

# FOCALIZATION ANALYSIS ON AUTISTIC CHILD'S CHARACTER DEVELOPMENT IN MARK HADDON'S *THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME*

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## Abstract

This research aimed to (1) identify the kind of focalization used in Haddon's *The Curious Incident of the Dog in the Night Time*, (2) reveal how autistic child's character development expressed through focalization of the main character in the novel. The researcher used qualitative descriptive content analysis. The data of the research were significant expressions related to kind of focalization and autistic child's character development taken from the novel. The result of this research showed: *first*, there was one kind of focalization in the novel which is internal focalization from two characters, Christopher internal focalization and his mother internal focalization; *second*, Christopher's focalization expresses his own characterization and the development. As a child who has disability called asperger syndrome, his characterization before the journey is depicted as dependent, pessimistic, and uncontrolled. During the journey, Christopher faces a lot of obstacles. What has been experienced by Christopher is a blend among strangers and a journey to places he has never visited before. This experience takes a big role in his further character development. He becomes a child who is independent, optimistic, and having self-control.

**Keywords:** Focalization, children's literature, disability, Asperger syndrome, character development.

## INTRODUCTION

Literature is a powerful tool to help children recognize and aware about their surrounding. It will enrich their knowledge and develop their understanding about the groups of children in their own society, other children in far-away places, or about children whose lives are different from their own. Lukens in *A Critical Handbook of Children's Literature* states that "Literature is more than a piece of writing that clarifies; it gives the child pleasure as well as understanding" (1999: 10). She emphasizes that reading literature will give children pleasure as well as give children a broader knowledge and understanding of life. Children's books invite children to use their

imaginations, expand their vocabularies, and gain a better understanding of themselves and others. If a story reflects the diverse group of people in the world around them, children can learn to respect not only their own cultural groups, but also the cultural groups of others. In other words, respect other people by showing politeness and honour towards each other.

People cannot avoid unpleasant things from life, especially when people have to cope with disability. There are a lot of research showing that nowadays children are born with disability. According to the data and the statistics of Autism Spectrum Disorder (ASD) prevalence studies, about 5 in 9 children (or 1.7% per 186.206 5 to 14 year old) are identified with Autism. The research was

conducted to 5 to 14 year old children living in United Kingdom (Lingam, 2009: 4). The result shows how big the number of children born with disability is. Another result emphasizes that boys are almost 5 times more likely to be identified with the syndrome than girls are. About 1 in 42 boys and 1 in 189 girls are identified with Autism. The data of the researches were taken in 2000 until 2004 and the number of children with autism and Asperger's syndrome are increasing per year. In response to these concerns, the theme of autism and Asperger's syndrome in literary works begin to emerge, especially in children's literature. At the beginning of the emergence, the representation of disability in children's literature is still minor. There were not many children's books which portrayed the voice, the reflections or experience of the disabled in a positive way. Therefore, Dyches, Prater, and Leininger (in Rozema, 2014: 26) suggest that there are "two central measures for evaluating such works: portrayals of individuals with disabilities must be both realistic and positive". They mention that the positive portrayals of individual with disability must be characterized in the following ways:

- (a) realistic emphasis on strengths rather than weaknesses;
  - (b) high expectations;
  - (c) making positive contributions beyond promoting growth in other characters;
  - (d) becoming self-determined;
  - (e) being given full citizenship in the home and community;
  - (f) expanding reciprocal relationships.
- (Rozema, 2014: 26)

They conduct a study of juvenile and young adult fiction in United Kingdom and the result of the study shows that 74 percent of the books are found to be realistic in their representation of developmental disabilities, while only 40.5 percent are positive, with an additional 40.5 percent mixed (some positive characterizations, some negative) and 19 percent negative with no positive characterizations of developmental disabilities (2014: 26). Meanwhile, children's literature with autistic children's character has a potential to raise public awareness of the disorder. It means to say that children with mental disabilities should be represented in a story as the main character. The character should be depicted in a positive way in order to make the story becomes reliable. Putting an autistic child as the main character who tells the story from his/her own point of view will enhance the realistic experience and give the accurate portrayal of them. Moreover, the story about disabilities in positive representation can raise the awareness among children without disability and help to destroy barriers set by prejudice and stereotype. It can convey information about the life, problem, and joy of people with disabilities.

One way to show the positive portrayal of disabled children is to put their characters as the focalizer. According to Luc and Herman "the focalizer is the agent who perceives and who, therefore, determines what is presented to the reader" (2001: 70). The idea of presenting disabilities as the part of the society can be

enhanced through putting the disabled child as the focalizer of the story. Stories should present children with wide range of powerful and competent characters from different background that represent the real portrayal of disabled through the eyes of a child. Children identify story with characters that are similar with themselves. Thus, giving children trust to focalize what they see is really important in children's literature.

Most of the time, focalization is seen as an unimportant part of a narrative story. There are only few analysis which use focalization as the main objective. However, conducting analysis on focalization and see it as an important part of a narrative story will change people's perspective about its function. In children's literature, a story that is told from a child's point of view is important and even adults voice are represented less or minor in order to give children space for developing their curiosity while reading. Positioning children as the main characters, who narrate the story, will make the readers understand how the world is seen through the eyes of children in which the condition is just the same as positioning disabled children as the narrator. In this part, focalization becomes very important to control and intervene readers' mind. The voice of disabled children is rarely shown to the world. There are numbers of children's stories about disabled children, but they are not written from the perspective of children with disabilities. It will be different if the perspective is taken from the disabled children's eyes. The story will be

reliable since the narrator is the disabled child him/herself. Children with disability are part of the society and they also deserve a place in any literary works, especially children's literature. Society needs to hear disabled children's voice, normal children need to be introduced to the disabled children's existence, and also the disabled children themselves need to be acknowledged that they are also part of the world by presenting them with a positive portrayal in the literary works.

Therefore, the researcher tries to explore further regarding to the topics of focalization and the character development of autistic child's character. Thus, the researcher is interested in analyzing one of Mark Haddon's works, *The Curious Incident of the Dog in the Night Time*. This novel is chosen based on several reasons. First, this book is really good to be read by children because it portrays how a child with Asperger's syndrome tells a story. Second, the details of the story and the pictures that present how a child with Asperger's syndrome thinks are really interesting. Third, the problems that are faced by Christopher are really complex such as lie, divorce, and the decision to run away. Fourth, the development of Christopher's character can influence disabled children out there to be powerful, to be

independent and to be developed. Children's story like *The Curious Incident of the Dog in the Night Time* is a good example of a literary text which introduces about focalization of a disabled child especially the one which is related to child with Asperger syndrome and how he focalizes the story. By presenting focalization of a child with disability in a novel, an alternative of reading a text can be accepted in smooth ways by people who are not aware of the importance of seeing from another perspective. Therefore, the researcher uses Herman, Vervaeck, and Rimmon Kenan's theories to reveal the focalization of a disabled child in the novel. In addition, the researcher intends to show how focalization can also reveal the characterization of a disabled child and also his development. Focalization is the best approach to analyze this novel because by using this approach, readers, especially nowadays children can be more aware that the disabled children have a unique way of seeing things and problems in life that the disabled children can be independent, optimistic, and having self control in solving their own problems.

The purpose of this research is to understand kind of focalization that is used and characters development that is expressed through focalization in Mark Haddon's *The Curious Incident of the Dog in the Night Time*. Focalization is a method to decide from what angle the story is told and from whose eyes the story is seen. The function of focalization itself is to let people dive in other's people imagination and to be acknowledged about their characters. Applying focalization let people understand about the changing perspective of the character inside the story. Focalization is the most sensitive area in literary elements on deciding how a character can change from A to B.

This research has two aims namely (1) to identify the kinds of focalization used in Mark Haddon's *The Curious Incident of the Dog in the Night Time* and (2) to reveal how autistic child's character development expressed through focalization of the main character.

This research is significant to give the insight and knowledge in English literature especially in children's literature, focalization in children's literature, and child's character development to give benefit for these following groups of people such as students, lecturers and future researchers in getting knowledge, providing examples and guiding for further analysis in the relevant topics.

## THE RESEARCH METHOD

To make a research becomes reliable and scientific, it is important to create a research design. Research design helps the researcher to accomplish the aims of the research. This research used qualitative research design instead of quantitative research design because this research does not deal with calculations and measurements. Qualitative research is a research which concerns with developing explanations of social phenomena (Hancock, 2002: 6). Furthermore, according to Vanderstoep and Johnston (2009: 7) in a qualitative research, a researcher produces a narrative or textual description of the phenomena under study. Thus, the object of the study is presented more in words rather than in numbers. Then, in this research, the expressions related to focalization and character's development through focalization in the novel become the data of the study.

The main source of the data was a book written in 2003 by Mark Haddon entitled *The Curious Incident of the Dog in the Night Time*. All the expressions related to focalization and character's development through focalization in the novel were the research's data. There are several books and articles that were used to support the data analysis related to focalization theory. In order to scrutinize the meaning related to focalization, the researcher used focalization theory, especially Herman and Vervaeck's concept of types of focalization and Rimmon-Kenan's concept of facets of focalization.

The main instrument of this research was the researcher herself who used her capacity to interpret and analyze. The researcher interpreted and analyzed the data related to focalization and character development as represented in the story based on the researcher's knowledge supported by focalization and children's literature theory. Thus, she acted as the interpreter of those data related to the purposes of this research from *The Curious Incident of the Dog in the Night Time*.

The researcher made the indicators of the kind of focalization and a child's character development as described in the analytical construct. The indicators were made based on the employed theories. Thus, the researcher used the table list as the secondary instrument during the data processing. The second instrument used in this research is the data table. There are two data tables which help the researcher in working and interpreting the data.

There were two steps done as parts of the technique of data collection: the first step referred to the close reading and re-reading activities and the second step was done by categorizing the raw data.

To analyze the data, content analysis is used. The researcher employed textual analysis which involves the identification and interpretation of the novel. There were some phases of data analysis done by the researcher. Those phases are listed in the following: (1) obtaining the raw data from the novel by close reading, re-reading and taking notes; (2) signing and noting any words, phrases, clauses,

sentences, and paragraphs related to focalization and character development; (3) identifying, writing down, and selecting the relevant data based on the research questions; (4) classifying the relevant data based on the categories and sub categories (5) and analyzing and interpreting the data, and (6) reporting the data analysis by describing the findings into a narrative form which could be shared and read by other people, and (7) applying the measure of trustworthiness of the relevant data by triangulation.

The triangulation is essential in establishing the trustworthiness which is crucial in ensuring the quality of the research findings. Julien (2008: 120) suggests that triangulation is intended to confirm the data in determining whether or not the researcher's interpretation is reliable and valid. In this research, the first and second supervisors who helped the researcher in checking the data. In addition, there are three friends under the same study program who also helped the researcher in checking the data. These friends were chosen because they were in the same concentration and used the same topic, children's literature, in their thesis.

## **THE RESEARCH FINDINGS AND DISCUSSION**

The researcher finds that Mark Haddon's *The Curious Incident of The Dog in The Night Time* contains one kind of focalization which is internal focalization, and children's character development which are the development from dependent to independent,

pessimistic to optimistic, uncontrolled to have self control. These data are divided into two tables which are explained further in the following.

### **The Kinds of Focalization Used in Mark Haddon's *The Curious Incident of the Dog in the Night Time***

The researcher finds that the novel use the internal focalization from the beginning until the end of the story. The internal focalization comes from two characters who are Christopher and his mother. Christopher narrates the story about his own journey and his mother narrates the story about her lives in London and why she leaves the family home. The unique thing about the novel is that the narrator and the main character are the same person who has an Asperger syndrome. Asperger syndrome itself is part of Autism. A person who has Asperger syndrome is having social and emotional difficulties, but better than any normal people in learning abilities The researcher is interested in analyzing the novel's uniqueness about how a story can be focalized internally by a character with Asperger syndrome.

#### **Internal Focalization Expressed by Christopher**

Internal focalization expressed by Christopher are divided into three facets namely perceptual, psychological, and ideological. First, perceptual facet of focalization includes

two coordinates of space and time. In fact, this facet is related to spatio-temporal limits of the focalizer in seeing and hearing, or in general perceiving the narrative issues. The expression is reflected in the quotation below.

**It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs. Shears's house. Its eyes were closed.** It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. **But the dog was not running or asleep** (Haddon, 2003: 1).

The dramatic opening, stating the exact time “7 minutes after midnight” and the simplicity of the sentences “its eyes were closed” invite the readers to follow his description. From this point, the sensory range of Christopher that is used is his sight. The readers cannot see the events from panoramic view because the focalizer is focusing his eyes or his sight only on the lying body of the dog on the grass. There are no other descriptions or clues about his surroundings. Later in the story, Christopher decides to observe the neighborhood to find the murderer. If the focalizer in the beginning of the story widens his sight, not only focusing on the lying dog, he might find other clues to help him finding the murderer. However, the limitation of the sight from the focalizer invites the reader to be as curious as him in the story.

Second, psychological facet is related to emotive component of Christopher. The emotive components are the feelings of Christopher throughout the story in fulfilling his

curiosity. This situation is reflected in this following quotation.

**I rolled onto the bed and curled up in a ball. My stomach hurt.** I don't know what happened then because there is a gap in my memory, like a bit of the tape had been erased. But I know that a lot of time must have passed because later on, when I opened my eyes again, **I could see that it was dark outside the window. And I had been sick because there was sick all over the bed and on my hands and arms and face.** (Haddon, 2003: 142).

From the above quotation, it is clearly seen that Christopher does not exactly know what is happening although he can feel it as “there was sick all over the bed and on my hands and arms and face”. At the beginning of the story, Christopher already tells the readers that the emotions he knows are only happy and sad. Now, he describes his feeling by saying that all over his body is sick while people usually call the feeling as upset and fear of accepting the reality.

Third, ideological facet of focalization is how the voices and the thoughts interact. However, in this novel none of the characters have an explicit discussion of their ideology. Only the main character narrates other character's ideology. The first example is when Christopher talks about his teacher's view about the concept of heaven.

**Mrs. Forbes at school said that when Mother died she had gone to heaven. That was because Mrs. Forbes is very old and she believes in heaven.** And she wears tracksuit trousers because she says that they are more comfortable than normal trousers. And one of her legs is very slightly shorter than the other one

because of an accident on a motorbike (Haddon, 2003: 42).

The datum above is focalized by Christopher. He assumes that Mrs. Forbes believes in heaven because she is an old lady. He continues his word by describing Mrs. Forbes' appearance that makes the readers believe that she is old enough to preach children about the concept of heaven.

### **Internal Focalization Expressed by Christopher's Mother**

From the beginning of the story, Christopher always tells the reader what he sees, feels, and thinks. The readers accept all information only from Christopher's focalization. There are no clues about his father thought or his mother thought. However, in the middle of the story, Christopher finds some letters from his mother. By the time Christopher opens the letter, the focalization is switched into his mother's focalization. His mother's focalization is characterized as internal focalization because the narrative is the inside view. It means to say that his mother reports what is visible and audible from her sight and she also appears inside the story.

Haddon switches the focalization to broaden the information in the story. It is possible to let Christopher retells the letter but Haddon does not use that technique. There are three letters that Christopher opens. In every letter, his mother tries to describe everything to let Christopher understand the condition. However, it is not continued to other letters

because Christopher's chest gets sick. The data of the letters only uses two facets which are perceptual and psychological. The examples of Christopher's mother internal focalization are explained below.

Dear Christopher,  
I'm sorry it's been such a very long time since I wrote my last letter to you. I've been very busy. I've got a new job working as a secretary for a factory that makes things out of steel. You'd like it a lot. **The factory is full of huge machines that make the steel and cut it and bend it into whatever shapes they need** (Haddon, 2003: 121).

The datum above is the first letter that is read by Christopher. The date of the letter is 16 of October. The focalization is switched into Judy's voice, Christopher's mother, started by the word "dear Christopher". She explains about the factory where she works. She says that the factory is full with a huge machine to make Christopher interested in reading her letter. It explains from perceptual facet because she reports what she sees in the place she works. The story then continues by her explanations about her flat. The letter closes by an apology from Judy because she thinks that Christopher probably be angry to her.

### **The Autistic Child's Character Developments that are expressed through Focalization**

In Haddon's *The Curious Incident of the Dog in the Night Time*, Christopher is portrayed as a character who has some negative traits because of his limited ability. At the beginning of the story, Christopher is pictured himself as

a dependent, pessimistic and uncontrolled child. Through his own focalization, he shows and opens himself to the readers. The researcher finds that he is aware about his limited ability and he focalized it in the story. He invites the reader to feel his helplessness through every expression he writes. Gradually, Christopher is developed as a child who is independent, optimistic, and has self-control towards himself. To make the explanation more specific, the researcher divides the findings into two: Christopher's characterizations before the journey and Christopher's personality development.

### **Christopher's Characterizations before The Journey**

Christopher is depicted as a character who has a lot of behavioral problems. People are aware that Christopher knows he is different and he knows that he has to explain himself to the readers. He invites the readers into his world, telling the readers how he thinks and who influences him. Any choices, any actions and any decisions that Christopher makes are explained as he shares with the reader his thought processes. From all behavioral problems he has, only three problems that are significant in the novel which are dependent, pessimism, and uncontrolled.

First, children in most of children's stories are depicted as dependent characters because people, especially adults, see them as inferior who always need adults' help. This thing also happens to the disabled characters.

Because of their limited ability, disabled children always depicted as dependent character. They become passive characters who need assistance with some self-help. In Haddon's novel, Christopher is also depicted as a dependent character. He has his own special teacher to guide him in learning activities. The situation is presented in the quotation below.

**“I got Siobhan to draw lots of these faces and then write down next to them exactly what they meant. I kept the piece of paper in my pocket and took it out when I didn't understand what someone was saying”** (Haddon, 2003: 3).

This focalization shows that Christopher is aware that he needs self-assistance. He asks Siobhan, his teacher, to draw lots of faces with different facial expressions and to write the meaning of the expression next to the picture. He needs Siobhan to help him because he understands that he cannot do that on his own. He knows that he has a difficulty in understanding other's people emotions and he only knows the basic expression of human which are happy and sad.

Second, children who understand that they have behavioral problems tend to be more pessimistic. Pessimistic or self-deprecating is a kind of trait which focuses on the negative things rather than the positive things in a person's life. Christopher is a child with disability who is also has an issue with self-confidence. He tends to see himself as unvalued person. He thinks that his family life is not as happy as other family because of his behavioral

problems. The situation is presented in the quotation below.

**I used to think that Mother and Father might get divorced.** That was because they had lots of arguments and sometimes they hated each other. **This was because of the stress of looking after someone who has Behavioral Problems like I have** (Haddon, 2003: 59).

The bold sentence above shows about how Christopher feels towards his parents fight. As having been explained before that pessimistic is a trait of thinking that bad things are more likely to happen or emphasizing the bad part of situation, here, Christopher is aware that he is the main cause or reason of his parents fight. He sees himself as deprecating child who makes his parents stress out of looking after him, the one who has a lot of behavioral problems.

Third, children with Asperger syndrome have difficulty in controlling themselves. According to Attwood (2009: 26) some children with Asperger syndrome have a lack of ability in social play with peers and in interactions with adults. . Like many Aspergers individual, Christopher finds social connection with others difficult. When situations threaten to overwhelm him or he cannot interpret them, he screams, or buries his head in his arms and groans. It can be seen in the example below.

**I don't like it when people grab me. And I don't like being surprised either.** So I hit him, like I hit the policeman when he took hold of my arms and lifted me onto my feet. But Father didn't let go, and he was shouting. **And I hit him again. And then I didn't know what I was doing anymore** (Haddon, 2003: 103).

The datum above shows that Christopher is focalized his confusion with the intentions of his father's grab. He does not know what his father's wants by grabbing and surprising him. Those actions lead to misperception that his father wants to harm him. Then Christopher hits his father because of the concept on his head that is when somebody hurts his feeling or tries to harm him, he will hurt that person back. He feels insecure and he even brings his own Swiss Army Knife on his pocket to make himself ready if things go wrong.

### Christopher's Personality Development

Christopher is a round character in the novel. Though the story only narrates from his point of view, people can see that he has a complex characterization. Christopher goes through in the novel as a perfect illustration of a child character with Asperger syndrome. At the beginning of the story, Christopher is dependent, pessimistic, and having no self control. Because of the fact that hits him very hard, his attitude to life changes, as well as his appreciation of himself. Three essential details in Christopher's development are his attitude towards his hope.

First, in nowadays children's stories, most of the protagonists are depicted as an independent character. The stories are usually about the struggle of the character to be independent. The authors of children stories are aware that the depiction is needed because

children like to see the characters to be involved in actions and making decisions.

In Haddon's novel, Christopher goals are becoming independent, reaching his dream and finding his role in the world. At the beginning of the story, Christopher is depicted as a child who always needs self-assistance. Because of his condition, he cannot be as independent as he would like. He keeps trying to be independent by doing an investigation on his own. The investigation leads him to two surprising facts that his mother is still alive and his father is the murderer of Wellington. Because Christopher cannot understand his father's reason, he tries to run away from home. The decision to run away is a big step for Christopher because he has never been to anywhere on his own. The first example of his bravery to be independent is in the datum below.

**I made a decision that I would have to find out how to get to the train station and I would do this by asking someone,** and it would be a lady because when they talked to us about Stranger Danger at school they say that if a man comes up to you and talks to you and you feel frightened you should call out and find a lady to run to because ladies are safer (Haddon, 2003: 169).

According to the above focalization, it shows that Christopher decides to do something on his own. He is going to ask someone about the way to the train station because he has no clue at all how to get there. He decides to ask someone who is the lady standing near him. As a child with behavioral problems, asking strangers about information is not a good idea because it

might be dangerous. However, he shows the reader that he keeps trying to make himself brave.

Second, children with Asperger syndrome have difficulties in their social skills. They tend to internalize their thoughts and feelings for themselves. Intellectually, they have the ability to recognize their social isolation, but lacks of social skills gives them no clues what to do to achieve social success. They desperately wants to be included in social activities and to have friends but they do not know what to do. The result can be a crisis of confidence. Therefore, brave actions by the child with Asperger syndrome to improve their social skills can be the sign of the development.

Developing a character to become optimistic is not easy especially when the character is a child with Asperger syndrome. The authors cannot develop the character freely. However, Haddon can develop Christopher's character naturally. At the beginning of the story, Christopher seems afraid to do anything outside his habit but he keeps trying to convince himself to be brave. One of the examples is presented below.

**“So talking to the other people in our street was brave. But if you are going to do detective work you have to be brave, so I had no choice,”** (Haddon, 2003: 46).

The datum above is focalized by Christopher related to his own action. He shows to the readers that he never talks to his neighborhood before but to get more information to do detective work, he has to be brave. The decision to find Wellington's murderer is the first step of

his bravery. The act to be brave is his next step to gain his own confidence and be optimistic.

Third, people might think that children with Asperger syndrome are not possible to have self-control. Indeed they have difficulties in social play with peers but it does not mean that they cannot develop and have self-control. Haddon in *The Curious Incident of the Dog in the Night Time* shows that having self-control is possible to be reached by a child with Asperger syndrome. During his journey to London, he faces a lot of difficult times. Christopher is aware that he finally reach the phase of having self-control. The development of Christopher is achieved because the condition pushes him to do a lot of struggles to be calm along the journey.

**So I took lots of deep breaths like Siobhan says I have to do if someone hits me at school, and I counted 50 breaths and I concentrated very hard on the numbers and did their cubes as I said them. And that made the hurt less painful** (Haddon, 2003: 169).

He remembers what Siobhan says to him whenever he feels bad. At this time, he does not need somebody to calm him, he can make himself calm by taking a lot of deep breaths. He usually gets panic when he feels sick on his chest, but now he can maintain himself from being panic.

## CONCLUSION

The researcher finds that Mark Haddon's *The Curious Incident of the Dog in the Night Time* contains focalization which is

internal focalization. The internal focalization is expressed from Christopher and his mother. The first focalization comes from Christopher and it is divided into three facets, perceptual, psychological and ideological. Perceptual facet holds the result of what Christopher sees and hears, in general, it is also the result of his sensory perceptions. Psychological facet gives the result of what Christopher's feels and wants in his life. Ideological facet shows the view of the dominant ideology of the society in which Christopher lives. The second focalization comes from Christopher's mother. To broaden the information in the story, the switches of focalization is needed. The appearance of Judy's voice completes the story from Christopher's focalization. The gap that is made by Christopher's limited view and knowledge is explained through Judy's voice.

Besides the kind of focalization, the research also talks about the development that happens to a child with disability through his own focalization. The result is divided into two parts.

The first part is Christopher's characterization before the journey. Christopher is depicted as a dependent, pessimistic and uncontrolled character. Through his focalization, he shows that he also realizes his limited ability. At the beginning of the story, he is aware of his need of self-assistance because he cannot do anything on his own; even it is a simple thing like taking a bath. He does not know the way to reach his ambition because all of those targets are only in his mind, to go to

University and learn to be an astronaut. He cannot control his emotion towards thing he does not like, for example the loud noises. He can easily scream and groan whenever he feels intimidated.

The second part is Christopher's personality development that occurs in the middle of the story. After he reads the letters from his mother, he decides to do a journey to find his mother in London. Along the journey, Christopher faces a lot of obstacles that change him into a better child. At the end of the story, the readers learn that Christopher is becoming an independent character. Through his focalization, he realizes that because of the journey he can stand on his own without any help from his father or his teacher anymore. He gains his optimism because he believes that nothing is impossible. He plans his future clearly after he gets an A in his math examination. He believes that he can be an astronaut. Because of the journey, he also learns to control himself. He can make himself calm by following some steps that are given by his teacher, Siobhan. Then, whenever he gets panic, he can successfully manage his own emotion.

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