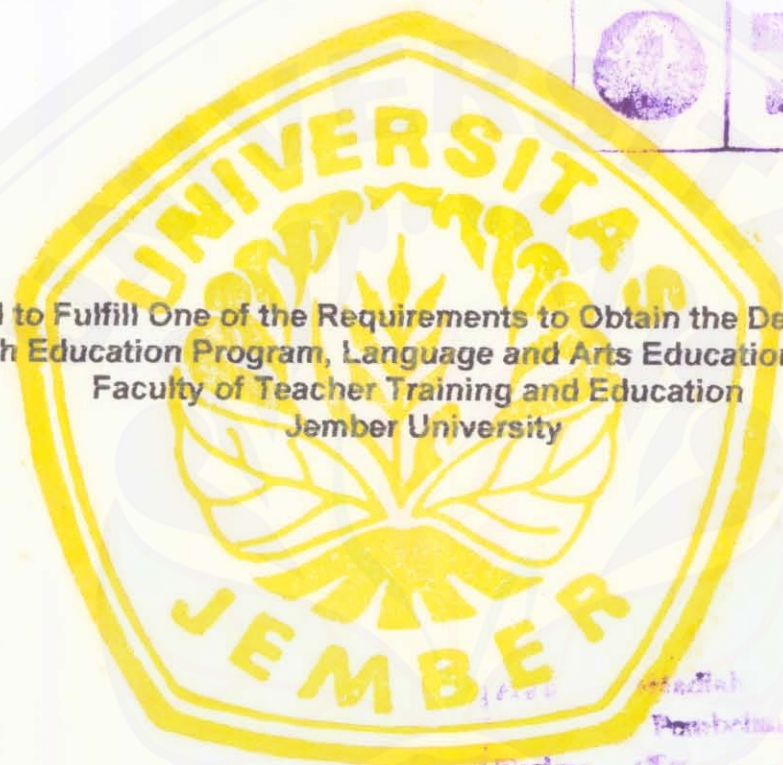


**A STUDY THE USE OF PLOT IN JOHN STEINBECK'S
"THE GRAPES OF WRATH"**

THESIS



Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Education Department,
Faculty of Teacher Training and Education
Jember University



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By:

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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JULY 2004

MOTTO

Prayer is the backbone of my life, effort is the way I live
and somehow I feel my life is miracles through it all
until I can't believe it.

(Restu Mufanti)

when I want a power, God sends me difficulties to make me strong
when I want a wisdom, God sends me problems to be solved
when I want happiness, God sends me brain to think
when I want bravery, God sends me a dangerous condition to be faced
when I want a nice love, God sends me trouble some people to be helped
when I want help, God sends me chances
I rarely get what I want, but I get everything that I need.
Really.....God sends me the answers of my prayer

(Kahlil Gibran)

Life is struggle, but you can win it

(Erin Bronkovich)

DEDICATION

With the blessing from Allah SWT, I'd like to take this opportunity to thank special persons who have made all this happen.

1. My dearest Dad **Ending Soehendi** and beautiful woman, my mom, **Anis Winarni'**, I love you. You are the most wonderful persons anyone could ever know, you make me who and what I am today. Thanks for your big love and pray you bring me in this nice life.
2. My grandparents **Mrs. Soeminah & Mr. Wan**, who always give me day with her love and pray, all of you kept trouble away from me when I was growing up, and thanks to see me grow to be a woman, I am so lucky to have you.
3. My sister **Weela** and my funniest brother **Anas**, I'm proud of being your sister. It's a nice thing to grow up with you. Your supports and love make the world mean a lot to me, thanks. I love you all.
4. My **prince**, I am still looking for you to fill my heart to feel and face this amazing world together. Your shadow gives me spirit to make my dream come true. Thanks for being my soul.
5. My **real brother, Iben** who always gives me prayer, supports, love, smile, thanks in citing me in your heart. What I can say is you've always been there for me. I can never repay you for all you've done for me. Thanks.
6. To all **my aunties and uncles** especially my favorite ones, **Feftine & Win**, thanks for being so good to me.
7. My **Fpa**, my **Banka's family**, and all of my **true friends**.
8. My **brothers, Amprul & Maskod** who always take care of me, thanks. I love you all.
9. My beloved **Islam and Almamater**
I am nothing without your existence.

CONSULTANT APPROVAL

A Study on the Use of Plot in John Steinbeck's "The Grapes of Wrath"

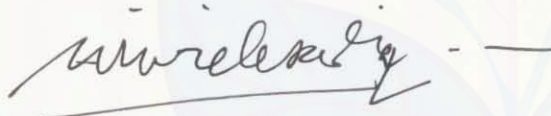
THESIS

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This thesis is approved and received by The Examination Committee of the
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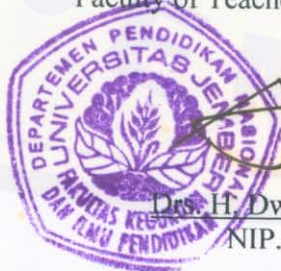
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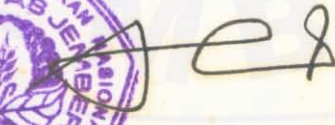
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I would like to express my greatest gratitude to Allah SWT, my real love who always guides and gives me His mercy, His invaluable guidance, the blessing to finish writing this thesis.

In this opportunity, I would like to express my deepest gratitude to:

1. The Dean of the Faculty of Teacher Training and Education
2. The Chairperson of the Language and Arts Department
3. The Chairperson of the English Education Program
4. The First consultant, and the Second consultant who are patiently and sincerely read this manuscript and gave suggestions and motivation and for their valuable comments and encouragement in the process of finishing this thesis.
5. To all my lecturers and teachers especially who have given me their best knowledge during my academic years, thanks so much.

The last, I realize that this thesis is still far from being perfect, However, it is expected to be useful either for the readers or for my self. Knowing this fact, I always hope constructive critique as well as advice from those who really want to make this thesis better.

Jember, July 2004

The Writer

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ABSTRACT

Restu Mufanti, 2004, A Study on the Use of Plot in John Steinbeck's "The Grapes of Wrath"

Thesis, English Education Program, Language and Art Department, Faculty of teacher training and Education, Jember University.

Consultants : (1) The first consultant : Dra. Hj. Wiwiek Istianah, MKes, MEd

(2) The second consultant : Eka Wahjuningsih, Spd

Key words: Plot

Plot is one of the elements in the novel, and studying the use of plot in the novel can be done through analyzing it. The problem set up was how is the use of plot in John Steinbeck's "The Grapes of Wrath". The use of plot here refers to the structure of plot and the type of plot. The objectives of this research were to describe the structure of plot in John Steinbeck's "The Grapes of Wrath" and to find the type of plot used in John Steinbeck's "The Grapes of Wrath" by using the document analysis with the inductive method. The collected data were analyzed by using descriptive method. This novel was published in 1939 and received the Pulitzer Prize in 1940 for the best novel of the year and was made into a prize-winning motion picture in 1941. The results of the data analysis showed that the novel of "The Grapes of Wrath" written by John Steinbeck used a simple plot structure. It moved chronologically through three logical orders. They were the beginning, middle and end. The type of plot used in this novel is open plot, it means that the reader is left to decide what he/she thinks the outcome of the story will be. The research results can be used as input to increase the English students' knowledge about how to analyze a literary work mainly, a novel dealing with plot.



I. INTRODUCTION

This research deals with literature, that is prose, as one of the compulsory subjects that the students of the English Department of the Teacher Training and Education Faculty should learn. The focus of the research is to study the use of plot in John Steinbeck's "The Grapes of Wrath", as in a novel, plot becomes a central point to understand its content. This chapter highlights the background of the study, the problem, the scope, the organization and objective of the study. The advantages of the study will also be presented here.

1.1 Background of the Study

In our life, we need something to be taught and to be felt as reflection of human life and society. Besides, we also have a desire to know other persons, our environment and ourselves. Moreover, each person has desire to imagine how this life runs, and in what sense. Hence, we need knowledge, information and entertainment that can be used to develop our mind, our feeling and our imagination. One of the ways of how to be more sensitive in this life is through the study of literature.

Literature, as source of knowledge, information, and entertainment, will bring the readers truth, facts, style of life and style of human emotion. According to Jones (1968:5), literature contains basic emotions of men which they share everywhere -pity, fear, anger, disgust, yearning, pain, hope, joy, sorrow, in which through such feelings we know each other. So, through literature someone will know themselves, other persons, and the world he/ she live in.

It is further explained that literature, in its broadest sense, includes all written materials. According to Jones (1968:1) literature can be divided into two groups, namely *the literature of knowledge* and *the literature of power*. The function of literature of knowledge is to teach. It offers knowledge, and intends to give the readers information. It includes magazines, school textbooks, newspaper and scientific articles. Meanwhile, the function of literature of power is to move. It means that it provides the readers with entertainment and teachings which can

make the reader move their mind and keeps their mind working on through drama, poetry and novels.

Commonly, the first group, *the literature of knowledge*, is used to teach English in school, but it lacks of experience of life that is based on factual things. It is due to the fact that *literature of knowledge* is informative literature that deals with facts, explanation, history and data, which give the readers knowledge and information to make them more intellectual. In our life, every individual needs to participate, to take part in every activity as part of experience of life not only intellectually but also emotionally. To get it, they need to learn about human feelings, values, dreams, attitudes, plot of life, speculations that all may be parts of the material of literature of power. In line with this Delisle (1971:16) states that *literature of power* is literature which is about life and is a part of life, and it is the interpretation of life via its symbols, themes, plot, etc. It is simply one aspect of the processes of being a human. It means that *literature of power* presents life and through it we can learn to be a better human. So, *literature of power* comes to teach the students about life and give them pleasure so that they are not bored in learning the language. Hirvela and Boyle (1988:181) agree that reading a work of literature can be at best if it brings a new experience, which is deeply felt and also personal. By giving poetry, drama and novels as three major forms of imaginative literature that deal with thought and feeling, the student will be able to imagine the world in general and they will get experience of life. In other words, literature is simply another way we can experience the world around us through our imagination (Jones, 1968: 1).

In line with the reason above, novel is one of forms of literature of power that is interesting to be studied. It can increase the students' motivation in taking the reading skills and other subject areas. It is one of the literary forms dealing with human feelings, thought, actions and motives. Although it tells the readers about human experience in the real world, it is usually meant for entertaining and informing. In other words, it is an imitation of human life that expresses life imaginatively.

As pointed by Koesnosoebroto (1983:20), novel is capable of containing large, developed and consistent images people can give form to a set of attitudes regarding society, history, and the general culture of which the novel is apart. Thus, it is one of the reasons that anyone reads novels. While Bain et al (1973: 1) state that the purpose of studying novel is to make reading something other than passive and mindless experience. This activity means not only to learn the rules of the game but also the possibilities and varieties to see more, anticipate more, participate more – to become engaged intellectually and emotionally. This means that reading a novel is one of the activities that makes the readers active in thinking and guessing so that the readers can add their intellectual and arrange their emotion. Moreover, reading a novel attracts human's emotions and give pleasure and knowledge of life, permits the students to experience the plot of life. Reading novels teaches the students the way people live and the variety of their problem in the real world. From the explanation above, it is understood that reading a novel will bring the students, by intellectually and emotionally, into horizon that enlarges, closes and intimates relation with life.

In reading a novel, the reader should know the elements of the novel such as setting, plot, theme, character and action so that the reader can understand and enjoy it well (Cole and Linde, 1990:5-6; Jones, 1968:80; Koesnosoebroto, 1988:19). Moreover, Peden (1971:15) states that any work of fiction should have four basic elements, they are: people or characters, events or plot, place or setting and reason-for-being or theme. To get into the story the reader should understand one of the important elements that is plot. It is because the plot of a story which is driven by some sorts of conflict refers to the pattern of actions and events which are combined to produce a total effect in readers (Schwiebert, 2001:135). In addition, Kenney (1966:14) claims that plot makes us aware of events that it is not merely as elements in a temporal series but also as an intricate pattern of cause and effect. This idea is supported by Stanton (1964:15) who has stated that plot is the backbone of the story. This means that plot has an important function as well as meaning in the story.

Based on the explanation above, it can be said that plot is the most important factor for understanding the work of fiction because it is the way the author organizes the material of experience. It also happens with the novel entitled “The Grapes of Wrath”, which is written by John Steinbeck, one of the American famous writers who has written more than 20 novels in his lifetime. This novel was published in 1939 and received the Pulitzer Prize in 1940 for the best novel of the year and was made into a prize-winning motion picture in 1941. In this novel, Steinbeck teaches and gives experience to the readers about humanity, warmth, education, social, spirit, solidarity, struggle of life or how to survive in life, human emotions and humor of life that create such plot of life on so that it attracts the writer to discuss it in this thesis.

This novel was set in North America in 1930s. It is about the tenant farmers in Oklahoma who do not enable to earn a living from the land because of the land which was turned into a dust bowl, the crops which was ruined, and the men who were idle. It made most of them, like the Joads, heading to California hoping that they could have a better life. However, the fact was contrary to what they had expected.

The thesis entitled: “A Study on the Use of Plot in John Steinbeck’s “The Grapes of Wrath” investigated its plot in detail. Plot was chosen as the object of the study because it is a major element of a story. The writer took a look on the novel based on the structure of plot composed by Kenney (1966:14) they are; the beginning, the middle and the end. Besides, she also investigated the novel based on the type of plot composed by Jones, namely; a “closed” plot and an “open” plot (Jones; 1968:32). It is important to analyze not only the structure of plot but also the type of plot to get a good interpretation on the use of plot in John Steinbeck’s “The Grapes of Wrath” because by knowing the plot of the story, we will understand the entire story. Further, the novel was chosen because it can be used as the material for teaching the aspects of language as well as understanding the literary work.

1.2. The Problem of the Study

It is necessary to limit the problem of this study, so that the focus of this study is not too broad. The problem of the study was divided into general problem and specific problems.

1.2.1. The General Problem

The general problem of this study is:

How is the use of plot in John Steinbeck's "The Grapes of Wrath"? The use of plot here refers to: the structure of plot and the type of plot.

1.2.2. The Specific Problems

Based on the general problem, the specific problem can be formulated as follows:

1. How is the structure of the plot of John Steinbeck's "The Grapes of Wrath" arranged?
 - a. What events or actions belong to the beginning of the story?
 - b. What events or actions belong to the middle of the story?
 - c. What events or actions belong to the end of the story?
2. What type of plot is used in John Steinbeck's "The Grapes of Wrath"?

1.3. The Scope of the Study

This study was focused on the structure of the plot based on Kenney's framework theory that is to find the beginning of the story, the middle of the story and the end of the story. After knowing the structure of plot, the writer also found the type of plot used in this novel by using Jones' theory that is to find whether it uses a closed plot or an open plot.

1.4 The Organization of the Study

This thesis is classified into five chapters. The first chapter is about the introduction. It presents preliminary information as a guide to understand the study. The biography of the author, the synopsis of the novel, and terms used in

the study is presented in Chapter II. Chapter III deals with the methods that are used in this study. Further discussion about the plot of the novel in detailed illustration is presented in Chapter IV. The last chapter, Chapter V highlights the conclusion of the study.

1.5. The Objectives of the Study

The objectives of the study are divided into two categories; they are general objectives and specific objectives.

1.5.1. The General Objectives

The general objective of this study is to describe the use of plot in John Steinbeck's "The Grapes of Wrath".

1.5.2. The Specific Objectives

Based on the general problems, the specific objectives of this study are as follows:

1. To describe structure of the plot of John Steinbeck's "The Grapes of Wrath"
 - a. To describe events or actions that belong to the beginning of the story
 - b. To describe events or actions that belong to the middle of the story
 - c. To describe events or actions that belong to the end of the story
2. To find the type of plot used in John Steinbeck's "The Grapes of Wrath", whether it belongs to closed plot or open plot.

1.6. The Advantages of the Study

There are some advantages of this study which are hoped to be useful for the following people:

1. For the writer
 1. Reading literature will show the writer that there is a pleasure in reading it and how to freely react to it, to practise how to perform opinions, express

feelings, and to expand the writer's minds or broaden, sharpen and deepen the writer's awareness of life. Moreover, it makes the writer understand about the reality of life better.

2. To add the writer's experience about art of life and to enlarge the writer's knowledge about the way to discuss the literary work as a kind of extension and application of certain properties of language especially a novel written by world famous author. Particularly, it is done to practise and master English especially in the reading literature and thinking to it.

2. For the English Lecturer

It is hoped that the English lecturers can attract the students in reading literature work and to realize that a literary work, novel in particular, is something that can be used as practice in teaching English literature. By giving a novel to the students, the lecture will motivate them to learn English deeply, such as; in knowing more about the content, the language and its elements, particularly the plot of the story. Besides, it can make the class more alive because it is about an experience of life and it can diminish boredom in learning foreign language.

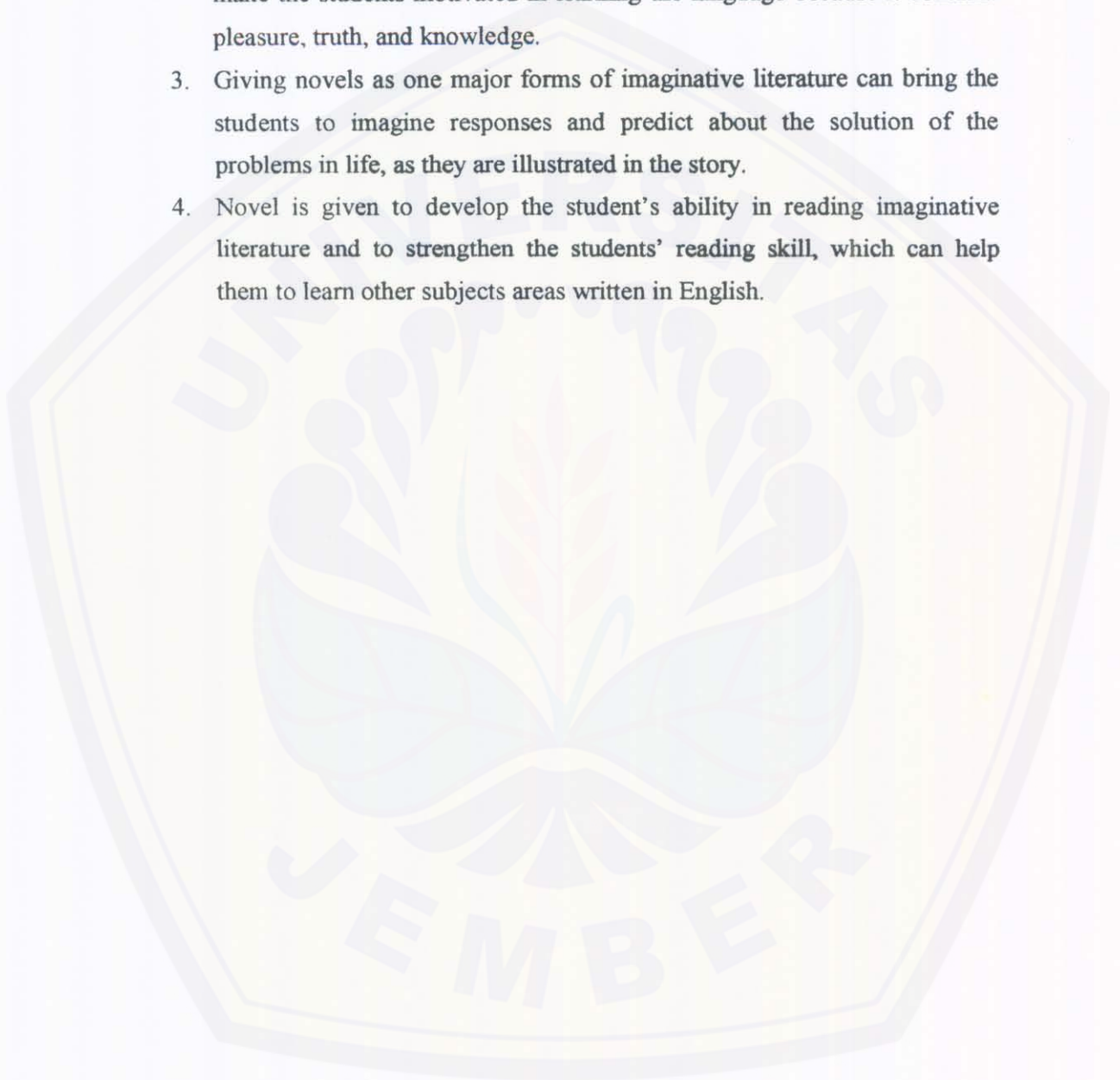
3. For the students especially the ones of the English Department of Teacher Training and Education Faculty

It is better as an English teacher to-be, to master not merely literature of knowledge, but also the literature of power, novel in particular. It is because novel as the teaching materials, is something appropriate to be taught in English classes.

Its advantages are:

1. Literature of knowledge lacks of experience of life. It makes the students understand the education fields only, but they do not understand what it is to be a human being in a society, sometimes friendly and sometimes hostile. By giving novels as one form of literature of power, it is expected that the students are able to understand their own life, other persons and the world they live in, so that they can share it with others.

2. Literature of power contains pleasure and shows the truth. As it is pointed by Jones (1968:4) good literature is also alive because it gives pleasure. Put it briefly, using literature of power in teaching foreign language can make the students motivated in learning the language because it contains pleasure, truth, and knowledge.
3. Giving novels as one major forms of imaginative literature can bring the students to imagine responses and predict about the solution of the problems in life, as they are illustrated in the story.
4. Novel is given to develop the student's ability in reading imaginative literature and to strengthen the students' reading skill, which can help them to learn other subjects areas written in English.





II. REVIEW OF RELATED LITERATURE

This chapter will bring the reader to know more about the author's biography in brief and the synopsis of the novel. The biography was taken from many sources written by some experts concerning with John Steinbeck as a writer and as individual. The term used in this study will be presented next; it consists of the meaning of plot.

2.1. The Biography of the Author

John Ernst Steinbeck was born on February 27, 1902 in a small town of Salinas. He came from a family of moderate means. His father was a miller and for a number of years treasurer of Monterey county. His mother had been a teacher, and from her, young John derived his great love of books and an interest in writing. He read many of the classics of world literature and wrote article for his High-School Newspaper. Steinbeck graduated from Salinas High School as president of his senior class in 1920 and entered California's Stanford University though he spent his spare time working on farms over the California Valleys and mountains, which later became scenes for his novels. During the six years he attended Stanford, he worked on road building gangs, ranches and in the laboratory of a sugar beet factory. All of these experiences contributed material when he began writing some of his later social novels dealing with the economics problem of rural labour, but there is also a streak of worship of the soil in his books, which does not always agree with his matter-of-fact sociological approach (The official web site of the Nobel foundation).

His first novel, *Cup of Gold* appeared in 1929. Though the book was not successful, it did earn enough money for his marriage with Carol Henning of nearby San Jose, California in 1930. This was followed by *The Pastures of Heaven* which established his career as a writer.

In 1935, Steinbeck and his partners, Pascal Covici, published *Tortilla Flat*, which brought Steinbeck his first great success. This book became a best seller and was later made into a motion picture.

After the rough and earthy humour of *Tortilla Flat*, he moved on to more serious fiction, often aggressive in its social criticism, to *In Dubious Battle*, in 1936, which deal with the strikes of the migratory fruit pickers on California plantations. It was not a popular book, but Steinbeck was not discouraged. He was already at work on a new novel, which proved to be one of his best. This was *Of Mice and Men*, which was published in 1937. It told the readers about two homeless and wondering farm workers. It made the name of Steinbeck known throughout America.

In 1939, he published what is considered his best work, *The Grapes of Wrath*, the story of Oklahoma tenant farmers who are unable to earn a living from the land and moved to California where they became migratory workers. Through it, he protests the tragic lives and treatment of poor workers in America. His anger in *The Grapes of Wrath* did much to wake the country and see the conditions of the poor and homeless tenants. *The Grapes of Wrath* won the Pulitzer Prize as the best novel of the year, 1940. It was also made into a successful motion picture, but for Steinbeck personally, it also brought the problems of being famous.

When America entered World War II, Steinbeck went to England, North Africa, and Italy as a war correspondent for the New York Herald Tribune. Steinbeck's first postwar novel, *Cannery Row*, returned to the scenes of his native California. *The Wayward Bus* followed this in 1947. Both of them were not very successful. It made him have a great ambition to publish a successful novel, *East of Eden* in 1951. It is not as good as *The Grapes of Wrath*, but *East of Eden* is still a very good novel. It immediately became a best – seller.

During the 1950's, Steinbeck continued to write. *Sweet Thursday*, was produced as musical comedy on the stage. Then in 1961, he presented a story of a man from a distinguished New England family who betrayed his idealism through fear of insecurity, that is *The Winter of Our Discontent*. The book was praised by many critics, and it particularly impressed the judges of the Swedish Academy who, in 1962, presented Steinbeck with the world famous Nobel Prize for Literature.

In 1962, Steinbeck published *Travels with Charley*, a trip in which Steinbeck wrote about his impressions during a three-month tour in truck that led him through forty American States. It is one of the best words–pictures of America that has ever been written.

Early in 1966, Steinbeck traveled to South Vietnam as a war correspondent for the New York City. He died at the age of 66, on December 21, 1968, because of a heart attack.

It should be noted that there are few authors who can produce even one significant work. Steinbeck was a great author in the world and an example of the ideal and the image of America.

(<http://pinkmonkey.com/booknotes/monkeynotes/pmGrapes 02.asp>)

2.2 The Synopsis of The Novel “The Grapes of Wrath”

In Oklahoma the spring rain accelerated the growth of the corn and the whole country looked green. Then a drought occurred. The earth became so dry and pale that every moving thing stirred up dust. The dust stayed in the air for a long time and it destroyed the corn.

Tom Joad was an ex-prisoner. He was in McAlester for four years. He was released from the prison on parole. On the way home Tom met an ex-preacher, Jim Casy, who informed him that the Joads think of going West. The landowners decided that they could no longer afford to keep tenants, because the dust flied away and made the land poor and the crops were ruined. It couldn't give some profit to the owners. Then the tractor would come over the land plowing a straight line and knocking down anything that stood in the way of a good straight line.

Casy and Tom were walking to Joads' house, in which they found the Joads were busy preparing themselves to leave for California. Old Tom Joad and ma were really pleased to see Tom. Grandpa and grandma came and looked proudly at Tom. Pa assured Tom that his brother, Al, and the two kids, Ruthie and Winfield, went into town to sell some stuff. Another sister, Rose of Sharon (called Rosasharn), was staying with Connie's family since she was married and was expecting a baby.

They sold all of their belongings, but got only eighteen dollars for them. Casy joined them, because he had to be where the people were. When they were about ready to leave, Grandpa didn't want to leave. They had to dope him in order to get him away. Al brought the truck crawled slowly through the dust, toward the highway and the west.

The Joads traveled on Route 66 and on the first night of their journey they met the Wilsons, another migrant family. Grandpa died in the Wilsons' tent and the family buried him. Then Tom and Casy repaired the Wilson's broken-down car, and the two families began the trip together.

When they reached Arizona, the Joads felt that they should rest up before attempting to cross the desert. In the tent, the air was very hot, ma was fanning grandma who seemed to be sicker and sicker. They tried to get some sleep, but a policeman approached and questioned ma. He was rude and told ma that he had better not to catch them there the following day. Ma's face was darkened with anger and she got an iron pan and told the cop that he could learn something about defency. He told ma that he didn't want any "god damn okies" settling down. Ma went back into the tent and kept back her tears.

Later, ma told Tom about it and reported that grandma was pretry sick. They were making preparation to leave when Wilson came and said that Sairy couldn't go. She's got to rest and got strong. Finally, Tom was loading the truck. Pa offered Wilson two dollars and some of potatoes and meat, but he refused to take it. Ma laid the money on the ground and placed the meat pan over it, and they left.

After driving all the night, they finally saw the mountains on the other side of the desert. Ma told them that Grandma was dead when they stopped at the inspection station the previous night. She had been afraid that the family would have been stopped from going on if the dead woman had been discovered. Everyone was awed by ma's great strength and love.

The Joads arrived in Baker field and buried Grandma. They decided to camp until they got work, and found a camping place outside the town. There, they confronted the reality of conditions in California. A contractor came through looking for workers, and when a friend of Tom, Floyd, asked what they were

paying, the friend was accused of being a 'red' and was arrested. A fight occurred when Floyd made a break, and as the deputy went after him, Tom tripped the deputy, who had already fired and hit one woman in the hand. Casy stepped up and just as the deputy was about to fire again, he kicked the deputy in the neck. Casy told Tom to go away; he would be responsible for the accident and Casy was arrested then. Because of the hard situation, the Joads decided to leave the place to South without Connie with them, because he ran out and left the Joads without any messages.

They fortunately found a place in the government camp at Weedpatch. They enjoyed life in this camp, in which the migrants ran successfully. Only Tom found a little work, and the family had to eventually leave. So, Ma told her family that they should leave in the morning because she watched that the family was starving and Rossaharn would give a baby birth soon so she should get nice food.

The Joads arrived in Pixley and got a job in Hooper's Ranch. Hurriedly, they worked in order to get a credit slip. Ma went with a credit slip to the store where she found that the prices were higher there than in town, and also of an inferior quality, but she could do nothing about it. After eating, Tom slipped out in the darkness to see the situation. Immediately, he met Jim Casy. Casy told Tom that he was striking against the owners of the orchards who cut the wage in half. Suddenly, they heard the men coming to seek Casy, who is the leader of the strike. They tried to get away, but fight could not be avoided and finally Casy died. Tom became enraged; he grabbed the pick handle and crushed the cop's head. Another man struck Tom in the head, but he was able to get away. He hid in some bush, and went back to the camp. Ma asked what happened to his face. At last, he told her the truth. They left after picking enough to get gas, and then brought the truck toward north until they saw a sign appearing advertising for cotton pickers. They decided to work there and stayed in the boxcar and Tom hid out in a cave near bushes.

The Joads were glad although they stayed in the truck until they knew that Ruthie was fighting with a big girl and told her about her brother who had killed two men and was hiding. Ma put meat and fired potatoes and went to the bushes

where Tom was hiding. Ma told him about Ruthie then she told him that he had to go. Tom told her that he would take over Casy's work for the people. He was going out and saw if he could organize the people until they could farm their own land again.

Over the Coast Mountains, grey rain clouds were beginning to form. Then the rain began, slowly at first, but continued. Rose of Sharon was down with a cold and high fever. Pa decided to try to build a bank to keep the water away. He went to see if the other men would help. He told them that they had to build the bank because his girl was having a baby. Unluckily, the baby died. They covered the dead baby with a piece of cloth and took it in the box then buried it. Just then, the rain stopped. Ma asked them to find the drier place. Finally, they found some dry hay in the barn. Suddenly, they saw a man lying on his back with a boy sitting beside him. The boy explained that his father was starving: "he hasn't eaten for six days." He needed some milk. Ma told the boy not to worry, and asked for the boy's dry blanket for Rosasharn. She took away the wet clothes of Rosasharn and looked at Rosasharn who understood what Ma wanted and she nodded in agreement. Ma wrapped Rose of Sharon in the blanket and led the others out of the barn. Rosasharn went to the starving and dying man and lay down beside him. She gently held his head and led it to her full breasts. She looked across the barn and smiled.

2.3 The Terms used in the Study

A good novel is able to make the readers want to stay and particularly through plot, fiction makes the reader want to stay around. Besides, plot is an important thing in interpretative fiction, for what it reveals. Plot is often considered as the "what happen" in a story. It has always been the indispensable part of popular fiction (Peden, 1971:16). Edward H Jones, Jr. (1964:32) states that probably, the most popular kind of story is the one that emphasizes action, and plot is the action of a story. It is better to know about plot definition to make the analysis clearer.

There are two meanings of the word “plot”. The first is the meaning of the word “Plot” in general term. The Webster’s Third New International Dictionary (1981:1742), defines that

“ Plot is the plan or pattern of events or the main story of a literary works (as novel, play, short story, or poem), comprising the gradual unfolding of a casually connected series or motivated incidents; narrative structure”.

In addition, similar statement is defined by Dube Franson Parins and Murphy in Koesnosoebroto (1983 – 36) that plot is the story line or action line of a story. It is what happens in fiction and it is the arrangement of interrelated acts.

The second is the meaning of the word “plot” in literary term. It is blessed with several meanings. Koesnosoebroto (1983: 28) describes plot as a series of tied – together events in a story. Further, he concludes the meaning of the word “plot” from some literary theorists as the arrangement of tied-together chronological events, which have causal and thematic connections. In addition, similar statement is defined by William Kenny in *How to Analyze Fiction* (1966:13) that plot reveals events to the reader, not only in their temporal, but also in their causal relationships. Then Cole and Linde (1990: 93) claims plot as the sequence of event or incidents and the reasons why those incidents occur. Meanwhile, Robert Stanton (1964:14) says that plot of a story is its entire sequence of events. It directs causes or results to the other events and cannot be omitted without breaking the lines of action. His further explanation is that the reader cannot hope to understand the story without clear knowledge of its events, its links of cause and effect, and its degree of inevitability. In addition, plot is an author’s selection and arrangement of incidents in a story to shape the action and give the story a particular focus ([http://bcs Bedford stmarting. com](http://bcs.BedfordStMartins.com))

Based on the meaning of the word “plot” described above, it can be concluded that plot is the sequence of events in the story, having cause and effect relationship to each other from the beginning up to the end or the denouement which shapes the story. Discussion of plot includes what happens, how and why

things happen. It means that there must be cause and effect of its events to present the unity of the plot.

In analyzing the plot further elaboration of structure of plot is needed. Besides, it is important to know more about the outcome of the plot of a story so that the reader will know how the main character's fate in the end of the story, whether it will become bad or better or never ends. So, this study also analyzes the kinds of plot. Those are a variety of possible ways of seeing the use of plot in John Steinbeck's "The Grapes of Wrath". In the following section each elements will be highlighted in detail.

2.3.1 The Structure of Plot

Plot means the author's arrangement of those events according to their causal relationships (Kenney, 1966:14). Further, he divides the structure of plot into a meaningful pattern; they are; beginning, middle and end. This means that the structure of plot is arrangement of connected event that moves through three logical orders, such as the beginning, middle and ending. The author might decide to tell the readers about the events in a chronological order that begins with the earliest event or he might open the story with the last event then tells the readers what leads up to it. Sometimes, an author prefers skipping over the exciting or significant moment and then telling the readers what happened earlier. In other words, the story may start at any point, but the other parts will probably fit in to give the story unity. The same idea is stated by Koesnosoebroto (1983:42) who says that the story has been so structured that every single word from the opening line to the concluding sentences are tied artistically to a skeleton. He also divides plot structure into: beginning or initiation, middle or complication and end or resolution (1983:46-47).

In line with this, Gaskell (1998:32) writes that structure of a story is a plot which is usually divisible into a beginning, middle, and an end. Furthermore, Robert Stanton (1964: 15) states in short that plot must have a true beginning, middle, and end. Aristotle in Williams also had said that a work of art must have a beginning, a middle, and an end (1986: 16). It is also supported by Peden

(1971:20) and Schwiebert (2001:136) who state that the narrative pattern consists of three main parts: a beginning or opening, a middle or body, and an ending which move chronologically.

Jones also divides the structure of plot into; a beginning, middle and an end (1968:32). In addition, he also explains that the plot moves from a beginning through a series of events to climax or turning points, and then to a logical end. Cole and Linde (1990: 93) points out another statement that in analyzing plot some traditional elements such as exposition, rising action (conflict), climax and denouement should be used. In sum, it is understood that literary work has the structure of plot, which should contain; the beginning, middle and end.

The first element of the plot is the beginning. The beginning takes the reader from exposition to the initial statement of conflict (Kenney; 1966:19). Further, he explains that exposition provides the reader with a certain amount of information such as; introducing to the story's title character, informing where the main character lived and so on. Further, he concludes that exposition is the process by which the writer imparts to the reader information necessary to the understanding of the story and it is normally a primary function of the beginning of any story (Kenney; 1966: 15). Some experts called the beginning as exposition. As it is mentioned by Hudson (1968: 14) exposition is the beginning of a story that must present sufficient background for the reader to care about the outcome of the people involved.

This means that the exposition is part of beginning and leads the reader to know the background, the character, the setting, and the atmosphere of the story. Sometimes the beginning begins with conflict, dialogue and the main character's situation in physical and spiritual. In sum, plot should have a beginning because it gives the reader the picture of a situation of the story and it initiates the main action in a way, which makes the reader look forward to something more. Meredith in Koesnosoebroto (1983:51) said that the structure of plot needs beginning to bring the reader into a narrow and tightly directed channel so that it will have an aim and focus.

The second element of the plot is the middle. It brings the reader from conflict through complication to climax (Kenny; 1966:19). This means that complication is the stage where conflict moves to the climax. It is a reason why some experts call complication as the middle itself. As it is stated by Koesnosoebroto (1983: 46), the middle or complication is supposed to describe all the troubles in the conflict. Abrams (1971:129) cites that the middle presumes what has gone before and requires something to follow. Furthermore, Williams (1986:14) states in short that the middle is the story's proof. It can be concluded that the middle is a part of the plot of a novel which consists of a series of complication that builds conflict to climax.

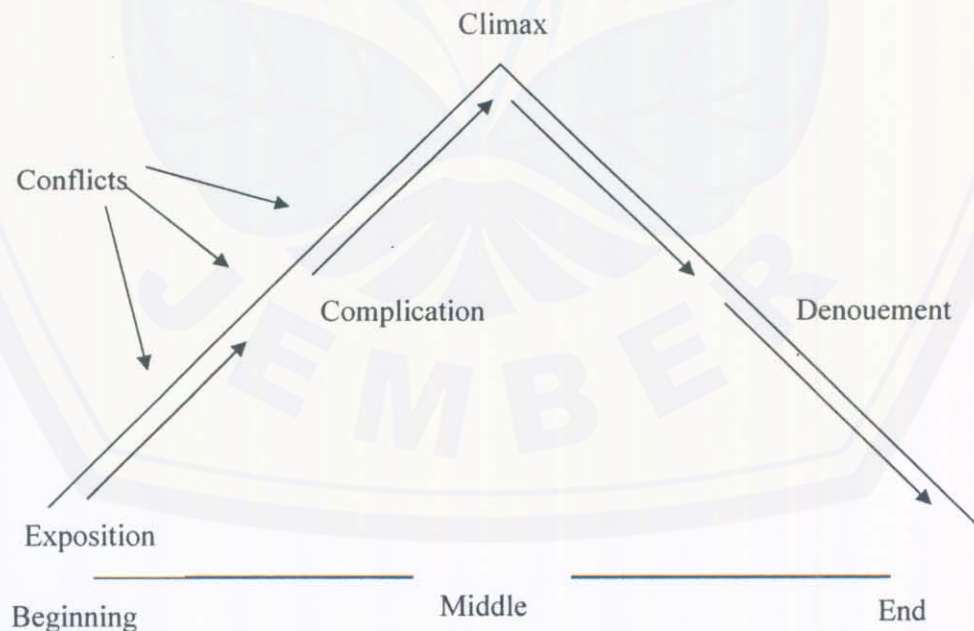
Conflict can be a clash of actions, ideas, desires or will. Kenney (1966: 19) writes that a story may deal with a conflict within a single man (e.g., desire vs. duty), a conflict between men, between man and society, between man and nature, and so on. It is about the main character who may be pitted against some other persons or group of persons (man – against – man); he may be in conflict with some external forces – physical nature, society or fate (man – against – environment) or he may be in conflict with some elements in his own nature (man against - himself). The conflict may be physical, mental, emotional, or moral. A story may contain more than one conflict of forces, but only the central conflict fully accounts for the events of the plot.

Climax is an important point in the middle. Kenney (1966:18) claims that the climax is reached when the complication attains its highest point of intensity, from which the outcome of the story is inevitable. It is supported by Stanton in *An Introduction to Fiction* (1964:16) who writes that the climax of a story is the moment at which the conflict is most intense and at which its outcome becomes inevitable. Further, he explains that the climax of a story is the meeting point of its lines of forces and determines how their opposition will be resolved. Then, Linde and Cole (1990: 95) also describe climax as the climatic all of the events in a story which build or rise to a moment of high intensity or crisis. In other words, climax is a situation in which the conflict reaches its height or it is the moment of

greatest emotional tension in a narrative, usually marking a turning point in the plot at which the complication reverses to become denouement.

The last element of a plot is the end of the story. Plot of a story is completed by presenting the resolution of what are described in the preceding events. Here, the reader confined the conclusion of what has happened previously. Kenney (1966:19) states that the end consists of everything from the climax to the denouement, or outcome of the story. Meanwhile, Koesnosuebrototo (1983: 47) describes that the end or resolution of a story is supposed to make clear all the consequences of the action. Perhaps, it will tell the readers what finally happen to all the characters in the story or perhaps it will point out the moral of the story, and it will knit up any of the loose ends of the plotting. Moreover, Cole and Linde (1990:96) state in short words that the end is the final resolution of conflict. It can be concluded that the end of a story is the resolution of the plot's conflict and climax which is characterized by loosing tensions. In short, the end is a situation in which the conflicts are resolved.

Based on Kenney's theory and varies diagrams of plot structure from some other literalists, the researcher concludes the diagrams as illustrated bellows:



All the theory above explains about the structure of plot from different literary term and theory. In this research, the researcher studied on the structure of plot of John Steinbeck's "The Grapes of Wrath" based on Kenney's literary term and theory.

2.3.2 Kinds of Plot

Edward H Jones, Jr. (1968: 32) divides the kinds of plot based on the end of the story. He divides it into two, namely, a "closed" plot and an "open" plot. In closed plot, the author resolves or concludes the story for the reader which can be a happy ending or unhappy ending. A happy ending is an ending in which the protagonist must solve his problems defeat the villain, win the girl, live happily ever after (Perrine; 1966:62). Meanwhile, an unhappy ending is the opposite condition of the happy ending. Then, in an open plot the story frequently ends at the climax, and the reader is left to decide what he thinks the resolution or outcome of the story might be (Jones; 1968:32). Based on Jones' theory, this study investigated what plot which "The Grapes of Wrath" belongs to whether it belongs to closed plot or open plot.



III. RESEARCH METHODOLOGY

The descriptions of the research methods employed in this study will be presented in this chapter. They cover research design, data collection method, and data analysis method.

3.1. Research Design

Library research was done in this study. Library research is a research which is done by collecting data taken from several books, encyclopaedias or audiovisual (Semi, 1993: 8). It means that in collecting the data and information supporting the content of the study, the researcher did the research in library by using some books and references which deal with the theory of literature and the topic relevant to the study. In addition, she also found some information from the internet.

The procedures of doing the research are as follows:

1. Reading the novel carefully, reading references and find theories in defining the topic of the story,
2. Browsing Internet to find some references such as; biography of John Steinbeck and the data which concern with the theory,
3. Collecting the data about the events and the actions in the story that build the plot. Besides collecting the characters, utterances, dialogues, and the like concerning with the main character were also searched,
4. Analysing, and discussing the collected data descriptively,
5. Categorising the result of analysis into the structure of plot and the types of plot,
6. Drawing a conclusion from the data analysis and discussion.

3.2. Data Collection Method

Concerning with this research, the method that was used to collect the data was the document analysis with the inductive method. The document is in the form of a novel. The data taken were focused on the plot, which was taken from

events and actions in the novel. The inductive method was used to describe or to draw a conclusion of certain knowledge from a particular to the general one (Faisal;1989:7). In other words, the inductive method was used to describe the movement from individual observed facts or pieces of evidences to a generalized conclusion, and its function can be recognized as the basis of what we call scientific method (Merritt,1969:97). So, in this research, the researcher analyzed events and actions then drew the conclusion to state the structure of plot and the type of plot used in the novel.

3.3. Data Analysis Method

The data analysis method that was applied in this research is descriptive method. It is included to describe; characterized by description, representation through presentation of observed facts (Webster, 1981: 610). Meanwhile, Arikunto (1998:225) states that the characteristic of descriptive study is that it does not need to have the hypothesis, but it describes everything occurred in real condition. Thus, a descriptive method is suitable to be used in this study. Here, the researcher described the sequence events from beginning up to the end of the story and described actions which build the plot.

IV. RESULTS, ANALYSIS AND DISCUSSION

This chapter studies the plot used in John Steinbeck's "The Grapes of Wrath". It covers the structure of plot and the type of plot. Besides that, this analysis and discussion of the data are also presented in this section.

4.1 The Structure of Plot in John Steinbeck "The Grapes of Wrath"

Steinbeck's "The Grapes of Wrath" provides a detailed and sympathetic account of the Joads in order to bring the reader to a concern and understanding of the plight of all the people of Oklahoma who have lost their farms and migrated to California. This migration or journey becomes the central part of the novel's structure and involves a process of learning for characters like Tom, Ma, Casy, Rose of Sharon and so on. These people confront new and challenging experiences and adapt their beliefs to this new situation. Each comes to acknowledge a responsibility to all people rather than simply to themselves or their family.

It has been explained in chapter II that the structure of plot must have beginning, middle and end to get a unified plot. So, in analysing the structure of plot in John Steinbeck's "The Grapes of Wrath" the researcher used those elements. It starts with the beginning of the story, then moves to the middle and the end of the novel by looking at the chronological events throughout the story.

a. The Beginning

The author begins the story with the antecedent information necessary to understand the forward progress of the action. In chapter II, it is stated that the beginning includes exposition that builds the exposition to the conflict. In other words, it includes exposition which contains knowledge of the characters and their relation to each other, the time, the place, and then goes to the situation where the conflict comes out.

Steinbeck draws a very vivid exposition to the setting of the story, as portrayed below:



“In Oklahoma, the ploughs cut through the red earth. The rain fell and the corn grew. By the end of May, the sun was strong on the growing corn. The corn grew green and straight. The sun beat down and the earth became dry and pale. In June, the sun was stronger, and the air was thin”.

Everywhere, there was dust. Every moving thing raised a cloud of dust. The dust stayed in the air for a long time. Half-way through June, big thunderclouds moved up from Texas and the Gulf of Mexico. Men looked up into the sky, hoping for rain, but it did not fall. A wind drove the rain clouds to the north. The wind blew harder and the dust rose up from the fields. The wind blew strongly and steadily and the dust was blown away. Then the wind blew on the growing corn.

Day came and a red sun came up, but it gave no light. Men and women had to tie handkerchiefs over their faces when they went out. The night was black, because the dust hid the stars. Houses were shut against the dust, but it still got in and settled on the chairs and tables.

Then the wind passed on and left the land quiet. In the morning, the dust covered the corn, fences, roofs and trees, the people come out of their houses and smelled the hot air. Men stood near and watched too. (Steinbeck; 1939:1)

The poetical description above is the situation in Oklahoma at that time where the Joads live, in which at first the whole country looks green because the rain accelerates the growth of the corn. Then a drought occurs. It changes everything. The catastrophe “dust bowl” inevitably comes. The earth becomes so dry that every moving thing stirs up dust. The hot sun and the wind destroy the corn. Even worse, the wind blow clouds of dust into the air. It makes the situation very dusty. Therefore, people’s life changes too.

Moreover, the exposition also presents the major character that is Tom, the old son of the Joads who was ex-prisoner in Mc. Alester. He is described as below:

“A large red truck slowly came to stop on the main high-way, near a narrow dirt road. A young man jumped down and looked up at the driver.

“Thanks for the lift, he said. ‘So long’. He turned away and walked on to the dirt road.

‘Good luck,’ called the driver. Then the motor roared and the red truck moved away, raising a cloud of dust.

The young man walking along the dirt road was about thirty years old, his eyes was very dark brown. His lips were firmly closed. His hands were hard, working hands with broad fingers and short thick nails. The man’s shoes were cheap and new. His suit, new too, was of hard grey cloud. He was a tall man and a jacket was too big and the trousers too short. He looked down at

his yellow shoes, then bent down and untied the laces. He took off his shoes, then his jacket. He put them under his arm and moved on up the road (Steinbeck 1939:2).

Here, the readers are introduced to the main protagonist, Tom, a young man who is about thirty years old. He seems to be a simple man and a hard-worker. His attributes seem cheap but new. He is a rather steady person who does not like to be pushed around. The novel opens with his hitchhiking home from the state prison of Mc Alester. Four years ago, he got in a fight with a man who knifed him. Trying to protect himself, he hit the man with a shovel. After living in prison, Tom is anxious to taste all the comforts of life. He will become a mainstay of the family, but because of his record, he will also become somewhat of a burden, that is, he will not be free to act as he would like.

Besides, the beginning also includes the situation where the conflict comes out. "The Grapes of Wrath" provides the basic conflict; nature conflict and social conflict. The nature conflict, in this case; the drought precipitates the eviction of the tenant farmers from the land and so leads them to their migration to California. It begins this conflict. Because of the drought or "dust bowl" the men are idle so it does not give profit to the landowner. It appears to be a great social conflict between the tenant farmers, such as the Joads, and the landowners. The Joads as one of the tenant farmers, which Steinbeck described in this story, represents the other families who have been thrown away from their farm. This quotation below asserts the statements above:

"This land's poor, you know that. And the land's getting poorer. The dust flies away. And cotton robs the soil, takes the life out of it. (Steinbeck;1939:6)

The Joads does not want to go from their land because they have occupied the land for more than a generation. However, they can do nothing because the landowners hire the tractor to come over the land plowing a straight line and knocking down anything standing in the way of a good straight line. As described below:

"The man drove straight over the land, through a dozen farms. He could not see the land properly, he could not smell it and feel it. This man loved the tractor, not the land (Steinbeck;1939:7)

The Joads only bemoans the loss of property, which was settled by his own grand father. The actual leaving of the land is directly correlated later with grandpa's death. According to handbills they have seen that good jobs are plentiful in California. When the readers first meet the Joads, they are about to join thousands of other poor families on 1800-mile trek west. Just before they leave, the oldest son Tom rejoins the family after having spent four years in prison. He brings with him a former preacher, Jim Casy, who has recently given up his worship of a divine God.

b. The Middle

The middle section is the second element of the plot. It is an important thing in a story. The middle element consists of the conflicts, which bring the story to the climax through complication. Kenney (1966:18) defines complication as 'the movement from the initial statement of conflict to the climax'. So, the events in the story must undergo a process called a complication to make the plot develops.

In this story, the basic conflict attracts that a complication has been faced by the Joads. The complication arises when they take a rest in Colorado River before attempting to cross the desert. The men go down to the river, strip down and just sit in the water when a policeman approaches and questions Ma who sleep with Rosaharn and a pretty sick woman, grandma, under the hot tarpaulin. He is rude and tells Ma that he had better not catch them there the following day. Ma's face is darkened with anger and she gets an iron pan to drive the policeman away and tells the cop that he can learn something about decency. He tells Ma that he does not want any "God damn okies" settling down. Ma goes back into the tent and keeps back her tears.

"a brown-faced man looked in the tent. He wore a gun and there was a big silver star on his shirt.

Ma said, 'what do you want, mister?'

'Where's your men? Where're you from?'

Near Sallisaw, Oklahoma. We're crossing the desert tonight, mister.'

'Well, you'd better. We don't want none of you Okies settling down here.'

Ma's face darkened with anger. She picked up an iron pan. But I'm not scared of you.'

The man turned.

'If you're here tomorrow, I'll take you to jail,' he said, as he walked away. Ma kept back her tears. She put the pan back in the box (Steinbeck;1939:37).

Then, they continue their journey by crossing the deserts. It is drawn as follow:

"The truck moved up the long hill. They came to the top while the sun was still up (Steinbeck;1939:41)

After crossing the desert all the night, they finally see the mountains on the other side of the desert. At that time Ma has bad news for them. Ma tells them that grandma was dead when they stopped at the inspection station the previous night. She had been afraid that the family would be stopped from going on if the dead woman had been discovered. That is why, she tells them about the news the following day. Everyone is very sad. However, they are awed by ma's great strength and love in taking care of grandma and her family. This quotation below shows about that:

"Is Granma bad?
Ma raised her eyes and looked across the valley.
'Granma's dead.'
They looked at her, all of them, and Pa asked, 'When?'
'Before they stopped us last night.'
'So that's why you didn't want them to look,' said Tom.
I was afraid we wouldn't get across,' Ma said. (Steinbeck;1939: 44)

Their arrival at the first camp in California, Bakersfield, becomes a revealing event for the Joads. They have faced so many complications in enduring their life. It is a place of extreme ugliness and contrasts to the hopes and ideals that the Joads have dreamed of when they reach California. There, they confront the reality of conditions in California, as this event below:

A heavily-built man got out. He wore a deputy-sheriff's star and carried a heavy gun.
The contractor pointed to Floyd.
'Ever seen this fella before, Joe? He's talking red, causing trouble.'
(Steinbeck;1939:53)

The quotation above shows when they take a rest in the empty land, Bakersfield, a contractor comes through looking for workers, and when a friend of Tom, Floyd,

asks what they are paying, the friend is accused of being a “red” and is arrested.

The situation becomes hard as described below:

As he took hold of Floyd’s left arm, Floyd’s right fist hit the man’s large face. Floyd turned to run, and as the deputy went after him, Tom put out his foot and tripped him up. The deputy fired his gun as he lay on the ground.

A woman screamed. Blood poured from her torn fingers. The deputy raised his gun again. Casy stepped from the crowd and kicked the deputy in the neck. He fell back unconscious.

The car with the contractor roared away. The woman began to scream, louder and louder. Tom picked up the deputy’s gun, unloaded it, and threw it into the bushes.

Casy moved closer to Tom.

‘You’ve got to get out,’ Casy said. ‘The cop saw you put out your foot. Don’t forget, you’ve broken parole. They’ll send you back to jail.’

Tom drew in his breath sharply. ‘Jesus, I forgot,’ he said. He walked away, hurrying into the trees (Steinbeck;1939:53-54).

The quotation above asserts that a fight occurred when Floyd makes a break, and as the deputy goes after him, Tom trips the deputy, who has already fired and hits one woman in the hand. Casy steps up and when the deputy is just about to fire again, he kicks the deputy in the neck. Casy tells Tom to go away; he will be responsible for the accident and Casy is arrested then. Casy offers himself as a sacrifice for Tom because he knows that Tom is ex-prisoner and is still on parole who cannot make a mistake even for a little mistake. Moreover, he wants to repay the Joads who let him to plight with them forward to California. So, when he has opportunity to help Tom, he uses it as a method of repaying the Joads, but in a large sense he is leaving the individual family in order to devote himself to the larger family of humanity.

Those hard situations cause the Joads decide to leave the place to South without Connie with them, because he runs out and leave the Joads without any messages. Ma realizes that the family is breaking up as a unit in spite of everything ma does. She has lost Connie and Casy, who has been considered as a part of the family. Thus, so far, the family has lost grandpa, Noah, grandma, Casy, Connie and later the family also lost Tom and Rosaharn’s baby. It is a sign that the Joads’ economic plight becomes progressively worse and worse. Moreover,

the disorder and the filth of this place suggest again the deteriorating aspect of the Joads' family, as the family is rapidly deteriorating economically and morally.

The complication still arises when the Joads continue their way to South to get government camp as the fella has talked about it. When Tom stops the truck in the road which is crossed by a little row of red lights, immediately, he is surrounded by a group of men with pick handles and shot guns. One man leans in the window and asks him something. The situation is as follows:

“Where do you think you’re going?” he asked. His breath smelt of whisky and his face was red. Tom’s hand went down to the floor to pick up the jack-handle, ma caught his arm and held it” (Steinbeck; 1939:57).

The men’s attitude attracts the conflict between them and Tom, but because of ma, Tom tries to calm down and answers patiently as: “well”, Tom said slowly, we’re strangers here, we heard there’s work in a place called Tulare. We ain’t doing no harm, mister (Steinbeck; 1939: 57). Finally, the men do not let any Okies in those town and they made the Joads turn right around and go north. Patiently, Tom says yes and tries to stop his tears of anger, but Tom does not drive the truck North. Instead, he tries to get around the town to go South to find the government camp.

Finally, the Joads find the camp at Weedpatch. Then, they stay in those place.

A few hundred yards later he saw the camp. A high wire fence faced the road (Steinbeck;1939:60).

There are so many migrants who also stay in those camps. They search for work, they create pleasure between the frantic efforts to live. They enjoy life in this camp and they find their own life. Look at the quotation below:

On Saturday morning, the women were working at the washtubs. They washed dresses and hung them in the sun. By afternoon, the camp was full of life. Men were busy working at the big open-air dance platform. Everybody was excited (Steinbeck;1939:69)

In those camps, the effect of good organization can be found. The migrants can work together to achieve their goals. They are able to work well and are efficiently given the opportunity. The ease with which they solve difficult

problems and save their camp suggests the advantage of organizing. It attracts complication between the landowners of California and okies. The Californians think that with a little effort, these people can organize all over California. So, they destroy the camps to prevent this organization. They rent three okies to make some troubles at the Saturday-night- dance in the government camp so that the deputies will have the right to enter and break up the camp on grounds of rioting. However, the committee know about these things, so they must be aware of the uninvited people. They can catch them and question them why they want to turn against their own people. They answer that they need some money and they would get some if they can make some troubles on the camp. The committee put those three men over the back fence without hurting them, but the committee warns them that next time they won't let them off so easily. The situation as drawn below:

“A car drove up to the entrance gate.

‘open up!’ the driver called. ‘We hear you’ve got trouble.’

The guard did not move.

‘We’ve got no trouble,’ he said. ‘Listen to that music. Who are you?’

‘Deputy Sheriffs.’

‘Got warrant?’

‘We don’t need a warrant if there’s trouble.’

‘well, we’ve got no trouble here,’ the guard repeated.

The car moved slowly up the road and stopped. In the darkness, behind the dance platform, the three young men were held tightly.

‘These the trouble makers? Let’s look at them,’ said the chairman of the committee.

The prisoners kept their heads down.

‘What do you want to do it for?’ the chairman went on.

‘Who told you to cause trouble?’ He waited for a reply.

‘You’re our own folks,’ he continued. ‘You belong with us.’

‘Who told you to break up our dance?’

‘Well, a fella’s got to eat,’ said one of the strangers.

‘Well, who sent you? Who paid you to in here?’

‘We ain’t been paid.’

‘I see. No fight, no pay. Ain’t that right?’

One of the three said, ‘Do what you want with us. We ain’t telling you nothing.’

‘Now listen carefully you three,’ said the chairman. ‘ This time you’re lucky. We’re letting you go. But if we ever see you here again, we’ll give you a hell of a beating. All right, boys. Throw these three men over the back fence.’

And on the dance floor, the band began a new tone (Steinbeck;1939:73).

Another way to break this camp is by forcing the boss, who is somewhat sympathetic with the plight of the Okies. The boss is forced to cut their wages from thirty to twenty-five cents an hour. He has no choice because his land has been mortgaged and he has to obey the Farmer's Association, the larger organization there. If not he will get into trouble.

This condition makes Ma decides to leave that place. Besides, Ma also watches the family is starving and that Rosaharn is going to bear a baby soon. So, she should get a nice food, save place and good job to keep her family alive.

The Joads arrive in Pixley and get a job in Hooper's Ranch. Hurriedly, they work in order to get a credit slip. Ma goes with a credit slip to the store where she finds that the prices are highest there than that in town. Besides, the things have an inferior quality. However, she can do nothing about it.

The Climax

Kenney (1966:18) says that "the climax is reached when the complication attains its highest point of interesting for which the outcome for the story is inevitable". It means that the central character's notion causes his own destruction. The plot comes to its climax when Tom slips out in the darkness to see the situation of Hooper's Ranch. Immediately, he meets Jim Casy who tells him that he is striking against the owners of the orchards who cut the wage in half. Suddenly, they hear the man coming to seek Casy, who is the leader of the strike. They try to get away, but fight cannot be avoided and Casy is murdered. Tom becomes enraged; he grabbed the pick handle and crushed the cop's head. Another man struck Tom in the head, but he is able to get away. He hides in some bush and goes back to the camp. It is described as below:

'Listen!'

'I hear,' said Tom. 'There's some fellas coming this way.'

'Let's go,' said Casy. The men moved together under the bridge.

Someone shouted, 'There they are!'

A flashlight shone on the men and blinded them

"That's him," said a voice in the darkness.

“Listen,” said Casy. “You fellas don’t know what you’re doing. Ayou’re helping to starve kids.”

A short, heavy man stepped into the light. He was carrying a new pick-handle.

Casy repeated, “You don’t know what you’re doing.”

The heavy man swung the pick-handle. It crashed into the side of Casy’s head and he fell.

‘Jesus, I think you’ve killed him!’ said one of the men.

The flashlight shone down on Casy’s crushed head.

Tom jumped for the pick-handle and grabbed it. Tom’s first blow struck the heavy man’s shoulder and then three more blows hit the man’s head. Tom stood there. There were shouts, the sound of running feet. Something hit Tom hard on the side of the head. He ran along the stream, bending low. He turned and lay still in the bushes. Then he crossed the field again, found the fence and slipped under. His nose was crushed and blood dripped from his chin. He lay down on his stomach till his breath came more easily. Then he bathed his face in the water of the ditch.

The night was quite again. Tom crossed the ditch and went on to the road. He found the door of the Joad house (Steinbeck;1939:86-88)

c. The Ending

The end of the story is the last element of the plot. It is a resolution or denouement of the story. It shows the outcome of the conflict. The denouement of this story starts when the Joads have decided to escape from the camp before the cops find Tom as murderer. They bring the truck north and stop it when they see a sign before their eyes which is about advertising for cotton pickers. They decide to work there and stay in the boxcar. However, they must share it with another family. They are one of the first families who reach the cotton fields and therefore get one of the boxcars to live in. They realize that man cannot live alone, that man must join together with other men because strength comes from unity and they feel how to have no home. They extend themselves to help other people. They also believe that a little goodness and a change to live deserves a decent life. Thus, they regard and accept all the world as their family. In that place, they create a new live again. They make enough to buy new overalls and a new dress for ma and they have meat every night.. The situation is drawn below:

“Every day the family went into the fields and picked cotton, and every night, they had meat.

On the first Saturday, they drove into Tulare and they bought a tin stove, new overalls for the men and new dress for Ma. Ma gave her best dress to Rose of Sharon (Steinbeck;1939:97)

Everyday ma sends some food and milk to Tom who hides in the cave The Joads are glad although they stay in the truck until they know that Ruthie, one of the youngest Joads' children, is fighting with a big girl and tells to the girl about her brother who have killed two men and is hiding in the cave to threats her. As the quotation below:

“ Ma...’

‘What?’

“Ma- Ruthie told. Told about Tom.’

Ma stared. ‘told?’ she knelt in front of him.

Wienfield, tell me. What did she say?’

“well, some kids were fighting and Ruthie got mad and hit one. Then a big girl hit her. Ruthie said she’d bring her big brother who’d killed two men. When the girl called Ruthie a liar, Ruthie said, “Our brother’s hiding now from killing a fella-he’d come out now and kill that girl’s family too...” ’ (Steinbeck;1939: 98)

It makes Tom separated from his family. Yet, while staying in the cave alone, he thinks and plans about Casy’s dream of organizing people to improve their living conditions into actions. In the end, he decides to act upon Casy’s ideas and take over his work, as below:

Tom said softly, ‘Ma, while I’ve been sitting here alone, I’ve been doing a lot of thinking. I’ve been thinking of Casy. He said a lot of things. He once told me a fella’s no good by himself. We’ve all got to work together. I feel that too, Ma.’

‘Casy was a good fella,’ Ma said. “But what are you going to do, Tom?’

‘I’m going to do what Casy done. I’m going to get our folks to work together and take care of themselves. All work together- till we can farm our own land again (Steinbeck;1939:99)

With the close of the novel, the Joads’ plight is at its lowest. They have no money anymore, they have to abandon their car and property, they have no enough food, they are wet and sickly, and they have to face the oncoming winter with no place to live and no work. At that time, Rosaharn is having a baby, but unluckily the baby died, as said by Mrs. Wainwright to Pa that “the baby never breathed, it never was alive” (Steinbeck;1939:110). Of course, her baby is just a

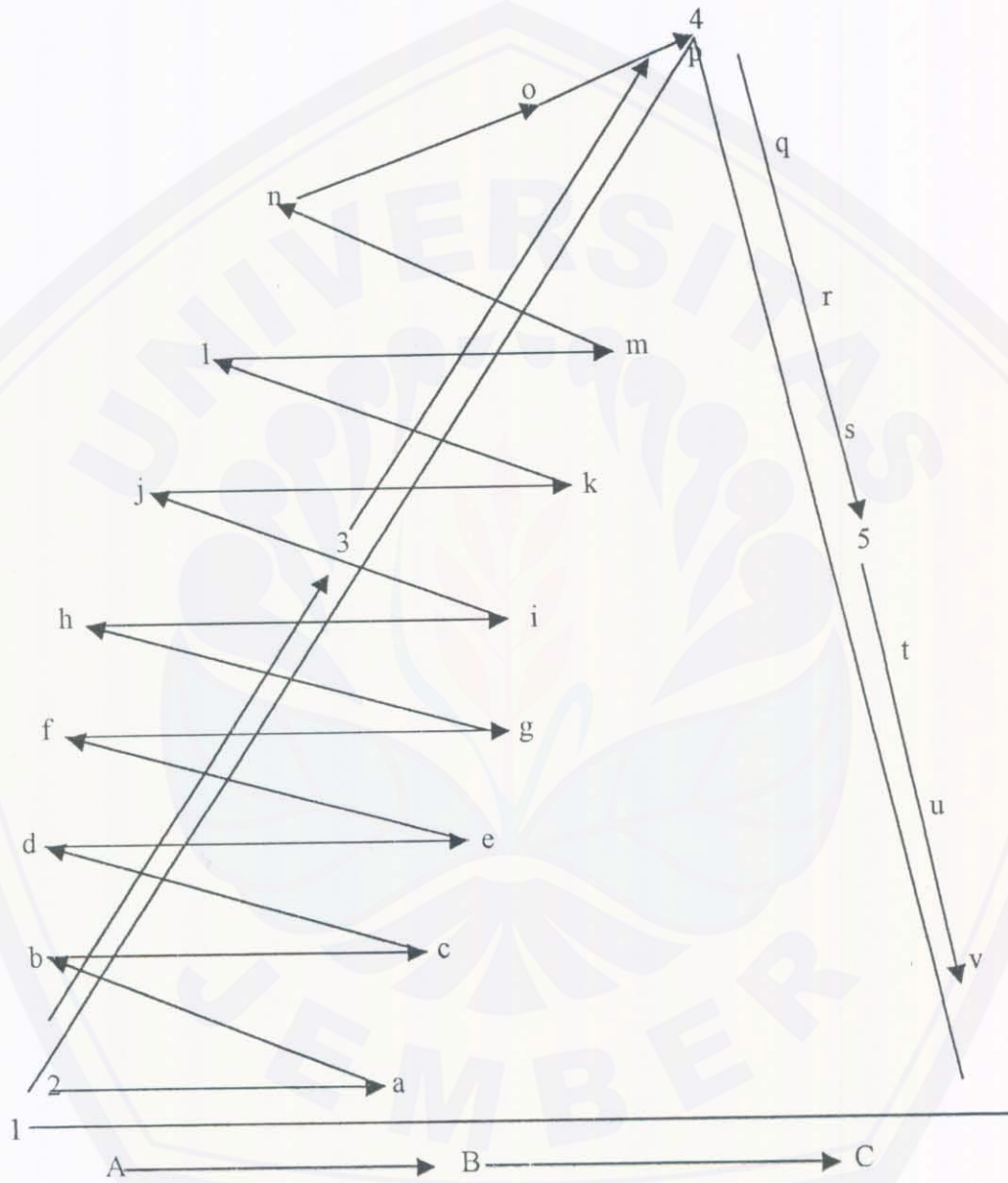
little blue mummy, but it is the result of under nourishment and not of spells and bad events that she sees. In spite of these distressing things, the novel ends on an affirmative note. Rose of Sharon is giving life to a dying stranger. She gives her full breasts to the dying man. There is a realization of the need of each individual to help another regardless of who he is to survive. It is portrayed below:

For a minute, Rose of Sharon sat still. Then she moved slowly to the corner. She looked down into the man's wide, frightened eyes. Then slowly she lay down beside him. He shook his head slowly from side to side. 'You've got to have milk,' she said. She pulled his head close. Rose of Sharon loosened the blanket and uncovered her breast. 'There,' she said. 'There.' Her hand held his head gently. She looked across the barn and smiled (Steinbeck;1939:116)

Based on the analysis above it can be said that the structure of plot in "The Grapes of Wrath" moves chronologically from the beginning, through the middle till the end. The beginning describes the setting in Oklahoma or the background of the dust bowl and the main character, Tom Joad, as the exposition. Besides, the beginning also consists of the conflict; the nature conflict (the conflict between the Joads vs. the drought or dust bowl), the social conflict (the conflict between the Joads vs. the landowners), and the conflict among the Joads family members.

Those conflicts develop to the climax through some complication that must be faced by the Joads. The climax occurred when Casy is murdered, and Tom avenges his death and goes into hiding. It is called as the middle. These event makes the Joads find jobs and another place to live. It also starts the ending of the story or the denouement stage. In this stage, Tom is mature and accepts the philosophies of Casy. He realizes that the only way to fight the poverty and poor treatment is to form and take unified action. Finally, the Joads' journey is at its lowest endurance. They should survive to get settled, job and enough food in winter seasons. In this condition, while the other migrants are starving, Rosaharn who unfortunately have a death baby, gives her full breast to the dying man. Those events end the story. After read and analyse the plot in John Steinbeck's "The Grapes of Wrath", the writer also realizes that life is struggle.

In the form of diagram, the structure of plot "The Grapes of Wrath" can be portrayed as below:



The explanation of the diagram

A= The beginning

B= The middle

C= The end

1= The Oklahoma conditions (exposition)

2= Nature conflict; a dust bowl conflict and social conflict (Conflict)

3= Complications

4= Climax

5= Denouement

a= The Joads do journey forward to California

b= The cop treat ma and said as "God damn okies"

c= The Joads continue journey by accrossing the desert

d= Grandma is dead

e= Burry when they arrived in California

f= Camp in Bakersfield

g= The fight between Tom, Casy Vs the cop

h= Casy is arrested

I= The family is breaking up as a unit

J= The Joads leave the land to go south

k= The Joads is treated by the cop not to go south

l= The Joads keep to go south through another way

m= The Joads find the government camp

n= The Californians try to destroy the camp

o= Get settle and jobs in Hooper's Ranch

p= Casy is murdered and Tom avenges his death

q= The Joads get another job and life in boxcar and Tom hides in the cave

r= Tom decides to take over Casy's action

s= The Joads's plight is at its lowest

t= Rosaharn born a death baby

u= Rosaharn is seen breast-feeding a starving man

v= The Joads should survive and endure in this live

4.2. The Type of Plot

“The Grapes of Wrath” outwardly ends in tragedy. The Joads, like all the migrants workers, are continually plagued and threatened from the start of their journey to California. Their lives progressively deteriorate until the novels ending when the family is considerably reduced in number, and Rose of Sharon’s stillborn child is seen floating downstream. They have no money or no food for the winter, and have no idea how they will make it. Tom Joad, the protagonist, fully shares in the family’s suffering from intense poverty. In addition, Tom lives in fear of being discovered as a murderer.

The only bright spot in a bleak ending to the novel is Tom Joad’s new insight about life. He becomes aware that he has to be concerned not only for his own family’s welfare, but also for the welfare of all families. It is only through a united effort that the migrant workers can rise from their extremely low level of poverty. Ma, the pillar of strength, who yearns to keep the family from falling apart and keep the family to move forward, also embraces this philosophy. Rose of Sharon finally completes her changes and vows to live through values of unselfishness regardless no matter what situation she will face, and this is revealed through her act of breastfeeding a dying man in the last scene of the novel. There is also small sign of hope.

Based on the analysis above, it can be seen that Steinbeck lets the reader to decide what he thinks the outcome of “The Grapes of Wrath” might be. The readers should conclude how Tom’s fortune might be, whether or not the cop will know that he is a murderer and whether or not he will be successful in running his plans. Besides, the readers should decide how the other family’s fate will be. Will they find a good job, food and a permanent shelter?. Are they able to come out from poverty so that they stop their journey and build a new life in California?. In contrast, should they live from day to day and do the journey forever in surviving with this difficult and uncertain life?.

So, to know how the end of “The Grapes of Wrath” is, the readers can think as they like. Based on Jones’ theories (1968:32) that open plot is the story ends at the climax and the readers is left to decide what he thinks the outcome of the story

might be, it can be concluded that the type of plot used in this novel is an open plot.



V. CONCLUSION AND SUGGESTIONS

The conclusion and suggestions will be presented in this chapter.

5.1. Conclusion

“The Grapes of Wrath” is a tragedy story, which is created by John Steinbeck in 1939. In preparation for writing “The Grapes of Wrath”, Steinbeck went to Oklahoma, joined some migrants and rode with them to California.

Based on the analysis in chapter IV it can be concluded that the use of plot in John Steinbeck’s “The Grapes of Wrath” is as below:

1. The structure of plot in John Steinbeck’s “The Grapes of Wrath” moves chronologically through three logical orders. They are the beginning, middle, and end.
 - a. The beginning contains the setting of Oklahoma, describes Tom Joad as the main character and the basic conflicts; the drought conflict and the social conflict that forces the Joads to leave their land and do plight forward to California.
 - b. The middle element shows the events that make the conflicts become so complicated. The middle also describes about Tom avenges Casy’s death, and this event becomes the climax of the story.
 - c. The last is the end that brings the climax to denouement. In this stage, Tom decides to act upon Casy’s ideas and takes over his work. The Joads’ plight at its lowest is the end of the novel where they learn a new concept about humanity.
2. The type of plot used in John Steinbeck’s “The Grapes of Wrath” is open plot. Based on the event described in the end of the story, the reader is left to decide what he thinks the outcome of the story will be.



5.2. Suggestions

After analyzing the use of plot in John Steinbeck' "The Grapes of Wrath", in terms of the structure of plot and the type of plot, some suggestions are given to the following people:

1. The English Lecturer

The English lecturers mostly the lecturers of prose is suggested to use this study to motivate the students of the English Faculty Program to improve the elements of novels by using good novels written by famous authors as the teaching materials.

2. The Students especially of the English Faculty Program

The English Students are suggested to learn this thesis as input to increase the knowledge of literary works mainly about the elements of novels

3. The other researchers

The other researchers can use this study as a reference to conduct a further research using literary work, especially plot in different novels.

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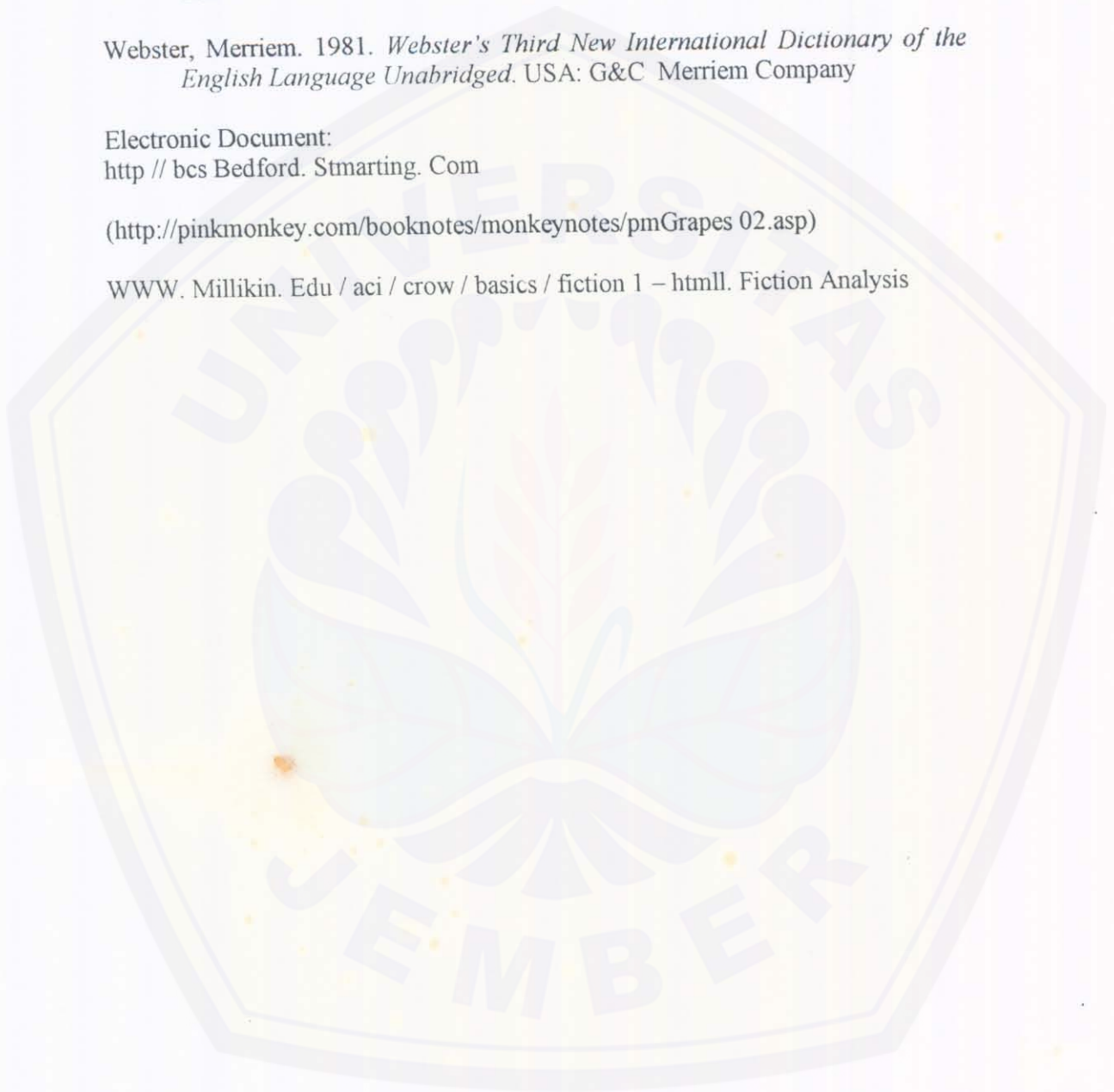
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(<http://pinkmonkey.com/booknotes/monkeynotes/pmGrapes 02.asp>)

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Appendix 1

Research Matrix

Title	Problems	Variable	Sub Variables	Indicators	Data Resource	Research Methods
A Study on the use of plot in John Steinbeck's "The grapes of Wrath"	<p><u>General:</u> How is the use of plot in John Steinbeck's "The grapes of Wrath"</p> <p><u>Specific:</u> 1. How is the structure of the plot in John Steinbeck's "The grapes of Wrath arranged?"</p> <p>a. What events or actions belong to the beginning of the story?</p> <p>b. What events or actions belong to the middle of the story?</p> <p>c. What events or actions belong to the end of the story?</p> <p>2. What type of plot used in John Steinbeck's "The Grapes of Wrath" (Does it use closed plot or open plot ?)</p>	The use of plot	<p>1. The structure of plot</p> <p>2. The kinds of Plot</p>	<p>1. Beginning Middle End</p> <p>2. Closed plot and Open plot</p>	<p>Novel : The Grapes of Wrath written by John Steinbeck in 1939. London ; Heinemann education Books. Ltd</p>	<p>1. Research Design: Library Research</p> <p>2. Data Collection Method: Document analysis with the Inductive Method</p> <p>3. Data Analysis Method: Descriptive Method</p>

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 Judul Skripsi : A study on the Use of Plot in John Steinbeck's "The grapes of Wrath"
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No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	25 September 2003	Matrix	<i>Restu</i>
2	3 Maret 2004	Chapter I	<i>Restu</i>
3	10 Maret 2004	Revisi Chapter I	<i>Restu</i>
4	17 Maret 2004	Chapter II	<i>Restu</i>
5	24 Maret 2003	Revisi Chapter II	<i>Restu</i>
6	1 April 2004	Chapter I, Chapter II & Chapter III	<i>Restu</i>
7	17 Mei 2004	Revisi Chapter I, II & III	<i>Restu</i>
8	28 Mei 2004	Chapter IV & Chapter V	<i>Restu</i>
9	6 Juni 2004	Revisi Chapter IV & V	<i>Restu</i>
10	28 Juni 2004	Chapter I, II, III, IV & V	<i>Restu</i>
11	9 July 2004	Revisi Chapter I, II, III, IV & V	<i>Restu</i>

12 26 July 2004 Revisi setelah ujian

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No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1	10 Oktober 2003	Matrix	Ka
2	17 Oktober 2003	Chapter I	Ka
3	15 November 2003	Revisi chapter I	Ka
4	1 Maret 2004	Chapter II	Ka
5	15 Maret 2004	Revisi Chapter II	Ka
6	1 April 2004	Chapter I, II, III	Ka
7	1 mei 2004	Revisi Chapter I, II, III	Ka
8	20 Mei 2004	Seminar	Ka
9	1 Juni 2004	Chapter IV & Chapter V	Ka
10	26 Juni 2004	Revisi Chapter IV & V	Ka
11	15 Juli 2004	Chapter I, II, III, IV & V	Ka

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