

APPENDIX

**STRIVING FOR SUCCESS AS REFLECTED BY AUGUST PULLMAN AS THE MAIN
CHARACTER IN R. J. PALACIO'S *WONDER*
APPENDICES**

NO	QUOTES	FORMS	PAGES	ANSWERING PROBLEMS	REFERENCES	COMMENTS
1.	I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know	Monologue	3	PF 1 (Feeling Inferiority)	The feeling of inferiority is divided into two categories: primary and secondary feelings of inferiority. It must be noted that most children experience the primary feelings of inferiority, weakness, and dependency. Secondary inferiority feelings are normally experienced by adults who have the tendency to feel insufficient, which can be the result of trying too hard to achieve unrealistic	<i>Wonder</i> is a novel about the primary feeling of inferiority. In the monologue August feels inferiority because he has a genetic disorder. Feeling of inferiority is always felt by people who find a problem in their lives like what August feels. Feeling of inferiority is also felt by people who get disability or illness. In the quotation shows that August gets

	<p>ordinary kids don't get stared at wherever they go.</p> <p>If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.</p>				<p>goals; hence, the feeling of imperfection (Rochemont 4-5).</p>	<p>pressure by his condition. August always imagines and thinks about his current condition. <i>I would wish that I had a normal face that no one ever noticed at all.</i> This monolog proves that August has a genetic disorder that causes his face does not look like most normal people. This situation can be said as primary feeling of inferiority of August because August is child.</p>
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2.	<p>He slid the earphones on my head again carefully.</p> <p>“There you go, August. So how’s that?”</p> <p>“Totally uncomfortable!”</p> <p>I said.</p> <p>“You’ll get used to them very quickly,” he said.</p> <p>I looked in the mirror. My eyes started tearing up. All I saw were these tubes jutting out from either side of my head-like antennas.</p> <p>“Do I really have to wear this, Mom?” I said, trying not to cry. “I hate them. They don’t make any difference!”</p>	<p>Monologue</p> <p>Dialogue</p>	<p>212 -</p> <p>213</p>	<p>PF 1</p> <p>(Feeling Inferiority)</p>	<p>It is taken for granted that those individuals who come into the world with defects feel existence to be a burden from their earliest days. They thus find themselves in a position of pessimism as regards the whole structure of existence (Turner 29).</p>	<p>The story in the novel tells about the main character August who has a genetic disorder since he was born. His genetic disorder makes him unable to hear clearly. It clearly states from the quote that <i>He slid the earphones on my head again carefully.</i> The doctor and his parents try to help him by giving him earphones. However, it does not help him and even makes him feeling worst as he is about to cry. August feels burdened because of his physical defects. In this condition, he also feels pessimism because the</p>
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	<p>“Give it a second, buddy,” said the doctor.</p> <p>“I haven’t even turned them on yet. Wait until you hear the difference: you’ll want to wear them.”</p> <p>“No, I won’t!”</p>					earphones do not make any difference for him.
3.	<p>What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.</p>	Monologue	4	PF 1 (Feeling Inferiority)	<p>Individual psychology holds that everyone begins life with physical deficiencies that activate feelings of inferiority, feelings that motivate a person to strive for either superiority or success (Feist and Feist 70).</p>	<p>In the monologue August feels inferiority because he knows that he is different with his friends. <i>What I wanted was to go to school. Have lots of friends and hang out after school and stuff like that.</i> The sentence shows that even though August is different from his friends, but he wants to be</p>

						like the others.
4.	<p>“So sending him off to middle school like a lamb to the slaughter...,” Dad answered angrily, but he didn’t even finish his sentence because he saw me in the mirror looking up.</p> <p>“What’s lamb to the slaughter?” I asked sleepily.</p> <p>“Go back to sleep, Auggie,” Dad said softly.</p> <p>“Everyone will stare at me at school,” I said, suddenly crying.</p>	Dialogue	10	PF 1 (Feeling Inferiority)	Adler states that individual psychology happens starting feeling of inferiority, the feeling of weakness and worst by the condition that he or she has (Feist and Feist 67-68).	In the dialogue August knows that everyone will stare at him at his new school, because he has a genetic disorder that causes his face does not look like most normal people.

5.	<p>I'm not sure why, but all of a sudden I started to cry.</p> <p>Mom put the book down and wrapped her arms around me. She didn't seem surprised that I was crying. "It's okay," she whispered in my ear. "It'll be okay."</p> <p>"I'm sorry," I said between sniffles.</p> <p>"Shh," she said, wiping my tears with the back of her hand.</p> <p>"You have nothing to be sorry about...."</p> <p>"Why do I have to be so ugly, Mommy?" I</p>	Monologue Dialogue	59 - 60	PF 1 (Feeling Inferiority)	Inferiority is the conscious or unconscious feeling that one is not as good as others (Jayapaul 19).	The dialog explains that August tells his feeling to his mother. When August tells it, August is crying because he regrets for his look. He is not as good as others. <i>Why do I have to be so ugly, Mommy?</i> This dialogue proves that August just cries all the time because he is sad when he thinks about his face that does not look like most normal people. In this case, August has the feeling of inferiority.
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	<p>whispered.</p> <p>“No, baby, you’re not...”</p> <p>“I know I am.”</p>					
6.	<p>She kissed me all over my face. She kissed my eyes that came down too far. She kissed my cheeks that looked punched in. She kissed my tortoise mouth.</p> <p>She said soft words that I know were meant to help me, but words can’t change my face.</p>	Monologue	60	PF 1 (Feeling Inferiority)	Each individual, certain organs are somewhat weaker than other (Hjelle and Ziegler 141).	<p>In the monologue August feels inferiority because he has a genetic disorder. <i>She kissed me all over my face. She kissed my eyes that came down too far. She kissed my cheeks that looked punched in. She kissed my tortoise mouth.</i> This monologue proves that August’s face is not like most normal people, causing feeling inferiority. Eventhough his mother says soft words to him, but his mother’s words cannot</p>

						change his face. It can be included as feeling inferiority because August is in a position of weakness.
7.	These were the kids in all the other grades. They were big kids, some of them. Some of them had crazy haircuts. Some of them had earrings in their noses. Some of them had pimples. None of them looked like me.	Monologue	62	PF 1 (Feeling Inferiority)	Inferiority is considered to be a feeling, rather psychological feeling where a person may consider him or her inferior than others in some or the other way (Jayapaul 19).	In the monologue August feels inferiority because he knows that he is different with his friends at school. It makes him inferior than others.
8.	“Then why do you hang out with him so much?” asked Darth Sidious. “I don’t know,” answered the mummy.	Monologue Dialogue	77 - 78	PF 1 (Feeling Inferiority)	Feelings of oppression, pressure, insulted, physical deficiencies are the parts of human’s inferiority. Those things activate feelings of	The dialogue happens when Halloween holiday at August’s school. His school always celebrates the Halloween holiday by

	<p>“Tushman asked me to hang out with him at the beginning of the year, and he must have told all the teachers to put us next to each other in all our classes, or something.” The mummy shrugged. I knew the shrug, of course. I knew the voice. I knew I wanted to run out of the class right then and there. But I stood where I was and listened to Jack Will finish what he was saying. “I mean, the thing is: he always follows me around. What</p>				<p>inferiority, feelings that motivate a person to strive for either superiority or success (Feist and Feist 70).</p>	<p>requiring the students to wear a costume. Like in the dialogue, Jack Will as the mummy and Julian as the Darth Sidious. Many sentences in the dialogue reflect on feeling of inferiority of August. First, August is shocked when he hears Jack Will tells to Julian that Mr. Tushman asks him to hang out with August. It clearly states from the quote that <i>I wanted a hole I could fall inside of: a little black hole that would eat me up</i>. The sentence shows that August frustrating. August is</p>
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	<p>am I supposed to do?”</p> <p>“Just ditch him,” said Julian.</p> <p>I don’t know why what Jack answered because I walked out of the class without anyone knowing I had been there. My face felt like it was on fire while I walked back down the stairs. I was sweating under my costume. And I started crying. I couldn’t keep it from happening. The tears were so thick in my eyes I could barely see, but I couldn’t wipe them through the mask as I</p>					<p>paralyzed by Jack Will’s words. He is still imagining about his problem. Second, August has feeling of pressure, because actually Jack Will has been friends with him because of Mr.Tushman ordered. Third, August has feeling of being insulted. It clearly states from the quote when he said <i>My face felt like it was on fire</i>. The sentence shows that August mad. The last is the climax, when he finally cries.</p>
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	walked. I was looking for a little tiny spot to disappear into. I wanted a hole I could fall inside of: a little black hole that would eat me up.					
9.	But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make.	Monologue	3	PF 2 (Intrinsic Motivation)	Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, self-initiating and self-regulating while in extrinsic motivation there is	The monologue explains August can motivate himself. <i>But I'm kind of used to how I look by now.</i> The sentence shows that August tries to feel if he is okay to have such conditions and he knows how to regulate himself to gets used to in facing the people around him.

					an anticipation of reward from outside and a person is motivated from an outside source rather than the self (Anjomshoa and Sadighi 126).	
10.	I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the concerns of their eyes. I thought I was used to those kinds of stares by now.	Monologue	49 - 50	PF 2 (Intrinsic Motivation)	Williams and Burden (1997) present a framework of motivation. They approach the framework from different perspectives of factors that affect learner motivation, and divide them into two broad parts: internal and external factors. In this framework, internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery,	The monologue explains August can motivate himself. <i>I thought I was used to those kinds of stares by now.</i> The sentence shows that August tries to feel if he is fine and okay for being like that. He knows how to facing his friends who stare at him in school. He knows how he must respond to his friends. This situation included on his self-concept

					self-concept, attitudes, and other affective states (Öztürk 41).	and his attitude.
11.	<p>“Everyone’s just as nervous as you are,” said Via in my ear. “Just remember that this is everyone’s first day of school. Okay?”</p> <p>Mr. Tushman was greeting students and parents in front of the school entrance.</p> <p>I have to admit: so far, nothing bad had happen. I didn’t catch anyone staring or even noticing me. Only once did I look up to see some girls</p>	<p>Monologue</p> <p>Dialogue</p>	36	PF 2 (Extrinsic Motivation)	<p>In academic environment, especially for students, refers to external sources of influence on a students’ motivation and is subdivided into socialization, such as interactions with and support from parents, teachers, and friends, and rewards such as tangible and intangible incentives (Ariani 28),” (qtd. in Goodman et al., 2011).</p>	<p>The monologue explains August get supports from his family. They accompany August to go to school. They accompany August because they want to support August that he will be fine. It sounds strange but this is the way to motivate and tells August that everything will be alright and it is nothing to be worry about. This monologue is extrinsic motivation because the motivation comes from August’s family.</p>

<p>looking my way and whispering with their hands cupped over their mouths, but they looked away when they saw me notice them.</p> <p>We reached the front entrance.</p> <p>“Okay, so this is it, big boy,” said dad, putting his hands on top of my shoulders.</p> <p>“Have a great first day. I love you,” said Via, giving me a big kiss and a hug.</p> <p>“You, too,” I said.</p> <p>“I love you, Auggie,” said Dad, hugging me.</p>					
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	<p>“Bye.”</p> <p>Then Mom hugged me, but I could tell she was about to cry, which would have totally embarrassed me, so I just gave her a fast hard hug, turned, and disappeared into the school.</p>					
12.	<p>I’m not sure why, but all of a sudden I started to cry.</p> <p>Mom put the book down and wrapped her arms around me. She didn’t seem surprised that I was crying. “It’s okay,” she whispered in my ear. “It’ll be okay.”</p>	<p>Monologue Dialogue</p>	59-60	<p>PF 2 (Extrinsic Motivation)</p>	<p>In terms of Extrinsic Motivation, it is widely defined as the influence from external source (Kian and Yusof 137).</p>	<p>The monologue explains August being motivated by external factor which is his mother. August’s mother tells to him that everything will be alright and it is nothing to be worry about.</p>

13.	<p>“Come on, Auggie,” I said, patting his back gently/ “Why don’t you put on your Jango Fett costume and-“</p> <p>“It’s a Boba Fett costume! Why does everyone mix that up?”</p> <p>“Boba Fett costume,” I said, trying to stay calm. I put my arm around his shoulders. “Let’s just go to the parade, okay?”</p> <p>“If I Go to the parade, Mom will think I/m feeling better and make me go to school tomorrow.”</p> <p>“Mom would never make</p>	<p>Monologue</p> <p>Dialogue</p>	<p>112 -</p> <p>113</p>	<p>PF 2</p> <p>(Extrinsic Motivation)</p>	<p>In essence “the clearest examples of extrinsically motivated behaviours are those performed to obtain a tangible reward or to avoid a punishment” (Edwards and Johansen 10).</p>	<p>The dialogue explains August being motivated by his sister by asking him to go to the parade. His sister also promise will give all her candy. <i>“Come on, Auggie. Let’s just go. It’ll be fun, I promise. And I’ll let you have all my candy.”</i></p> <p><i>He didn’t argue. He got out of bed and slowly started pulling on his Boba Fett costume. I helped him adjust the straps and tighten the belt, and by the time he put his helmet on, I could tell he was feeling better.</i> The sentence shows that August being motivated because he</p>
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	<p>you go to school,” I answered. “Come on, Auggie. Let’s just go. It’ll be fun, I promise. And I’ll let you have all my candy.”</p> <p>He didn’t argue. He got out of bed and slowly started pulling on his Boba Fett costume. I helped him adjust the straps and tighten the belt, and by the time he put his helmet on, I could tell he was feeling better.</p>					<p>wants reward from his sister that is having all his sister candies. It means his sister succeeds in making August feeling better. It sounds strange but this is the way to motivate him.</p>
14.	<p>I smiled even though I didn’t want to let them see me smile. Dad was the one person in the</p>	Dialogue	13 - 14	PF 2 (Extrinsic Motivation)	Whereas external factors include significant others, the nature of interaction with significant others, the	The dialogue reflects on the extrinsic motivation of August. He is being motivated because his father

	<p>world who could make me laugh no matter how much I didn't want to laugh. Dad always made everyone laugh.</p> <p>"Auggie, you know, you should go to that school just so you can hear his name said over the loudspeaker!" Dad said excitedly. "Can you imagine how funny that would be? Hello, hello? Paging Mr. Tushman! He was using a fake high, old-lady voice. "Hi, Mr. Tushman! I see you're running a little <i>behind</i> today! Did your car get</p>				<p>learning environment, and society expectations and attitudes (Öztürk 41).</p>	<p>is entertaining him. August's father tries to tell him that his condition is not the only one of the most unfortunate in the world. August's father said that August's principal has an embarrassing name. All students in his school called the principal as Mr. Tushman. How embarrassing it is, but August's principal still fine and shows up being called as Mr.Tushman. Therefore, August's father assured that he must be fine to have such conditions. This situation is included to interaction with significant others in</p>
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<p>rear-ended again? What a bum rap!”</p> <p>I started laughing, not even because I thought he was being that funny but because I wasn’t in the mood to stay mad anymore.</p> <p>“Poor Mr. Tushman,” answered Mom, shaking her head. “Auggie hasn’t even met the man yet, Nate!”</p> <p>“Who’s Mr. Tushman?”</p> <p>Via said groggily. She had just woken up.</p> <p>“He’s the principal of my new school,” I answered</p> <p>.</p>					August’s life.
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15.	<p>“August, I thought it would be a good idea for you to meet some students who’ll be in your homeroom this year. I figure they could take you around the school a bit, show you the lay of the land, so to speak.”</p> <p>“I don’t want to meet anyone.” I said to Mom.</p> <p>Mr. Tushman was suddenly right in front of me, his hands on my shoulders. He leaned down and said very softly in my ear: “It’ll be okay, August. These are</p>	Dialogue	21	PF 2 (Extrinsic Motivation)	<p>There are three basic problems of life that everyone must meet in order to be function in a healthy psychological way; namely, the problems of society or communal life, work, and love. In regard to communal life, Adler thought that to be fully human we must learn to affirm our fundamental connections to others and must try to build many constructive relationships as we can as we journey through life (Ryckman 120).</p>	<p>The dialogue explains August’s mother and Mr. Tushman give the motivation to August that it would be a good idea to meet some students. This situation can be said as the extrinsic motivation because related to connections to others and build relationships. As Adler stated that building connections and relationship to others is one of the ways to escape from the problem that people have. It is really necessary to build connections and relationship. It makes people</p>
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	nice kids, I promise.” ‘You’re going to be okay, Auggie,” Mom whispered with all her might.					stronger to face life.
16.	I went straight to room 301 on the third floor. Now I was glad I’d gone on that little tour, because I knew exactly where to go and didn’t have to look up once. I noticed that some kids were definitely staring at me now. I did my thing of pretending not to notice.	Monologue	37	PF 3 (Striving for Success)	Another word Adler used to refer to basic striving is to overcome. Since we all have problems, short-comings, inferiorities of one sort or another, Adler felt, earlier in his writing that our personalities could be accounted for by the ways in which we do or don’t compensate or overcome those problems (Boeere 5).	The monologue explains that August become a strong person. <i>I noticed that some kids were definitely staring at me now. I did my thing of pretending not to notice.</i> The sentence shows taht August does not want to notice what his friends do toward him. Here, August’s striving is to overcome the problem that he has. That is about his life striving dealing with his normal feelings of

						incompletion. This situation is included to overcome the problems.
17.	And being at school was awful in the beginning. Every new class I had was like a new chance for kids to “not stare” at me. They would sneak peeks at me from behind their notebooks or when they thought I wasn’t looking. They would take the longest way around me to avoid bumping into me in any way, like I had some germ they could catch, like my face was contagious.	Monologue	61	PF 3 (Striving for Success)	Adler states that every individual has a problem. They need to escape from their problems that cause feeling of inferiority. Alfred Adler regards the individual’s striving to overcome inferiority feelings as the cause of all improvements in the position of mankind (Mazzoli 30).	The monologue tells about August’s striving for success dealing with his normal feelings of incompletion. <i>I can only imagine what they were saying about me. Actually, I prefer not to even try to imagine it.</i> The sentence shows that August does not want to imagine what his friends do towards him. This situation is included to escape from the problems that cause feeling of inferiority.

<p>In the hallways, which were always crowded, my face would always surprise some unsuspecting kid who maybe hadn't heard about me. The kid would make the sound you make when you hold your breath before going underwater, a little "uh!" sound. This happened maybe four or five times a day for the first few weeks: on the stairs, in front of the lockers, in the library. Five hundred kids in a school: eventually every one of</p>					
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	<p>them was going to see my face at some time. And I knew after the first couple of days that word had gotten around about me, because every once in a while I'd catch a kid elbowing his friend as they passed me, or talking behind their hands as I walked by them. I can only imagine what they were saying about me. Actually, I prefer not to even try to imagine it.</p>					
18.	<p>“He was like, ‘So, August, what’s the deal with your face?’”</p>	<p>Monologue Dialogue</p>	34	<p>PF 3 (Striving for Success)</p>	<p>The tendency of man to associate with his fellow human being or “striving for</p>	<p>In <i>Wonder</i> novel shows August tries to strive in his life. In this case August</p>

	<p>I said, looking at Daisy the whole time. “Were you in a fire or something?”</p> <p>Mom didn’t say anything. When I looked up at her, I could tell she was completely shocked. “He didn’t say it in a mean way,” I said quickly. “He was just asking.”</p> <p>Mom nodded.</p> <p>“But I really like Jack,” I said. “He was like, ‘Shut up, Julian!’ And Charlotte was like, ‘You’re so rude, Julian!’”</p>				<p>a form of community which it must be thought of as everlasting” is what Adler called social interest. Further explained that Adlerian approach recognizes man as having an inherent quality of community or social interests such as friendship, love, tenderness, etc. and are the antidote for selfish strivings for superiority (Goodluck and Gabriel 5).</p>	<p>strives for success because his striving relates to his social interest. As social person, August shares his entire problem to his mother. He always spends most of his time for his family. That is why when August has a problem he does not mind to share to all of them. This situation is included to the tendency of man to associate with his fellow human. August is surrounded by people that influence his success in reaching his goal. Furthermore, August’s situation is also included to his love and tenderness for</p>
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<p>Mom nodded again. She pressed her fingers on her forehead like she was pushing against a headache.</p> <p>“I’m so sorry, Auggie,” she said quietly. Her cheeks were bright red.</p> <p>“No, it’s okay, Mom, really.”</p> <p>“You don’t have to go to school if you don’t want, sweetie.”</p> <p>“I want to,” I said.</p> <p>“Auggie...”</p> <p>“Really, Mom. I want to. And I wasn’t lying.</p>					<p>his mother because he wants to make his mother happy. Even though his mother said to August that he does not have to go to school if he does want, but August still wants to go to school.</p>
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19.	<p>“The strength of one’s courage,” he repeated quietly, nodding and smiling. He held up his right hand like he was counting off. “Courage. Kindness. Friendship. Character. These are the qualities that define us as human beings, and propel us, on occasion, to greatness. And this is what the Henry Ward Beecher medal is about: recognizing greatness.</p> <p>“But how do we do that? How do we measure something like greatness? Again, there’s</p>	<p>Monologue Dialogue</p>	<p>303 - 304</p>	<p>PF 3 (Striving for Success)</p>	<p>In contrast to people who strive for personal gain are those psychologically healthy people who are motivated by social interest and the success of all humankind. These healthy individuals are concerned with goals beyond themselves, are capable of helping others without demanding or expecting a personal pay off, and are able to see others not as opponents but as people with whom they can cooperate for social benefit (Feist and Feist 78).</p>	<p>The monologue shows August has strived his life. In this case August strives for success because his striving relates to his social interest and the result is he receives the Henry Ward Beecher medal. Henry Ward Beecher medal is the appreciation to honour students who notable or exemplary in certain areas throughout the school year. Not just the nature of kindness, but the nature of one's kindness. The power of one's friendship, the test of one's character, courage, and kindness. These are the</p>
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	<p>no yardstick for that kind of thing. How do we even define it? Well, Beecher actually had an answer for that.”</p> <p>He put his reading glasses on again, leafed through a book, and started to read. “Greatness,” wrote Beecher, ‘lies not in being strong, but in the right using of strength.... He is the greatest whose strength carries up the most hearts...’”</p> <p>And again, out of the blue, he got all choked up. He put his two index</p>					<p>qualities that define as human beings, and propel human, on occasion, to greatness. This is what the Henry Ward Beecher medal is about recognizing greatness. August does not focus on his personal gain, but he enters into his social interest. His social interest is, how he interacts with others, how he influences his friends who see him different with other normal children being the same children, making his family happy, then getting along together with other people.</p>
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<p>fingers over his mouth for a second before continuing.</p> <p>“He is the greatest,” he finally continued, “whose strength carries up the most hearts by the attraction of his own.”</p> <p>Without further ado, this year I am very proud to award the Henry ward Beecher medal to the student whose quite strength has carried up the most hearts.</p> <p>“So will August Pullman please come up here to receive this award?”</p>					
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20.	I walked across the stage to Mr. Tushman, who shook my hand with both his hands and whispered in my ear: “Well done, Auggie.” Then he placed the gold medal over my head, just like they do in the Olympics, and had me turn to face the audience. It felt like I was watching myself in a movie, almost, like I was someone else. It was like that last scene in <i>Star Wars Episode IV: A New Hope</i> when Luke Skywalker, Han Solo, and Chewbacca are being	Monologue Dialogue	306	PF 3 (Striving for Success)	People who have physical defects also have chances to get success and can be easier to reach their goal in life (World Health Organization 234).	The monologue explains about another August’s striving. He succeeds to reach his final goal. He tries to convince himself by telling the reader that it is not so much people can do what he is doing now. He stands from his physical defects because he has many people around him to give support. The monologue also explains that August is a strong person.
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<p>applauded for destroying the Death Star. I could almost hear the <i>Star Wars</i> theme music playing in my head as I stood on the stage.</p> <p>I wasn't even sure why I was getting this medal, really.</p> <p>No, that's not true. I knew why.</p> <p>It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that</p>					
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	<p>I'm that person to other people, maybe to every single person in that whole auditorium.</p> <p>To me, though, I'm just me. An ordinary kid.</p> <p>But hey, if they want to give me a medal for being me, that's okay. I'll take it. I didn't destroy a Death Star or anything like that, but I did just get through the fifth grade. And that's not easy, even if you're not me.</p>					
21.	I noticed Mom wasn't walking with the group of grown-ups, so I looked	Monologue Dialogue	309-310	PF 3 (Striving for Success)	Adler's understanding of "striving" evolved over time and he used various words	The monologue tells that August is succeeds in moving from his situation to

	<p>behind me. She was hanging back a bit, smiling to herself like she was thinking of something sweet. She seemed happy.</p> <p>I took a few steps back and surprised her by hugging her as she walked. She put her arm around me and gave me a squeeze.</p> <p>“Thank you for making me go to school,” I said quietly.</p> <p>She hugged me close and leaned down and kissed the top of my head.</p> <p>“Thank <i>you</i>, Auggie,”</p>				<p>like completion, mastery, and perfection to describe how humans seek to move from the present situation, as observed and interpreted, to a better one (Watts 41-42).</p>	<p>a better one. At the end, he shows that he can study at public school just like the other normal children. August is a child who is dependent on his parents and does not want to go to public school before. Now, her mother is very happy with him. <i>She was hanging back a bit, smiling to herself like she was thinking of something sweet. She seemed happy.</i> The sentence shows that August makes his mother happy because August can prove to a better one. From the quotation above, it can be concluded</p>
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<p>she answered softly. “For what?” “For everything you’ve given us,” she said. “For coming in to our lives. For being you.” She bent down and whispered in my ear. ”You really are a wonder, Auggie. You are a wonder.”</p>					<p>that striving for success dealing with completion, mastery, and perfection which explain how people move from their present situation to a better one.</p>
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