

**THE PSYCHOLOGICAL ANALYSIS OF MAJOR CHARACTER OF *THE BOY IN THE STRIPPED PYJAMAS* MOVIE**

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**ABSTRACT**

*Movie or film is considered as a powerful method or tool to influence people and delivering interest. As a powerful method for delivering interest. Meanwhile the characters play very important roles in the story, especially the major character. As the central figure of the story, the major character is the most significant character which controls the plot of the story. movie or film has messages that are implied through narratives presentation and its form to make people accept and embrace the messages. "THE BOY IN THE STRIPPED PYJAMAS" is a movie that wants to deliver a message about two innocent children in family life. Bruno and Shmuel consider each other that their fathers are good father. Analysis on the major characters in the movie shows that children who desire to make their faculty is given. The children (Bruno, Shmuel) feel that their parents had not fulfilled their faculty. It often depicted in this movie, friendship, cruelty and risk making a wrong choice. Therefore, the aims of the analysis are (1). To find the five major characters in the movie, (2). To analyze the characterization of the major characters, (3). To analyze the children characters' condition through psychological perspective.*

**Key words: The Psychological Analysis, Major Characters, "The Boy in the Stripped Pyjamas" movie.**

**I. INTRODUCTION**

Literature is the making of literary work which is expressed through the writing style or expression such as drama, short story, novel, and many others. Nowadays, literature is not only expressed through drama, short story and novel but also can be expressed by the production of movie or film. Although most of the movies are produced based on drama, short story or novel, they are interested people today. Most of people prefer to watch movie than read short story or novel. People like watching movie because it is interesting and very fun. Beside that the viewer can make themselves more relax, decrease their bad feelings and spend their time with their family by watching movie at home.

There are some movies that can be watched by children or adult, so, each people can watch movie according to their age, but the writer chooses "THE BOY IN THE STRIPPED PYJAMAS" as his movie because

it is interesting to be analyzed especially in its character and characterization.

Indonesian people, especially students in English Major did not realize that watching movie is one of the ways to improve their ability in English. They can improve their vocabularies and how to say the word even sentences in English because there are so many new words or sentences that can be listened and read. In the movie of "THE BOY IN THE STRIPPED PYJAMAS", there are so many words or sentences which can be learned by the students in English Major.

It is not only students in English Major, but also all of people can enjoy movie and improve their knowledge. By watching movie, the viewers will increase their knowledge, for example the actors or actress. They can also know about many things in English by watching movie in English language.

The movie "THE BOY IN THE STRIPPED PYJAMAS" is based on a novel of by a novelist John Boyne, this movie tells about human spirit that will capture the viewers'

heart and engage their mind. Bruno (Asa Butterfield) is an eight-years-old child who has to separate with his friends and follows his parents to move to a new house at the countryside not far from the NAZY prisoner's camp. It is caused his father named SS officer Ralf (David Thewlis) is promoted to be a new commandant in World War II. Bruno has a twelve-years-old sister called Gretel (Amber Beattie) and a good mother named Elsa (Vera Farmiga). They always keep Bruno all the time. In growth in family's army, Bruno dislikes in being a child who must do his daily life at the new house without friends all the time. Bruno tries to go against his father's regulation, he goes secretly to the camp that is guessed as a farm and then he meets a Jewish boy who also an eight-years-old child named Shmuel (Jack Scanlon). Bruno starts his relationship with the Jewish. They talk each other and Bruno asks to the Jewish what is he doing behind the electrified fence? Shmuel tells to Bruno that he is a Jewish and he and the other Jewish are imprisoned by soldiers who also took their clothes and gave them the striped camp clothing. Bruno often comes to the electrified camp either to give Shmuel some foods or play draughts (checkers) through the fence.

One day, Shmuel appears in Bruno's house as a new servant. In his happiness, Bruno gives Shmuel a piece of cakes to eat. However, Kotler (Rupert Friend) starts to yell Shmuel for speaking with Bruno. Shmuel tells the officer that Bruno is his friend who gave him the cake. Frightened, Bruno denies, adding that he does not know Shmuel. The soldier tells Shmuel that they will later have "a little chat what happens with rats who steal". Shmuel is not only seen in the house anymore but also not at the fence. Finally, Shmuel is at the fence again, with an injured right eye. Bruno apologizes. Shmuel forgives Bruno immediately. Then Bruno comes to the electrified fence again and brings a shovel and starts to dig below the fence in order to make him passed the electrified fence. After entered the camp by digging the electrified fence, Bruno joins to the other prisoners in the camp and tries to know what they do in the camp. After watching the whole parts of "THE BOY IN THE STRIPED PYJAMAS" movie, the writer finds two main characters and their characterizations that can be analyzed through the psychological analysis.

There are some elements in the movie such as plot, character, characterization and setting. In this thesis, the writer wants to

focus and give the limitation to the problem; he will just discuss about two major characters – Bruno and Shmuel - in "THE BOY IN THE STRIPED PYJAMAS" movie based on the psychological analysis. The writer wants to explain about characters and their characterization in every scene in the movie and the writer also would like to know the change of each character through psychological analysis.

Based on the title "*The Psychological analysis of Main Character of the Boy in the Stripped Pyjamas Movie*", there are some research questions to be analyzed, they are:

1. How are the five major characters in "THE BOY IN THE STRIPED PYJAMAS" Movie?
2. What are their characterizations?
3. How are the children characters' conditions based on children psychological analysis?

## II. THEORETICAL REVIEW

### A. Character

Characters or people are one of the important elements in making movie or film. It is as important as plot, characterization and setting. In this thesis, the writer wants to analyze main or major characters, as the writer knew that the main or major characters are those we see more of over a longer period of time; we learn more about them, and we think of them as more complex and, therefore, frequently more "realistic" than the minor characters.

There are kinds of characters such as static, dynamic, round, flat, protagonist and antagonist. Those kinds of characters are the important things in the production of movie or film in literary work. They are as important as plot and setting in short novel and novel. It is impossible to make a literary work such movie or film without plot, character and setting because they are the important elements of a literary such movie or film.

The term character refers to the people which is created by the playwright and actors and imagined by the reader or viewer. Usually, the main character in a play or movie is the protagonist, its character is usually respected by the viewer; his or her opponent or opposing character is antagonist and usually the viewer is dislike to this character it is caused by its characterization that often raise bad behavior like angry, revenge, lying and many others. As in major characters,

Minor characters can also play a role in establishing meaning in any given situation. In dramatic characters may be classified as dynamic and static. If a character changes or grows during the course of play or movie, he or she is dynamic and if the character is stereotyped and simplified and fails to change or grow, he or she is static.

### A.1 Definitions of character

Gill (1985:127) states that “A character is a person in a literary work. A character is someone in a literary work that has some sort of identity. An identity which is made up by appearance, conversation, action, name and maybe thought going on the head.” It means that a character is a person or people in literary work that have some sort of identity that is made up by appearance, action, name, dialogue and mind.

Kennedy and Gioia (2005:91) express that “A character, then, is presumably an imagined person who inhabits a story—although that simple definition may admit to a few exceptions. But usually we recognize, in the main characters of a story, human personalities that become familiar to us.”

According to the theories above, the writer concludes that characters in literature are not real people but figures who have been specially created by the author. We may imagine an author looking at those aspects of people that make up their personalities and selecting some which are then put together. In this putting together, the author might play up some features and subdue others. The character so produced might be interesting, and we might be reacted to him or her in ways similar to how we do to real people.

### A.2 Types of character

There are kinds of character such as major, minor, static, dynamic, round, flat, protagonist and antagonist. Those kinds of characters are the important things in the production of movie or film in literary work. They are as important as plot and setting in short novel and novel. It is impossible to make a literary work such movie or film without plot, character and setting because they are the important elements of a literary such movie or film.

#### A.2.1 Major Character

Beaty, et al (2002:102) express that “The **major** or **main characters** are those we see more over a longer period of time; we learn more about them, and we think of them

as more complex and, therefore, frequently more “realistic” than the **minor characters**, the figures who fill out the story.”

Refers to the theory of Beaty, et al, the writer comments that there are some characters in a fiction like major and minor characters, protagonist and antagonist characters et cetera. The main characters in a fiction like novel, movie or film, and short story, the existence of main characters are more complex than other characters and usually main characters are almost fills out in all scenes or stories.

#### A.2.2 Minor character

Henderson, et al (2003:23) state that “Minor characters can also play a role in establishing meaning in any given situation.”

Beaty, et al (2002:102) state that “minor character is a character that has less “realistic” characterization than a major character, the figures who fill out the story.” Based on the theories above, the writer assumes that minor character is a character that not only less “realistic” than major character but also can improve the meaning in any situation that is given in a fiction.

#### A.2.3 Protagonist character

Henderson, et al (2003:23) state that “The term character refers, of course, to the people created by the readers or spectators. The main character in a play is protagonist; his or her opponent or opposing force is antagonist.” It means that a protagonist character is also a main or major character in a play, novel, movie and any other fictions.

Beaty, et al (2002:102) assume that “An older and more neutral term than hero for the leading character, a term that does not imply either the presence or the absence of outstanding virtue (and that has the added advantage of referring equally to male and female characters), is protagonist.” It means that the protagonist character is not only a hero in a fiction but also older and more neutral in leading a character.

From the theories above, the writer concludes that the protagonist character is a character that has more character than others because its character is not only as the character itself but also the protagonist character can be a main or major character even her or his character as a hero in a play.

#### A.2.4 Antagonist characters

Beaty, et al (2002:102) state that “Antagonist character is the opponent of Protagonist character.” It means that antagonist character is not leading character that is acted by the protagonist character; the antagonist character is not both a hero in a fiction or older and less neutral in leading a character.

Henderson, et al (2003:23) express that “Antagonist character is a character that his or her opponent or opposing force is protagonist.” It means that an antagonist character is not a main or major character in a play, novel, movie and any other fictions.

From the theories above, the writer concludes that antagonist character is not leading character that is acted by the protagonist character; the character is not both a hero in a fiction or older and less neutral in leading a character.

### **B. Characterization**

Blair & Gerber (1948:52) “A characterization, therefore, may prepare for a particular action. Sometimes a preparation will be pretty simple: if the character is only chore to say, “Tea is served, madam,” It will be enough for the author simply to indicate that he is a butler. If, by contrast, the character is to be shown vacillating between kind acts and cruel ones, the author will need to equip him with traits which prepare for such vacillating.” It means that characterization is an acting or practicing of a character in a play or movie even a character may prepare a particular action.

Quirk (1978:172) states that “Characterization is the act or practice of characterizing in a story.” It means that characterization is the way of characters in acting or practicing of characterization that is played by each character in any story.

DiYanni (2006:56) express that “Characterization is the mean by which writers present and reveal character.” Based on theory of DiYanni, the writer assumes that characterization is a presentation and revelation of characters that is meant by the writers or authors.

Based on the statements above, the writer concludes that characterization is the process of creating characters’ acting or practicing in fictions, often those characters are different each other and have difference beliefs and behavior than the writers or the authors, characterization is also how the characters characterizing or

acting their characterization, although these are all not real but these are just in a story and it is also the representation of the characters. Characterization is also means what the writers or authors show their mind in a movie, film, novel and so on.

Characterization can involves the developing a variety of aspects of a character, such as appearance, age, gender, educational level, vocation or occupation, financial status, marital status, social status, hobbies, sexual orientation, religious, beliefs, ambitions, motivations. Characterization is a representation of clear images of person or people. An effective characterization can encourage viewers or readers to identify so completely with certain characters that they seem to be part of the history that lies behind the story or beyond the story as part of our own world, to exist in a reality that is detachable from the words and events of the story in which they appear, a characterization is also gradually by adding physical traits, habitual actions, ways of speaking and many others.

### **C. Methods of characterization**

Beaty, et al (2002:103) state that “A good deal of characterization—the art, craft, method of presentation, or creation of fictional personages—involves a similar process. Characterization of each character is almost inevitably identified by category—by sex, age, nationality, occupation and so on.”

It means that the viewers or readers can analyze the method of characterization through the creation of performance or personality, and it can be categorized—by sex, age, nationality, living, the way of speaking and many others.

### **D. Psychological Perspective**

“Psychology” is derived from Greek “Psyche” (means mental) and “logos” (means science). Thus in general term psychology is considered to branch of science which study mental. Psychology is also known in medicine science that explains what is being thought and felt by biological organs of human body.

Webster (1995:464) states that “Psychology is the science that studies facts about the mind and its activities especially in human beings.” It means that all studies about the reality or facts of the human mind and the activities especially in human beings.

According to the statements above, the writer concludes that Psychology is one of the sciences that is focused in one mind or thinking which is specialized for people or human being in doing all of their activities.

**E. Personality Psychology**

The first child psychoanalysis, Erik Erikson (1950:120) states that he believed that personality emerges a series of inner and outer conflict that, if resolved, result in a greater sense of self. In his famous book entitled *Childhood and Society* (1950:120), Erikson states that a healthy personality requires a sense of trust toward one's self and the world, the trust that develops during the first year of life. Infants or young child derive security and comfort from warm relationship with their parents. Cold parental care and rejection cause mistrust and affect all later development.

Based on the theories from Erikson, the writer comments that a person's personality behavior is not only depended on the environment or society where someone lived but also a parent's care that has a great effect toward the children's personality or behavior. This is the facts that a child who are growing,

they need a warm from their mother and her full attention. Mother is one of parents who is more needed than father by a baby or a child because most of children will feel comfort if they are near in their mother and it is wonderful that a child will take her/his mother's words or sentences from her/his mother, it is usually called mother tongue. Then a child will need a feeling of trust from someone or society and even from the world. The world also holds the important things for a child in facing the development of his or her personality. It means that a child will not only take his/her mother parental but also the environment/society even the world.

**F. Social Psychology**

In his famous book (1950:120) entitled *Childhood and Society*, Erikson states that develops according to one's ability to interact with the environment. Society invites this interaction with the environment and encourages and safeguards the successive appearance of eight stages, the first occurs in the first year of life. (The crises, strengths, and major environmental influence that characterized each stage are outlined below:

**Erikson's Eight Stages: Crises, Strengths, Influences.**  
(Figure II.2)

| Age (years) | Stage                                    | Psychosocial crisis             | Psychosocial strength | Environmental influence                                       |
|-------------|--|---------------------------------|-----------------------|---|
| 1           | Infancy                                  | Trust Vs Mistrust               | Hope                  | Maternal  |
| 2-3         | Early Childhood<br>Preschool,<br>nursery | Autonomy Vs. shame, doubt       | Willpower             | Both parents or adult substitutes<br>Parents, family, friends |
| 4-6         |  | Initiative Vs. Guilt            | Purpose               |   |
| 6-11        | Middle childhood                         | Industry Vs. Inferiority        | Competence            | School  |
| 12-18       | Adolescence                              | Identity Vs. Identity confusion |                       | Fidelity  |
| 18-35       | Young adulthood                          | Intimacy Vs. isolation          | Love                  | Partner: Spouse/<br>lover friends                             |
| 35-65       | Middle age                               | Generativity Vs. Stagnation     |                       |   |
| Over 65     | Old age                                  | Integrity Vs. despair.          | Wisdom                | All humans  |

Every people in their growth have different stages, needs, strengths, and there are some of things that influence their lives. People who are growing in good environment or society will grow in good condition and

otherwise, but it is not guarantee whether it will be happened necessary or not depend on the situation or their development. It means that human in natural desires is to get a relationship with other people and the environment or society, usually people were

born and growth as a social human that needs helps or cannot live without other people or individually. They always need help from other people in doing their daily activities.

Example: A leader can not do his/her work without his/her servants

### III. RESEARCH METHOD

In making this thesis, the writer used the library research to find the theories about characters, characterization and psychology from experts such as Sigmund Freud, Anna Freud, John C. Gerber, Gloria Mason Henderson, Richard Gill, Bronze, Randolph Quirk and many others.

The writer takes the theories' books and collected the data from some libraries such as Library@Senayan, Library of Indonesia University in Culture Knowledge Science Faculty, National Library on Salemba Raya and Library of STBA Nusa Mandiri at Ciputat.

The writer not only did the library research but also watched whole parts of the movie "THE BOY IN THE STRIPED PYJAMAS" in order to make the writer easily in analyzing the movie in the five major characters based on psychological analysis.

### IV. DISCUSSION

#### A. Character and Characterization

There are almost no differences between character and characterization that appear into them in a play or a movie. It is such plot and setting, either character or characterization cannot be separated each other in production of a play or a movie. Both of them are like a thing that has sameness. If a character is a person or persons, furthermore, characterization is the way how the character or characters act, practice and characterize their characterization in a play or a movie.

In this chapter, the writer wants to explain to the viewers or the readers about character and characterization of the five major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie in order to make the viewers or the readers are able to understand and interest moreover about the movie. The writer wants to show picture of the five characters as introducing for the viewer or the reader below:

#### A.1 Major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie.

##### A.1.1 Bruno

The first main or major character in the movie "THE BOY IN THE STRIPPED PYJAMAS" is **Bruno** (Asa Butterfield) is an eight-years-old child who was born in army's family. Bruno is an innocence child who always needs school and friends every-time and everywhere. Bruno is a little explorer and he always wants to know whatever he does not know yet. He has father who has a job as a soldier and Bruno is so proud to his father.



(Figure III.1)

#### Dialogue 1

Bruno: "Halo. I am exploring. What are you doing?"

Bruno: "I am Bruno."

Shmuel: "Shmuel."

Bruno: "Sorry?"

Shmuel: "I am Shmuel."

Bruno: "That's your name?"

I never heard anyone called with that

faithful."

Shmuel: "I never heard anyone called Bruno."

Bruno: "But Shmuel, no one's called Shmuel

I am living in the house, back there."

Shmuel: "Have you got any foods on you?"

Bruno: "No other. Are you hungry?"

Shmuel: (Nods his head)

Bruno: "How old are you?"

Shmuel: "Eight."

Bruno: "Me too. It is not fair, living and talks

here in my own. And you are over there playing with your friend all day."

(Duration: 00:31:47 – 00:33:21)

The dialogues above explain about Bruno is an explorer (first line), in this line explains that Bruno is an explorer who always wants to know and he finally finds a friend in the camp named Shmuel. The dialogues above also tell about Bruno, he is an eight-years-old-child (Line 17).



**Figure (III.2)**  
**Dialogue 2**

Shmuel: "I don't like soldiers. Do you?"  
 Bruno: "I do high. My dad is a soldier.  
 But not soldiers who take off cloths  
 away without having any reasons."  
 Shmuel: "What so then?"  
 Bruno: "He is an important so. His job is  
 making everything better for  
 anyone."

The dialogues above explain about Bruno's father, Bruno's father is a soldier and Bruno is proud so much to him (line 3) because his father is an important soldier that make everything better (line 7 and 8).

**(Duration: 00:38:08 - 00:38:26)**

#### A.1.2 Shmuel

The second character is Shmuel (Jack Scanlon), He is also an eight-years-old like Bruno, and he is a Jewish boy who is imprisoned by the soldiers. An innocence boy who has to wear dress like pyjamas because his dresses are taken off by soldiers and his father was a watch maker he must does his daily life in the prisoners' camp and work hardly without paying; he does his job to build new huts together with other prisoners.



#### **Figure (III.3)**

##### **Dialogue 3**

Shmuel: "I am Shmuel."  
 Bruno: "That's your name?  
 I never heard anyone called with  
 that  
 faithful."  
 Shmuel: "I never heard anyone called  
 Bruno."  
 Bruno: "But Shmuel, no ones called Shmuel  
 I am living in the house, back there."  
 Shmuel: "Have you got any foods on you?"  
 Bruno: "No other. Are you hungry?"  
 Shmuel: (Nods his head)  
 Bruno: "How old are you?"  
 Shmuel: "Eight."  
 Bruno: "Me too. It is not fair, living and  
 talks  
 here in my own. And you are over  
 there playing with your friend all  
 day."

**(Duration: 00:32:24 – 00:33:21)**

The dialogues above (line 14) explain that Shmuel is an eight-year-old boy.

Bruno: "Can I ask you something?  
 Why do the people wear the  
 pyjamas  
 all day?"  
 Shmuel: "There are not pyjamas.  
 Bruno: "Well, those?"  
 Shmuel: "We have to take. They took off  
 our  
 cloths away."  
 Bruno: "Who do that?"  
 Shmuel: "Soldiers."  
 Bruno: "The soldiers? Why?"  
 Shmuel: (Shook his head). "I don't like,  
 soldiers. Do you?"



#### **Figure (III.4)**

##### **Dialogue 4**

Bruno: "I do high. My dad is a soldier. But  
 not  
 soldiers who take off cloths away  
 without having any reasons."  
 Shmuel: "What so then?"  
 Bruno: "He is an important so. His job is  
 making everything better for anyone.  
 So, your dad is a farmer?"

Shmuel: "No, he was a watch maker, who was,

his time spent to repair a man shoes."

Bruno : "It is funny who was growing up cannot decide their mind what they want to do. It is like Pavel. Do you know him? He lives there. He is

being a doctor. He stopped and being a peeling potatoes. Can I ask you another question?, What is it burned in

the chimney? I was going to see yesterday. Is there some stubbles or others there?"

Shmuel: "I do not know. We are not allowed over there. My mom said stroke cloths."

Bruno: "Whatever is this the smell is horrid."

Shmuel:" I wish you remember to bring the chocolate."

Bruno: "Yes, I am sorry. I know, perhaps you

can come and eat with us sometime."

Shmuel:" I cannot, can I? because of this." (electrical pence)

Bruno: "This is to prevent the animals, is this?"

Shmuel: "Animals? No, it is to stop people getting out."

Bruno: "Are not you allowed to get out? Why? What did you done?"

Shmuel:" I am a Jew."

**(Duration 00:37:50 – 00:39:45)**

The second dialogues above explain about Shmuel, a boy who must wear dress like pyjamas because the soldiers took off his dresses (Line 5) but actually it is not pyjamas, it is the prisoners dresses. The dialogues also explain about his father who was a watch maker (line 20) and Shmuel is a Jewish boy (Line 35)

## **B. Characterization of five major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie.**

In this session, the writer would like to analyze the characterization of two children as major characters in "THE BOY IN THE STRIPED PYJAMAS" movie. The children characters are: Bruno rolled by Asa Butterfield, Shmuel rolled by Jack Scanlon, There are some character in this movie but the writer just want take two children characters because the characters are

dominated in the movie or usually called *major* or *main* character in the movie.

### **B.1. Bruno**

#### **B.1.1. A curious child**

Bruno is like other child who needs friends in playing or doing his daily life or daily activities, after moving to a new house, there is no friend that can be a good friend like he owned in his old house before. He really wants to have friends who can accompany him in playing either at home or school, studying at school and many others. After looking around his new house, Bruno can go outside his house to go to the farm. Finally, Bruno meet a Jewish boy named Shmuel who is also an eight years old like him. Bruno looks so happy after meeting Shmuel in the camp.

#### **Figure (III.5)**

##### **Dialogue 5**

Mother: "Playing with whom?"



Bruno: "With children, there is on the farm."

Mother: "Farm? I don't see a farm. And that want too."

Bruno : "You can only see from my room."

Mother: "Is there children in there?"

Bruno: "Yes, there are some."

Mother: "Ehm...that's good."

Bruno: "So, I would be able to play with them."

Mother: "I don't see my noise."

Bruno: "I will wait a minute, just to see what they like, because they looks little strange."

Mother: "The children though?"

Bruno: "Well, and the farmers."

Mother: "What so is it strange?"

(A farmer comes recently to the house in the kitchen to send vegetables and Bruno looks into the farmer's dresses)

Farmer: "I am sorry, vegetables. Thank you mom."

Mother: "Bruno, have you been taking everything? Because, I think you should go back upstairs and finished all."

Bruno: "I told you that they are strange."  
 Mother: "Who?"  
 Bruno: "The farmers, they wear pyjamas."  
**(Duration: 00:14:22 – 00:15:25)**

In the dialogues above (line 16 and line 18), there is also a dialogue that explain about Bruno is a curious child who really wants to know about the farmer that wear pyjamas. It is strange for Bruno why the farmer wear pyjamas.

When Bruno and his family move to a new house near from a country side and Jewish camp, he does not have any friends anymore but he wish that someday he will meet friends. After moving to the new house, Bruno tries to explore all sides of the new house in order to find the way so that he can go to the camp in getting friends. His mother did not allow him to go outside the house but Bruno still tries to find some friends hardly.



**Figure (III.6)**  
**Dialogue 6**

Mother: (*Knocking the window*) "Bruno, what are you doing?"  
 Bruno: "Exploring?"  
 Mother: "No, Not in the back I told you don't go out to the back, exploring the front."  
 Bruno: "But I have explored all."  
 Mother: "Try to find something else to do."  
 Bruno: "Like what?"  
 Mother: "Come back here now and we think something."

**(Duration: 00:19:36 – 00:19:54)**

In the dialogues above (line 2 and line 8) explain about Bruno who really wants to play with friend or children because he is also a child. It is caused by his curiosity to find the friend; he can find a friend called Shmuel.

### B.1.2 A friendly child

Bruno is a friendly child because he always helps his friends who need his help. Bruno feel happy when he finds a new friend named Shmuel in a Jewish camp. Bruno considered that Shmuel is a good friend for him because he does not have friend anymore since he and his family move to the

camp near from country side. At the Jewish camp. Bruno considered that Shmuel is a good friend for him because he doesn't have friend anymore since he and his family move to the camp near from country. Although Bruno said that they must be enemies but Bruno gives a piece of cakes to Shmuel because he knew that Shmuel is hungry.



**Figure (III.7)**  
**Dialogue 7**

Bruno: "What are you doing here?"  
 Shmuel: "They want someone who has little fingers to clean all these."  
 (Even though Bruno said that they must be enemies but Bruno gives a piece of cakes to Shmuel because he knew that Shmuel is hungry).  
 Bruno: "We are not supposed to be friend. You and me. We must be enemies. Did you know that? You want some (cake)?"  
 Shmuel: (Nods his head)

**(Duration: 00:09:36 – 00:10:08)**

In the dialogues above (line 3) is a fact that Bruno is a friendly child. Bruno gives a piece of cakes to Shmuel because he knew that Shmuel is hungry.

## B.2. Shmuel

### B.2.1. An innocence child

Being a Jewish boy and a little prisoner make Shmuel bored but he always tries to make himself happy. Shmuel was happy after he met Bruno in the camp. It is like Bruno, Shmuel is also a boy who needs friend or peer. Shmuel and Bruno were friend after that day. Shmuel is an innocence child who always tries to believe in his parents saying. He also did not get ashamed to ask some foods from Bruno.



**Figure (III.8)**  
**Dialogue 8**

Bruno: I live in the house. Back there.  
Shmuel: Have you got any food on you?  
Bruno: No other. Are you hungry?  
Shmuel: (Nods his head)

The dialogues above (line 2) explain that Shmuel is an innocence child, he did not get ashamed in taking something (food or others) from someone even from a stranger one.

### B.2.2. A patient child

When Shmuel is eating a piece of cake that given by Bruno, Unfortunately, there is a soldier who catches out that Shmuel is eating a cake. The soldier is angry to Shmuel and asks to Shmuel who is the person give the cake. Shmuel answered he is Bruno who gave the cake but Bruno did not confess. It is unlucky for Shmuel because the soldier beat him. Bruno apologizes to Shmuel immediately after the day and Shmuel is not angry to Bruno and forgives him directly when they met in the camp.



**Figure (III.9)**  
**Dialogue 9**

Soldier: (*Feeling angry*) How dare you to talk  
With people in this house. How dare you!!!  
Are you eating? Have you been stealing foods? Answer me!!!  
Shmuel: (frightened) No, sir! He gave it to me.  
He is my friend.  
Soldier: What? (ask to Bruno) Little man. Do

you know this Jew? Do you know this  
Jew!!!!???  
Bruno: (frightened) No, I just walk in and he is  
stealing by himself. I never seen him before in my life.  
Soldier: (talk to Bruno and go with together)  
Go away!!!

The dialogues above (line 8 and 9) explain about Shmuel, He is a patient child. Shmuel is not angry when Bruno did not acknowledge that he is a person who gave a piece of cake to Shmuel.



**Figure (III.10)**  
**Dialogue 10**

Bruno: I don't know what I did. To deny it.  
Grettle and everyone talk about all this  
things, and that soldier is so scary. I've coming here everyday, but you are never here.  
I thought may be, we aren't going to be friend anymore.  
Shmuel, I am already remorse what I did. We are still friends, are we?  
Shmuel: (Shook his head and give his hands to Bruno)

**(Duration: 00:16:46 – 00:17:35)**

The dialogues above (line 8) explain about Shmuel, he is a patient child who always forgives someone who wants to be forgiven. Shmuel forgives Bruno directly after Bruno apologized to him.

### C. The children characters' condition based on children psychological analysis.

Childhood period (6 – 12 years old) is a period when the children are considered can begin to take a responsibility for their behavior itself, in relationship with their parents, fellow, and other people. (Nuryanti, 2008 : 36)

In age 6 – 12 years old is also often mentioned school age, it means that school is an essence point of experience in this childhood, which is being central point of physic development, cognitive, and psychosocial. (Nuryanti, 2008 : 36)

### **C.1 Bruno**

He is an eight-years-old child; Bruno is a normal child like other children who is in eight years old, he needs school and he feels that he can take responsibility about his problem and behavior. Bruno needs friends and school because he is still eight years old.

Actually, Bruno is a good child for his parents because he always tries to pay attention to his parents' instructions. But sometimes he is being a bad child because of his desire to have friends, so he ignores his parents' instructions.

### **C.2 Shmuel**

It is like Bruno, Shmuel is also an eight years old child. Shmuel needs friends in doing his daily activities. He is also a normal child like other children who is in eight years old, he needs school and he feels that he can take responsibility about his problem and behavior. But he feels that his life is not normal like other child who can go to school and have many friends, it is caused Shmuel has been in the prisoners camp, so he gets bored when he must do his daily life in the camp.

## **V. CONCLUSION**

As one of the intrinsic elements of literature, character is as important as with other elements. If the plot is the frame of the story, then character is the central of it. Character makes the story live. It is presented for constructing the story. Without character the story will never goes properly. In a movie, the way the characters act, speak, think let the spectators know and understand the whole plot of the movie. The character can be major or main and minor.

“THE BOY IN THE STRIPPED PYJAMAS” movie is one of interesting movies that analyzed through its characters by using psychological analysis. The writer found five major characters, their

characterization and the children characters' condition based on children psychological analysis.

The first major character is Bruno, he is an eight years old child who growth in army's family that must follow his parents' regulation which prohibit him in exploring outside the house and to make relationship with any child in a prisoner camp. Bruno is a curious and a friendly child, and he always take care of his parents instruction but after moving to the new house, he feels bored with the situation in the house. So, Bruno tries to find new friends and he does not care about his parents' regulation. Bruno is being a bad child because of his desire to have friend.

The second major character is Shmuel, he is also an eight years old child like Bruno. Shmuel is a Jewish who is being violent of NAZY soldiers. Shmuel has good characterization because he always be patient and friendly to all people although they are enemies. His condition in this movie is almost never change, he is like other child who is in eight years old, he needs friend, school and many other things.

Based on children psychology, children who is in 6 – 12 years old still need friends and school but the three children: Bruno (eight years old) and Shmuel (eight years old) have a bad experience that makes them changing in behavior. Bruno is being a bad child because his parents forbid him to find and play with friends around the camp and he does not go to school because his parents will invite a teacher to his house to teach him. So, he will not have any friends. Shmuel gets bored because he has been doing his daily life in prisoner camp, it means that he will never go to school and having any friends.

## **VI. SUGGESTION**

The writer would like to suggest to all people, especially people who like watching movie, he/she does not only watch the movie but also try to analyze the movie in order to increase their knowledge about literary work. For example, by watching English movie, the viewers can improve their vocabularies in English and they will know that movie is one of literary works.

The writer also would to suggest the students in English major to watch some of English movies because by watching English movies, they can improve their English in vocabularies, listening, et cetera, and the students will know how to speak

English in good pronunciation. The writer also would like to suggest to people who work in education field try to do the better thing and never give up to increase their knowledge about teaching-learning process especially in teaching-learning literature.

For the last time, the writer would like to suggest to all students to achieve their dreams, and especially for students who have been studying English subject, the writer wishes the students to study English continuously, and never consider that English is difficult to be studied.

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