# SELF-ACTIVATION STRATEGY
# TO DEVELOP CHILDREN'S EMOTIONAL QUOTIENT
# IN TIM BURTON'S FILM:
# "CHARLIE AND THE CHOCOLATE FACTORY"

## A FINAL PROJECT

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Sastra* in English

by

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# 2009

# PERNYATAAN

Dengan ini saya,

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menyatakan sesungguhnya bahwa skripsi / final project yang berjudul:

## SELF-ACTIVATION STRATEGY
## TO DEVELOP CHILDREN'S EMOTIONAL QUOTIENT
## IN TIM BURTON'S FILM:
## "CHARLIE AND THE CHOCOLATE FACTORY"

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana elektronik, maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi telah membubuhkan tanda tangan keabsahannya, seluruh skripsi / final project ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis yang lazim digunakan dalam penulisan karya ilmiah, saya bersedia mepertanggung-jawabkannya.

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Yang membuat pernyataan,


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# APPROVAL

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Verily never God change the condition of a people

until they change it themselves (with their own souls)

(Al Quran, Al Ra'd:11)

To

My beloved parents, Wahyono Hery, S. Pd. and Sri Murhayati**,**

my dearest brother Moko and  sister Rini, my beloved one Cindar,

my best friend Sofie

# ACKNOWLEDGMENT

Alhamdulillahirobbil'alamin. First and foremost I wish to take the opportunity to express my greatest attitude to Allah SWT for blessing, guidance, health, and inspiration leading to the completion of this final project.

I would like to extend my deepest gratitude to the Dean of Languages and Arts Faculty, Prof. Dr. Rustono, M. Hum. who has approved this final project, Drs. Jan Mujiyanto, M. Hum. and Dr. Dwi Anggani L. B., M. Pd. as the chairman and secretary of the board examination as well as the team of the examiners, especially the first examiner Dra. Rahayu Puji H., M. Hum. who has provided me with comment and advice for the improvement of this final project. I also would like to thank to Drs. Amir Sisbiyanto, M. Hum. as my first advisor for the kind, guidance, advice, correction, and comment during constructing this final project and Drs. Suprapto, M. Hum. as my second advisor in conducting, directing, and advising me in finishing this final project. Afterwards, I would like to express my appreciation to all lecturers of the English Department and the whole staff of Languages and Arts Faculty for their help during my study.

My deepest thank goes to my parents, Wahyono Hery, S. Pd. and Sri Murhayati for their endless love, prayer, support, motivation, and suggestion, my dearest older brother Moko and elder sister Rini, and my whole family members who have motivated me to finish this final project. I would give my special thank to my beloved one Cindar for his support, motivation, and endless patient, my friends in HE kost, and also my classmates of A regular class of English Literature 2005 who have filled my life with precious moment.

Last but not least, I should also express my appreciation to those who cannot be mentioned personally for their support and help leading to the completion of this final project. Hopefully, this study could bring any use at all.

Semarang, 10 Augustus 2009

Wahyu Murwesthi Rahayu

# ABSTRACT

**Rahayu, Wahyu Murwesthi. 2009.** *Self-activation Strategy to Develop Children's Emotional Quotient in Tim Burton's Film: "Charlie and the Chocolate Factory".* **A Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M. Hum., Second Advisor: Drs. Suprapto, M. Hum.**

Keywords: self-activation, strategy, Emotional Quotient (EQ)

For many years, most people thought that a person's Intelligence Quotient (IQ) determines how he or she succeeded in life. In the last ten years, researchers have found that IQ is not the only predicator of a person's success in life. They are now looking at Emotional Quotient (EQ) as another determinant of a person's success. It becomes a popular concept in the field of educational psychology. Children nowadays often develop negative feelings about themselves. Then, they develop habitual ways of acting on these feelings that are adaptive in their current situations but ineffective and unproductive in the world at large. They need a strategy to develop their EQ in order they can construct new feeling and ways to deal with their feelings. And the strategy is called self-activation strategy.

The object of this study is Tim Burton's film entitled *Charlie and the Chocolate Factory*; a 2005 fantasy film released by Warner Bros. Pictures and Village Road show Pictures.

This study emphasized on three main problems; they are: (1) What are the characteristic of self-activation described in the film? (2) What are the skill types of Emotional Quotient described in the film? (3) How does self-activation strategy develop Children's EQ? The objectives of this study are to explain about self-activation characteristics and EQ skill types, and also to analyze how this strategy develops children's EQ.

The method applied in this final project is qualitative descriptive. The sources of the data are the script and the video. The procedures of colleting data include watching the film, identifying, inventorying, classifying, and reporting it. The techniques of analyzing are by exposing, interpreting, and summarizing.

From the analysis, it can be concluded that there are eleven characteristics of self-activation; they are giving motivation to create self-motivation, keeping control of temporary pleasure of desire, generating diligence and consistency, generating ability to know self-strength and weakness, generating ability to apply theories and ideas into action, generating ability to see long and short-term perspective, taking initiative, emerging bravery to face failure, emerging self-confidence in achieving goal, creating independence, and maintaining focus on achieving the highest goal. Furthermore, there are five skill types of emotional quotient; they are self-awareness, motivation, managing emotion, empathy, and social skills. Self-activation strategy focuses on forming habitual pattern of children in doing their activities focused on their self-potential, self competence, and increasing their willingness to do positives activities. This strategy will develop their EQ and helps them to achieve their goals in life.

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

For many years, most of people thought that a person's intelligence (IQ or Intelligence Quotient) determines how she or he succeeded in life. Schools used IQ tests to choose children for gifted programs and some companies even used IQ scores when hiring people. In the last ten years, researchers have found that IQ is not the only predictor of a person's success in life. They are now looking at Emotional Intelligence (EQ or Emotional Quotient) as another determinant of a person's success in life. According to O'Neil (1996:6),

> Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy; knowing what the people around you are feeling. And it's social skill—getting along well with other people, managing emotions in relationships, being able to persuade or lead others.

Emotional Quotient (EQ becomes a popular concept in the field of educational psychology. It helps explain why people can, for example, succeed academically, but still exhibit poor work performance and have poor social skills.

Today is a difficult period of time for children and parents. It has been revealed very big changes of childhood characterization for one or two last decades, changes that make children are hard enough to learn basic things of

human's emotion and changes that make parents are hard to tell it to their beloved children. All too often children growing up in dysfunctional families, children subject to abuse, and many exceptional children develop negative feelings about themselves, significant others, and their lives. They then develop habitual ways of acting on these feelings that are adaptive in their current situations but ineffective and unproductive in the world-at-large.

These feelings and emotions are often constructed early, before language (perhaps as feelings and action schemes). They are not cognized and reflected upon, that is, they are never talked about, and they are just ignored, tolerated, disguised, or denied. The feelings and emotions the children construct to give them some sense of well-being in whatever situation they have grown up in prove to be nonfunctional when they enter new situations (as is inevitable).

Since they have never developed the habit or practice of talking about their feelings and how they act upon them, thereby creating emotions, they are stuck and they flounder. They continue to have mostly negative feelings about themselves and many events and situations, and to have poor interpersonal relationships. They need, of course, to clarify, modify, refine, or construct new feelings and new ways of acting upon these feelings, thus constructing new emotions. They cannot do this alone because they are not conscious of either their feelings or their actions, even in concrete terms, nor can they think about their feelings and emotion. Family life is our first school to learn about emotion. Therefore, parents have an important role to guide their children.

*Charlie and the Chocolate Factory* is a 2005 fantasy film directed by Tim Burton and starring by Johnny Depp. The film was released in North America on July 15, 2005 by Warner Bros. Pictures and Village Road show Pictures. The film is about Willy Wonka the owner of the greatest, remarkable, and fantastic chocolate factory who gives five golden tickets for five children to enter his factory and see the production of chocolate. The lucky boy is Charlie who wins the biggest prize given by Willy Wonka. In this film, there are five children who have different social background of their family and parenting pattern which give much influence to their Emotional Quotient (EQ), even Willy Wonka himself when he was a child. This film is reasonable to be watched because it shows us how children become success because of having emotional quotient (EQ).

As written in Encyclopedia Americana (1986:505-506), as a tool for research and education, the motion picture has unique capabilities. Films can record cultures, and they can threat social or political issues and other aspects of societies to capture relationships difficult to communicate by other means. It is in line with Klarer (1998:56) describes the close relationship between film and literature as the following:

> Film is predetermined by literary techniques; conversely, literary practice developed particular feature under the impact of film. Many of the dramatic form in the twentieth century, for example, have evolved in interaction with film whose means of realistic portrayal in the theater. Drama could therefore abandon its claim to realism and developed other, more stylized or abstract form of presentation.

From the explanation above, I conclude that literary and psychology is related. Film as one of a literary works is also considered as a psychology product. Film can record psychology phenomenon in a certain society in a period of time. I want to analyze the self-activation strategy to develop children emotional quotient in *Charlie and the Chocolate Factory.* I am concerned with intelligence of children especially Emotional Quotient (EQ) because it helps them to reach their goals in life under the guidance of their parents.

## 1.2 Reason for Choosing the Topic

I choose this topic of the study because of some considerations. First, as one of literary works, film has the most effective way of presenting values and ideas toward its audience. Nowadays, modern people prefer to watch movie than reading novels or short stories in order to enjoy literary works. They feel that movie can reflect psychology phenomenon happens in real life, in real way. Film also can influence their way of thinking and their way of responding certain phenomenon in society. I choose *Charlie and the Chocolate Factory* as the object of the study because it contains psychological phenomenon that reflects the condition in our social life, where nowadays Emotional Quotient (EQ) also becomes a determinant of a person's success in life.

Second, the topic about strategy to develop children's Emotional Quotient (EQ) is worthy enough to be concerned. I try to recognize self-activation strategy which can be an alternative strategy to develop Emotional Quotient (EQ) of children.

## 1.3 Statements of the Problem

In order to focus on the study, I will limit the discussion of the study by presenting these following problems:

(1) What are the characteristic of self-activation described in the film?

(2) What are the skill types of Emotional Quotient (EQ) described in the film?

(3) How does self-activation strategy develop children's Emotional Quotient (EQ)?

## 1.4 Objectives of the Study

The following objectives are expected to be achieved in the study can be stated as follows:

(1) To explain the self-activation characteristics described in the film.

(2) To explain the Emotional Quotient (EQ) skill types described in the film.

(3) To analyze how self-activation strategy develops children's Emotional Quotient (EQ).

## 1.5 Significance of the Study

Through this study, I expect to give a better understanding of Emotional Quotient (EQ) which is also a determinant of a person's success in life. I hope that it can give some benefits.

*Theoretically*, I hope that it can be used as a contribution for literature study, which is specially related to psychological analysis.

*Practically,* the findings of the study are expected to provide useful information for the English lecturers, learners and future researchers. *Firstly*, for lecturers, this study can become a lesson material and useful information for the lecturers about psychological aspects. *Secondly,* for the learners, this study helps the students to know and understand literary work of a film entitled *Charlie and the Chocolate Factory* directed by Tim Burton. *Thirdly,* for the future researchers, I hope that this study can be used as references for those who have interest in analyzing literary work especially one focusing on Emotional Quotient (EQ).

## 1.6 Outline of the Report

This final project is systematically organized as follow:

Chapter I provides introduction that consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the outline of the study.

Chapter II is about review of related literature that can support the writing of the final project. It discusses the theory of psychology, its perspective, its definition, and its research methods, psychology in literature, definition of intelligence and its theories, definition of Emotional Quotient (EQ) and its skill types, Emotional Quotient (EQ) vs. Intelligence Quotient (IQ), definition of self-activation and its characteristics, definition of film, its elements, and fantasy film.

Chapter III presents the method of investigation. It deals with the object of the study, synopsis of the film, role of the researcher, types of data, procedure of collecting data, technique of data analysis, and framework of the study.

Chapter IV is the analysis of study. It is the most essential part of the study, because it discusses about self-activation strategy and its characteristics, skill types of Emotional Quotient (EQ) described in the film also how self-activation strategy develops children's Emotional Quotient (EQ).

Chapter V is the last chapter. It presents conclusion preserving the main points from the result of the study. This chapter also provides some suggestions, which are relevant to the topic.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Psychology

There are several subsections in the discussion of psychology. The subsections are Perspective on Psychology, Definition of Psychology, Research Method on Psychology, and Psychology in Literature. The further explanation is discussed as follow:

### *2.1.1 Perspective on Psychology*

Any action a person takes can be explained from several different perspectives. Suppose, for example, you walk across the street. This act can be described as the firing of the nerves that activate the muscles that move the leg that transport you across the street. It can also be described without references to anything within the body: the green light is a stimulus to which you respond by crossing the street. Or your action might be explained in terms of it purpose or goal: you plan to visit a friend, and crossing the street is one of many acts involved in carrying out the plan.

Just there are different ways of describing the simple act of crossing the street; there are also different approaches to psychology. Many perspectives are possible, but the five presented here represent the major approaches to the modern study of psychology.

One should bear in mind that these approaches are not mutually exclusive; rather, they tend to focus on different aspects of complex phenomenon. There is no "right" or "wrong" approach to study psychology. Most psychologists take an eclectic viewpoint, using a synthesis of several approaches to explain psychological phenomenon.

As written in Atkinson (1987:6-10), there are five perspectives on psychology; they are:

### 2.1.1.1 Neurobiological Approach

This approach seeks to specify the neurobiological processes that underlie behavior and mental events. One an approach to study of human beings attempts to relate behavior to events taking place inside the body, particularly within the brain and nervous system.

### 2.1.1.2 Behavioral Approach

With the behavioral approach, a psychologist studies individuals by looking at their behavior rather than at their internal workings.

### 2.1.1.3 Cognitive Approach

Cognition refers to the mental processes of perception, memory, and information processing by which by the individual acquires knowledge, solves problems, and plans for the future. Cognitive psychology is the scientific study of cognition.

Cognitive psychology is not restricted to the study of thought and knowledge. Its early concerns with the representation of knowledge and human thought processes led to the label of cognitive psychology, but in recent years the approach has been applied to virtually all areas of psychology (Mandler, 1985).

**2.1.1.4 Psychoanalytic Approach**

Psychoanalytic concepts are based on extensive case studies of individual patients rather than on experimental studies. Psychoanalytic ideas have had a profound influence on psychological thinking.

**2.1.1.5 Phenomenological Approach**

The phenomenological approach focuses on subjective experience. It is concerned with the individual's personal view of the world and interpretation of events - the individual's phenomenology. This approach seeks to understand events, or phenomena, as they are experienced by the individual and to do so without imposing any preconceptions or theoretical ideas. Phenomenological psychologists believe that we can learn more about human nature by studying how people view themselves and their world than we can observe by their actions.

## *2.1.2 Definition of Psychology*

Psychology is the scientific study of behavior and mental processes. This definition reflects psychology's concern with the objective study with observable behavior. It also recognizes the importance of understanding mental processes that cannot be directly observed and so must be inferred from behavioral and neurological data. But we need not dwell on definition. From practical viewpoint, we can get a better idea of what psychology is from looking at what psychologist do. Kenneth Clark and Gorge Miller in Atkinson (1987:13) define psychology as follow; psychology is usually defined as the scientific study of behavior. Its subject matter includes behavioral processes that are observable, such as gestures, speech, and psychological changes, and processes that can only be inferred as

thoughts and dreams. While Richard Mayer in Atkinson (1987:13) defines psychology as follow, psychology is the scientific analysis of human mental processes and memory structures in order to understand human behavior.

### *2.1.3 Research Methods on Psychology*

The aim of science is to provide new and useful information in the form of variable data – data obtained under conditions such as that other qualified people can repeat the observations and obtain the same results. This task calls for orderliness and precision in investigating relationship and in communicating them to others. The scientific ideal is not always achieved, but as a science becomes better established, it rests on an increasing number of relationships that are taken for granted because they have been validated so often.

As written in Atkinson (1987:18-21), there are five research methods on psychology; they are:

**2.1.3.1 Experimental Method**

The experimental method can be used outside as well as inside. Thus, it is possible in an experiment to investigate the effects of different psychotherapeutic methods by trying these methods out on separate but similar groups of emotionally disturbed individuals. The experimental method is a matter of logic, not of location. Even so, most experiments take place in special laboratories, chiefly because the control of conditions usually requires special facilities, computers, and other instruments. In this study there are two variables, first is antecedent condition or we call it independent variable because it is independent of the subject does. Second is dependent variable as the variable affected by

changes in the antecedent condition, in psychological research, the dependent variable is usually some measure of the subject's behavior.

**2.1.3.2 Observational Method**

In the early stages of research given topic, laboratory experiments may be premature and progress can be best made by simply observing the phenomenon of interest as it occurs naturally. Observational methods have also been brought into the laboratory. For example is experiment conducted by Masters and Johnson (1996) in their extensive study of the psychological aspects of human sexuality. The data included (1) observations behavior, (2) recordings of psychological changes, and (3) responses to questioned asked about the subject's sensation before, during, and after sexual stimulation.

**2.1.3.3 Survey Method**

Some problems that are difficult to study by direct observation may be studied trough the use of questionnaires or interviews. An adequate survey requires a carefully pretested questionnaire, interviewers in its use, a sample of people selected to ensure they are representative of the population to be studied and appropriate methods of data analysis, so that the result can be properly interpreted.

**2.1.3.4 Test Method**

A test essentially presents as a uniform situation to a group of people who vary in aspects relevant to the situation (such as intelligence, manual dexterity, anxiety, and perceptual skills). An analysis of the results then relates variations in test scores to variation among people. The construction of tests and their use are not

simple matter. They require many steps in item preparation, scaling, and establishing norms.

**2.1.3.5 Case Histories**

Scientific biographies, known as case histories, are important sources of data for psychologists studying individuals, there can, of course, be case histories of institutions or groups of people as well. Most case histories are prepared by reconstructing the biography of a person on the basis of remembered events and record. Case histories may also be based on longitudinal study. This study follows an individual or group of individuals over an extended period of time, with observations made at periodic intervals. The advantage of a longitudinal study is that it does not depend on the memories of those interviewed at a later date.

## *2.1.4 Psychology in Literature*

Literary study that uses psychology as an approach is a study to search and find the same concept or perception of psychological concepts or aspect in the characterization of the characters in the literary work with certain theory of psychology.

This in line with Jung states in Hall (1983:113) that it is absolute that psychology can be applied in analyzing literary works since human's psyche has potential power of all knowledge and arts. Thereby, literature and psychology are real inseparable. Psychology explains underlying reason for character's behavior elaborates the relationship between conflicts in psychological condition of characters and evaluates their behavior and motive in doing something.

The development of psychology theory has been much influenced by Sigmun Frued' thoughts and ideas, even tough there are numerous theories of contemporary psychology emerging as Soshana Fellman explains that we normally tend to see psychoanalysis as the active practice performs upon the positive text:

> While literature is considered as a body of language to be interpreted, psychoanalysis is considered as a body of knowledge, whose competence is called upon to interpret. Psychoanalysis in the other words occupies, the place of subject, literature, that of an object….(Fellman, 1996:144)

While Hardjana (1994:6) states that people can observe character's behavior in a literary work throughout psychological knowledge. Further he mentions that:

> People can observe character's behavior on a novel, drama, etc through the helping op psychological approach and knowledge. If he analyzed character behavior appropriates with knowledge about human soul s/he has known, it means s/he has succeeded in using modern psychological theories to describe and interpret a literary work. (Hardjana:1994:7)

Therefore, literary work can be analyzed through the psychological approach because it emphasizes on the vast realm of consciousness human experience. The literary work contains some elements, on of them is characters that build the story. The characters reflects some of their characteristics and their attitudes, background, and also the information of their behavior that can be learned and analyze.

## 2.2 Intelligence

Coming up in the discussion of intelligence, there are two subsections on this topic. The subsections are Definition of Intelligence and Theories of Intelligence. The complete explanation of each subsection is written as follow:

### *2.2.1 Definition of Intelligence*

Based on http://en.wikipedia.org/wiki/intelligence, intelligence comes from the Latin verb *intellegere*, which means "to understand". By this rationale, intelligence (as understanding) is arguably different from being "smart" (able to adapt to one's environment). At least two major "consensus" definitions of intelligence have been proposed. First, from Intelligence: Knowns and Unknowns, a report of a task force convened by the American Psychological Association in 1995:

> Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought. Although these individual differences can be substantial, they are never entirely consistent: a given person's intellectual performance will vary on different occasions, in different domains, as judged by different criteria. Concepts of "intelligence" are attempts to clarify and organize this complex set of phenomena. Although considerable clarity has been achieved in some areas, no such conceptualization has yet answered all the important questions and none commands universal assent. Indeed, when two dozen prominent theorists were recently asked to define intelligence, they gave two dozen somewhat different definitions.

The second definition of intelligence comes from "Mainstream Science on Intelligence", which was signed by 52 intelligence researchers in 1994:

A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—"catching on", "making sense" of things, or "figuring out" what to do.

According to http:otec.uoregon.edu/intelligence.htm the study and measurement of intelligence has been an important research topic for nearly 100 years IQ is a complex concept, and researchers in this field argue with each other about the various theories that have been developed. There is no clear agreement as to what constitutes IQ or how to measure it. There is an extensive and continually growing collection of research papers on the topic. Furthermore the website explains that the following definition is a composite from various authors. Intelligence is a combination of the ability to:

(1) Learn. This includes all kinds of informal and formal learning via any combination of experience, education, and training.

(2) Pose problems. This includes recognizing problem situations and transforming them into more clearly defined problems.

(3) Solve problems. This includes solving problems, accomplishing tasks, fashioning products, and doing complex projects.

Perkins (1995) says that this definition of intelligence is a very optimistic one. It says that each of us can become more intelligent. We can become more intelligent through study and practice, through access to appropriate tools, and through learning to make effective use of these tools.

## *2.2.2 Theories of Intelligence*

As cited in http://otec.ouregon.edu/intelligence.html, there are some theories of intelligence; they are:

### 2.2.2.1 Multiple Intelligence

Howard Gardner (1983) has proposed a theory of Multiple Intelligences. He originally identified seven components of intelligence. He argues that these intelligences are relatively distinct from each other and that each person has some level of each of these seven intelligences. More recently, he has added an eighth intelligence to his list.

The following table lists the eight intelligences identified by Howard Gardner. It provides some examples of the types of professionals who exhibit a high level of intelligence. The eight intelligences are listed in alphabetical order.

| Intelligence | Examples | Discussion |
|---|---|---|
| Bodily-kinesthetic | Dancers, athletes, surgeons, crafts people | The ability to use one's physical body well. |
| Interpersonal | Sales people, teachers, clinicians, politicians, religious leaders | The ability to sense other's feelings and be in tune with others. |
| Intrapersonal | People who have good insight into themselves and make effective use of their other intelligences | Self-awareness. The ability to know your own body and mind. |
| Linguistic | Poets, writers, orators, communicators | The ability to communicate well, perhaps both orally and in writing, perhaps in several languages. |

| Logical-mathematical | Mathematicians, logicians | The ability to learn higher mathematics. The ability to handle complex logical arguments. |
|---|---|---|
| Musical | Musicians, composers | The ability to learn, performs, and composes music. |
| Naturalistic | Biologists, naturalists | The ability to understand different species, recognize patterns in nature, classify natural objects. |
| Spatial | Sailors navigating without modern navigational aids, surgeons, sculptors, painters | The ability to know where you are relative to fixed locations. The ability to accomplish tasks requiring three-dimensional visualization and placement of your hands or other parts of your body. |

**2.2.2.2 Succesful Intelligence**

Robert J. Sternberg (1996) has proposed a theory of Successful Intelligence. He focuses on just three main components:

(1) Practical intelligence. It is the ability to do well in informal and formal educational settings; adapting to and shaping one's environment; street smarts.

(2) Experiential intelligence. It is the ability to deal with novel situations; the ability to effectively automate ways of dealing with novel situations so they are easily handled in the future; the ability to think in novel ways.

(3) Componential intelligence. It is the ability to process information effectively. This includes metacognitive, executive, performance, and knowledge-acquisition components that help to steer cognitive processes.

### 2.2.2.3 Perkins Intelligence

David Perkins (1995) analyzes a number of different educational theories and approaches to education. His analysis is strongly supportive of Gardner's theory of multiple intelligences. He examines a large number of research studies both on the measurement of IQ and of programs of study designed to increase IQ. He presents detail arguments that IQ has three major components or dimensions.

(1) Neural intelligence. This refers to the efficiency and precision of one's neurological system.

(2) Experiential intelligence. This refers to one's accumulated knowledge and experience in different areas. It can be thought of as the accumulation of all of one's expertise.

(3) Reflective intelligence. This refers to one's broad-based strategies for attacking problems, for learning, and for approaching intellectually challenging tasks. It includes attitudes that support persistence, systemization, and imagination. It includes self-monitoring and self management

## 2.3 Emotional Quotient

Next discussion is emotional quotient. There are three subsections on this topic; they are Definition of Emotional Quotient, Emotional Quotient vs. Intelligence Quotient, and Skill Type of Emotional Quotient. The explanation of each subsection is written as follow:

## *2.3.1 Definition of Emotional Quotient*

First coined in 1990 by Salovey and Mayer, emotional intelligence is described as a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. According to one study, our ability to handle a variety of social situations and control impulses and emotions is four times more important than intellect in terms of building a successful work life. However, the importance of intellect cannot be underestimated. While intellect helps us get the job, emotional intelligence helps us keep it and advance up the ranks. Since parents want to raise their children to be successful and fulfilled, emotional intelligence is an important aspect of this vision. O'Neil defines Emotional Intelligence as follow,

> Emotional Intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals. It's empathy; knowing what the people around you are feeling. And it's social skill—getting along well with other people, managing emotions in relationships, being able to persuade or lead others. (O'Neil, 1996:6)

Daniel Goleman and several other researchers have developed the concept of emotional intelligence and claim it is at least as "important" as more traditional sorts of intelligence. It becomes the fundamental of using IQ potential effectively. These theories grew from observations of human development and of brain injury victims who demonstrate an acute loss of a particular cognitive function — e.g. the ability to think numerically, or the ability to understand written language —

without showing any loss in other cognitive areas. Daniel Goleman (1995:512-514) stated that EQ is consisting of personal skill (which includes awareness, self-control, and motivation) and social skill which focuses on empathy. Trait, motive, self-concept, and self-control are personality aspects of someone. Based on empiric evident and practical experiences in the field, the ability to manage those factors give big influence of someone success or failure in every sides of life, included education, work, family life, socialization, relation, and even taking an important decision. Bill Gates and Colonel Sander are the example of people who success because of having higher EQ than others. Measuring and training EQ is not an easy task; it is like measuring the depth of ice berg in the middle of Antarctica Ocean because the visible part is only the small part of it.

## 2.3.2  *Emotional Quotient (EQ) vs. Intelligence Quotient (IQ)*

Goleman in Effendi (2005:57) stated that both types of intelligence are important but in different ways. The IQ contributes about 20% to the factors that determine life accomplishments and leaves about 80% for everything else. Research has shown that emotional intelligence can make a difference in life's successes (O'Neil, 1996:8). For example, boys in the second grade who are impulsive and always getting into trouble are six to eight times more likely than other children to be violent in their teens and commit crimes. Sixth grade girls who confuse feelings of boredom and anger with hunger are the ones most likely to have eating disorders when they become teenagers. These children are unaware of how they are feeling and what it's called. So if a person doesn't have these skills, he or she can get into trouble, especially as a child transitions into adulthood. If a person

does have these abilities or emotional intelligence, they can help one throughout life. These abilities affect everything from success in marriage to how well one does on the job. Emotional skills also help a person academically. Such skills as delaying satisfaction or enjoyment when searching for long-term goals are helpful to children academically. Children who can stick with tasks and finish homework or assignments do much better later in life than those children who are easily distracted and go off to do something else.

### 2.3.3 Skill Types of Emotional Quotient

According to http://en.wikipedia.org/wiki/Emotional Quotient, emotional, or social intelligence, involves at least five types of skills:

**2.3.3.1 Self-awareness**

It is a person's ability to understand and be aware of their feelings and moods. Self-awareness helps a person keep an eye on their thoughts and emotions so they can better understand why they feel a particular way.

**2.3.3.2 Managing emotions**

This skill helps people display their emotions in socially appropriate ways. It helps one control anger, sadness, and fear.

**2.3.3.3 Motivation**

It helps a person use their emotions to reach their goals. It helps them hold back their impulses and delay gratification to reach these goals.

**2.3.3.4 Empathy**

It is the ability to understand how a person feels. It is different from feeling sorry for someone. It is feeling like "walking in their shoes."

**2.3.3.5 Social skills**

They are dealing with others in social situations. It is the ability to carry on a conversation and deal with other's emotions. It is being socially competent.

## 2.4  Self-activation Strategy

Coming up in the discussion of self-activation strategy there are two subsections on this topic. They are Definition of Self-activation Strategy and Self-activation Characteristics. The explanations are below:

### *2.4.1 Definition of Self-activation Strategy*

Safaria (2008:80) defines self-activation strategy as the strategy to stimulate children in order to have habitual pattern to act which focuses on developing self-potential, self-competence, and doing positive activities.

Parents are recommended to teach and guide their children this pattern in order their children will be able to do their activities independently. Parents should teach their children about this pattern step by step until they get a better understanding about self-activation principles and can apply it in their daily life.

## *2.4.2 Self-activation Characteristics*

According to Stenberg in Safaria (2008: 81-93), there are twenty main characteristics of self-activation; they are:

(1) Self-motivation

(2) Having control of uncontrolled desire

(3) Being diligent and consistence person

(4) Understanding about self-strangeness and self-weakness

(5) The ability of applying theories and ideas into actions

(6) Having orientation on optimal result

(7) Doing duties completely

(8) A truly initiator

(9) Unafraid to have failure

(10)    Never delaying duties.

(11)    Accepting mistakes wisely

(12)    Independent person

(13)    Solving problems or difficulties independently

(14)    Focuses on achieving the highest goal

(15)    Having control of temporary pleasure of desire

(16)    Having self-confidence and rational believe in achieving goals

(17)    The ability of seeing long-term and short-term perspectives

(18)    The ability of balancing analytical, creative, and practical intelligence

(19)    Refusing pity on his or her self

(20)    Using chances optimally

## 2.5 Film

Last but not least, in the discussion of film there are three subsections. They are Definition of Film, Elements of Film, and Fantasy Film. The complete explanations are below:

### *2.5.1 Definition of Film*

Recently, we cannot deny the existence of film in our life. It has become our main source for entertainment. Besides, it has become an auspiciously industry of money wreaker. The most important thing is that film is the most popular media of human's expression which is one function of literature. Therefore, neglecting film as an object of literary analysis would be almost impossible. We often find films which describe the future life of humanity. Inside them people expression is conveyed through fiction. Film allows us to explore our imagination and our wildest fantasy.

As cited in http://en.wikipedia.org/wiki/ Film, films (movies, motion pictures) are a form of communication which use moving pictures and sound to tell stories or help people to learn about new ideas. People in every part of the world watch films that tell stories as a form of entertainment (way to have fun). Most films are made so that they can be presented on big screens at cinemas or movie theatre.

In some conditions, it is rather confusing to answer whether film is a work of literature or not. This perhaps occurs when we go to definition of literature that states 'anything which is written' (Rees, 1973:2). It is obvious that film is not written work. However, a film also has elements of literature, such as characters,

plot and setting. It is also familiar to one of the forms of literature that is a play or drama. Klarer (1998:58) states the differences between them is only the fact that 'film is recorded and preserved rather than staged and the manner of performance, which is not repeatable'.

On the other hand, if we refer to literature to a text, which is not only limited in written form, then film as a whole is literature. Klarer (1998:56) describes the close relationship between film and literature as the following:

> Film is predetermined by literary techniques; conversely, literary practice developed particular feature under the impact of film. Many of the dramatic form in the twentieth century, for example, have evolved in interaction with film whose means of realistic portrayal in the theater. Drama could therefore abandon its claim to realism and developed other, more stylized or abstract form of presentation.

According to Klarer (1998:58), the history of film in the ninetieth century is closely connected with that photography. A quick succession of individual shots produces for human eye the impression of moving picture. To create this illusion, twenty four picture per second have to be connected. Within every second of film, the motion of projector is interrupted twenty four times. Each picture appears on the screen for only a fraction of a second. The quick projections of images are too fast for human eyes, which do not pick up individual pictures, but rather see a continuous motion.

## 2.5.2 Literary Elements of Film

A film, which is classified as a dramatic genre, has literary aspects in its scripts (Klarer, 1998:58) which is identical to that of a play or a drama. Klarer (1998:47) states that the elements of textual dimension of a play (script) are characters, plot, setting, dialogue, monologue, and narration.

### 2.5.2.1. Character

Robert and Jacobs (1987:199) state that character in literature generally is an extended verbal representation of human being, the inner self that determines thought, speech, and behavior. Forster in Robert and Jacobs (1987:199) divides two types of characters: round and flat characters. Former type is usually the major figure in the story and the latter is the character which is statistic and stays the same, not dynamic like round character.

### 2.5.2.2 Plot

Robert and Jacobs (1987:66) state that plot is 'the interrelationship of incidebts and characters within a total design'. According to Klarer (1998:15), an ideal traditional plot line encompasses the four sequential levels: exposition, complication, climax or turning point, resolution. Exposition is the presentation of initial situation disturbed by complication or conflict which produces suspense and eventually leads to climax which is the turning point to the resolution which ends the story.

### 2.5.2.3 Setting

According to Klarer (1998:25), setting refers to location, historical period, and social surroundings in which the action of a text develops.

### 2.5.2.4 Dialogue and Monologue

Klarer (1998:47) defines as simply 'the verbal communication between two or more characters' while monologue is 'the moment when a character is alone speaking his or her thoughts'.

**2.5.2.5 Narration**

In play or drama, it is called stage direction. According to Klarer (1998:19), narration is 'the act of telling characters and events in a story'. An experimental film is a sequence of images, literal or abstract, which do not necessarily from a narrative. An experimental film can be animated, live action, computer generated, or combination of the three.

## *2.5.3 Fantasy Film*

As cited in http//www.filmsite.org/fantasyfilms.html, fantasy films are most likely to overlap with the film genres of science fiction and horror. When the narrative of a fantasy film tends to emphasize advanced technology in a fantastic world, it may be considered predominantly a science fiction film. Or when the supernatural, fantasy forces are specifically intended to frighten the audience, a fantasy film falls more within the horror genre. Fantasy films are often in the context of the imagination, dreams, or hallucinations of a character or within the projected vision of the storyteller. Fantasy films often have an element of magic, myth, wonder, escapism, and the extraordinary. They may appeal to both children and adults, depending upon the particular film. In fantasy films, the hero often undergoes some kind of mystical experience, and must ask for aid from powerful, superhuman forces on the outside. Ancient Greek mythological figures or Arabian Nights-type narratives are typical storylines. Flying carpets, magic swords and spells, dragons, and ancient religious relics or objects are common elements. The earliest sci-fi writers (H. G. Wells and Jules Verne) created fantastic worlds and /or journeys - the subject matter of many fantasy films.

# CHAPTER III

# METHOD OF INVESTIGATION

The method of investigation in analyzing the film consists of Object of the Study, the Role of the Researcher, Types of Data, Procedure of Collecting Data, Technique of Data Analysis, and Frame Work of the Study. They are as follow:

## 3.1 Object of the Study

The object of the study is a film entitled *Charlie and the Chocolate Factory*, a 2005 fantasy film directed by Tim Burton. The film was released in North America on July 15, 2005 by Warner Bros Pictures and Village Road Show Pictures. On this occasion, the writer takes the copies of the VCD as the sources of data. The film tells about Charlie who comes from a poor family but he has warm parents and family is given a key of a chocolate factory by the owner of it, Willy Wonka, as the prize because he is the last child who is survive until the end of Willy Wonka's chocolate factory tour. He has to compete with other four children who come from different social and family background. Parents take an important role to teach and guide their children to reach their goals in life. Each child has different characteristics and intelligence which influenced the way they take to reach their goals. The film also gives some moral values to audiences. One of them is one thing we will never get confused about with history is that great ancestors grow great descendents, generations after generations.

### *3.1.1 Synopsis of the Film*

Willy Wonka (Johnny Depp) has built the greatest and largest chocolate factory in the world. After some of his workers steal his secret recipes, Willy Wonka kicks his workers out and closes the doors. For 15 years, no one has seen any workers entering or leaving the factory, yet his chocolate candy is still being produced and shipped around the world.

One day when Willy Wonka is getting his hair cut, he realizes that he is getting old, and he needs a successor. He comes up with a plan to open his factory and reveal his secrets to five lucky children, who find golden tickets inside Wonka chocolate bars. The golden tickets are sent around the world and soon four winners are announced. The first to find a ticket is the greedy Augustus Gloop (Philip Wiegratz). Second is the spoiled Veruca Salt (Julia Winter). Next is the competitive gum-chomping Violet Beauregard (AnnaSophia Robb). Fourth is the chocolate-hating techie Mike Teevee (Jordan Fry). There is one golden ticket left, and the achingly poor Charlie Bucket (Freddie Highmore) finds it. Charlie chooses his Grandpa Joe (David Kelly) to accompany him inside the factory, a place his Grandpa Joe once worked before it was closed. The other four children with their parents, and Charlie with Grandpa Joe, enter the factory and begin the tour of a lifetime.

The factory is not like standard factory, but a living factory which mixes chocolate by waterfall, and boasts a river of chocolate that enables the group to tour the factory by boat. They experience the great glass Wonkavator, which can go anywhere in the factory, in any direction, at the touch of a button. During the

tour, the group learns that all the work is now being done by the Oompa-Loompa tribe, who are paid in cocoa beans. The factory is indeed fantastic: trees and grass are edible, trained squirrels shell nuts for the chocolate bars, entire meals are contained in a stick of gum, and incredible technology allows chocolate to be sent by television.

The four rotten children get to interact with some of Willy Wonka's fantastic inventions with unfortunate consequences which force them off the tour before it is completed. Charlie is the last child left, and Willy Wonka awards Charlie the greatest prize of all, the keys to the factory, which Charlie refuses. Accepting the prize means living Willy Wonka's life: cut off from family and the world to devote oneself to the pursuit of chocolate perfection. After some time, Willy Wonka sees that while Charlie may be the right person for the factory, the life that Willy Wonka chose for himself isn't right for Charlie. He relents and allows Charlie to bring his entire family into the factory with him, and they all live happily ever after.

(http://en.wikipedia.org/wiki/charlie_and_the_chocolate_factory(film))

## 3.2 The Role of the Researcher

According to Mujiyanto (2007:23), the roles of researcher in a qualitative research are as the researcher instrument and the data collector. The role of researcher in this study is as instrument of research as well as the data collector. The researcher as instrument means that he or she is the main instrument which conducts the observation of the object. In this research, the presence of the researcher is as the full observer which means that he does not take part in the events that takes place

in the object of the study. The researcher as the data collector means that the researcher is the one who collects the data needed in this study.

## 3.3 Types of Data

According to Miles and Huberman (1983:10), the type of data in qualitative research is in the form of words. However, qualitative data can also appear as still or moving images such as movie. Therefore, the form of the data in this study is in the form of moving images, known as film.

The type of data in this study is descriptive qualitative. I will divide the data into two. They are:

### 3.3.1 Primary Data

It merely focuses on the analysis of textual data. In this case, the data will all be in the form of words, phrases, and sentences found in the film of *"Charlie and the Chocolate Factory"* that supports my findings.

### 3.3.2 Secondary Data

It will be in the form of sources taken from books, dictionaries, encyclopedias, and sites which are related to the study.

## 3.4 Procedure of Collecting Data

To collect the data, there are five procedural steps applied. They are as follow:

### 3.4.1 Watching the Film

The very basic step in analyzing a film is watching. I watch the film for several times in order to get deeper ideas which are related to the topic and to understand the whole content of the film clearly. I ripped the utterances and act the characters in the film by pushing play and pause button.

### 3.4.2 Identifying

The word identifying means the activity of separating between data and non-data by marking, underlying, and bracketing from both of dialogue and narrator which are related to the problems stated and then numbering them. Since I cannot find the script of the film from the internet, I try to write down the dialogue after watching the film and then identify it. Let us see examples of data below:

> Grandma Josephine: Every one has chance (Datum 6)
>
> Grandpa Joe          : Don't worry Brother Charlie, that man spoils his
>
>                              daughter. And no good ever comes who is spoiling
>
>                              child like that (Datum 11)

The above data are number 6 and 11. They represent the identified data for the problem. The rest of the data can be found in appendix A.

### 3.4.3 Inventorying

The word of inventorying means to list all the identified data and put them into a table. The table contents number of data, types of data, quotation, location, explanation, and answering question number. It will be presented as below:

| Datum | Types of Data | Quotation | Location | | | Explanation | Answer Question Number |
|---|---|---|---|---|---|---|---|
| | | | Page | Disc | Minute | | |
| | | | | | | | |

.

### 3.4.4 Classifying

In order to find qualified data, there is a certain technique which is usually used in classifying the data, a relevancy technique. It means that only relevant data will be selected to answer the problem. The classified data will be put in the table of appendix B1, B2, and B3.

### 3.4.5 Reporting the Data

After selecting, the data are then reported in the appendices. If the readers want to see the collected data, they can see Appendix A, if they want to see some identified data to answer problem, they can just see Appendix B1, B2 and B3.

## 3.5 Technique of Data Analysis

As we know that the purpose of research is to discover answer to question in a systematic way, it means I have to find a technique to answer the problem. The technique can be stated as follows:

### 3.5.1 Exposing

I expose the data in order to reveal the problem. All the identified data of the film are represented in Appendix A.

### *3.5.2 Interpreting*

I interpret the actual meaning of the problem. The explanation and interpretation will be given from the point of view of psychology.

### *3.5.3 Summerizing*

I draw some conclusion toward the problem in order to answer the statement of the problems. In addition, I can also present some suggestions.

## 3.6 Framework of the Study

The framework of the study used in this research is based on library and internet text to text to text close reading of literature books and psychological books and sources that deals with, so I took every theory that relevant to my final project. To analyze the data and answer the statements of problem, I use Psychological Approach. This approach studies the behavior and experiences of living organism which means a study to search and find the same concept or perception of psychological concept or aspect in characterization of the characters in literary work within certain theory of psychology proposed by Robert J. Stenberg about self-activation and Emotional Quotient (EQ) proposed by Daniel Goleman.

# CHAPTER IV

# RESULTS OF THE DATA ANALYSIS

This chapter is divided into three parts. The first part is about what the characteristics of self-activation described in the film as the first problem. The second one is about what the skill types of Emotional Quotient (EQ) described in the film as the second problem. Then the last one is about how self-activation strategy develops children's Emotional Quotient (EQ) as the third problem. The three parts would be explained more detail as follow.

## 4.1 The Characteristics of Self-activation Described in the Film

This subchapter tries to explain the characteristics of self-activation revealed in the film which is represented by five children, they are Charlie, Augustus, Violet, Veruca, and Mike, and even Willy Wonka himself when he was a child. Each of them has his or her own way to get the golden ticket given by Willy Wonka as the owner of Wonka chocolate factory. They also have their own way to compete to get the greatest prize promised by Willy Wonka. Willy Wonka himself when he was a child also has his own way to make his dream as a chocolatier into reality. It was hard for him to do it, because his father did not allow him. Although without his father permission, he can prove that he can be a chocolatier and the owner of a great and amazing chocolate factory. It is a prove what Goleman has said in Effendi (2005:165), he says that there are hundreds and hundreds of ways to be succeed and many, many different abilities that will help you to get there.

From the short illustration above, it reveals a question about the secret behind the success of Charlie and Willy Wonka. One of the secret of their success is self-activation.

Self-activation is children's habitual pattern in doing their activities which focused on their self-potential, and self-competence development, and also the increasing willingness to do positive activities. This pattern helps them continually to up grade their potential and sturdiness in order they can face and solve restrictions and barriers in their life to be a success person. One thing we will never get confused about with history is that great ancestors grow great descendents. That is why, parents and family take an important role to guide and teach self-activation to their children. The application of self-activation principals as the strategy will be helpful for them.

### 4.1.1 Giving motivation to create self-motivation

The first principle of children who have ability in developing self-potential is they are able to motivate them selves to achieve their major goal. This ability holds an important role especially when they face restriction in achieving their goals, because it will help them to be more optimistic. Parents must take part in generating self-motivation of their children. Parents' support will help them to create their self-motivation. The biggest support given by parents is love for their children. The quotation below emphasized the explanation above.

> (1) Grandpa Joe: The man was genius. Did you know he invented a new way of making chocolate ice cream so that it stays cold for hours without a freezer? You can even go running in a hot day, and it will not go rainy.
> Charlie        : **But that is impossible.**
> Grandpa Joe: **But Willy Wonka did it.** (Datum 2)

The dialogue above is between Charlie and Grandpa Joe. It takes place in Bucket's house. Grandpa Joe tries to give him a motivation by telling a story about Willy Wonka who success create an ice cream which stays cold for hours without a freezer, even people around him think it is impossible to do. This kind of motivation will give stimulus for Charlie in the effort of motivating himself. Not only that, it will also motivate him to bring his ideas into real action just likes what Willy Wonka has done.

(2) Grandma Georgina: **Nothing is impossible, Charlie**. (Datum 4)

The quotation above is said by Grandma Georgina to Charlie when he says good night to his family member. She gives him motivation that can build his self-motivation. She understands that by giving motivation to her grandson is similar to give fuel for machine in order it can be worked well to produce something. That is why giving motivation is needed to create self-motivation which in the future, self-motivation will bring power to children, so they will survive in facing restriction to get their dreams.

### 4.1.2 Generating diligence and consistency

Diligent children will have more chances to be success people. Consistence children will be more focus in doing their activities, so it will be easy for them to achieve goals. Diligence and consistency can be illustrated by water drops which continually fall down on stone surface and can make a hole slowly on its surface. Because of that reason, hopefully parents will always give support and example of being diligent and consistence person, so their children can create their diligence and consistency. The dialogue below emphasized the explanation above.

(3) Grandpa Joe: **Would not it be something, Charlie, to open a**
**bar of candy and find a golden ticket inside?**
Charlie       : I know, but I only get one bar a year for my birthday.
Mrs. Bucket: Well, it is your birthday next week. (Datum 5)

The dialogue above is between Grandpa Joe and Charlie when they watch news in television reporting about golden ticket spread out by Willy Wonka. From the dialogue above, we can grab the meaning what exactly Grandpa Joe wants from Charlie, his grandson. He always encourages his grandson to open his eyes, so he is able to see the chance in front of him. His mother also convinces him that he has a chance to get one of the golden tickets.

(4) Grandpa Joe: Charlie...my secret horded. **You and I are going to have**
**one more fling at finding that last ticket.**
Charlie       : You are sure you want to spend your money on that?
Grandpa Joe: Of course I am sure. Here, Charlie. Run down to the
nearest store and buy the first Wonka candy bar you see.
Bring it straight back, and we will open it together.
(Datum 21)

The dialogue above is between Charlie and Grandpa Joe. It takes place when they know from the news in television that there is only one golden ticket left. Grandpa Joe offers his money to Charlie which has mean that by spending his money on Wonka chocolate bar will make his grandson have an opportunity to get the last golden ticket. He hopes that his grandson will not give up getting it. It is good stimulation for Charlie to become an optimistic, persistence, and consistence person in achieving goals in life.

### 4.1.3 Keeping control of temporary pleasure of desire

Children who can control the desire which only gives a temporary pleasure, in the other word can postpone the short-term satisfaction to obtain the bigger benefit in the long-term satisfaction. Here are some examples of children who cannot

control their desire which only brings a temporary pleasure that make them fail to reach their goal.

> (5) Willy Wonka: I would rather you didn't. There are still some
> things that are _ _
> Violet            : **I am the world-record holder in chewing gum. I am not afraid of anything.** (Datum 33)

The dialogue above is between Willy Wonka and Violet when they are in the inventorying room. Violet wants to try gum that is created by Willy Wonka. It contains of three main courses, breakfast, lunch, and dinner. At the first, Willly Wonka has tried to remain her that this gum is not ready yet to consume, but she does not listen to him. She is not afraid to try it; as a result her arrogance brings her to something bad. She turns into blueberry and fails to get the special prize promised by Willy Wonka.

> (6) Veruca     : **Daddy, I want a squirrel. Get me one of those squirrels. I want one.**
> Mr. Salt    : Veruca, dear, you have many marvelous pets.
> Veruca     : All I have got at home is one pony and two dogs and four cats and six bunny rabbits and two parakeets and three canaries and a green parrot and a turtle and a silly old hamster. I want a squirrel.
> Mr. Salt    : All right, daddy will get you a squirrel as soon as possibly can.
> Veurca     : **But I do not want any old squirrel. I want a trained squirrel.**
> Mr. Salt    : Very well. Mr. Wonka, how much do you want for one of these squirrels? Name your price. (Datum 34)

The conversation above is between Mr. Salt and his daughter, Veruca. This conversation takes place in sorting room, the room where trained squirrels as the worker are sorting nuts. Veruca wants to have one of the trained squirrels to be her pet collection. Again and again her father gives what she wants without any consideration. Money is not a problem for Mr. Salt because he is a success

businessman. He will buy the squirrel no matter how expensive it is for a squirrel. Willy Wonka the owner of the squirrels does not allow her to have it. She is stubborn, that is way she tries to take it by her self. As the result, she fells to garbage chute companied by her father who spoils her very much. Spoiling children is not good and tactless because the children are not given their space to be more initiative in doing something or to solve problem by themselves. While the data below emphasized that having control of temporary pleasure of desire will help children achieve their goal.

> (7) Willy Wonka: **I invited five children to the factory and one who was the least rotten would be the winner. That was you, Charlie.** So, what do you say? Are you ready to leave all this behind and come with me at the factory? (Datum 43)

The quotation above is said by Willy Wonka to Charlie after he gave Charlie and Grandpa Joe a ride home. Charlie is the last child who survives until the end of his factory tour. Charlie can be the winner because along the factory tour he has control of his desire which only gives him a temporary pleasure. As the result, he can get the biggest prize promised by Willy Wonka.

## 4.1.4 Generating ability to know self-strength and weakness

Children who understand about their strength and weakness will be able to evaluate and correct their mistake and cope with their weakness, so in the future they will success to solve their problem along the way of gaining their goals. Beside that, they will also have batter quality if compared with others. It is important for parents to guide their children in the process of children's evaluation, so they can see objectively their self-strength and weakness.

Hopefully, parents can help their children to increase their positive potential (self-strength) in order their weakness can be covered.

> (8) Grandpa Joe: Would not it be something, Charlie, to open a
> bar of candy and find a golden ticket inside?
> Charlie      : **I know, but I only get one bar a year for my birthday.**
> Mrs. Bucket: Well, it is your birthday next week. (Datum 5)

The dialogue above is between Grandpa Joe and Charlie when they watch news in television reporting about golden tickets hided under Wonka chocolate bar's wrapping which spread out by Willy Wonka. Charlie understands that his family economic conditions makes him only get one Wonka chocolate bar in a year for his birthday present. But deep inside his heart, he never thinks that it is a restriction for him to get one of the golden tickets. Support, love and affection from his parents and family member can make him focus on his self-strength.

> (9) Narrator:  This is a story of an ordinary little boy named Charlie
> Bucket. **He was not faster or stronger or cleverer than other children. His family was not rich or powerful or well connected.** In fact, they barely had enough to eat. **Charlie Bucket was the luckiest boy in the entire world.** He just did not know it yet. (Datum 1)

From the narration above, Charlie is described as an ordinary little boy comes from an ordinary family, named Bucket, which is not rich, powerful, or well connected. Even tough like that, he never regrets to be one of Bucket's members. He is almost the same with other children on his age. He is not cleverer, faster, or stronger than other children. But he knows how to overcome his weakness and deal with problems he may be faced during the effort to get his dream. He also knows how to use his strength wisely. As the result, he can be the luckiest boy who wins the Wonka's Factory.

### *4.1.5 Generating ability to apply theories and ideas into action*

The main reason of failure in achieving goals which most of the people experienced is unable to apply theories and ideas into action. They just keep it in their mind and they never try realizing it. Children need guidance from their parents to be able to apply their knowledge, for example from the school, in their daily life in order they will understand how to apply it in their daily life.

> (10) Grandpa Joe: **The man was genius**. Did you know he invented a new way of making chocolate ice cream so that it stays cold for hours without a freezer? You can even go running in a hot day, and it will not go rainy. (Datum 2)

The quotation above is said by Grandpa Joe to Charlie telling about his experience to be one of Wonka's workers. He tells him about Willy Wonka who invented a new way of making chocolate ice cream which can stay cold for hours without a freezer. Even it sounds impossible to do, but Willy Wonka has done it. What has said by Grandpa Joe is kind of guidance for his grandson that there is nothing impossible to do as long as you never stop trying to realize what in your mind is. Not only that, he supports Charlie to be a child who is never afraid to dream because dream is a device which remains him about his goal, so he can bring his ideas into real action just likes Willy Wonka has done.

### *4.1.6 Taking initiative*

Self-initiative of children can be formed by giving them freedom to decide what they want to do or do not want to do as the reflection of their existence of human being who have right to decide something by themselves. Parents have role as advisor who give opinion or judgment when their children take initiative to do

something, but once again, the final decision is in their children's hand. Parents who inhibit their children's freedom and limit their participation in family will only inhibit the process of forming of their children self-initiative. This condition will make their children become passive person. Here is the example of parent who limits and inhibits his child's freedom and how the child acts on this situation.

> (11) Wilbur Wonka: **No son of mine is going to be a chocolatier.**
> Willy Wonka : **Then I will run away.** To Switzerland, Bavaria, the candy capitals of the world.
> Wilbur Wonka: Go ahead. But I will not be here when you come back. (Datum 32)

The dialogue above is between Willy Wonka and Mr. Wilbur Wonka, his father. He is the famous dentist of the city at that time. It takes place when Willy Wonka has flash back about his memory when he was a child who has dream to be a chocolatier, but his father does not agree with him. In the future, he can be a chocolatier and has a remarkable and magnificent chocolate factory, but unfortunately, he does not have a good relationship with his father anymore. The data below emphasized that initiative is one of important things to have to be a success person.

> (12) Charlie      : So, I go with you to the factory, I will not see ever see my family again?
> Willy Wonka  : Yeah, consider that bonus.
> Charlie      : **Then I am not going. I would not give up my family for anything.** Not for all chocolate in the world. (Datum 44)

The dialogue above is between Charlie and Willy Wonka which takes place in Bucket's house. Willy Wonka asks Charlie to come in his factory and run the business with him, but he has to leave his family behind. It is a hard decision for

Charlie, but finally he chooses live with his family, he will not give up his family for anything. What Charlie has decided is weird thing and unexpected answer for Willy Wonka. Even though, at that time, Charlie lost his chance to run the business with Willy Wonka, in the future, his initiative will bring him to a truly success and help Willy Wonka to find a family.

### 4.1.7 Emerging bravery to face failure

Parents have an important role to give an understanding to their children about the correlation between success and failure. Every single success will always bring failure as the risk. Failure is not the end of everything, but it is a step to be success. By evaluating the failure, children know how to be success and appreciate it. Here are the data emphasized the explanation above:

> (13) Mrs. Bucket  : Now, Charlie, **you must not feel disappointed**, you know if you do net get the….
> Mr. Bucket    : Whatever happens, you will still have the candy. (Datum 12)

The quotations above are said by Charlie's parents when they give a Wonka chocolate bar to Charlie as his birthday present. It can be grabbed that his parents' love and affection which is showed by giving birthday present, is the way they give support to Charlie in order he can get one of the golden tickets. They also explain that Charlie should not be disappointed if he cannot find it. He should understand that success will always bring failure as the consequence and he should not be afraid to face it. He should not give up trying again and again.

## *4.1.8 Creating independence*

Parents are demanded to be wiser in taking care their children, and avoid spoiling them. They have to encourage them to solve their problem independently. They can also strengthen their children's independence by giving them support and praise. Children who use to solve their problem by their own hand will have capability in solving problem which will help them much in the future. The dialogue below is an example of children who does not solve her problem independently and a father who spoils her daughter.

> (14) Veruca : **Where is my golden ticket? I want my golden ticket.**
> Mr. Salt : Well, gentlemen, I just hated to see my little girl feeling unhappy like that. **I vowed I would keep searching until I could give her what she wanted.** And finally I found her a ticket.
> Veruca : Dady, I want another pony. (Datum 9)

The illustration above is given by Mr. Salt when he is interviewed by news reporter. Mr. Salt is Veruca father who spoils his daughter by giving everything what his daughter needs without any consideration whether it is necessary or not for him to fulfill. This kind of condition is not good for children because it could kill their potential to become independent, creative, and responsible people. Here is one of dialogues that emphasized the important of creating independence:

> (15) Charlie : **I don't think that was really fair. She did not find the ticket herself.**
> Grandpa Joe : Don't worry about it Charlie. That man spoils his daughter. **And no good ever comes from spoiling a child like that.** (Datum 11)

The dialogue above is between Charlie and Grandpa Joe. It takes place when they are watching TV which is reporting the news about the second finder of the golden ticket. The second golden ticket is found by Veruca. Charlie thinks that

Veruca is not fair because she does not find it by herself. Grandpa Joe understands what Charlie feels, and then he gives him an understanding that parents, who spoil their children just like Mr. Salt does to her daughter, will cause her daughter cannot face difficulties in the future. She may become a person who relays on other in solving problems. It will be hard for her to become independent and responsible person.

### 4.1.9 Maintaining focus on achieving the highest goal

Parents suppose to help their children in determining goals and always support them to be focus and concentrate with their plans. Planning is one of important thing to be arranged, hopefully it will help them to step the stairs of their success.

> (16) Violet : I am gum chewer mostly, **but when I heard about these ticket things, I laid off the gum, switched to candy bars.**
> Mrs. Scarlett : **She is just driven young women**. I do not know where she gets it. (Datum 15)

The first statement is said by Violet to the news reporters who interviewed her. She explains to them how she gets the golden ticket. She is a girl who likes participating competition very much. She has won many trophies and medals form many competitions. Now she is joining gum chewing championship. The bold sentence indicates that Violet wants to participate in gaining one of the golden tickets. She decides to stop chewing for a while and focuses in obtaining the golden ticket. The second statement is said by Mrs. Scarlett, Violet's mother. She tells the news reporters what kind of child her daughter is. She will do anything to be the winner and would never give up until she gets what she wants. A good thing that can be seen from Violet in getting the golden ticket is, she focused and

concentrated to get it. The dialogue below emphasized that maintaining focuses in achieving the highest goal is one of important things which should be had by children.

> (17) Grandpa Joe: Charlie…my secret horded. **You and I are going to have one more fling at finding that last ticket.**
> Charlie : You are sure you want to spend your money on that? (Datum21)

The dialogue above is between Charlie and Grandpa. It takes place when they heard that only one golden ticket left. The bold sentence indicates that grandpa gives support to Charlie to be focused in obtaining the last golden ticket which hopefully can be the ticket to get the biggest prize promised by Willy Wonka.

### 4.1.10 Emerging self-confidence in achieving goal

Self-confidence is the basic thing to actualize ourselves. It makes us more comfort when we socialize with other people. Children need to have it because it will help them to be more respectable and responsible with their duties. They will believe that can do their duties well. Parents suppose to be their adviser in choosing the right choice.

> (18) Violet: So it says that one kid gonna get the special prize, better than all the rest. I do not care who those other four are. **That kid, it is gonna be me…because I am a winner.** (Datum 16)

The statement above is said by Violet when she is interviewed by news reporters. She can find one of the golden tickets. She is confidence that she will be the winner of the special prize given by Willy Wonka. Furthermore, the quotation below emphasized that having self-confidence will help children to get their goal.

> (19) Willy Wonka: **Well, you do seem confident and confidence is a key.** (Datum 26)

The quotation above is quoted by Willy Wonka when he is escorting the finders of the golden tickets and their parents in his factory to see the process of producing good quality of chocolate. He comments on Violet who is confidence to get the special prize from him. Hopefully, parents could give guidance for their children in order they will not become over confidence person, because it will create arrogance in their behavior.

### 4.1.11 Generating ability to see short and long-term perspective

Children should be guided by their parents or family members to be able to see short and long-term perspective. The children's ability in taking action based on short-term perspective will give them specific result which can be their milestone of long-term achievement. This ability will help them to obtain their best achievement and anticipate problems and restrictions, and also multiply the benefits they can get in the future.

> (20) Charlie : No, we are not going. A woman offered me $500 for the ticket. I bet someone else would pay more. We need the money more then we need the chocolate.
> Grandpa George : Young man, come here. There is plenty of money out there. They print more everyday. But this ticket, there are only five of them in the whole world and that is all there is ever going to be. **Only a dummy would give this out for something as common as money.** Are you a dummy?
> Charlie : No, Sir. (Datum 23)

The dialogue above happens when Charlie told the whole Bucket members that he could find the last golden ticket by himself. But, he is actually in doubt, whether he will go to Wonka chocolate factory or gives his ticket for someone else who will gives him a lot of money for it. As a matter of fact, money will be more

useful for his family than ticket because with money on their hand, they can buy foods and others daily need. In the other side, Grandpa George and the whole family members are little bit surprised by his statement, because all of them know that he really wants it very much, but why he will exchange it with money. Then Grandpa George gives him explanation that the chance of going into the factory is in front of his eyes. He should take this chance or he will regret for the rest of his life. A chance never comes twice, that is what exactly Grandpa George wanted to say. He should know how to manage and use the chance optimally. By taking this chance, it also means taking step which is closer to other steps in obtaining the goals.

## 4.2 The Skill Types of Emotional Quotient Described in the Film

This subchapter tries to explain the skills type of Emotional Quotient (EQ) revealed in the film. O'Neil defines Emotional Quotient (EQ) as a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It is being able to manage distressing moods well and control impulses. It is being motivated and remaining hopeful and optimistic when you have set backs in working toward goals. It is empathy; getting along well with other people, managing emotions in relationship being able to persuade or leads other (O'Neil, 1996:6). Concerning that Emotional Quotient (EQ) is one of predicators of a person's success in life, it is crucial for parents to guide, teach and recognize the skill types of Emotional Quotient (EQ).

### 4.2.1 *Self- awareness*

Self-awareness is a person's ability to understand and beware of his or her feelings and moods which help him or her keep an aye on their thoughts and emotions so, they understand why they feel a particular way.

> (21) Charlie       : **We will share it.**
> Grandpa Joe    : Oh, no, Charlie. Not your birthday present.
> Charlie       : **It is my candy bar, and I will do what I want**
>                  **with it.**
> Mr. Bucket    : Thank you, darling.
> Mr. Bucket    : Thank you, Charlie.
> Grandma Josephine: Bless you. (Datum 13)

The bold sentence indicates that Charlie is aware to his own feeling when he feels sad and disappointed because he cannot find the last golden ticket on his birthday present, but he knows how to overcome this bad feeling by sharing his birthday present with his family member. By doing this, he can make his feeling much better and as the result, his parents and family members always support him in every decision and activity he does.

### 4.2.2 *Managing emotions*

This skill helps people show their emotions in socially appropriate ways and helps one control anger, sadness, and fear.

> (22) Mike    : Why is everything here completely pointless?
> Charlie: **Candy does not have to have a point. That is way it is**
>           **candy.**
> Mike    : It is stupid. Candy is waste of time. (Datum 36)

From the dialogue above, it can be seen that Mike does not know how to control his anger. He has an opinion that everything should have reason why it can be like this or like that. In the other side, there is Charlie who knows well how to control

his emotion. He also knows how to posture when he has different opinion with another without make it as a reason to hate another which can make the relationship is getting worse.

### 4.2.3 *Motivation*

It helps person use their emotions to reach their goals and hold back their impulses and delay gratification to reach these goals.

> (23) Grandpa Joe  : Charlie, my secret horded. **You and I are going to have one more fling at finding that last ticket.**
> Charlie         : You are sure you want to spend your money on that? (Datum 21)

If we look at the bold sentence, it can be seen that Grandpa Joe gives stimulation to Charlie in order he can motivate himself to get what he wants. The last golden ticket is not only the ticket to enter Wonka's factory but it is also the ticket for him to achieve his dream. Motivation is needed for those who do not want to give up until they can obtain it. It is similar to fuel in motorcycle or car which helps it to reach the destination point.

### 4.2.4 *Empathy*

Empathy is the ability to understand how person feels, like 'walking in their shoes'. Goleman in Wipperman (2007: 162) stated that empathy is the basic skill of human. People who have empathy are the natural leaders who can express unrevealed collective sentiment and reveal it to guide a group of people to get their dreams.

> (24) Willy Wonka  : Ask who? My father? No way. At least, not by myself.
> Charlie          : **You want me to go with you?** (Datum 46)

The bold sentence above emphasized that empathy is needed in the relation with others in society. The dialogue above is between Charlie and Willy Wonka when Willy Wonka feels something bad and does not know how to make his feeling much better. Charlie knows about his feeling and he offers a companion to him in order he has courage to meet his father. It is an example of empathy and how to deal with someone who needs help.

### 4.2.5 *Social skills*

It is the ability to carry on a conversation and deal with other's emotions in social situations or it can be said being socially competent.

> (25) Willy Wonka : **You are all quite short, aren't you?**
> Violet : Well, yeah. We are children.
> Willy Wonka : Well, that is no excuse. I was never as short as you.
> (Datum 31)

The dialogue above becomes an example that children nowadays do not now how to deal with their surrounding. How to have conversation with others without hurt other's feeling. They do not know how to be polite, kind, and nice people.

## 4.3 Self-activation Strategy and Development of Children's EQ

As stated by Piaget in Effendi (2005:90), intellectual development is the evolution of cognitive process, just likes to understand natural law, grammar, and rules in mathematic. Beside that, he also talks about equilibration that is the inclination of individual development to stay in balance intellectually by filling up the gaps of knowledge by doing reconstruction of believe when face failure in reality. Furthermore, Claude Steiner and Paul Perry in Effendi (2005:199) said that

emotional literacy means we can handle our emotion in the right way which can increase individual power and quality of life in our surrounding. Emotional literacy improves relationship, creates loving possibilities between people, makes cooperative work possible, and facilitates the feeling of community. While, Goleman in Effendi (2005:173), he writes '…how given deficits in emotional or social competences lay that foundation for grave problems_ and hoe well-aimed correctives or preventives could keep more children on track…' Here are quotations that emphasized that Emotional Quotient (EQ) of children can be developed by applying the characteristics of self-activation.

(26) Willy Wonka : I invited five children to the factory and **one who was the least rotten would be the winner.** That was you, Charlie. So, what do you say? Are you ready to leave all this behind and come live with me at the factory? (Datum 43)

The quotation above is said by Willy Wonka when he knew that Charlie is the last child who survives till the last of his factory tour. Charlie is the least rotten child who wins the biggest prize. He can see that Charlie is the appropriate person who will help him to run his factory. From this, it can be seen that child who has self-activation also has high rate of emotional quotient which can bring him to be a success person. Here is another quotation that is in line with the quotation above.

(27) Willy Wonka : A chocolatier has to run free and solo. He has to follow his dreams. Gosh darn and the consequences. Look at me. I had no family, and I am a giant success.
Charlie : So, I go with you to the factory, I will not see ever see my family again?
Willy Wonka : Yeah, consider that a bonus.
Charlie : **Then, I am not going. I would not give up my family for anything. Not for all chocolate in the world.** (Datum 44)

The dialogue above is between Willy Wonka and Charlie when Willy Wonka tells him the consequence of the winner. Charlie does not allow to bring his family with him in Wonka's factory during he runs business because of some reasons persisted by Willy Wonka. Charlie was disappointed by that rules. Finally, he refused to accept the prize because he prefers to stay with his family. He will not give up his family for anything. His family has given him lessons how to be a person who has intelligence quotient. For him, what family has given for him is bigger than prize given by Willy Wonka.

(28) Willy Wonka : I do not feel so hot. What makes you feel better when you feel terrible?
Charlie : My family. What do you have against my family?
Willy Wonka : It is not just your family. It is the whole idea of _ _ They tell you what to do, what not to do, and it is not conducive to a creative atmosphere.
Charlie : **Usually they are just trying to protect you because they love you**. If you do not believe me, you should ask. (Datum 45)

From the dialogue above, it is clear that even Willy Wonka could run his business successfully; he does not know how to deal with his bad feeling and to whom he can share it and also dedicated his success. Then, Charlie gives him a suggestion that he should ask his father whom he has not been seen for along time. Here we can see that, how emotional intelligence plays an important roles in someone's life.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

Based on the findings and discussion in the previous chapter, the writer has drawn at least three conclusions related to the characteristics of self-activation, the skills types of Emotional Quotient (EQ), and how self-activation strategy develop Emotional Quotient (EQ) to answer the problem statements.

There are eleven characteristics of self-activation revealed in *Charlie and the Chocolate Factory.* They are giving motivation to create self-motivation, keeping control of temporary pleasure of desire, generating diligence and consistency, generating ability to know self-strength and weakness, generating ability to apply theories and ideas into action, generating ability to see long and short-term perspective, taking initiative, emerging bravery to face failure, emerging self-confidence in achieving goal, creating independence, and maintaining focus on achieving the highest goal. Those characteristics are represented by five children; they are Charlie, Augustus, Violet, Veruca, and Mike. All of them are the finder of golden ticket who allowed entering Wonka's chocolate factory. They also compete to get the biggest prize promised by Willy Wonka.

In this film, there are five skill types of Emotional Quotient (EQ); they are self- awareness, managing emotions, motivation, empathy, and social skills.

Charlie is described as an ordinary little boy comes from an ordinary family, named Bucket, which is not rich, powerful, or well connected. He becomes the luckiest boy who wins the biggest prize given by Willy Wonka. He is the least rotten child who deserves to win. It indicates that Charlie has higher Emotional Quotient (EQ) than the others which can help him to achieve his goals.

Self-activation strategy focuses on forming habitual pattern of children in doing their activities which focused on their self-potential, and self-competence development, and also the increasing of willingness to do positive activities. This strategy will indirectly develop Emotional Quotient (EQ) of children by applying its characteristics in their daily life. Some of the self-activation characteristics are almost similar with the skills types of Emotional Quotient. In the end of this film, Charlie is able to deal with a hard decision persisted by Willy Wonka. He has to choose to run the factory with him and leaves his family or stays with his family and loses the chance to be a giant success just likes him. Then, he decides to stay with his family. He will not give up his family for anything in this world. His decision has opened Willy Wonka's mind about a truly success.

## 5.2 Suggestion

There are several suggestions that I would like to present based on the conclusion above. Firstly, it is for the readers especially the students of English Department. The readers are expected to have more understanding and knowledge about self-activation strategy since its function as an alternative strategy to develop children's Emotional Quotient (EQ) which can lead them to be success person in

the future by analyzing *Charlie and the Chocolate Factory*. Secondly, it is for those who intend to discuss more about self-activation strategy and Emotional Quotient (EQ), the writer hopes that this study can be one the references in supporting their researches in order they will present a better description about that or other broader aspect of its. Besides those all, I also expect that this film can be used as one of alternative subjects in literary class, because it contains several values that can be delivered to students. One of the values is to be a success person in every side of life, included education, work, family life, marriage, socialization, relation, and even taking an important decision, we do not only relay on Intelligence Quotient but also relay on Emotional Quotient.

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