



**THE REFLECTION OF MONCURE'S FAIRY TALE,  
*CINDERELLA* IN DIANA'S LIFE AS PORTRAYED  
IN SHYAM DUA'S BIOGRAPHY,  
*THE LUMINOUS LIFE OF LADY DIANA***

**A final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Sastra  
in English**

**by**

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**THE REFLECTION OF MONCURE'S FAIRY TALE, *CINDERELLA* IN DIANA'S LIFE AS PORTRAYED IN SHYAM DUA'S BIOGRAPHY, *THE LUMINOUS LIFE OF LADY DIANA***

yang saya tulis ini dalam rangka memenuhi syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah penelitian, bimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik langsung maupun tidak langsung baik diperoleh dari sumber kepustakaan, wahana, elektronik, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulis skripsi tugas akhir/final project membubuhkan tanda tangan sebagaimana keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian hari ditemukan pelanggaran terhadap etika penulisan ilmiah, saya bersedia menerima konsekuensinya.

Semarang, April 2009

Rofika Kurniawati

## APPROVAL

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## **MOTTO**

Uneasy lies the head that wears a crown

(Shakespeare).

Hai manusia, sesungguhnya janji Allah adalah benar, maka  
sekali-kali janganlah kehidupan dunia memperdayakan kamu  
dan sekali-kali janganlah syaitan yang pandai menipu  
memperdayakan kamu tentang Allah

(QS. Faathir:5).

**This final project is dedicated to:**

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her brother and sister,

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The writer

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## ABSTRACT

**Kurniawati, Rofika. 2009. The Reflection of Moncure's Fairy Tale, *Cinderella* in Diana's Life as Portrayed in Shyam Dua's Biography, *The Luminous Life of Lady Diana*. Semarang: English Department, Language and Arts Faculty, Semarang State University.**

This final project is about the reflection of Cinderella story in Diana's life. The aims of the study are to describe the reflection of Cinderella story in Diana's life found in a biography, to analyze the narrative structures of both Cinderella and Diana's biography, and to find the similarities and differences of narrative structures in both sources.

This research is descriptive qualitative. The objects of this study are *Cinderella* by Moncure and Diana's biography entitled *The Luminous Life of Lady Diana* by Dua Shyam. The sources of the data in this study are Cinderella story and Diana's biography. The data of two sources are in the forms of phrases, sentences, dialogues, explicit sentences and implicit sentences. The data were collected by means of preparing a table, reading, identifying, inventorizing, classifying, reducing, selecting and reporting. In analyzing question number one, the data in Appendix E1 were exposed, compared, interpreted, explained and then concluded. Question number two were analyzed by exposing the data in Appendix E2, interpreting and comparing them to the narrative structures theory presented in Chapter II; and then drawing a conclusion. To answer question number three, the data in Appendix E3 which were taken from the comparison between narrative structures of source one and two, were exposed, found the the similarities and the dissimilarities, explained and drew a conclusion.

From the data analysis, the results of this study are 1) there is a reflection of Cinderella story as found in the biography, 2) from comparing the narrative structures of both sources, the similarities and the differences are revealed, 3) the similarities of both Cinderella and Diana are similarly a lonely girl who had a stepmother; then she married with a prince and became a princess, 4) the dissimilarities are they had unlike conflicts, they had different life as a princess, they also had different character in stepmother, Diana had physical and mental transformation, while Cinderella only had physical transformation; and the ending life of Diana was tragic, whereas the ending life of Cinderella was happy ever after.

From the result of this study, the writer concludes that the differences are more dominant than the similarities. Therefore, it is assumed that the imitation or the reflection of Cinderella story in Diana's life could not be proven. The explanation is supported by the characteristics of fairy tale that is magic as one of the differences of both sources, which indicates that fairy tale especially Cinderella story could not be applied in real life including in Diana's life.



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# CHAPTER I

## INTRODUCTION

### 1.1 General Background of the Study

Every human being in the world is created differently from another. The differences could lie in their ways of life, necessities, ideas, skills, etc. Then, the differences make human beings complement and need each other. In addition, human beings cannot live alone. Thus, they are called social creatures. As the social creatures, they should interact with each other. The interaction does not have to bring two or more people face to face. It could be done in some media such as TV, radio and books. The interaction by using media would be explained in the following example when viewers watch news on TV, it means the viewers need the news. On the other hand, the TV program that broadcasts the news needs advertisement to get profit, whilst the existence of advertisement depends on how many viewers who watch the news. Here, the interaction arises from the viewers, the TV program and the advertisement.

In addition, human beings do not only interact between TV program and advertisement, but they also interact with literature. Literature has a significant role in real life. Literature and real life have a tight relationship. They relate to each other. Literature sometimes is adapted from real stories. The preceding phenomenon can be found in literature, such as *Titanic* movie, diary, and biography. On the other hand, human beings usually imitate or compare their experiences to literature they have seen, listened and read, as literature is close, familiar and amusing to human beings.

The phenomenon above could be clearly described in the following example; when people listen to music or read a novel, some of them would feel that the contents of the song lyric or the novel are similar to their experiences.

As a student who is concerned with world issues, the writer is aware that one of the topics related to the interaction between real life and literature is the interaction between Lady Diana's life and Cinderella story. Diana, as the Princess of Wales, was usually dubbed as a representation of Cinderella. As found in DianaAfairytale

Princess[http://www.belfasttelegraph.co.uk/features/dailyfeatures/article\\_2912137](http://www.belfasttelegraph.co.uk/features/dailyfeatures/article_2912137).  
ece, Lindy Mcdowell at Diana's wedding party said 'There was even a stepmother in the picture, possibly not wicked, but certainly disliked. And the wedding dress, those acres and acres of taffeta silk adorned with antique lace and pearls, surely that was just the epitome of Cinderella fantasy.' It is then assumed that the quotation above describes the reflection of Cinderella story in Diana's life.

The above statement then makes problems appear. Among other problems, the most interesting one is about the reliability of the reflection of Cinderella story as an imaginative story in Diana's life. The problem is questioning whether or not Cinderella story could be applied in Diana's life.

As a student of English Literature who is interested in studying the reflection between fairy tale and real story, so the writer decides to conduct a literary research to answer the problem mentioned-above using the theory of narrative structure, in which Diana's biography and Cinderella story are the topic. The writer then would

like to develop the topic based on the background above. In addition, as a student of Literature Program at English Department of UNNES, she is obliged to do this research in order to fulfill one of the requirements of degree *Sarjana Sastra* in English.

## **1.2 Reasons for Choosing the Topic**

The writer chooses the topic for several reasons. They can be found in the following explanation.

Firstly, the topic of this study portrayed a phenomenon in society, that is most people have applied their imagination from literary work, especially fairytale in their real life. In this study, Diana is the representation of the above phenomenon. Lady Diana is one of the popular women in the world. Thus, she would inspire and influence many people.

Another reason is that the students of English Literature of UNNES rarely analyze biography as a final project, so the writer would explore it.

## **1.3 Statements of the Problem**

In line with the above-mentioned background, the writer limits the research to the following questions:

1.3.1 How is Cinderella story reflected in Diana's life?

1.3.2 What are the narrative structures in Diana's biography *The Luminous Life of Lady Diana* and the narrative structures in *Cinderella* by Jane Belk Moncure?

1.3.3 What are the similarities and the differences between Cinderella story and Diana's biography based on both narrative structures?

#### **1.4 Objectives of the Study**

From the statement of the problem, this study has some objectives as follows:

- 1.4.1 to describe the reflection of Cinderella story in Diana's life,
- 1.4.2 to explain the narrative structures in Diana's biography and the narrative structures in Cinderella story, and
- 1.4.3 to find out the similarities and the differences between Cinderella story and Diana's biography based on the narrative structures.

#### **1.5 Significances of the Study**

The writer hopes that the result of the study can give some benefits to the English Department students of Semarang State University, especially those of Literature Program who are interested in analyzing the imitation of literature in real life. Besides, she hopes that this study will make the students of English Literature inspired to find more phenomena in literature as aspect of life. Last but not least, the result of the study can hopefully give further understanding to the enthusiastic readers of the effect of literature especially fairy tale in real life. Therefore, the readers would be concerned and be aware of content and message of literature.

#### **1.6 Outline of the Study**

The writer will present her final project in five chapters. Chapter I is the introduction which consists of General Background of the Study, Reasons for Choosing the

Topic, Statements of the Problem, Objectives of the Study, Significances of the Study and Outline of the Study.

Then Chapter II is Review of Related Literature that presents the Theory of Fairy Tale, Mimesis in Literature and Structuralism.

Chapter III is Method of Investigation discussing Object of the Study, Sources of the Data, Types of the Data, Techniques of Collecting Data, and Techniques of Analyzing Data.

Next, the writer will present the analysis in Chapter IV. In this chapter, she will cover how Diana's story mimes Cinderella story. Later, the writer will uncover the narrative structures of those stories. Finally, there are the similarities and differences between Cinderella and Diana's story based on the structures.

At the end of the final project, the writer will draw the conclusion and suggestion in Chapter V.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In order to analyze the sources of the study, the writer uses some theories to support the analysis. The first one is Mimesis in Literature. The next theory is Fairy Tale's Theory which consists in Characteristics of Fairy Tale. Another theory is the Theory of Structuralism which consists of Narrative Structure, and the Theory of Plot. The explanation of the following theories in this chapter was used as references in analyzing the problems of the study. Those theories were compared with the data found in both sources in order to get some results.

#### 2.1 Mimesis in Literature

Mimesis in literature means that human beings are used to imitate literature to their lives. According to Aristotle in his *Poetics*, as cited by Wales (1990:254), he stated that 'art and literature were essentially mimetic in their aim to give the illusion of a representation of the real world'. On the other hand, Fabb (1997:256) in his book, discussed the various interesting consequences for literature; fiction can influence our attitude and thought, yet fiction is only lie, false and describes the imaginative world. In addition, Plato said that literature was only a lie. The explanation is supported by Wales (1990:254) who affirms 'literature can give a reflection of life is only an illusion, since words must replace the actions and scenes more successfully mimed by drama and painting; but it is an illusion, a lie (Plato), which we have prized and evaluated.' It is then assumed that among Aristotle, Plato and Fabb stated that literature is usually imitated by human being to his/her life, but they also told

that the imitation of literature has never been applied in real life because literature is a lie and an illusion.

From the explanation above, the writer then concludes that there is a mimesis phenomenon. The phenomenon is the imitation of literature, including fairy tale in real life. Therefore, the writer decided to give the theory of fairy tale to get the detailed information.

## **2.2**

### **2.3 Theory of Fairy Tale**

Fairy tale is genre of literary work. It is well known from time to time. It is learned and heard since childhood until adulthood. Children are more interested in learning fairy tale than other literary works. The reason is that fairy tale contains imaginative and comprehensible story. It will also form children's characters and minds easily. The preceding phenomenon is supported by Norton (1983:5) who states, 'Literature also takes part in nurturing and expanding imagination. It takes children into imaginative worlds that stimulate additional creative experiences as they tell or write their own stories and interact with each other during a creative drama.' It can be concluded that fairy tale is familiar with people. Fairy tale also has a contribution to develop people's minds and characters. Thus, it is important to give detailed explanation about fairy tale in this study. The explanation would be in the form of definitions and characteristics which are described in the following discussion.

The experts of literature up to now have not found the definite meaning of fairy tale. There are still many versions of definition. Here, the writer presented some of the definitions. The first definition of fairy tale is taken from *Webster's Collegiate*

*Thesaurus* (1976:521) which describes that fairy tale is ‘as folktale, romance, cock and bull (informal) fabrication, fantasy, fiction, invention, lie, pork pie (brit slang), porky (brit slang), untruth’. From the definition of fairy tale in Webster, the writer then tried to find the definition of folktales. Folktales, based on Bascom as quoted by Norton (1983:197) are ‘prose narratives which are regarded as fiction. They are not considered as dogma or history, they may or may not have happened, and they are not taken seriously.’ From the quotation, the writer puts emphasize on the sentence ‘they may have happened.’ The sentence, ‘they may have happened’ means there is possibility for fairy tale or folktale to be applied in real life. The definition on *Webster* opposes to the definition which is quoted by Bascom. *Webster’s* definition explains that folktales are fantasy, untruth and lie. Bascom, however, said that folktales might happen in real life. Because of the confusion towards the meaning, the writer then found the other definitions to clarify whether folktales may happen in real life; or they are just lie, untruth, and fantasy.

As found in [en.wikipedia.org/wiki/Fairy\\_tale](http://en.wikipedia.org/wiki/Fairy_tale), fairy tale is ‘a fictional story that usually features folkloric characters (such as fairies, goblins, elves, trolls, witches, giants, and talking animals) and enchantments, often involving a far-fetched sequence of events’. In other words, a story belongs to fairy tale if there is a folkloric character or unreal character. However, the folkloric characters in fairy tale are not only in the form of fairy, but they are also in the form of goblins, elves, witches, etc. Besides, fairy tale should have unnatural or fictitious way of story and event. The previous explanation is supported by Read (2003:455) who states, ‘fairy tale is a tale about fairies; an imaginative or legendary story, an incredible

statement.’ From both definitions of Read and Wikipedia, the writer then found that fairy tale is only an imaginative story. The imagination is shown by the character, event and statement.

The writer can draw a conclusion then that the Bascom’s definition which stated that folktale may happen, could not be proven. The reason is that the three definitions which are included into Webster, wikipedia and Read, explain that fairy tale is only imaginative, and not real. Because of the unreality of fairy tale, so it is assumed that fairy tale has never happened and will not happen in our real life. To give detailed information about the assumption above, the writer would like to present the characteristic of fairy tale below.

### **2.2.1 The Characteristics of Fairy Tale**

Fairy tale has some characteristics. In order to convince the readers that fairy tale is only an imaginative, untrue event, and is not able to be applied in real life, so the writer provides some characteristics of fairy tale. In ([http:// www.northern.edu/hastingw/ ftdefine. htms](http://www.northern.edu/hastingw/ftdefine.htm)), there are four features of fairy tale, which can be seen below.

#### **2.2.1.1 The setting, an undefined time and place**

There is no specific time and place in fairy tale. It means that the time in fairy tale has never happened; and the place does not exist in the real world. Basically, *Once upon a time* is indicated as the time, whereas *the never-never land* is indicated as the place in fairy tale.

#### **2.2.1.2 Flat character**

Flat character means that there is no developing and changing of characteristic's behavior, attitude and life perception of the character.

#### 2.2.1.3 Some kind of magic

*Magic* is the particular characteristic of fairy tale that distinguishes fairy tale from other genres. Magic is usually used as the media for a hero to defeat a villain. *Magic* in fairy tale is used to represent the unreal characters like in the definition of fairy tale mentioned before, such as fairy, goblin, monster, etc.

#### 2.2.1.4 A transformation, either a physical transformation

The transformation is usually indicated by physical change, such as from being ugly to become good-looking. It usually involves magical agents, such as fairy, goblin, witch, etc.

From the characteristics above, three of four characteristics are indicated that fairy tale is only imaginative and fictitious. The indications are shown by *undefined time and place*, *magic*, and the *transformation* which is supported by *magic*. It once again proves that fairy tale cannot be applied in true life since it has unreal character, setting and event.

From the explanation above, the writer comes to a conclusion that the definitions and the characteristics show that fairy tale is only an imagination and illusion, so it could not happen in real life. After some explanations about fairy tale, there is another theory that needs to be revealed. The theory is structuralism.

### 2.3 Theory of Structuralism

The term structuralism was firstly introduced by Ferdinand De Saussure. He began questioning the mimetic theory of language. The theory of structuralism stated that the structure of language only imitated the structure of the world. According to Saussure as referred by Bressler (1999:89), language is ‘determined primarily by its own internal structured and highly systematized rule’ Here, Saussure believed that language does not mime the structure of the universe, but language has its own system or rule.

In addition, Saussure’s invention in structuralism of linguistic became a trendsetter to many fields. It is supported by the following explanation which is found in <http://en.wikipedia.org/wiki/structuralism>, the site defines structuralism as ‘an approach to the human sciences that attempts to analyze a specific field (for instance, mythology) as a complex system of interrelated parts.’ The site explains that structuralism is not only in language field, but it also expands into other human sciences including literature. In line with the structuralism in literature, structuralists declare:

All texts are part of the shared system of meaning that is intertextual, not text specific; that is, text refer readers to other text. Meaning, therefore, can be expressed only through this shared system of relations, not in an author stated intentions or the reader’s private or public experiences. (Bressler, 1999:95).

The quotation means that structuralism of literature itself is the way in uncovering the meaning in literary work through the components of the system which lie in its work or text. Text is part of a work, and one text relates to another text. Thus, by interrelating the texts in the work, the meaning can be obtained. Therefore, the meaning of literary work is not discovered by the readers or authors,

but it is provided in its work. Structuralism has some methodologies in obtaining the meaning. One of the methodologies is narrative structure

### 2.3.1 Narrative Structure

Narrative structure is the study of narrative work which is limited to the system in its work. The preceding explanation is supported by the definition of narrative structure found in Wikipedia, that ‘narrative structure is generally described as the structural framework that underlies the order and manner in which a [narrative](#) is presented to a reader, listener, or viewer.’ In addition, one of the studies of narrative structure is narratology. Based on *Merriam Webster’s Collegiate Dictionary* (2004:825), it stated that ‘narratology is the study of structure in narratives.’ Narratology was used by Tzvetan Todorov, Gerard Genette and Vladimir Propp.

Vladimir Propp investigated Russian fairy tales to interpret a meaning. His popular work was *The Morphology of the Folktale* (1968). Then Propp’s work was selected to be a theory in this study, as it is from the analysis of the truly narratologist. It also explains the functions taken from many Russian fairy tales so that they signify the function of fairy tale generally.

In his work, Propp exposed 31 functions of Russian fairy tales, which are found in ([http:// www. northern.edu/ hastingw /ftdefine.htm](http://www.northern.edu/hastingw/ftdefine.htm)s) as follows:

(1) a member of a family leaves home);

A member of a family could be a hero or a protector of the hero, whereas the word home is identified with safety and comfort. Accordingly, the sentence ‘a member of a family leaves home’ is defined as the protector who leaves the hero. Consequently, the hero’s safety is threatened with danger.

- (2) an interdiction is addressed to the hero;
- (3) the interdiction is violated;
- (4) a villain makes an attempt at reconnaissance;
- (5) the villain gains information about a victim;
- (6) the villain attempts to deceive the victim to take possession of victim or victim's belonging;

The villain pretends to be a friend of the hero or the victim.

- (7) the victim taken in by deception, unwittingly helping by the enemy;

In order to find the villain's goal, the victim is deceived by the villain. The victim is taken in a trap

- (8) the villain causes harm/injury to the family member;

The harm or injury could be identified with the villain who treats cruel, roughly and bad to the victim

- (9) misfortune or lack is made known;

The misfortune or bad deed which is caused by the villain, finally is known by the victim.

- (10) seeker agrees to, or decides upon counter-action;

- (11) the hero leaves home;

- (12) the hero is tested, interrogated, attacked etc, preparing the way for his/her receiving magical agent or helper (donor);

- (13) the hero reacts to actions of future donor ;

- (14) the hero acquires use of a magical agent;

The hero receives magic which later could help the hero in solving her/his problem.



- (15) the hero is transferred, delivered or led to whereabouts of an object of the search;

Hero is sent to the place or object to solve the problem or conflict.

- (16) the hero and villain join in direct combat;

The hero competes with villain in struggle to obtain a goal.

- (17) the hero is branded;

- (18) the villain is defeated;

The Hero defeats villain in the competition.

- (19) an initial misfortune or lack is resolved (object of search distributed, spell broken, slain person revived, captive freed);

- (20) the hero returns:

- (21) the hero is pursued

The hero is pursued for some reasons; the pursuit could be for the good or bad reason.

- (22) the hero is rescued from pursuit

It has some possibilities; they could be the villain has obstacle in pursuit, or the hero transforms into another one.

- (23) the hero unrecognized, arrives home or in another country;

Hero had been transformed and then unrecognized.

- (24) a false hero presents unfounded claim;

False hero may appear first before the real hero, so that the false hero claims that he or she is the truly hero in order to achieve the goal.

(25) a difficult task proposed to the hero trial by ordeal, riddles, test of strength/endurance, other tasks;

The hero attempts to clarify that he or she is the truly hero.

(26) the task is resolved;

The task proposed to the hero is completed.

(27) the hero is recognized;

the hero is known; so the false hero is identified.

(28) a false hero or villain is exposed;

(29) the hero is given a new appearance;

The hero is transform in someway to get new appearance.

(30) the villain is punished;

The villain or false hero is exposed and receives some punishment, and

(31) the hero marries and ascends the throne;

The hero gets married with the prince so that she becomes a princess. In fairy tale, it usually ends with marrying the prince and lives happily ever after.

The elements above are not only restricted to Russian fairy tales; it is also applied to other fairy tale such as Brother Grimm's fairy tale. In addition, the 31 elements are not all used in some fairy tales. The mentioned-explanation is supported by Propp's statement, 'different sequences of a narrative can be understood as essentially the same events expressed differently'. Based on Green and Lebihan (1996:68), folktales can be analyzed in 31 sequences by Propp, but the 31 sequences cannot completely be analyzed to each story. From the 31 elements consequently, the writer simply uses number 1, 7, 8, 9, 14, 18, 21, 24, 27 and 31. It can be said that 31

elements are included into narathemes. Narathemes itself is a collection of the sequences in the same kind of stories.

In short, narratology is a dicipline to produce the sequences of the same kind of stories. Because narratology produces the sequences, so it is assumed that narratology is part of plot. Therefore, in the next chapter, the writer would explain about sequences or known as plot.

### **2.3.2 Plot**

According to the previous explanation, it can be assumed that plot is broad part of narratology. Green and Lebihan (1996:65) say, ‘Crucially, the text, plot or discourse is what the narratologist deals with.’ In this sub-chapter, the writer would provide the definition and the genereal pattern of plot.

Plot is the basic foundation of a story, but the foundation is not restricted to the form of all the stories. Some stories could have other patterns or forms of plot according to the way or chronology of its story. The above-mentioned explanation is supported by Neo (2003:57) who states, ‘plot structures provide the foundation on which your story is built but they do not dictate the form and content which it should take’. In another book entitled *Glencoe Literature* (2000:fiction 1), it defines that plot as the sequence of events in a story. Most plots deal with a problem and develop a conflict, a struggle between opposing forces. In this way, plot is the sequence of story which contains the problem, conflict and struggle in obtaining the resolution of the problem. Moreover, conflict according to *Glencoe Literature* is divided into two namely,

- (a) an external conflict;

The conflict is among other characters, or outsiders such as society, nature or fate, and

(b) an internal conflict,

The conflict is with character's own feeling or mind.

After dealing with plot definitions and two kinds of conflict, the writer finds out about the general pattern of plot. According to *Glencoe literature*, the general pattern of plot develops in five stages, as follows.

(a) Exposition

Basically, exposition provides the setting of the story. Furthermore, it introduces the character, situation and conflict may happen.

(b) Rising action

This part includes the development of conflicts. It contains the obstacle for the hero in achieving his/her goal.

(c) Climax

Climax separates between rising action and resolution. It is the highest point of the conflicts. It is the crucial shift for the character whether he/she can reach his/her goal.

(d) Falling action

It is the description whether the conflict is resolved or not.

(e) Resolution

Resolution is a final step to solve conflict or problem in a story.

Finally, the writer gets the conclusion that plot is part of narratology. Plot has many kinds of pattern according to the sequence of its story. In this case, the writer

focused on the general pattern of plot because the pattern is commonly used in some literary works.

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

#### **3.1 Objects of the Study**

This research covers two objects of the study. The first object is an accumulation of the lives of Diana Frances Spencer entitled *The Luminous Life of Lady Diana*. The object is in the form of biography, which contains 96 pages, including the publisher's note, 21 chapters, the world figures' quotations, and Diana's quotations. The biography was edited by Shyam Dua. It was published by Tiny Tot Publications in 2004. The second object is an illustrated book entitled *Cinderella*, which consists of 26 pages. It was retold by Jane Belk Moncure, and published by Learners Press Private Limited in 2002.

#### **3.2 Sources of the Data**

Since the study uses two objects, there are two sources of the data which would be analyzed. The first one is from the biography entitled *The Luminous Life of Lady Diana*, and another is the illustrated book entitled *Cinderella*.

#### **3.3 Type of the Data**

The type of the data is descriptive qualitative research. The data taken from both of the sources, are in the form of words, phrases, sentences, utterances, dialogues, explicit meanings, and implicit meanings. In order to collect the data from the sources above, several techniques are needed.

### 3.4 Techniques of Collecting Data

The techniques of collecting data in this study include preparing a table, reading, identifying, inventorizing data from both sources, classifying, reducing, selecting, and reporting.

#### 3.4.1 Preparing a table

In order to facilitate the data collection from both sources, the writer prepared a table first. The example of the table would be presented below:

**Table 3.4.1 Example of Data Inventorization**

Data No	Form of Data	First source <i>The Luminous Life of Lady Diana</i>			Second source <i>Cinderella</i>		About	Answering question no.	Explanation
		Found			Found				
		Page	Chapter	Line	Page	Line			

The data taken from the two sources would be collected gradually. Therefore, after preparing the table, the data were collected from both sources by doing reading, identifying, inventorizing data, classifying data, reducing, selecting, and reporting, as discussed below.

#### 3.4.2 Reading

The second step was reading both sources several times in order to get deeper understanding of the stories, especially the information related to the answer of the

research problems. In order to recognize the data from the two sources, identifying both of them were needed.

### 3.4.3 Identifying

The writer identified the texts that contain the relevant data by marking. The marking activity was done by bracketing some parts of the stories dealing with the research problems. Here is the example of the identified data.

{

 The incident of her parents, separation was very difficult for Diana to cope with, at such a tender age. Consequently, Diana made up her mind that she would never allow her marriage, whenever it takes place, to collapse.  
 (5)
 
}

When all the data were identified, they would be put into an inventory table.

Later, the next step would be inventorizing data from both sources. The process of inventorizing data would be done below.

### 3.4.4 Inventorizing Data

The identified data of both sources are inventorized in an appropriate order. Before the process of inventorizing the identified data was started, the writer should prepare several equipments. They were the identified data from the first and the second sources, and the inventory table.

After preparing several equipments, the writer noted down the detailed information of the data in the table. After the identified data from first source were completely put down to the table, the writer would do the same procedure to the second source.

From the above procedures, the writer got 33 inventorized data from both sources. The examples of the data inventory were displayed on the table below.



**Table 3.4.2 Example of the Result of Data Inventorization**

Data No	Form of Data	First source <i>The Luminous Life of Lady Diana</i>			Second source <i>Cinderella</i>		About	Answering question no.	Explanation
		Found			Found				
		Page	Chapter	Line	Page	Line			
1	Description	7-8	1	1			Introduction	2, 3	
2	Description	11	1	3			The absence's of Diana's mother	2, 3	
Etc.									

Since the overall data which would lie in Appendix A do not always support all the research questions, the writer then classified the overall data into supporting data for the research questions.

#### 3.4.5 Classifying data

In this case, classifying data is essential to be applied because it would simplify many similar data supporting particular research questions. The result of data classification would be displayed in the table below.

**Table 3.4.6 Data Classification**

Question Number	Supporting Data	Total
1	3, 6, 10, 15	4
2	1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	30
3	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	16

From the table above, the writer got 4 data for question number one. In question number two, she got 30 data. In addition, the data supporting question no 3 are 16 data. Afterwards, all the supporting data would be put into Appendix B. In this research, the writer used narrative structures which are in the form of plot's elements in answering question number two, while each element comprises some of the data. In other words, data supporting question number two, have a large number and have similar element to each other. It would not be effective to use all of the data with the same elements. Therefore, the writer specified them by reducing the data. However, the data for question number one and two have specific and detailed data. Consequently, the data supporting question number one and two did not have to be reduced; and the data would be analyzed directly.

#### 3.4.6 Reducing Supporting Data

In this research, the writer would reduce the supporting data for question number two to 70 %. The result of the reducing data would be demonstrated in the following table:

**Table 3.4.6 Data Simplification**

Question Number	Simplified Data	Total
1.	4 x 100%	4
2.	30 x 74%	22
3.	16 x 100%	16

From the table above, 4 data for question number one and 16 data for question number 3 are ready to be analyzed. However, for question number two, the writer has selected 22 from 30 data.

#### 3.4.7 Selecting

In this part, the writer should select the data for question number two. There are some techniques in selecting the data; they are applying the most related data, and omitting some similar data. The result of this procedure could be seen in the following table.

**Table 3.4.7 Data Selection for Analysis**

<b>Question Number</b>	<b>Supporting Data</b>	<b>Selected Data</b>	<b>Total</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	3, 6, 10, 15	3, 6, 10, 15	4
2.	<b>1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33</b>	1, 2, 4, 5, 7, 8, 11, 12, 15, 17, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 33	22
3.	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	16

From the table above, the selected data supporting question no 1 are 4 data. The data for question no 2 are 22 data; data no 1 to 19 are the data for answering the narrative structures in Diana's life, and the rest of the data are answering the narrative structures of Cinderella story. While the data supporting question no. 3 are 16 data. The data no 1, 2, 3, 4, 5, 20, 21 and 33 are answering the similarities of both

stories; while data no 4, 7, 8, 12, 17, 19, 21, 22, 23, 24, and 33 are the data answering the differences of both sources. Later, the selected data above can be seen in Appendix D. Finally, the selected data displayed on the third column, were ready to be analyzed. Later, the writer needed to report the techniques which was used to analyze the selected data.

#### 3.4.8 Reporting

The data that had been collected were reported in appendices. The appendices can help the readers to find out the overall of the data analysis easily. If the readers want to see the overall data, they can refer to Appendix A. For the result of classifying the data, the readers can refer to Appendix B, and the result of reducing the data are available in Appendix C. While, the result of selecting the data lies in Appendix D, and the selected data for analyzing the research problems are available in Appendix E. In order to analyze the selected data, certain techniques are needed.

### 3.5 Techniques of Analyzing Data

In analyzing the data, the writer used descriptive method by means of exposing, explaining, interpreting, and comparing the data with the theories employed. Since the research is a qualitative study, the steps of analyzing data are as follow.

Firstly, to answer question number one, the data in Appendix E1 were exposed. After that, explaining, interpreting, comparing and inference were applied to answer the question. In analyzing question number two, the steps that would be applied were exposing data in Appendix E2, explaining, interpreting, and comparing them with the theories presented in Chapter Two. The last step was interference. To answer question number three, Appendix E3 were exposed. After that, the analysis'

result of the question number two were compared in order to get similarities and differences. Later, she put the data containing the similarities and the differences by explaining, and interpreting and comparing the theory presented in Chapter II. Finally, she drew a conclusion of the data analysis.

## CHAPTER IV

### DATA ANALYSES

Chapter Four presents the analysis of the data to answer the research problems. The analysis would be done according to the order of the research problems. To answer the research question, the methods of analyzing the data in Chapter Three would be applied. The analysis of the data is presented below.

#### 4.1 How is the Reflection of Cinderella Story in Diana's Life?

First, to answer question number one, the data in appendix E1 were exposed. Appendix E1 is the data taken from the statements in source one, *The Luminous Life of Lady Diana*, which indicate the assumption of the reflection of Cinderella story in Diana's life. The data available for the research question are data number 3, 6, 10, 15. Then, the writer explained the available statements dealing with the reflection of Cinderella Story in Diana's life. The last thing to do was drawing conclusion. The first analysis would discuss about the Diana's dream of marriage that is cited in datum no. 3.

The incident of her parents' separation was very difficult for Diana to cope with, at such a tender age. Consequently, **Diana made up her mind that she would never allow her marriage, whenever it takes place, to collapse** (*Datum 3*).

The statement above describes the establishing of Diana's dream. The Diana's dream itself is initially assumed as the imitation of Cinderella story in

Diana's experience. Her dream is about marriage. It is illustrated in the bolded sentence '**Diana made up her mind that she would never allow her marriage, whenever it takes place, to collapse.**' The statement above expresses Diana's depression after her parents' separation. She was a broken home. She lacked of her parent's care. Thus, she set her mind on having a happy perfect marriage.

After the writer revealed the Diana's dream of marriage, the writer would analyze about what kind of marriage Lady Diana was dreaming of. The explanation would be referred to datum no. 6.

The young and innocent **Diana hoped that all would end well and continued to be married to the prince of her dreams** (*Datum no. 6*).

Here, Diana regrettably was filled of despair of her love relationship with Charles as she found the indication of Charles' continuation relationship with Camilla Parker-Bowels. However, she got rid of her notion and believed that she found Prince Charles to be a prince she had dreamt; and Charles would take her in happily marriage. The emphasis of this explanation may be represented in the bolded sentence, '**...Diana hoped that all would end well and continued to be married to the prince of her dreams.**' Later, the analysis above is supported by datum no. 10.

Diana was a young and beautiful **princess who believed that the fairy tale marriage do come true** (*Datum no. 10*).

From the mentioned explanation, it tells that Diana dreamt of marriage as perfect as in fairy tale. The statement mentioned before is supported by the bolded sentence, '**princess who believed that the fairy tale marriage do come true.**'

Consequently, the discussion above indicates that Diana's life is reflected in fairy tale specifically Cinderella story. Diana found the happiness she had been looking for as if she had found it in fairy tale. Thus, she was inspired to fairy tale as fairy tale always presents the happiness in its story. The last statement about the reflecting Cinderella story is found in datum no. 15.

**The fairy tale marriage came to a tragic end-the prince and his wife were separate legally for ever.** In July 1996, both announced that they were getting divorce was finalized on August 28, 1996 and Diana was apprehensive losing her children's custody (*Datum no. 15*).

The expression above tells when Diana and Charles' relationship was decided to reach an end. Let us pay attention to the bolded sentence, '**The fairy tale marriage came to a tragic end-the prince and his wife were separate legally for ever.**' The sentence indicates that the word fairy tale adheres to Diana's life even when her life of marriage was full of conflicts until she separated from Prince Charles. In other words, the life of Diana when she was still part of royal family was indeed popularly dubbed the representation of Cinderella, even the marriage noticeably ended tragically.

From the explanation above, the writer then draws a conclusion that the representation of Cinderella story in Diana's life comes from her dream of marriage. She dreamed about prince and the happy marital life that she could find



in fairy tale. It could be assumed that mimesis phenomenon occurred among them (see Chapter II page 7). After revealing the statements which indicate the mimesis phenomenon, the writer then presented the narrative structures in source one to get detailed meaning and to take the phenomenon above to be reliable.

## **4.2 What are the narrative structures in Diana's biography *The Luminous Life of Lady Diana* and the narrative structures in *Cinderella* by Jane Belk Moncure?**

In order to find out the narrative structures in Diana's life and Cinderella, a different method would be employed. Firstly, the writer exposed the data in appendix E2. They are data no. 1, 2, 4, 5, 7, 8, 11, 12, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, and 33. The next step was analyzing the data based on the theories presented in Chapter Two. The last step was taking summary from the analysis. In analyzing the data, the writer would apply the theories in Chapter Two, they are general plot and 31 Propp's functions. The data available would be put into general plot and the functions. Then the writer explained the data based on the function. At last, the writer drew conclusion based on the analysis. The first analysis would discuss about the narrative structures in Diana's life.

### **4.2.1 Diana's Biography**

This part would discuss about the narrative structures of Diana's life based on the plot. The first analysis would be available below.

#### **4.2.1.1 Exposition**

This element functions as the introduction of some characters, the information of place and of time, and the beginning of the conflict. Later the writer used three data to explain this element. The first datum is datum no. 1.

Diana, Princess of Wales, formerly Lady Diana Frances Spencer, was born on July 1, 1961 at Park House near Sandringham, Norfolk. **She was the youngest daughter of the then Viscount and Viscountess Althorp, now the late (8<sup>th</sup>) Earl Spencer and the Hon. Mrs. Shand-Kydd, daughter of 4<sup>th</sup> Baron Fermoy. Earl Spencer was equerry to George VI from 1950 to 1952 and to The Queen from 1952 to 1954 (*Datum no. 1*).**

The datum is included in the exposition since it tells about the introduction of some characters; they are Diana, her father, Earl Spencer and her mother, Frances. Furthermore, the introduction contains the background of her family. Diana was from the noble family. It is shown by the bolded sentence, **‘She was the youngest daughter of the then Viscount and Viscountess Althorp, now the late (8<sup>th</sup>) Earl Spencer and the Hon.’** In British Isle, the title Viscount and Viscountess is the designation of the nobility. Another datum describing in exposition is datum no. 2.

Her parents marriage was dissolved in 1969. Johnnie won the custody of the children, after the divorce. **Diana and her siblings stayed with their father and grandmother at Queen’s Estate, Sandringham and Althorp Mansion. Frances paid them occasional visits, but it only made the children more upset as they realized the vacuum created by their mother’s absence (*Datum no. 2*).**

The quotation above is included in the exposition, as it describes about the introduction of Diana’s family and the beginning of Diana’s conflict. The quotation affirms about the background of Diana’s family. The explanation is described in the bolded statement; **Diana and her siblings stayed with their father and grandmother at Queen’s Estate, Sandringham and Althorp**

**Mansion.** She stayed at Queen's Estate Sandringham and Althorp Mansion in which there was an area for noblemen only.

The beginning of conflict is presented in the statement which expresses Frances and Spencer's separation. Diana then became so lonely due to her mother's absence. It also made her become lack of love, losing control and insecure. At that time, she was a broken home. The emphasis of this explanation may be represented in the bolded sentence, '**Frances paid them occasional visits, but it only made the children more upset as they realized the vacuum created by their mother's absence.**' The next datum was datum no. 4.

On the home front, Diana's father and Raine, The Countess of Darmonth and the eldest daughter of a famous writer, Barbara Cartland, got married on July 14, 1976. **The children were not informed about this marriage because the earl knew they would not feel happy to see someone else taking the place of Frances** (*Datum no. 4*).

The quotation is identified in the exposition since it illustrates the introduction of Diana's stepmother, Raine. The emphasis of this explanation could be represented in the next bolded sentence, '**The children were not informed about this marriage because the earl knew they would not feel happy to see someone else taking the place of Frances.**' The next datum would tell about the introduction of a prince involved in Diana's life. The datum mentioned above is datum no. 5

**They were married at ST Paul's Cathedral in London on July 1981, in a ceremony, which drew a global television and radio audience, estimated at around 1,000 million people.** Approximately twenty six thousand invitations were sent out and imminent personalities from all over the world attended the wedding. Hundreds of thousand of people lined the route from Buckingham Palace in the Cathedral. The wedding reception was at Buckingham Palace (*Datum no. 5*).

The quotation describes the wedding day of Prince Charles and Lady Diana, which was very luxurious, bright and gay. There were the prince, the princess, the great wedding; and many people paid attention to the couple. The description above is illustrated in the sentence, **‘They were married at ST Paul’s Cathedral in London on July 1981, in a ceremony, which drew a global television and radio audience, estimated at around 1,000 million people.’** The next discussion would analyze the second element of plot, that is rising action.

#### **4.2.1.2 Rising Action**

This part includes the development of conflict (see chapter II page 17) which occurred in Diana’s life after her marriage. One of the conflicts would be explained in datum no.7.

The worst and several jolt, however, came during the honeymoon itself when Diana overheard a conversation between Prince Charles and Camilla over the phone. **He was reassuring Camilla that his love for her was not lost** (*Datum no. 7*).

The first conflict that happened in Diana’s life, is about adultery. The adultery is shown in the bolded sentence, **‘He was reassuring Camilla that his love for her was not lost.’** The statement shows the desperate and disappointed Diana who could not deny the fact that her husband had an affair with Camilla. Another conflict is represented in datum no. 8.

When Diana was married, she was a coy and pretty girl just out of her teens. She was, by nature, a free bird. **But after her marriage, Diana was under constant pressure. She had to observe the protocol and strict traditions of the royal family** (*Datum no. 8*).

The description above are events when Lady Diana had just been a Princess of Wales. Coming from modest and free girl, she then had a big

responsibility. She should obey the traditional rules of royal family. The explanation is supported in the bolded sentence, '**But after her marriage, Diana was under constant pressure. She had to observe the protocol and strict traditions of the royal family.**' Here, it is told that Princess Diana adapted herself to a princess life. Nonetheless, in adapting to the condition, she faced many difficulties. Another conflict is available in datum no. 11.

In a strange manner, Lady Diana then decided to attend the same function, perhaps, feeling that her absence would mean disrespect to the actual objective of the gathering. She arrived for the function 15 minutes late and this further infuriated Prince Charles. **He lost his temper because its against the tradition of royal family to come late in such a manner** (*Datum no. 11*).

The Buckingham's royal family has existed for hundreds years. It holds firmly the traditions and rules. At that time, Diana as the next Queen of Wales, was expected to be able to perpetuate the rules and traditions in the palace. One of the traditions was never coming late to the ceremonial events. However, she broke the rules; she came late to the Annual Festival of Remembrance in honour of Britain's dead soldiers. Afterwards, Prince Charles was visibly angry with her because of her carelessness. The description above is shown in the bolded sentence, '**He lost his temper because its against the tradition of royal family to come late in such a manner.**' Therefore, the conflict was rising because Diana could not completely adapt herself to a princess. Another conflict appears in datum no. 12.

**The views of Lady Diana on parenthood and education contradicted with those of her husband.** Prince Charles' perception of his two sons was that since they belonged to the royal family they had to be brought up as per the palace tradition. He wanted his children to be educated for a

couple of years in the palace with a privacy. But the princess wanted them to be trained in as normal a way as possible (*Datum no. 12*).

The conflict between Diana and Charles occurred when their children, William and Harry started the formal education. Let us pay attention to the bolded sentence, **‘The views of Lady Diana on parenthood and education contradicted with those of her husband.’** Both Charles and Diana got different opinion in choosing the right place to educate their children. Nevertheless, Charles always revered the tradition of royal family. Consequently, he obliged his children to get education as a royal family. After analyzing the rising action, then the writer would move to the next plot, climax.

#### **4.2.1.3 Climax**

In this section, the writer will present one datum which shows the climax of Diana’s life. Climax is the highest point of the sequence (see chapter II page 17). Consequently, it would get the most significant and the highest conflict. The climax in Diana’s biography is presented by the divorce both of Diana and Charles. It would be taken in datum no. 15.

**The fairy tale marriage came to a tragic end-the prince and his wife were separate legally forever.** In July 1996, both announced that they were getting divorce was finalized on August 28, 1996 and Diana was apprehensive losing her children’s custody (*Datum no. 15*).

The writer took this part as climax because the divorce was the final decision in resolving the prolonged conflicts of Diana and Charles. The divorce was described in the bolded sentence, **‘The fairy tale marriage came to a tragic end-the prince and his wife were separate legally forever.’** It is also the crucial shift (see chapter II page 17), that describes the big changing of Diana’s life, from

a prince became a common woman. The datum which is included into climax had been explained, then the writer moved to the analysis of falling climax.

#### 4.2.1.4 Falling Climax

This part is the description of Diana's life after the divorce. This part tells how Diana finally got her spirit of life and kept continuing her life with charity organization. The explanation would be supported by datum no. 17.

**In the beginning, Diana led simple life with Prince Charles. But gradually she changed. She began to wear revealing clothes that showed her sexy side.** Diana started wearing dresses made by famous fashion designers. Earlier she was criticized for her modesty but later Diana became the icon of the fashion world. She, at one time, considered the world's most fashionable lady. **When she had auctioned her dresses in New York for the purpose of charity, she confessed that by getting rid of her dresses, she had symbolically left her past** (*Datum no. 17*).

The quotation above shows some changes in Diana's life since she divorced with Charles. Let us pay attention to the bolded sentence, **'In the beginning, Diana led simple life with Prince Charles. But gradually she changed. She began to wear revealing clothes that showed her sexy side.'** Diana became enthusiastic over going through her life. It is illustrated by the transformation in her fashion which was more glamour and fashionable. By the changing of her style, she then wanted to show it to the whole world that she was more open-minded; that she felt much better and stronger by shifting all the problems to charity. It is supported in the bolded sentence, **'When she had auctioned her dresses in New York for the purpose of charity, she confessed that by getting rid of her dresses, she had symbolically left her past.'** Next, the last plot discussed is resolution.

#### **4.2.1.5 Resolution**

The resolution of Diana's life ended tragically. Diana got car accident in Paris after dining with Dodi Al Fayed, her boyfriend. Finally, the pursuit of happiness in Diana's life ended with death. She passed away after struggling from serious wound as seen in datum no. 19 as follows;

At 4 a.m. local time on Sunday, August 31, 1997, Diana was pronounced dead (*Datum no. 19*).

From the analyses above, it is concluded that in Diana's biography; the exposition contains the introduction of Diana, her parents and her stepmother. Rising action is the development of conflict. Basically, the conflicts are from the adultery and the Diana's background which is not appropriate for princess' habit. Climax is about the divorce. The last is resolution. It tells about Diana who ended her life tragically. She did not achieve her fairy tale; she got instead a tragic ending. The elaboration of structural concepts in source one had been done. Then the writer turns to the narrative structures of the second source, *Cinderella*.

#### **4.2.2 Cinderella story**

In this sub-chapter, the selected data would be discussed based on the general plot and then specified them into Propp's element. The analysis would be discussed below.

##### **4.2.2.1 Exposition**

Exposition contains the introduction of characters, setting and the beginning of conflict (see Chapter II page 17). In the exposition, the writer would discuss about the introduction of the main character, Cinderella; and the introduction of villains; Cinderella's stepmother and stepsisters. Next, the setting in Cinderella story



would be discussed. Moreover, the writer would describe about what conflict may happen in *Cinderella*. To get more detailed analysis, the writer then specified it into the elements of Russian fairy tale by Propp as follow.

(1) A member of family leaves home

This element means someone who has gone away so that he or she could get others threatened with danger. The explanation could be seen in datum no 20.

**Once upon a time in a far away land**, there lived a kind and a beautiful girl named Ella. **Her mother had died, leaving her very sad and lonely.** Ella's father was a nobleman who served the king. He was often away from home (*Datum no. 20*).

According to the element above, the datum describes Cinderella's mother who had died. Her death made Cinderella's life become miserable. Death is the most pathetic situation for people alive, especially children who are left by their mother. They would lose a figure who can sincerely give them love, safety and care. Thus, the death of Cinderella's mother is indicated as 'a member of family leaves home.' It is supported by the quotation '**Her mother had died, leaving her very sad and lonely.**'

It also introduces the settings of the story. The illustration is presented in the bolded sentence, '**Once upon a time in a far away land.**' Hence, the datum is included in exposition for it describes the character and the setting of the story. Next, the writer would present another element which belongs to the exposition.

(2) Victim taken by deception, unwittingly helping by the enemy.

The element is clearly defined as the enemy's effort to be part of the victim's friend or family pretendedly. The element is supported by datum no. 21.

Ella welcomed her new family with open arms, for she had a hearth full of love for everyone. **But the wicked woman and her daughters did not. They were ugly and mean.** Most of all, they were jealous of Ella's beauty (*Datum no. 21*).

The quotation explains that Cinderella was deceived by her stepmother and sisters by becoming part of her family. Cinderella's father thought that the existence of new mother could make Cinderella pleased. Cinderella wished she could have love and happiness from new family members. On the other hand, they were so cruel and mean. The explanation mentioned before is a deception of the stepmother and stepsisters to Cinderella. The deception is shown in the bolded sentence, '**But the wicked woman and her daughters did not. They were ugly and mean.**'

The datum belongs to exposition since it introduces the other characters who were bad ones; they are Cinderella's stepmother and stepsisters. From the introduction of the villains, it then causes the beginning of the conflict in the story. After revealing the exposition, the next element of plot is rising action. The explanation would be presented below.

#### **4.2.2.2 Rising Action**

Rising action is the development of conflicts. The conflict in Cinderella story, affirms how Cinderella should face the obstacles from her stepmother and sisters. The detail explanation would be discussed below.

(1) Villain causes harm or injury to family member.

The particular element happens when the enemy or villain makes the enemy injured, murdered, and suffered. The element is supported in datum no 22.

And so they did. The poor girl worked from early morning until late night. She swept the floor, cooked the meals, and washed the clothes. **Her stepsisters ate the best foods, bought the best clothes, and went to parties all day long. But poor Ella ate crumbs from the table and dressed in rags** (*Datum no. 22*).

This part explains how Cinderella was badly treated by her stepmother and sisters. She also had to do all the household duties and had to serve her stepmother and sisters' necessities. Cinderella as a family member, could not get facilities as her step sisters got, such as good foods and good clothes. The explanation was portrayed in the bolded sentence, '**Her stepsisters ate the best foods, bought the best clothes, and went to parties all day long. But poor Ella ate crumbs from the table and dressed in rags.**' From the quotation, it is assumed that Cinderella got unfair treatment from her stepmother and sisters because she should do all the household duties by herself and she did not get what her stepsisters got. Therefore, the word harm in the element above is indicated by the unfairness which occurs in Cinderella. The next conflict would be analyzed in the following element.

(2) Misfortune or lack is made known

The element above means hero's awareness to the misfortune which is caused by the villain. The datum which shows the element above is datum no. 23.

Cinderella: "Do you think....that is....**perhaps I could go to the ball with you?**

Cinderella's stepmother and sisters: "Everyone at the palace would laugh at a cinders-girl in rags" (*Datum no. 23*).

The dialogue above tells how Cinderella really wanted to go to the royal ball. It is shown in the bolded sentence '**perhaps I could go to the ball with you?**' The previous sentence expresses how Cinderella begged her right as a

daughter to her stepmother to come to the royal ball together with the other daughters. Nonetheless, she had no right as her stepsisters had. Cinderella could not attend the royal ball. Her stepmother forbade her. The next sequence could be found in datum no. 24 which is included in element below.

(3) Hero acquires use of a magical agent

In this story, this element tells about *hero*, who is characterized by Cinderella. She gained the magical power of fairy godmother who illustrates a *magical agent*. The transformation of Cinderella is illustrated in datum no. 24.

No sooner had Cinderella done as she was told than the fairy godmother waved her magic wand. At once, the pumpkin became a golden coach, the mice became prancing horses, and the whiskered rat became a coachman. With another wave of the wand, **the fairy godmother turned Cinderella's rags into sparkling evening gown. And her wooden shoes evening gown. And her wooden became glass slippers** (*Datum no. 24*).

The datum above explains how Cinderella transformed physically with the help of fairy's magic. The physical transformation is described in the bolded sentence, '**The fairy godmother turned Cinderella's rags into sparkling evening gown. And her wooden shoes evening gown. And her wooden became glass slippers.**' The preceding quotation shows one of fairy tale's characteristics, that is magic. It is assumed then that Cinderella story could not be applied into real life because magic is the characteristic which describes imagination of the story (see Chapter II page 10). After Cinderella got magic from the fairy, she finally went to the royal ball. Her leaving into the palace is identified in datum no 25 as follow.

(4) Hero is transferred, delivered or led to whereabouts of an object of the search

This element describes how hero gets ready for a journey to solve his or her problem or to be chosen as the searching object. The datum which supports the element is datum no 25.

The fairy: Now remember my dear, you must leave the ball before the clock strikes twelve. For at midnight the magic spell broken (Datum no. 25).

The expression shows that fairy godmother made Cinderella go. In addition, the fairy conveyed a message for Cinderella that Cinderella had to come back before midnight unless the magic would be broken and it would make her transform into the original one. Afterwards, Cinderella was taken to the palace where she was possibly chosen as an object of the search, that was as the princess since the royal ball was held to get a wife for the prince. It means the royal ball was the competition for all the girls throughout the land to win the hearth of the prince. Finally, Cinderella was chosen by a prince; and the discussion would be analyzed in the following element.

(5) Villain is defeated

This part portrays the hero who finally defeats the villain. The sequence would be found in datum no 26.

**The prince was dazzled by Cinderella's beauty.** He danced with her all through the evening and they talked late into the night. Cinderella was overjoyed. She was having such a wonderful time...(Datum no 26)

The quotation above illustrates the competition which was held in the palace. The competitors are the girls throughout the land including Cinderella and her stepsisters; and the competitors are contending for a prize which is illustrated by the prince. Moreover, Cinderella finally won the competition. It means that

Cinderella won the prince's hearth. The illustration is mentioned in the bolded sentence, '**The prince was dazzled by Cinderella's beauty.**' It could be interpreted as Cinderella won the competition and defeated her two stepsisters. After six elements of Russian fairy tale which were represented the conflicts of Cinderella story, the discussion would be moved to the climax, the highest point of the conflicts.

#### 4.2.2.3 Climax

Climax is the most important part of the story. In the particular part, the readers would be more attracted and questioning whether the main character could achieve the goal or not (see chapter II page 17). The climax of Cinderella story is represented by the running away of Cinderella from the prince and leaving her glass slipper on the stair. The climax is presented with one element of Russian fairy tales which is shown in datum no 27 below;

(1) Hero is pursued

This element illustrates hero who is in chase of somebody. It is supported by datum no.27

**In great haste, she dashed from the palace. She ran down the stairs so fast that one of her glass slippers fell off!** But she had no time to turn back for it (*Datum no. 27*).

The statement describes how Cinderella ran away from the prince because she did not want the prince to see her transform into a girl with a ragged cloth. Therefore, she had to be rush to avoid the chase of the prince. The illustration is available in the bolded sentence, '**Her stepsisters ate the best foods, bought the best clothes, and went to parties all day long. But poor Ella ate crumbs from**

**the table and dressed in rags.**' Hence, she fell down her glass slipper in the palace stair. Later the writer would analyze the next part of plot that is falling action.

#### 4.2.2.4 Falling Action

According to the elements of fairy tale by Propp, falling action in Cinderella story includes in the following elements.

(1) Hero unrecognized, arrives home or in another country

Since the hero is in chase, the hero then comes back home and makes himself or herself in disguise. The element belongs to datum no. 28

By the time Cinderella reached the road, her coach had turned into a pumpkin. The mice and the whiskered rat had scampered into the field. Cinderella had no choice but to run home. (*Datum no. 28*)

The element tells how Cinderella rescued from the prince's chase. She transformed into usual shabby Cinderella unknowingly by the prince. Due to the transformation, she became unrecognized and nobody knew who the beautiful girl in the ballroom was.

(2) False hero unfounded claim

As hero is disappeared and in disguise, the villain then takes a chance to claim that he or she is the searching hero. The element includes in datum no 29

At one he ordered the messenger to search for the one who had lost the slippers. **It was proclaimed throughout the land that the owner of the slipper would marry the prince.** (*Datum no. 29*)

Because the prince felt that the girl (Cinderella) was an appropriate girl for a wife-to-be, he then attempted to find the girl by fitting the leaving unknown glass slipper to all the girls throughout the land. The explanation is available in

the emphasised sentence, '**It was proclaimed throughout the land that the owner of the slipper would marry the prince.**' After the messenger went around throughout the land, he could not find a girl whose foot fitted the slipper. It was time for the messenger arrived in Cinderella's house to fit the glass slipper. Later, the mentioned explanation would be discussed in the next datum, datum no 30.

Cinderella's stepmother: 'You have come to the right place. **The slipper belongs to one of my daughters**' (*Datum no. 30*).

She claimed that the slipper was fit into her daughter. Cinderella's stepmother claimed that the girl whom the prince was looking for was the one of her daughters. It is supported in the bolded sentence, '**The slipper belongs to one of my daughters.**' Due to the claim, Cinderella's stepsisters are indicated as the false hero. Then the next element would be discussed below.

(3) Hero is recognized and false hero or villain is exposed

The claim of villain about the true hero does not work. The hero finally is known.

The sequence mentioned above is shown in datum no 31.

Cinderella's hearth beat quickly as the messenger kneeled in front of her with the slipper. He slipped the shoe easily onto her foot. There was no doubt that she was the owner. (*Datum no 31*)

This part tells about Cinderella's turn in fitting the glass slipper. She tried it carefully and finally the slipper was fit into her foot. Cinderella then was recognized as the girl whom the prince was looking for; and Cinderella's stepsisters as false hero were exposed. The prince's messenger then decided to punish them for their claim. The discussion would be analyzed in the next element.



(4) Villain is punished

This part tells about the punishment of the villain after he or she makes the hero suffer and after he or she claims as the false hero. It is supported by datum no 32.

The messenger: “How dare you try to fool the prince.”

**But the messenger ordered the three women to leave the kingdom until they had changed their ways** (*Datum no. 32*).

It describes that Cinderella’s stepmother and sisters were punished. **But the messenger ordered the three women to leave the kingdom until they had changed their ways**’ illustrates that the prince’s messenger expelled Cinderella’s stepmother and sisters, as the punishment. Since the quotation is included in the last element of falling climax, the writer then moved to the resolution.

#### 4.2.2.5 Resolution

4.2.2.6 Resolution is the last point of the general plot. Usually, fairy tale ends happily. The element of resolution in *Cinderella* is ‘*Hero marries and ascends the throne.*’ The description would be found in datum no. 33.

Two months later, **Cinderella and the prince were married in a joyful celebration...** In time, the stepmother and her daughters came to regret all they had done. They returned and begged Cinderella to forgive them. Of course, Cinderella welcomed them with open arms, **and from that day on, they lived happily in the kingdom.** (*Datum no. 33*)

The datum shows the happiness of Cinderella for she could get her true love; she also could have a complete family as her stepsisters and mother returned; at last she became a princess. It can be assumed that Cinderella got the

happiness after she got married and ascended the throne. The illustration is cited in the sentence, '**Cinderella and the prince were married in a joyful celebration...and from that day on, they lived happily in the kingdom.'**

From the analysis above, it can be concluded that the structural concepts of Cinderella story belongs to 31 elements of Russian folktales by Propp although only some of the elements were analyzed. By analyzing Cinderella story into Propp's elements of fairy tales, the writer hopes that the readers would have more detailed explanation and information about the content of the story clearly

After elaborating the narrative structures of both objects, the writer would like to compare them and find the similarities and differences as discussed in the next sub-chapter.

### **3.2 What are the similarities and the differences between Diana's life in *Luminous Life of Lady Diana and Cinderella* by Moncure based on the narrative structures above?**

In this particular part, the writer would begin to analyze the similarities of the narrative structures of the two sources. Therefore, some methods would be employed. First, the writer exposed the data in appendix E3. The appendix is the data result in uncovering the similarities and differences in the narrative structures of the two sources. The data for answering number the similarities are 1, 2, 3, 4, 5, 20, 21, and 33; and the data for answering the differences are data no. 4, 7, 8, 12, 17, 19, 21, 22, 23, 24, and 33. the first discussion is about the similarities. The explanation would be discussed in the following details.

### 3.2.1 The Similarities

The similarities in both sources are found in mother absence, background, and characters. While the mother absence and the background are included into exposition. The analysis would be discussed below.

#### 3.2.1.1 Exposition

In the exposition, the writer found the similarities which lie in the mother absence and the background of Diana and Cinderella.

##### (1) Mother absence

Mother absence means the non-existence of a mother figure in a family. Mother here could be defined as a figure where we could get much attention, love, and secure. Mother absence could be caused by mother's death or parents' divorce.

Mother absence in Diana is illustrated in datum no. 2 which says, **'Frances paid them occasional visits, but it only made the children more upset as they realized the vacuum created by their mother's absence.'** In *Cinderella*, the mother absence is illustrated in datum no 20, **'Her mother had died, leaving her very sad and lonely.'**

According to the Propp's functions, mother's absence of both stories are supposed to have the same function, that is 'a member of family leaves home' (see chapter II page 12). Here, Diana's mother, Frances is portrayed as a family member who left home. Because of the divorce, Frances left her children including Diana. Her leaving made Diana feel insecure and made any trouble for

Diana's childhood. She became an unmanageable child. The preceded explanation is illustrated in datum no 3, **'the incident of her parents' separation was very difficult for Diana to cope with, at such a tender age.'** Next, the writer would discuss about the similarity of Diana and Cinderella's background.

## (2) Background

The exposition also tells about the background of Diana and Cinderella who are equally from a noble family. Nobility is a title which is given by society to people who have descent as a great, rich and honourable man.

The datum which shows Diana who was from the noble family is described in datum no. 1, **'She was the youngest daughter of the then Viscount and Viscountess Althorp'**, whereas Cinderella as a nobleman is illustrated in datum no. 20, **'Ella's father was a nobleman who served the king.'**

Since the similarities are found in the exposition, the writer drew a conclusion that the beginning of both stories similarly tells about a noble girl who was left by her mother so that it made her sad. Another similarity which is found in the analysis of narrative structures, is character.

### 3.2.1.2 Character

The characters that are similarly found in both sources are a stepmother, a princess and a prince. The analysis would be available below.

#### (1) Stepmother

The existence of the stepmother in Diana is illustrated in datum no. 4, **‘The children were not informed about this marriage because the earl knew they would not feel happy to see someone else taking the place of Frances.’**

The introduction of Cinderella’s stepmother is described in datum no. 21, **‘Ella welcomed her new family with open arms...But the wicked woman and her daughters did not.’** Other characters which are found in both stories are the prince and the princess.

(2) Prince and Princess

The existence of the prince and the princess in Diana’s biography is illustrated in datum no. 5, **‘They were married at ST Paul’s Cathedral in London on July 1981, in a ceremony, which drew a global television and radio audience, estimated at around 1,000 million people.’** The quotation explains that Charles as the Prince of Wales, married with Diana. Hence, the marriage changed Diana’s title became Princess of Wales.

Whilst, the presence of the prince and the princess in Cinderella is shown in datum no 33 **‘Two months later, Cinderella and the prince were married in a joyful celebration.’** The existence of the prince and the princess is also supported by the element ‘hero marries the prince and ascends the throne,’ which covers the quotation above.

From the explanation above, the writer concludes that both Cinderella and Diana’s stories have some similar episodes of life. The episodes are about a lonely noble girl who was left by her mother and had a stepmother; then she married with

the prince so that she became the princess. Afterwards, the writer would discuss the differences of both stories based on the narrative structures.

### 3.2.2 The differences

There are five differences of both stories; they are conflicts in the rising action, transformation, characters, and the resolution. Next, the explanation of the differences would be in the form of conflicts which lie in the rising action.

#### 3.2.2.1 Rising Action

In this part, the writer would distinguish the conflict in Diana to Cinderella's conflict. The conflict which would be discussed refers to two kinds of conflicts; they are internal and external conflict (see Chapter II page 16). The cause of the internal conflict is from the inner human, such as somebody's soul, mind and feeling; whilst the external conflict is one's conflict which is created by other people. Here, the writer would discuss the internal and the external conflicts in both Diana and Cinderella in the following explanation.

##### (1) Conflict in Diana

One of Diana's conflicts is presented by datum no. 7, **'He was reassuring Camilla that his love for her was not lost.'** Here, Camilla is the opponent of Diana to win the hearth of Prince Charles. Afterwards, the second conflict is presented by datum no. 8, **'but after her marriage, Diana was under constant pressure.'** The quotation tells about Diana who got difficulties when she took a position as a princess. Then the adaptation of being Princess of Wales made her

under the stress. It can be said that her inability in adaptation of being princess is included in the conflict.

From the explanation above, it is assumed that Diana has both external and internal conflicts. The external conflicts is from her rival, Camilla; while the internal conflict is from her inability in adapting the life of the prince.

## (2) Conflict in Cinderella

Cinderella conflicts comprise two data, they are data no 22 and 23. Datum no 22 which states **'Her stepsisters ate the best foods, bought the best clothes, and went to parties all day long. But poor Ella ate crumbs from the table and dressed in rags.'** is included in the element which stated, 'villain causes harm or injury to family member.' The word harm in the element above is indicated by the injustice in a family which is caused by her stepmother and stepsisters. Moreover, datum no 23 which is in the form of statement of stepsisters to Cinderella **[everyone at palace would laugh at a cinders-girl in rags]** is included in the element 'misfortune or lack is made known.' The misfortune is indicated by the prohibition which is stated by her stepsisters to go to the royal party that she really dreamt of.

From the explanation above, the writer concludes that the conflicts in Cinderella are from the harm and misfortune which are created by her stepmother and stepsisters. Here, the conflict is assumed as the external conflict since the main cause of the conflicts is from other characters, they are her stepmother and stepsisters. The differences which lie in the conflicts have been discussed, then the

differences would be obtained from how Diana and Cinderella solve their conflicts. One of the solutions is the transformation. The explanation would be available below.

### 3.2.2.2 The transformation

The transformation is the physical and mental changing of any character. The transformation of both Diana and Cinderella would be discussed in the following explanation.

#### (1) Diana's transformation

The transformation of Diana is shown in datum no 17, which stated, **'In the beginning, Diana led simple life with Prince Charles. But gradually she changed...When she had auctioned her dresses in New York for the purpose of charity, she confessed that by getting rid of her dresses, she had symbolically left her past.'** The datum above describes how Diana transformed from simple woman into modern and glamour one. In addition, the transformation is one of her effort to forget all bad experiences and try to open a new life.

It is then assumed that Diana transformed both physically and mentally. The physical transformation is shown by changing of her fashion; and mental changing is described as her willingness and spirit to forget some miserable episodes of her life.

#### (2) Cinderella's transformation

Cinderella's transformation is one of the characteristics which describes the impossibility for Cinderella story to be applied in real life (see chapter II page 10).



In Cinderella, the transformation is illustrated in datum no. 24, **‘the fairy godmother turn Cinderella’s rags into sparkling evening gown. And her wooden shoes evening gown. And her wooden became glass slippers.’** The transformation was the change of beautiful and simple Cinderella into glamour and attracted as beautiful as a princess one. The change of Cinderella was in her gown and shoes. Therefore, the transformation was covered by the physical change. Relating to the elements of Russian fairy tales, the transformation in Cinderella story is included into the function ‘hero acquires use of magical agent’. Thus, the whole transformation occurred in Cinderella was from magic of magical agent or known as fairy godmother. Therefore, the solution of the Cinderella’s conflict was not from her willingness but from the help of outsider.

The characters as the analysis result of the structural concepts are included into the dissimilarity of both stories. The explanation would be discussed in the following explanation.

### **3.2.2.3 Character**

The differences that are included in the characters are stepmother’s role, and the princess’ role. The analysis would be discussed below.

#### **(1)The Role of Stepmother**

Stepmother has taken up the lives of both Diana and Cinderella. However, the stepmother has different role in both stories. The differences of stepmother’s role would be illustrated below.

##### **(a) The role of Diana’s stepmother**

According to datum no. 4 which states, **‘The children were not informed about this marriage because the Earl knew they would not feel happy to see someone else taking the place of Frances.’** The quotation above is indicated as the introduction of Diana’s stepmother, Raine. According to the quotation, she was disliked by Diana and her siblings, but there was not a significant action which caused loss to her stepchildren including Diana. It is assumed then that Raine has no significant role in the life of Diana.

(b) The role of Cinderella’s stepmother

The explanation would be represented by datum no 21, **‘Ella welcomed her new family with open arms, for she had a hearth full of love for everyone.’** The datum shows clearly that Cinderella opened her hearth widely to her stepmother and two stepsisters. However, in this story, the stepmother indeed has a role as an enemy. It is based on the element included in the datum that ‘Victim taken by deception, unwittingly helping by the enemy.’ Based on the element, Cinderella’s stepmother has a significant role in the life of Cinderella that is an enemy. Another character which would be discussed is a princess.

(2) Position of Princess

Becoming a princess is one of women’s dreams. For women, the princess means a great honour, great wealth, good-looking princess, and happiness. In this case, both Diana and Cinderella are told to be taken a position as a princess. Hence, the writer would find the differences for Diana and Cinderella in positioning an honour of princess.

(a) Diana, Princess of Wales

Diana felt force down by becoming a princess. In datum no. 8, **‘But after her marriage, Diana was under constant pressure.’** This is said that she should adapt herself to the kingdom rule which was far from her habit. In datum no. 12, **‘The views of Lady Diana on parenthood and education contradicted with those of her husband.’** It is also supported that she was inconvenient with the title she got. She even could not control her children’s life especially in education. She could not posit her children education into common people. From the explanation above, Diana as Princess of Wales was unhappy and sorrowful.

(b) Cinderella as a princess

Part of Cinderella story which tells about her marriage with a prince is in the last of Propp’s functions. The elements said ‘hero marries prince and ascend the throne’. It means that after Cinderella married a prince, she then became a princess. In addition, in datum 33, it is explained that Cinderella’s life after becoming a princess was gone through happily. Therefore, the life of Cinderella after taking position of a princess is joyful. After elaborating the differences which lie in the character, the last discussion of the difference is resolution. The explanation would be discussed below.

### 3.2.2.5 The Resolution

The resolution is the last element which explains the end of the story. The resolution of Diana and Cinderella would be discussed below.

(a) The resolution in Diana

The resolution in Diana is illustrated in datum no. 19, '**At 4 a.m. local time on Sunday, August 31, 1997, Diana was pronounced dead.**' Datum above tells that the life of Diana ended tragically. She died in a great accident

(b) The resolution in Cinderella

The resolution of Cinderella is in datum no 33 which states, '**two months later, Cinderella and the prince were married in a joyful celebration...they lived happily in the kingdom.**' It shows then that her life ended happily ever after.

From the whole explanation, it is concluded that the first different part is from the conflict; the conflict of Diana is included into the internal and external conflict, whilst Cinderella covers the external conflict. The second difference lies in the transformation. Diana solved the conflicts in her life by transformation; she transformed herself physically and mentally by her own willingness. On the other hand, Cinderella transformed herself physically by the help of fairy godmother's magic. The third differences also found in the characters which are found in the stepmother. Stepmother in Diana has no significant role, while stepmother in Cinderella is as an enemy. The fourth differences was found in their position as princess. Diana felt uncomfortable with her position, whereas Cinderella had happily life after taking position as a princess. The last discussion is about the resolution. Both Diana and Cinderella have different ending of story. Diana ended her life tragically, while Cinderella ended her story happily ever after.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

In this sub-chapter, the writer would present some conclusions from the data analysis in Chapter IV. Firstly, there is a reflection of Cinderella story in Diana's life as found in the biography. To prove the reliability of the phenomenon above, the narrative structures of both stories are needed to be compared. From the comparison, the similarities and the differences are found. The writer found the similarities, that both Diana and Cinderella similarly were lonely and noble children. They had a stepmother; and they married with their princes and became princesses. From the similarities of both sources, it is assumed that Diana imitates Cinderella story, as Diana was a noble girl who had a stepmother and titled Princess of Wales.

On the other hand, the description of Diana above opposes to the differences which are found. The existence of princess as one of the similarities becomes indeed a different part. It is identified that Princess Diana felt sorrowful becoming a princess; while Cinderella lived happily after taking position as a princess. Moreover, Diana's biography tells about Diana's stepmother who had no significant role to Diana's life, whereas Cinderella's stepmother had an important role as an enemy in the story. Another difference lies in the resolution. Diana ended her life tragically, while the ending story of Cinderella was happy ever after. In addition, the most significant dissimilarity is about the use of magic in Cinderella story. *Magic* is

included into both of the definition and the characteristic of fairy tale which clarifies that fairy tale cannot be applied in real life including in Diana's life

Therefore, it can be concluded that fairy tale especially Cinderella story could not be applied in real life. The preceding explanation is supported by the characteristic and the definition of fairy tale and supported by the differences of narrative structures of both stories.

## 5.2 Suggestions

After revealing much discussion in this final project, the writer finally goes down to the suggestions for the readers. In accordance with the relationship between literature and real life which she has mentioned in the background of this study, she suggests that the readers would like to read more. By reading any literature, it could give entertainment, knowledge and experience. However, the readers should accept or absorb the message in literature including fairy tale wisely.

In addition, she hopes that this final project could be used as a reference to those who would arrange a further discussion relating to the reflection of any literature in real life.

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## APPENDIX A

### LIST OF OVERALL DATA

Data No	Form of Data	First source <i>The Luminous Life of Lady Diana</i>			Second source <i>Cinderella</i>		About	Answering question no.
		Found			Found			
		Page	Chapter	Line	Page	Line		
1	Description	7-8	1	1			Diana's birth	2, 3
2	Description	11	1	3			The Absence of Diana's mother	2, 3
3	Description	12	1	3			Traumatic marriage	1, 3
4	Description	16	2	18			Diana's step mother	2, 3
5	Description	22	4	6			Charles and Diana's marriage	2, 3
6	Description	24	4	21			Diana's dream	1
7	Description	25	5	1			Charles' affair	2, 3
8	Description	28	5	8			The strict tradition in the palace	2, 3
9	Description	29	6	6			Diana's suicide attempt	2
10	Description	31-32	6	23			Diana's dream	1
11	Description	38	8	2			Impropriety as a princess	2
12	Description	43	10	4			Children education	2, 3

13	Description	49	12	4			The revelation of conflict	2
14	Description	52	13	1			Diana's affairs	2
15	Description	62	15	1			Diana's divorce	1, 2
16	Description	64	16	1			Diana's charity	2
17	Description	73	17	15			The transformation of Diana	2, 3
18	Description	81	19	11			Car accident	2
19	Description	84	20	13			Diana's death	2, 3
20	Description				1	1	The introduction of Cinderella	2, 3
21	Description				1	9	Cinderella's stepmother and stepsisters	2, 3
22	Description				3	1	The bad treatment to Cinderella	2, 3
23	Dialogue				9	9	The prohibition	2, 3
24	Description				15	1	The transformation	2, 3
25	Monologue				16	1	Going to the palace	2
26	Description				17	8	The enchanting of Cinderella	2
27	Description				19	1	Glass slipper	2
28	Description				19	5	Cinderella's unrecognition	2
29	Description				21	1	Finding Cinderella	2
30	Monologue				21	10	The stepsisters claim	2

31	Description				23	8	The recognition of Cinderella	2
32	Description and monologue				25	1	The punishment of stepmother and stepsisters	2
33	Description				25	7	The marriage of Cinderella and a prince	2, 3

## APPENDIX B

### THE RESULT OF DATA CLASSIFICATION

Question Number	Supporting Data	Total
1	3, 6, 10, 15	4
2	1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	30
3	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	16

## Appendix C

### Reducing Data

Question Number	Simplified Data	Total
1.	4 x 100%	4
2.	30 x 74%	22
3.	16 x 100%	16

## APPENDIX D

### THE RESULT OF DATA SELECTION

Question Number	Supporting Data	Selected Data	Total
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	3, 6, 10, 15	3, 6, 10, 15	4
2.	<b>1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33</b>	1, 2, 4, 5, 7, 8, 11, 12, 15, 17, 19, 20, 21, 22, 23, 24, 26, 27, 29, 30, 31, 33	22
3.	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	1, 2, 3, 4, 5, 7, 8, 12, 17, 19, 20, 21, 22, 23, 24, 33	16