribe from Africa!” (The Rainbow Troops, Chapter 18, Masterpiece, p. 182-183)

Mahar is a child who has a good idea. Because of the good idea, he is able to provide solutions and solve problems at school. Children like this are classified as intelligent children.

Mahar was so unpredictable. His imagination jumped wildly all over the place, smashing, new and fresh. Performing as a far away tribe from Africa was a brilliant idea. That tribe must be meagerly

dressed. The fewer the clothes—or in other words, the less that tribe wore—*the less funding required. Mahar's idea wasn't just brilliant* from an artistic point of view, it was also accommodating of our *school's cash condition.*(The Rainbow Troops, Chapter 18, Masterpiece, p.183)

Mahar is an unpredictable child. Besides he was able to solve the problem, he also solved it without inviting new problems. It means Mahar a child who understands the condition

That was the story behind *Mahar's choreography. The whole scenario was accompanied by tablas, their rhythm ceaselessly piercing the sky, the drummers dancing dynamically. The choreography represented an exciting drama—the collective fight of man versus beast in the wilds of Africa, an exemplary work of art, Mahar's masterpiece.*(The Rainbow Troops, Chapter 18, Masterpiece, p.183)

Mahar is a masterpiece. Silence is able to create a masterpiece that is awesome and unique. This shows that Mahar is not an ordinary child.

That trophy enlightened us about who Mahar genu-inely was. He deserved some respect. Our seemingly logi-cal sentiments toward him *were speedily upended. It didn't matter that he was eccentric, what was important was that he was a genius. That was what we had to look at first and foremost, and maybe that is how people should view all artists.*

Never mind the fact that we considered ourselves more normal than him, or that we felt we were more truthful and upstanding, we *hadn't yet contributed even one noteworthy achievement* to our school. So despite his outlandishness, despite his eccentric appearance, despite his chaotic vision and methods, Mahar was the first person to go down in history as achieving something phenomenal for our school. He was the hero who made people think twice before belittling our school, and for this, we were grateful. I think maybe this is what they call appreciation.
(The Rainbow Troops, Chapter 20, Longing, p.198)

As a great kid, he showed his talent and proved it directly. So he earned an appreciation that was not kidding.

In addition to Bruce Lee, Tuk Bayan Tula was Mahar's other all-time idol. Just as A Kiong always desired to be Mahar's spiritual student, Mahar longed to be the spiritual student of that divine shaman. (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.229)

Mahar is a silly child. He is incapable of thinking realistically. So he always do and want the strange.

Mahar's face swelled up like he wanted to cry. He looked like he had been betrayed by the love of his life. Tuk Bayan Tula had broken his heart, though he had never known he was Mahar's revered hero. The consequence of blind conviction. (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.233)

Mahar is a child who has blind faith. So when his conviction is not proven, he feels disappointed.

Mahar immediately seized Syahdan's binoculars. He ran to the edge of the boulder and looked down. "And there's a shack!" he said with renewed spirit. "We have to go down there!"

Mahar seemed indifferent. We began to leave and, as we moved, Mahar said very calmly, "You can all go home, I'll go down alone." (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.234-235)

Mahar is a child who has a firm stance. That will make him a hardhead and a desperate man.

Mahar lowered his head. He was a handsome, smart and artistic young man, but he was very stubborn about his convictions. (The Rainbow Troops, Chapter 28, A Hidden Treasure beneath our School, p.277)

Mahar is a handsome and artistic man. But his weakness is that he is a stubborn person. Consequently he is difficult to change what his beliefs.

As for Mahar, he wanted to be a renowned psychic, respected even by those who opposed him. (The Rainbow Troops, Chapter 29, Plan B, p.292)

Due to his blind faith, Mahar becomes unrealistic. He wants to be paranormal.

Mahar's stories always contained knowledge. He may have been an eccentric boy who straddled the gray area between reality and imagination, but he was undoubtedly bright, with both a vast knowledge of the paranormal. (The Rainbow Troops, Chapter 32, Secretary of the Ghost Fan Club, p.330)

Mahar is a child who has extensive knowledge. Though in reality he is often unrealistic. This proves that he is indeed a smart kid.

Mahar's behavior always confused us, it was even annoying sometimes. He liked to exaggerate. Within minutes of talking to him, anyone would quickly understand that he was a true fantasizer with his own world in his head. However, it was undeniable that his nonsense was sometimes, sooner or later, proven true—this had been demonstrated time and again. (The Rainbow Troops, Chapter 32, Secretary of the Ghost Fan Club, p.331-332)

Mahar is an annoying child. The way he talks too imaginatively makes him look like a liar.

As for Mahar, he too never let go of his unrealized dream to *be a white magic shaman. But just as before, he didn't take a problem* like this to heart. He remained convinced that the future belongs to God and he would faithfully await his circular fate. Moreover, he was very busy *arranging a patent for a traditional children's toy: the pinang hantu leaf* that we used to play with during the rainy season. (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

The statement above it is proved that Mahar is a positive-minded person. Though his goals are not achieved but he is positive that one day God will grant his dream.

4. Sahara

Sahara is the only girl in The Rainbow Troops. She is stubborn, strong stance, and very obedient to religion. She is a friendly and intelligent girl, she is good to anyone except to A Kiong.

Sahara, who earlier had gotten very angry at her mother because she wanted to go into the classroom quickly. (The Rainbow Troops, Chapter 1, The New Students, p.3)

Sahara is a girl who has a high desire towards school. So she cannot wait to study in the classroom.

Sahara sobbed in her mother's embrace because she really wanted to go to Muhammadiyah Elementary School. She wore socks and shoes, a jilbab, a blouse, and she also had books, a water bottle and a backpack—all were new. (The Rainbow Troops, Chapter 1, The New Students, p.6-7)

A child who has a lot of intentions for school. All the equipment used for school is new. So when she fails to school she will be disappointed and cry.

Sahara, who couldn't sit any longer, stood up straight to fix the folds on her jilbab and firmly threw on her backpack. (The Rainbow Troops, Chapter 1, The New Students, p.8)

Sahara is an impatient girl. She does everything with splint and rush.

Sahara, that small, veil-wearing girl, deliberately knocked over A Kiong's water bottle, causing the Hokian-Chinese child to cry like he had seen a ghost. Sahara was extraordinarily hard-headed. That water bottle affair marked the beginning of a rivalry between them that would carry on for years to come. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.15)

Sahara is a naughty girl. As a result of her actions there have been years of conflict between her and A Kiong. She has also extraordinarily hard-headed.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

The statement above proved that Sahara is a part of the children of PN coolie who her family jump rope of poverty. The condition of Sahara's family is poor.

Sahara, the only female in our class, was like the parakeets—firm and direct. She was hard to convince and not easy to impress. Another one of her prominent characteristics was her honesty—she never lied. Even if she were about to walk the plank over a flaming sea and a lie could save her life, not one would escape her mouth.(The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 62)

Sahara is a person who likes to talk. But even though she is fussy, she has an honest nature and not a lying person.

Sahara and A Kiong were enemies. They would have huge fights, make up, and then fight again. They would have It was as if they were destined to always be at odds with one another.(The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 62-63)

Someone who has a quarrelsome nature. Consequently she is not easy to get along with her own friends. Every time she is constantly fighting.

On the other hand, Sahara had a soft spot for Harun.(The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 63)

Sahara is a kindhearted person. She had a special care for Harun. Harun is someone who has a mental disorder.

“Don’t get caught up in lies and imagination, friend. You know, lying is forbidden to us. The prohibition appears over and over again in our Muhammadiyah Ethics book,” Sahara lectured. (The Rainbow Troops, Chapter 16, Heavenly Poetry and a Flock nd Pelintang Pulau, p.153)

The statement above proved that Sahara is a devout person in religion. So she was so diligent in reminding her friends does not to lie.

Sahara, for example, wanted to be a women’s rights activist. The inspiration for this aspiration came from the tremendous oppression of women she saw in Indian films. (The Rainbow Troops, Chapter 29, Plan B, p.291)

The statement above proved that a child who has a noble heart. Only with the film, she was inspired to become a women activist to save women's rights.

Sahara had also failed to become a women’s rights activist. (The Rainbow Troops, Chapter 48, Don’t Give Up, p.457)

The statement above proved that Sahara’s aspiration had failed. Finally, she is just a wife from A Kiong.

5. A Kiong

A Kiong is a member of The Rainbow Troops. He is Hokian Son. This Chinese descendant is a true follower of Mahar since the first grade. For him, Mahar is the great temperature. He has ugly-faced little man, he had a high sense of friendship and kindness, and liked to help anyone except the Sahara. However, although they always fight, it turns out they both love each other.

A Kiong's crying nearly put a damper on that morning's pleasant introductions. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.15)

The statement above proved that a child who has typical of a crybaby child. So, at the beginning school he is showing tears. Precisely not an introduction.

Finally it was A Kiong's turn. His tears had subsided, but he was still sobbing. He was asked to come up to the front of the room, and he was delighted. In between sobs, he smiled. He clutched an empty water bottle in his left hand—empty because Sahara had spilled its contents—and strongly held onto its lid with his right. (The Rainbow Troops, Chapter 4, Grizzly Bear, p. 27-28)

A Kiong is a typical shy child. When asked to introduce himself he was silent and just smiled. So that his introduction failed.

A Kiong stared hesitantly at Bu Mus, and then went back to smiling. His father made his way up through the crowd of parents, wanting to see his child in action. However, even though he had been asked repeatedly, A Kiong did not say one word. He just continued smiling. A Kiong answered only with his smile. He kept glancing at his father. (The Rainbow Troops, Chapter 4, Grizzly Bear, p. 28)

The statement above proved that A Kiong is a child who has no self-esteem. When asked to introduce herself, he just shows a smile and glances at her father.

But instead of showing dejection at his failure to answer, A Kiong *became even happier. He didn't say anything at all. His smile was wide and his chipmunk cheeks flushed with color.* (The Rainbow Troops, Chapter 4, Grizzly Bear, p. 28)

A Kiong is a silly child. As a result when he failed to introduce himself, he remained happy and even smiled broadly. But this is natural because he is a child.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

The statement above proved that A Kiong is a child of the poorest of the other poor children. So when others jump from poverty. He actually played jump rope on poverty. The condition is very apprehensive.

Syahdan's deskmate, the honorable A Kiong, was somewhat of an anomaly. God only knows what possessed his father—A Liang, a devout Confucian—to enroll his only son at this Islamic school. It must have been because of the impoverished condition of his Hokian family. Nevertheless, when seeing A Kiong, anyone would understand why he was destined to end up at this poor school. He had the appearance of a true reject. He looked like Frankenstein. His face was wide and box-shaped, and he had porcupine hair. His eyes were tilted upwards like sword blades, and his eyebrows were virtually nonexistent. He was bucktoothed, and the rest of his teeth followed suit. One look at his face and any teacher would feel

depressed imagining the difficulty of cramming knowledge into his boxy aluminum head. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.57-58)

As a child who is living in poverty, he goes to Muhammadiyah elementary school when he is a Hokian. Fathers who have no other choice of sending their children to school because of poverty also decided to send their children in Muhammadiyah elementary school.

A Kiong covered his mouth with his hands, and having let go, almost plummeted from his branch. Ever since the first grade, he was *Mahar's faithful follower. He believed, with all of his soul, whatever Mahar said.* He regarded Mahar as a master and spiritual advisor. The two of them had inducted themselves into the sect of collective foolishness. (The Rainbow Troops, Chapter 13, The Daydreamer, p.126)

The statement above proved that A Kiong is a typical child who is not smart. So he chose to be a loyal follower of his friend who is not adept at the lesson. He regarded that Mahar as a spiritual advisor. So, A Kiong is a foolish child.

A Kiong, every carnival, chose an outfit like the gong keeper of a shaolin temple.(The Rainbow Troops, Chapter 18, Masterpiece, p. 178)

A Kiong is a hokian boy. Every carnival he wears the gong keeper of a shaolin temple clothes because his condition is poor and there is no other choice.

I guess A Kiong picked up on the hopelessness in my voice. He may not have been the smartest student, but he was a loyal friend. As long as he could help, he never turned down a friend in need. My theatrics melted his heart. (The Rainbow Troops, Chapter 20, Longing, p. 209)

The statement above proved that A Kiong is a child who has typically loyal friend. He knows that himself not the smartest but he always helps his friends. If his friend difficult he still helps although he is poor child too.

A Kiong wanted to be the captain of a ship. He said it was because he liked to travel. I was doubtful. This must have been his aspiration *because of the big shape of the captain's hat. I suspect he wanted to cover part of his tin can head with the big hat.* (The Rainbow Troops, Chapter 29, Plan B, p.291)

The statement above proved that A Kiong is a child who wants to be a captain. Because he wanted to cover up his shortcomings, although his reason like to travel.

Unfortunately, whatever Mahar did would surely be followed by his faithful disciple A Kiong. One Monday morning, the tip of *A Kiong's nose and his tin can head* were not present.

A Kiong did not want to be far from his sensei, Mahar. He chose a career as a cake seller. He carried the cakes in a washbasin on his head and sold them around the market where Mahar worked as a coconut grater at a Chinese produce shop.

A Kiong told me that carrying the moist cakes on his head actually seemed to be promising work. (The Rainbow Troops, Chapter 34, Paralyzed Rabbit, p.345)

A Kiong is a loyal follower of the Mahar. When Mahar did not go to school then A Kiong also decided not to go to school too. This proves that A Kiong is a friend who is completely faithful in all conditions.

In the distance, A Kiong appeared, riding his bicycle at a frightening speed. He was racing toward the school. His sensei, Mahar, sat on the back; he seemed to be barking orders at A Kiong. They arrived at the school and we cheered a greeting. (The Rainbow Troops, Chapter 36, Half a School, p.355-356)

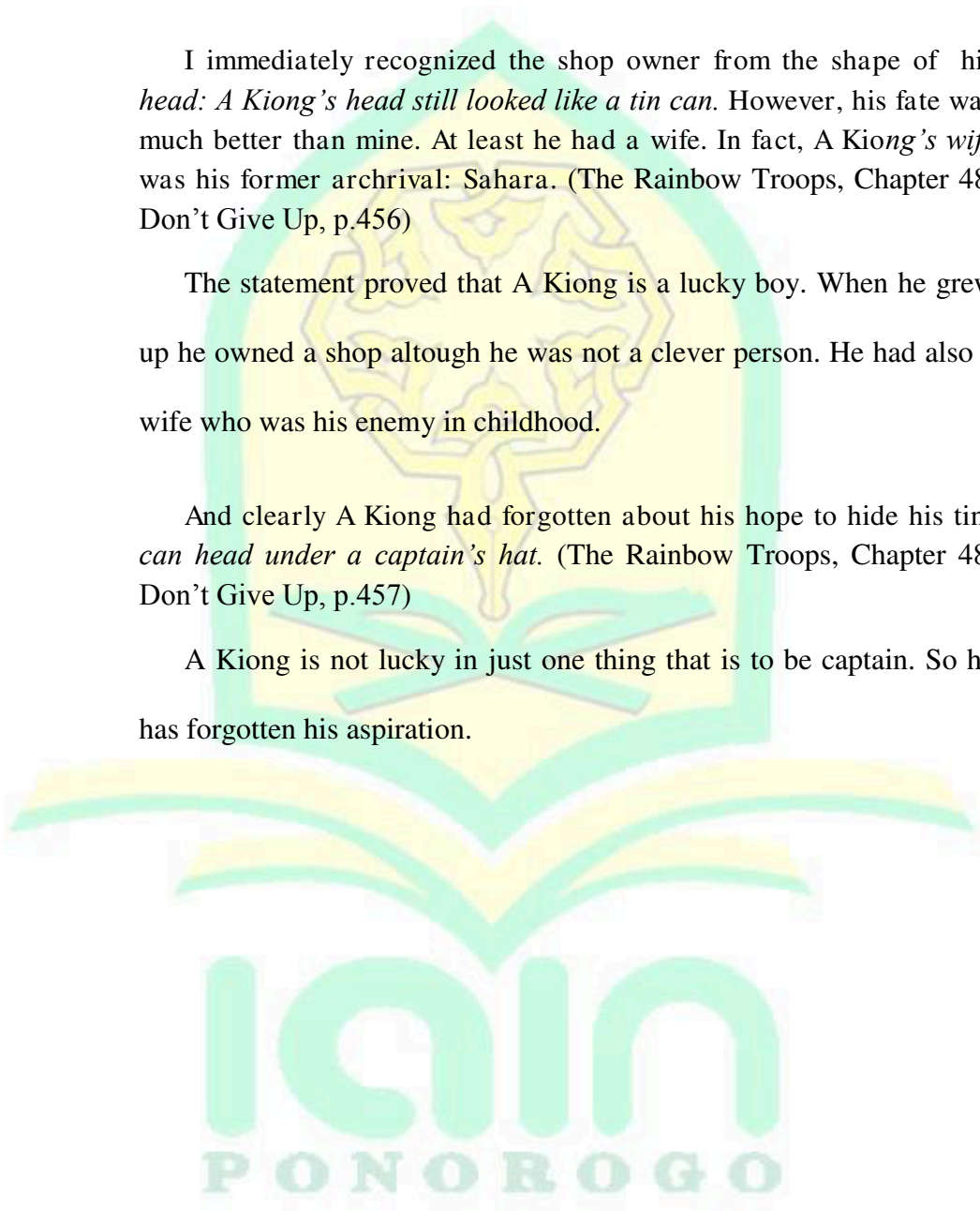
A Kiong is truly a loyal friend and follower. When she decided not to go to school because Mahar did not go either. So, when Mahar went to school, he also participated in school.

I immediately recognized the shop owner from the shape of his head: *A Kiong's head still looked like a tin can.* However, his fate was much better than mine. At least he had a wife. In fact, *A Kiong's wife* was his former archrival: Sahara. (The Rainbow Troops, Chapter 48, Don't Give Up, p.456)

The statement proved that A Kiong is a lucky boy. When he grew up he owned a shop although he was not a clever person. He had also a wife who was his enemy in childhood.

And clearly A Kiong had forgotten about his hope to hide his tin-can head under a captain's hat. (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

A Kiong is not lucky in just one thing that is to be captain. So he has forgotten his aspiration.



6. Syahdan

Syahdan is a member of The Rainbow Troops. He is the son of a boat caulker. In the novel, Syahdan is the silly child.

Syahdan, who wasn't accompanied by anyone. (The Rainbow Troops, Chapter 1, The New Students, p.3)

The statement above proved that Syahdan is an independent figure. When he first came to school, he was not accompanied by anyone.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

Syahdan is a kid from boat caulker. The condition is poorer than the children family PN coolies.

Syahdan. His body was the smallest, but he ate the most. He *never turned down food. It was as if his mouth weren't able to differentiate between delicious and disgust-ing food; he inhaled it all. It was baffling, he was so small—where did it all go? .* (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.57)

The statement above proved that Syahdan is a typical child who basically has a thin body despite of eating a lot. So that even if he ate a lot he would not physically take him to a better physical growth.

Syahdan wore a fisherman's outfit, also in accordance with his father's profession. (The Rainbow Troops, Chapter 18, Masterpiece, p. 178)

As a child who lives in shades of poverty, Syahdan always matched his true condition with artificial make up did uniform whenever he was following the carnival event.

Before we left, Syahdan decided to give the plastic toy binoculars around his neck a try. He focused them on the periphery of the Buta River. We had already gotten off the boulder when Syahdan shouted. It was a shout of destiny.

"Look there, the mango tree at the edge of the River."

So we all went down together, even though we knew we *couldn't* possibly find Flo down there. We cursed Syahdan for casually looking *through the cheap child's toy. Syahdan himself even felt regretful. But* it was too late for regrets. (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.234-235)

The statement above proved that Syahdan is a typical silly child. So that silliness raises regret afterwards. He does not to think more about his deeds.

Out of the blue and without hesitation or timidity, Syahdan *announced that he wanted to become an actor. He didn't seem to* have the slightest capacity for acting. In our class performances, he *couldn't even play a role with lines because he always made mistakes.* So Mahar always gave him the simple role of fanning the princess. *Syahdan didn't need to say anything during the entire performance.* His only task was to fan the princess with peacock feathers. He was often incapable of doing even that. (The Rainbow Troops, Chapter 29, Plan B, p.291)

Syahdan is a silly child. In addition he has high self-esteem. Although he knows that he is not talented in the world of acting.

Meanwhile, Syahdan was still chasing his dream to be an actor but was barely scraping by in Jakarta. He had joined a theater group, but the problem was, in Indonesia, people rarely watch theater. Syahdan was like a lost boy in Jakarta. We never heard anything about

him anymore. (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

Syahdan is a persistent figure. Consequently he pursued his dream to a place far away. It also proves that the child has a high spirit of hard work.

7. Kucai

Kucai is the class leader in The Rainbow Troops. He is also a member of The Rainbow Troops. Since childhood can seem to be a politician and eventually manifested when he grew up to become chairman of the faction in the parliament of Belitong.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

The statement above it is proved that Kucai classified of the children of PN coolies who jumped rope of poverty. It means that he is from poor family.

Surprisingly, A Kiong's tin can head quickly absorbed knowledge, but it turned out that the friendly, sweet-faced and intelligent-looking boy sitting in front of him nodding knowingly during lessons was not very bright. His name was Kucai.

Kucai was rather unfortunate: He suffered from serious malnutrition as a small child—a condition that had a large effect on *his eyesight. His eyes couldn't focus correctly*, so when he spoke, he thought he was looking at the person he was talking to, but his eyes

were really gazing about 20 degrees to the left. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.58)

As a child who come from a poor family, Kucai is suffering from malnutrition. Malnutrition suffered by Kucai caused her eyes to be abnormal. So that when he talks with the other person, his eyes look the other way.

With all of Kucai's other characteristics combined—opportunistic, self-centered, a little deceitful—plus his know-it-all attitude, shamelessness and populist tendencies, he met all of the requirements to be a politician. For that reason, we unanimously appointed him class president. Being class president was not a pleasant position. He was supposed to keep us quiet, but he himself could not shut up. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.58-59)

Kucai has a nagging, deceitful, and selfish nature. So he is referred to as a candidate for politicians. Then the virgin, his friends appoint Kucai to become a class president.

The entire class was stunned, but Kucai was visibly shaken. As class president he was worried about being held accountable for his actions after death, not to mention the fact that he already loathed *looking after us. He couldn't take it anymore. He stood up and said very pointedly: "Ibunda Guru, you must know that these coolie children cannot be kept under control! Borek acts like a mental hospital patient. Sahara and A Kiong fight nonstop. It gives me a headache. Harun does nothing but sleep. And Ikal, Masya Allah—My God, Ibunda, that boy was sent by Satan!"* (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.59)

Kucai is child who is not ready to be head of the class for fear of being held responsible. It means the child has an awareness of responsibility. So that in the future he will not be a madman of rank.

Kucai was much better than other Indonesian politicians. While *they smeared others' names behind their backs, Kucai just came right out and said it to our faces.*

"I can't take it anymore. I demand a vote for a new class president!" he said emotionally. Years of built up frustration exploded from his body. He almost seemed to be having difficulty breathing as he huffed and puffed unevenly.(The Rainbow Troops, Chapter 8, Mental Illness No.5, p.60)

Kucaï is child who is aware of the importance of democracy. So he knows the rights and obligations. And most importantly he knows about a given responsibility.

Kucaï was beaming. He believed that justice had been served and was sure that after years of wanting to not be class president, his suffering would finally come to an end.(The Rainbow Troops, Chapter 8, Mental Illness No.5, p.60)

Kucaï has positive thoughts. So he believes that good things will happen if he does something good.

Kucaï, who lacked both boots and a helmet, was determined to join the parade in overalls. When asked, he explained that he was a low-level PN laborer on leave. (The Rainbow Troops, Chapter 18, Masterpiece, p.179)

The statement above proved that a child living in a poor condition. Causing his ambition also poor. He chose to play the PN worker when the carnival.

The rest of us were stunned by his crazy idea. Kucaï, who had kept *his mouth shut until now, thought Mahar's foolishness had exceeded limits.* As class president, he felt responsible.

"What are you, crazy?!" he barked angrily. The look in his red eyes was sharp and angry as his menacing gaze fell on an open-mouthed Harun standing beside Mahar. (The Rainbow Troops, Chapter 22, Tuk Bayan Tula, p.234)

A realistic-minded person. He thinks more rationally and does not think to act stupid. Therefore he has always been the head of the class as a result of his reality.

The statement above showed that Kucai is a child with good motivation. It is proved when he become a head of the class he along think rationally and tried to mind to met stupid.

Kucai pointed to a *building*, *“Look! It’s our mosque!”*

Everyone shouted, “That’s the Chinese temple, stupid!”

Even though Bu Mus tried as hard as she could, Kucai, like most politicians in this country, had an IQ quite difficult to raise. (The Rainbow Troops, Chapter 24, I Will, Bring you Flowers from a Mountaintop, p.249)

Kucai is a child who often labelled as a child with a low IQ. This is due to poverty due to malnutrition. So he is difficult to catch an explanation from teacher.

Kucai, as the head of the class, took his turn. His voice *thundered*, *“Opposing a teacher is the same as opposing aparent: insubordination! Haven’t you heard that the punishment for insubordination is a hernia? The base of your thigh will be as big as a pumpkin!”* (The Rainbow Troops, Chapter 28, A Hidden Treasure beneath our School, p.278-279)

Kucai is a child who has good morality. He knows what impact when someone rebels against his teacher. This proves that Kucai is child of good character.

Kucai, from the moment he became aware that he had the qualities of a politician—sly, populist, and shameless, with a big mouth and an irresistible desire to debate—had a clear aspiration: to be a member of the Indonesian legislative assembly. (The Rainbow Troops, Chapter 29, Plan B, p.291)

Kucaai is a child who knows his own potential. Because he is aware of his talkative, cunning, and clever nature of arguing. So he has a clear ambition to become a politician.

Today, following three days of not showing his big head at school, Kucai was absent once again. Our class was in chaos without the *legendary class president*. *Bu Mus* asked Kucai's father about it, and he informed her that Kucai had been leaving every morning for school. A scandal exploded.

After much investigation, it turned out Kucai had joined up with kids from the neighboring village to become a pepper picker. Wednesday night, the night of payday, after studying the Koran at al-Hikmah mosque, Kucai pulled out a wad of money from behind his sarong. He licked the tip of his finger as he counted his money over and over again, just like a pawn shop cashier. He already knew the total. Not a word slid out of his tricky mouth. It was a truly dreadful solicitation. *Soliciting, it turned out, was Kucai's hidden talent.* (The Rainbow Troops, Chapter 34, Paralyzed Rabbit, p.343)

Kucaai is a child who has a tricky nature. So he can be good at fraud. He committed a fraud to his father that is to go to school when in fact not. He actually searched money by becoming a pepper picker.

Ever since we first entered school, we were endlessly afflicted by irony. The newest irony was Kucai: The class president, the one who was supposed to raise our morale, had dropped out of school and, in doing so, had started a chain reaction that could bankrupt our school. *Like I've always told you, friend, that is the opportunistic nature of a born politician.* (The Rainbow Troops, Chapter 34, Paralyzed Rabbit, p.345-346)

A person born with an opportunistic nature. So he does not have a persistent nature or high spirits to go to school.

During our Laskar Pelangi school days, Kucai always was the underdog when it came to report card grades. He was always the victim of our insults for his low marks. He subscribed to the swan-shaped number two for math. The bat-shaped number three permanently occupied his report card for natural sciences. He and Harun were the lowest ranked in the class. But look at him now—he,

who we had assumed was the stupidest—was the only follower of the Prophet Muhammad from our class who had reached his aspirations. (The Rainbow Troops, Chapter 48, Don't Give Up, p.458)

The statement above it is proved that a stupid child but fortunate.

So he gets what he dreams of being a politician.

Kucaai was a social creature who from an early age understood our culture and how the value system in our society worked with exceptional clarity. If a populist is skilled enough to represent himself as a defender, he has a chance to be politically successful. So from the very beginning, Kucai consistently maintained his most prominent qualities: populist, compulsive debater, know it all, and a bit shameless. Eventually, he became a candidate for a political party and then successfully realized his plan A to have a position in the House of Representatives. So who is the real genius then? Lintang or Kucai? Lintang, always number one, or Kucai, always at the bottom? (The Rainbow Troops, Chapter 48, Don't Give Up, p.458-459)

Kucaai is a man who knows his potential. So he sharpens up what becomes his ability to manifest into a real goal.

When Kucai was elected as a representative, he invited us to celebrate at a coffee stall. He then expressed his gratitude to us, especially to Lintang, who Kucai said had actually been his *inspiration*. *His face was swollen from holding back tears. "Lintang, my friend, thank you for making me the way I am," Kucai said in his third-class politician style.* His eyes were glassy. He looked at Lintang sadly, but his eyes seemed to be fixated on Harun. (The Rainbow Troops, Chapter 48, Don't Give Up, p.459)

Kucaai is a typically loyal friend. When he succeeded not to forget his friends. He always remembered and invited on his celebration.

8. Borek

Borek or Samson is a member of The Rainbow Troops. He is a big child who has a muscle maniac. He always keeps his image as a macho man. When he is an adult, he became a coolie in a shop owned by A Kiong and Sahara.

But Borek and Kucai were seated together not because they looked alike, but because they were both difficult to control. Just a few moments into the class, Borek already was wiping a chalk eraser all over *Kucai's face*. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.15)

The statement above proved that children who have hyperactive properties. So they are classified into one because it can not be silent and difficult to control.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

Borek is a child from the poorest family. As a result, while others try to jump from poverty. He and his family actually play ropes in poverty. So, Borek is a poor child.

The eighth boy, our honorable knight in shining armor, was Borek. *In the beginning, he was just an ordinary student. His behavior wasn't peculiar.* But a chance meeting with an old hair-growth product bottle from somewhere on the Arabian Peninsula forever changed the course of his life. On that bottle was a picture of a man; he was wearing red underwear, had a tall, strong body and was as hairy as a gorilla. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 65)

Borek is a unique child. Only with the old hair-growth product bottle from somewhere on the Arabian Peninsula, the inspiration emerged and changed the course of his life.

From then on, Borek was no longer interested in anything other than making his muscles bigger. Because of hard work and exercise, he was successful and earned himself the nickname Samson—a noble title that he bore proudly. It was definitely strange, but at least Samson had found himself at a young age and knew exactly what he wanted to be later; he strove continuously to reach his goals. He somehow skipped the identity-searching phase that usually leaves people doubting themselves until they are older. There are those who never find their own identity and go through life as someone else. Samson was better off than them. He was completely obsessed with body building and crazy about the macho-man image. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 65-66)

The statement above proved that Borek is a child who has a hard-working type. Consequently he knows what to do. So he gets what he wants.

Every year for the carnival, Samson donned a dam *gatekeeper's uniform*. *He certainly did not do so because that's what he aspired to be, a dam keeper like his father, but because it was the only carnival-ready costume he had.* (The Rainbow Troops, Chapter 18, Masterpiece, p. 178)

The statement above proved that Borek is a child who has no other choice because of the condition of poverty. He finally wore his father's costume to wear.

Samson's aspiration was the simplest. He was a pes-simistic individual. He only wanted to be a ticket checker and security guard at the village movie theater. This was because his hobby was watching movies and the security job carried a very macho image. (The Rainbow Troops, Chapter 29, Plan B, p.292)

Samson or Borek is a typical child who is pessimistic. When a child has a typical pessimistic, what happens is that the goals are not high. So the effort is simple.

The next day, Samson went missing.

It was highly unusual for Samson to be absent on a Thursday—it was *time for Gym and Health, his favorite class. We didn't hear from him for a week.* The following Wednesday night, he came to Koranic studies with a pitch black body and even bigger muscles than before. He had become a copra coolie. From behind his sarong, he pulled out a bottle. (The Rainbow Troops, Chapter 34, Paralyzed Rabbit, p.343-344)

The statement above proved that a child who loses the spirit of schooling. The impact is that he does not go to school and becomes what he wants to be a muscular coolie. A child who is willing to learn the Quran while experiencing a lack of enthusiasm for schooling.

Soon, another figure appeared in the distance, striding toward the school like King Kong. In his short time as a copra coolie, *Samson's body had gotten much bigger.* He strode calmly, strongly and with authority while carrying a small black hairy thing on his shoulders. Only after they got close enough did we realize that the small hairy thing was Syahdan. (The Rainbow Troops, Chapter 36, Half a School, p.356)

Borek is a child who has the awareness to go back to school. If a child has awareness for school, he will return to school to study rather than obey his desire to become a muscular coolie.

Many years had passed, but I immediately recognized him. Samson indeed never wanted his macho image to deteriorate. He tried very hard to make it all the way to the pickup truck and put all of the goods in the back. Samson received some money from the chubby woman who owned the pickup truck. He said thank you, nodded

politely, then returned to the store. He handed the money over to the shop owner who then fanned the money over the merchandise for luck. The wife of the shop owner shook her head. (The Rainbow Troops, Chapter 48, Don't Give Up, p.456)

A people who has a firm stand on his ideals. Although for many years he kept what he wanted to be. Although the main factor causing him to be a coolie with macho muscle is poverty.

The saddest, *in my opinion, was Samson. He hadn't even been able to achieve his simple goal of becoming a ticket ripper at the cinema. He had always been the most pessimistic among us. I have seen it everywhere, the most unfortunate in this world are the pessimistic.* (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

The statement above proved that Samson is a people who has a pessimistic attitude. So, one of his dreams cannot be realized, whereas his dream is very simple.

9. Trapani

Trapani is a member of Laskar Pelangi or The Rainbow Troops. He is a smart boy, good-looking, and gentleman who loved his mother very much. Whatever he does always be accompanied by his mother. The child who aspired to become the teacher finally ended up in a mental hospital because of his dependence on his mother.

Like Trapani sitting on his mother's lap. (The Rainbow Troops, Chapter 1, The New Students, p.3)

That statement above proved that a child who has a dependency with his mother. This is can be dangerous because it makes the child become independent.

Trapani sat with Mahar because they were the best looking, with *features like idolized traditional Malay singers*. Trapani wasn't interested in the class; he kept stealing glances out the window, *watching for his mother's head to pop up every once in a while among the heads of the other parents*. (The Rainbow Troops, Chapter 2, The Pine Tree Man, p.14)

Trapani has the same characteristics as Mahar that has a handsome face. So they placed on the same bench. Trapani is someone who from the beginning did not talk to much and he was not interested in the class. He was only interested to be with his mother. This is a bad habit for children.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

The statement above proved that Trapani is the children of PN coolies. So, he is a part to jump rope of poverty.

SITTING off in the corner was our prince, Trapani. He was as fascinating as the cinenen kelabu bird, and he was our class mascot. He was a perfectionist with a most handsome face, the type of boy girls fell in love with at first sight. His hair, pants, belt, socks and clean shoes were always spotless and impeccable. He smelled good too. His shirt even had all its buttons. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p.61-62)

Trapani is the best figure in his class with the most neat appearance. Anyone who saw would be interested in the little boy than to saw his friends in the class.

Trapani didn't speak if it weren't necessary, and when he did, his words were impeccably chosen. He was a well-mannered, promising young citizen who was a model of Dasa Dharma Pramuka—the Boy Scout promise. He wanted to become a teacher and teach in isolated areas when he grew up to help improve education and the condition of life for back-country Malays—a truly noble aspiration. Everything in Trapani's life seemed to be inspired by the song Wajib Belajar, a song about battling illiteracy, by R.N. Sutarmas. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 62)

The statement above proved that besides Trapani is a well-dressed man, Trapani also has a polite and courteous nature. It proves by talking as necessary. He is a person who has a good dream of becoming a teacher. A teacher who does not like the teacher generally. Namely teachers who teach in isolated places

Trapani was very close to his mother. No discussion was interesting to him other than those related to his mother, perhaps because among six children, he was the only boy. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 62)

A child who has close to his mother. But this proximity is dangerous because it makes Trapani a child who relies more on her mother. This is what triggers psychological disorders for the foreseeable future.

Trapani had put on high boots, overalls and a helmet. The uniform belonged to his father. He had dressed up as a PN laborer. (The Rainbow Troops, Chapter 18, Masterpiece, p. 179)

Trapani is a child of a PN worker. PN labor is a poor worker so when Trapani commits the carnival he wears his father's clothes as a picture of what he has.

In the meantime, the good and handsome Trapani wanted to be a teacher. (The Rainbow Troops, Chapter 29, Plan B, p.292)

A child who want to be a teacher. Even if children like Trapani who live in poor condition he still has goals.

Among our supporters were Trapani and his mother. They were holding hands. I saw all the schoolgirls whispering, giggling and constantly looking over at Trapani. The older he got, the more handsome he became. He was tall and slim, with clean white skin and thick black hair. His eyes were like unripened walnuts: calm, cool and deep. (The Rainbow Troops, Chapter 30, His Second Promise, p.300)

Trapani is a child who is dependent on her mother so that as a teenager he still can not part with his mother. That is what stifled Trapani's independence. The problem like this can disturb a child's psyche.

Actually, Trapani had been chosen for our team. His overall score was *higher than Sahara's*—but his geography score was lower. The *structure of our team's strength was as follows: math, natural sciences and English were all in the hands of Lintang; I was pretty good in civics, history of Islam, fiqh and, to some extent, Indonesian; our weakness was geography, and the expert in that was none other than Sahara. And so, for the sake of our team, Trapani, with an open heart, gave Sahara the chance to compete. He was a handsome young man with a big soul.* (The Rainbow Troops, Chapter 30, His Second Promise, p.300)

A child who has a handsome, intelligent, and good-hearted face. Many people have a snippy character when he is smart but Trapani is a boy who has the greatness of the soul. With Trapani's intelligence, he

chooses not to show it off despite the opportunity. With the greatness of the soul he possesses, he chooses to give opportunity to others despite his potential.

And there on the long bench, approximately 15 steps away from us, sat two poor creatures very close to one another, a mother and her son. They looked anxious, almost as if they were pleading to be saved.

The very thin son sat with high posture, his long hair covering his face. His sideburns, eyebrows, and mustache were thick and wild. His skin was ashen.

His mother was fragile. Her eyes hid an enormous amount of pain. She wore flip-flops that were too big for her feet. Her face showed the unbearable mental stress she felt.

The two of them looked at us every once in a while but mostly *kept their heads down. The son clutched his mother's arm. When we came in, he moved closer to her. I excused myself from the painful room; the sight had hit me like a ton of bricks.* (The Rainbow Troops, Chapter 44, Forecasting God, p.428)

The statement above indicates that a child and mother who are excessively dependent on each other have psychiatric disorders. This is certainly influenced by the habits of the past. Trapani, for example, is a child who has been over-emphasized by his mother in the past because he is the only son in the family.

I turned the door knob and burst into the room. I approached cautiously, stopping three meters before them. They both stood up. I *observed them carefully. The mother's head hung low and the son was crying. His lips trembled as they uttered my name over and over again, as if he had been waiting for me for years. He waved for me to come closer. Still immersed in confusion, I moved forward to look at them more closely. The young man pushed his hair away from his face, and I was flabbergasted. I couldn't believe my eyes. I felt like I wanted to scream. I knew that man—it was Trapani.* (The Rainbow Troops, Chapter 44, Forecasting God, p.429)

The statement above proved that mental disorders experienced by Trapani and his mother caused by excessive dependence. The pattern

is because his mother is too affectionate and treats him special because the only boy in the family so Trapani can not be independent.

If you were to judge our situations now, the shattered aspirations were mine, Harun's, *Trapani's to be a teacher, and Lintang's to be a mathematician.* (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

The statement above proved that Trapani's noble ideals to become a teacher failed because Trapani suffering from a mental disorder. So the chances of his dream disappear.

10. Harun

Harun is a member of The Rainbow Troops. He started elementary school when he was 15 years old. He is a mentally retarded person. He always tells about his three-month-old cat and gave birth to three children who each had a third batch on the third to Sahara and was happy to ask when the Lebaran holiday to Bu Muslimah.

Immediately, we all turned to look, and off in the distance was a tall, skinny boy, clumsily headed our way. His clothes and hairstyle were very neat. He wore a long-sleeved white shirt tucked into his shorts. His knees knocked together when he moved, forming an x as his body wobbled along. A plump, middle-aged woman was trying with great difficulty to hold onto him. That boy was Harun, a funny boy and a good friend of ours. He was already 15 years old, the same age as Bu Mus, but was a bit behind mentally. He was extremely happy *and moving quickly, half running, as if he couldn't wait to get to us.* He paid no attention to his mother, who stumbled after him, trying to hold onto his hand. (The Rainbow Troops, Chapter 1, The New Students, p.7)

The statement above proved that a child who has mental retardation. So he was not like a child in general when he first came to school. He has an unusual nature.

“Bapak Guru,” said his mother, gasping for breath. “Please accept Harun. The Special Needs School is all the way on Bangka Island. We don’t have the money to send him there.” Harun folded his arms over his chest, beaming happily. His mother continued. “And more importantly, it’s better that he’s here at this school rather than at home, where he just chases my chicks around.” Harun smiled widely, showing his long, yellow teeth. . (The Rainbow Troops, Chapter 1, The New Students, p.8)

Parents who have not other choice for their mentally retarded child. So she decided to send his son to Muhammadiyah elementary school. This reason is chosen because it is better.

Sahara, me, Kucai, Trapani, Harun and Mahar were the children of PN coolies. Lintang was the son of a fisherman, Borek was the son of a dam keeper, Syahdan was the son of a boat caulker, and A Kiong was the son of a Chinese farmer. If we say the families of Sahara, me, Kucai, Trapani, Harun and Mahar were the jump rope of poverty, then the families of Lintang, Borek, Syahdan, and A Kiong played jump rope. (The Rainbow Troops, Chapter 6, Those Without the Right, p.45)

The statement above proved that Harun is a part of the children of PN coolies. So, he is from poor family who jump rope of poverty.

Harun, who was well-behaved, quiet and had an easy smile, was completely unable to comprehend the lessons. Nowadays people call it Down Syndrome. When Bu Mus taught, Harun sat calmly with a constant smile on his face. In every class, no matter what we were studying, Ha-run would raise his hand once and ask the same question, all year round, year after year, *“Ibunda Guru, when will we have our Lebaran school break?”* (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 63)

Harun is a student with Down Syndrome who attends elementary school as a child in general. It makes to look different and cannot match normal children in general. He could not study the lessons he taught due to his down syndrome.

During afternoon recess, Sahara and Harun always sat together under the filicium. The two of them shared a unique emotional connection like the quirky friendship of the Mouse and the Elephant. Harun enthusiastically told a story about his three-striped cat giving birth to three kittens, which also had three stripes, on the third day of the month. Sahara patiently listened, even though Harun told this story every day, over and over again, thousands of times, all year round, year after year. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 64)

The statement above proved that the children who have a faithful friendship. Where one of them is a patient listener and the one who enthusiastically tells the story with his mental retardation.

The number three was indeed a sacred number for Harun. He related everything to the number three. He begged Bu Mus to teach him how to write that number, and after three years of hard work, he could finally do it. The covers of all his school books soon had a big, beautiful and colorful number three written on them. He was obsessed with the number three. He often ripped off the buttons on his shirt so there were only three left. He wore three layers of socks. He had three kinds of bags, and in each bag he always carried three bottles of soy sauce. He even had threehair combs. When we asked him why he was so fond of the number three, he pondered for a while, and then answeredvery wisely, like a village head giving religious advice. *"Myfriends," he said knowingly, "God likes odd numbers."* (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 64)

The statement above proved that Harun isa child who has a mental retardation disorder. Consequently, he loves number three. And assumes the number three is the sacred number favored by God. It is

natural for a person suffering from mental retardation if it is not the same as the people in general.

I often searched Harun's face to try to figure out what was going on in his head. He smiled whenever he saw me doing this. He was aware that he was the oldest among us, and he often treated us with care, as if we were his own little brothers and sister. There were times when his behavior was very touching. One time, unexpectedly, he brought a large package to school and gave each of us a boiled caladium tuber. Everyone got one. He himself took three. His demeanor was very adult-like, but he truly was a child trapped in an adult's body. (The Rainbow Troops, Chapter 8, Mental Illness No.5, p. 64-65)

Harun is a person suffering from mental retardation. But he has a generous nature. He shared a boiled caladium tuber with his friends. So that harun is found to be a generous person.

But never fear, for the second time, after making ten students, Harun would save us again. Such an easy question *certainly wouldn't* give him any trouble. For the second time, Harun would be our hero. *"Do you still want to hear the answer, Mister?"* Harun challenged while glancing proudly at his idol Trapani out the corners of his eyes. Mister Samadikun had no choice. *He couldn't take back* his stupid question—he was too proud to correct himself and replace it with a harder one. He responded to Harun despondently: *"Yes, Harun, how much is two plus two? Do you know the answer?"*

"Of course I know," he folded his arms across his chest, *"Piece of cake."*

"How much, Harun?" Harun's hand shot up as he confidently yelled, *"Three!"* (The Rainbow Troops, Chapter 10, Twice a Hero, p.97)

Harun is a picture of a child left behind a lesson. Although his age is no longer a child but he is a child with mental retardation.

One handsome student had dressed very neatly, sporting black shoes and dark trousers, a long belt, a white long-sleeved shirt, and carrying a big briefcase. That remarkable student was in fact Harun. It

was unclear what profession he represented. In my eyes, he looked like *someone who'd been kicked out by his mother-in-law*. (The Rainbow Troops, Chapter 18, Masterpiece, p.179)

The statement above proved that Harun is a sufferer of Down Syndrome. So what he does always unclear.

And Harun, as always, wanted to be Trapani. (The Rainbow Troops, Chapter 29, Plan B, p.292)

The statement above proved that Harun is a sufferer of Down Syndrome. So what he wants always unclear.

We wept in the classroom. The one who sobbed most heart wrenchingly was Harun. Pak Harfan had been like a father to him. He sobbed *and sobbed; he couldn't be consoled*. His heavy tears streamed down, soaking his shirt. (The Rainbow Troops, Chapter 31, Man with a Heart as Big as the Sky, p. 324)

The statement above proved that Harun has a high sense of empathy. So that when someone loses his influence he will feel the most lost.

Harun still told the same story about his three-striped cat giving birth to three kittens—also with three stripes—on the third day of the month. Just as before, Sahara listened faithfully and whole-heartedly. If before Harun was a child *trapped in an adult's body, he was now an adult trapped in a child's mind*. Harun still told the same story about his three-striped cat giving birth to three kittens—also with three stripes—on the third day of the month. Just as before, Sahara listened faithfully and whole-heartedly. If before Harun was a child trapped in *an adult's body, he was now an adult trapped in a child's mind*. (The Rainbow Troops, Chapter 48, Don't Give Up, p. 456)

Harun as an adult still suffers from mental retardation. But he still has a loyal friendship. So his friend is still faithful to hear and he still likes to tell stories.

Harun himself routinely visited Trapani, who had returned from Zaal Batu. He'd leave for Trapani's house, which was 40 kilometers away, every Friday afternoon on his bicycle. He always departed at three o'clock. Harun's aspirations hadn't changed a bit, and he still wanted to be Trapani when he grew up. A lot of times, Harun got sad about his unfulfilled dream, I think because Trapani was an adult and Harun was already old. It took me a very long time to formulate this theory, and I'm still not quite sure about it. It's such a complicated matter. (The Rainbow Troops, Chapter 48, Don't Give Up, p. 456-457)

The statement above proved that a man who stays true to friendship. Although what is desired is not achieved. Besides that he has a high sense of concern for his friend. He was willing to travel 40 miles by bike to visit his friend.

If you were to judge our situations now, the shattered aspirations were mine, Harun's, *Trapani's to be a teacher, and Lintang's to be a mathematician.* (The Rainbow Troops, Chapter 48, Don't Give Up, p.457)

The statement above proved that failed ambitions that Harun had because Harun are getting older. Harun wants to be Trapani. While Trapani failed to become a teacher because he was crazy.

CHAPTER IV

CLOSING

A. Conclusion

Based on the theory and result analysis which are done, it can be concluded as follows:

1. There are ten main characters portrayed in Andrea Hirata's "The Rainbow Troops". They are Ikal, Lintang, Mahar, Sahara, A Kiong, Syahdan, Kucai, Borek, Trapani, and Harun.

Ikal is a devoted child to his parents. He has an honest nature, high empathy, good religion, keeping promises, and high spirits to learn. Even if he did not get the number one title, he still studied diligently. So, he has a wonderful opportunity of overseas schools with scholarships.

Lintang is a devoted child to his parents. He is a smart kid, a motivator for his friend, and a good time manager. Even though he has not a good chance, he still achieved his goals according to what his father wanted. Because success is not always about perfect accomplishment, success between one person and another is a different definition.

Mahar is a child who has a habit of daydreaming. He has intelligence in the arts. Although his ideals of being paranormal is not achieved, but he has positive thoughts if one day his dream can be achieved.

Sahara is a child who has a stubborn nature. Nevertheless, she is a faithful listener. Although her ideals were not achieved to become a women's activist, she successfully became the wife of the shop owner.

A Kiong is a child who is not smart. Nevertheless, he has a loyal nature to his friend. So he became a shop owner when he grew up even though his ambition was not achieved.

Syahdan is a silly child. But he has an extraordinary goal of being an actor when he is not good at acting. Nevertheless, he has a persistent nature that is by realizing his dream.

Kucal is a child who has a labeled low IQ, good at speaking, and democratic. So that when he grew up, he became a successful politician.

Borek is a child who is always obsessed with big muscles. He always keeps his image as a macho man. When he is an adult, he becomes a coolie in a shop owned by A Kiong and Sahara.

Trapani is a smart boy, good-looking, and gentleman who loved his mother very much. The child who aspired to become the teacher finally ended up in a mental hospital because of his dependence on his mother.

Harun is a mentally retarded person. He is obsessed to be Trapani.

B. Suggestion

1. For Students

In reading novel, the students are not only understanding the story and finishing the story but they should also know what interesting things in the novel they had read. The students should know characters and characterizations in the novel, because they should know about the events happened, spiritual lesson, motivation in the novel through characters and characterizations.

2. For Teachers

After reading this novel and analysis, a teacher should be a motivator, have a high dedication to the world of education, and create a good relationship between teachers and students.

3. For Readers

In reading novel, the readers should not only understand and finish the story but also consider that reading novel is only an entertainment. The readers should know the messages that author expressed by characters and characterizations.

4. For Other Researcher

In this study, the researcher found difficulties in differentiating and analyzing a context which portray about characters. Therefore, the researcher should enhance the research in the literary field, especially in the novel *The Rainbow Troops* by Andrea Hirata.