

THE DEPICTION OF BILDUNGSROMAN CHARACTER IN

***RISE OF THE PLANET OF THE APES* MOVIE**

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STATEMENT OF WORK ORIGINALLY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the work of other people, except those which were cited in the quotation and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, December 2021



Maisya Nizar Rachman

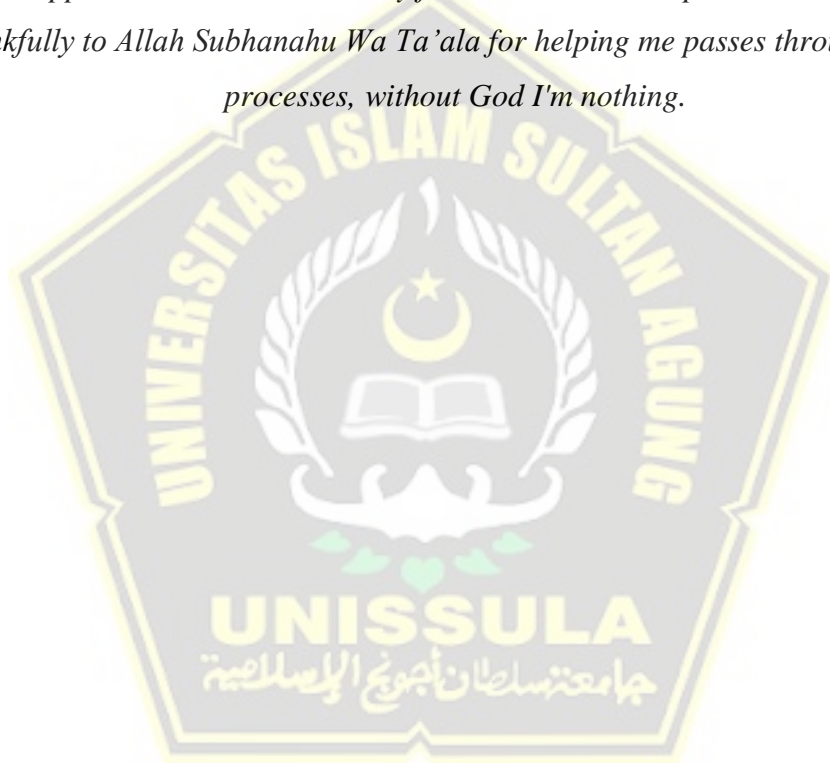


MOTTO

“Success is my only options, failures not” – Sunn Tzuu, Lose Yourself

DEDICATION

I want to dedicate this final project to my parents and family who I love and always support me, and also to all my friends who have helped me. Alhamdulillah, thankfully to Allah Subhanahu Wa Ta'ala for helping me passes through all the processes, without God I'm nothing.



ABSTRACT

Maisya Nizar Rachman. 30801700013. The Depiction of Bildungsroman Character in Rise of the Planet of the Apes Movie. Final project of Language and Communication Science. English Literature Program. Sultan Agung Islamic University Semarang. Advisor: Diyah Fitri Wulandari, S.S., M.Hum.

In literary works, genre is an important element that is difficult to separate. Of the many genres that exist, the Bildungsroman genre is one of them. This genre contains the life journey of a character from childhood to adulthood and focuses on the moral and psychological development of the character.

This study aims at analyzing Bildungsroman Characteristics and the personal development of Caesar as a character in *Rise of the Planet of the Apes* movie using Bildungsroman theory. This study used a descriptive qualitative method. The data were taken from the movie in the form of dialogue, narrative, monologue, and picture. There were steps used to collect the data such as watching the movie, identifying the data, classifying the data, and reducing the data.

This study find the Bildungsroman's personal development of Caesar as character. Caesar has all the Bildungsroman characteristics such as: the background of the place, self-education, the conflicts, entering bigger society, seeking social relationship, looking for role and purpose, ordeal by society, trial by love, moment of spiritual suffering and pain in life, and also experiencing epiphanies. There are three personality development stages that Caesar passes, the first one is childhood stage, youth stage, and (early) maturity stage.

Keywords: Bildungsroman, Personal Development, Personality Development Formation, Rise of the Planet of the Apes.

INTISARI

Maisya Nizar Rachman. 30801700013. Proses Perkembangan Caesar: Penggambaran Karakter Bildungsroman dalam Film Rise of the Planet of the Apes. Skripsi Program Studi Sastra Inggris Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung Semarang. Pembimbing: Diyah Fitri Wulandari, S.S., M.Hum.

Dalam karya sastra, genre merupakan bagian yang sulit untuk dipisahkan. Dari sekian banyak genre yang ada, genre Bildungsroman adalah salah satunya. Genre ini berisi tentang perjalanan hidup seorang tokoh dari masa kanak-kanak hingga dewasa dan menitikberatkan pada perkembangan moral dan psikologis tokoh tersebut.

Penelitian ini bertujuan untuk menganalisis Karakteristik Bildungsroman dan perkembangan pribadi Caesar sebagai tokoh dalam film Rise of the Planet of the Apes menggunakan teori Bildungsroman. Penelitian ini menggunakan metode deskriptif kualitatif. Data diambil dari film berupa dialog, narasi, monolog, dan gambar. Ada langkah-langkah yang digunakan untuk mengumpulkan data seperti menonton film, mengidentifikasi data, mengklasifikasikan data, dan mereduksi data.

Studi ini menemukan perkembangan pribadi Bildungsroman dari Caesar sebagai seorang tokoh karakter. Berdasarkan referensi yang digunakan dalam penelitian ini, Caesar memiliki semua karakteristik Bildungsroman seperti: latar belakang tempat, pendidikan mandiri, konflik, memasuki masyarakat yang lebih besar, mencari hubungan sosial, mencari peran dan tujuan, cobaan oleh masyarakat, cobaan perasaan, momen penderitaan dan rasa sakit spiritual dalam hidup, dan mengalami pencerahan. Ada juga tiga tahap formasi pengembangan kepribadian yang dilalui Caesar, yang pertama adalah tahap masa kanak-kanak, tahap remaja, dan tahap kedewasaan (awal).

Kata kunci: Bildungsroman, Pengembangan Pribadi, Formasi Pengembangan Kepribadian, Rise of the Planet of the Apes.

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In the deepest heart, I realize this final project is imperfect and still need suggestions and also criticism. In spite of its imperfection, I hope this study will be useful for the readers. Lastly, I would like to thank everyone who has an important role in the successful realization of this final project that cannot be mentioned one by one.

Semarang, December 2021



Maisya Nizar Rachman

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CHAPTER I

INTRODUCTION

A. Background of study

Personal development towards maturity is something that will be passed gradually and the results depend on the things experienced by each individual. This journey of personal development can be influenced by many things that can come from anywhere.

Growth and development are the normal biological phenomenon of all living beings. They begin at conception and end at maturity. They are unique characteristics of children and any obstacle in this process at any stage can possibly result in aberration of growth and development. Frequently the terms growth and development are used together. In the normal child they progress together, and are interdependent. (GR et al. 1337)

Humans basically will develop and grow naturally, but what shapes their characteristic is when they pass through the journey of life. In his paper, "The effect of literature on personality development of individuals using some variables", Tatlıoğlu stated that:

Individuals show appropriate behavior and attitude based on changes, which occur in them and reconcile their relationship with people, through

which they build real harmony. Harmony is not the only way. By interacting with the environment, humans learn the ways of adapting to the environment and also allow the environment to adapt to them. (296)

As Tatlıoğlu discuss in his article which Yeğen said “The level of harmonization is determined by two main factors; one is personal characteristics of the individual and the other is the situation faced in the environment.” (qtd. in Yeğen). From there we know that relationships and the environment are two of the things that greatly affect the personal development of all individuals. Individuals can behave appropriately because of the result of harmonious relationships and when individuals can adapt to the environment. Thus, when these two things are achieved, good personal development can take place towards maturity.

In his journal, Thamarana states Bildungsroman's relationship with personal development:

Mostly of the Bildungsroman intends to lead the reader to greater personal enrichment as the protagonist journeys from youth to psychological or emotional maturity. The growth and maturity occur according to a specific pattern: so the sensitive, intelligent protagonist generally leaves home and undergoes stages of conflict and growth, he or she is tested by crises and love affairs and then finally finds the best place to use his / her unique talents. (22)

In “Defining the Old & New Bildungsroman: Literature Review” by John Au, he also stated similar thing:

In coming of age novels and real life, human beings obtain knowledge and wisdom on our own—in a way, we learn from our mistakes and the events we experience—but we cannot learn everything by ourselves. The people we encounter in life can sometimes lead us to experiences that will help us get through difficult times in life. From those experiences, we are given the opportunity to educate ourselves. (15)

With both of the statement there is a conclusion where bildungsroman and personal development are connected, such as bildungsroman contains the life journey of a character from childhood to adulthood and tells how the character experiences personal development until he/she reaches maturity.

Therefore, this term of study foccuses only in Petru Golban's Bildungsroman cases that adapted from Karl Morgenstern. This theory itself focuses on the development of a character which usually a main character and suitable when used to analyze literary works, both novels and movies, which have themes where the characters experience personal development.

In bildungsroman, the main character has a goal, desire, or a search for answers about who he is and where he is belong. "Bildungsroman is a type of novel which is a 'novel of formation' or a 'novel of education'. It focuses on the development of the mind and character of the young protagonist from childhood to adulthood." (Christy 1234).

According to Svensson, she stated that "Another key trait closely connected with the core of the genre, and highly prominent in both books is the importance of

education, which functions as a necessity for the protagonist to start his quest for maturation. Note, however, that the concept of education in this context is rather wide” (8). Based on the statement, a literary work should not only contain interesting things in the context of entertainment. However, there must also be an educational value because it is an important thing even though it is not always very interesting or have much impact.

This can be seen in the film *Rise of the Planet of the Apes*. The main character of this movie is Caesar, a chimpanzee. He lives and grows up with a human named Will who is basically unnatural. At Will's house, Caesar was raised with great affection like an ordinary human child. But this cannot be compared to the world outside Will's house. When he entered the wider society, Caesar was treated cruelly and inhumanely just because he was an ape. But because of this, he got valuable lessons and experiences and was able to continue to grow until he became more mature and had a clear purpose in life.

Several facts prove inside in the movie *Rise of Planet of the Apes*, has made Bildungsroman as the proper theory fits in this movie. The movie depicts how tough and tragic Caesar is to struggling and facing problems step by step to finally success to reach his goals. Therefore, the title of this study is THE DEPICTION OF BILDUNGSROMAN CHARACTER IN *RISE OF THE PLANET OF THE APES* MOVIE.

B. Problem Formulation

1. How are the Bildungsroman characteristics depicted from Caesar in *Rise of the Planet of the Apes* movie?
2. How does Caesar's personal development shown in *Rise of the Planet of the Apes* movie?

C. Limitation of The Study

This study only focuses on the personal development of the character named Caesar who goes through several problems and obstacle in his life journey that can transform him into a mature individual in *Rise of the Planet of the Apes*. Therefore this study will only identify how the character personal development and Bildungsroman characteristics occurs based on Petru Golban's theory of Bildungsroman which adopted from Karl Morgenstern.

D. Objectives of the Study

Based on the background of the study and problem formulation, the objectives of this study are:

1. To analyze the bildungsroman characteristics in *Rise of the Planet of the Apes* movie.
2. To analyze bildungsroman personal development achieved by Caesar in *Rise of the Planet of the Apes* movie.

E. Significant of the Study

Every literature product should be emerged in better attribute and utility yet to become a reading source or consoling component. So, Bildungsroman which are likely to be suitable stuff for its values of concentrating more regarding personal development in each individual. And *Rise of the Planet of the Apes* as one of the literary works which is able to educate and give the reader more knowledge about it.

The expectation of this study is to enhance and embrace many advantages knowledge and education for the readers through learning this study. This study is expected that everyone can practice it as referential source in their proposal writing or final project for upcoming study using Bildungsroman approach theory which has related into this theme, particularly for the students of College of Languages and communication Sultan Agung Islamic University Semarang who compete in literature study.

F. Organization of the Study

This study consists of three chapters. Chapter one consists of introduction in which the study gives description of the background of the study and the reason of chosen the topic, problem formulation limitation of the Study, objective of the study, significance of the study, organization of the study. Meanwhile chapter two consists of the review of related synopsis of *Rise of the Planet of the Apes*, literature,

and the discussion of the theory which is used in this study, such as intrinsic elements of literature, the movie's main character journey from childhood to adulthood and the personal development according to Bildungsroman. Chapter three contains research method, which deals with types of the data, data organizing, and analyzing the data. Chapter four contains of findings and discussion. Chapter five includes two parts, conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis

Rise of the planet of the Apes is a film made by 20th Century Studios. The film was released to the public on August 5, 2011. This film is a science fiction film directed by Rupert Wyatt and is a reboot series from *Planet of the Apes*. The story is about a chimpanzee named Caesar who had to lose his parents and had to live with a researcher named Will.

Starting from a study to find a cure for Alzheimer's disease codenamed ALZ-112, they conducted experiments on chimpanzee, one of which was Caesar's mother. Mother Caesar who became one of the research subjects showed positive results for the drug and is preparing to get board approval. However, when Will was giving a presentation, Caesar's mother, who at that time felt cornered by the employees in the lab, came out of his cage, causing a stir and ruining his presentation. The incident nearly got him fired and he had to start over from initial development. After that Will went back to check the lab where he worked, there he met one of the workers named Franklin who was checking the cage from Caesar's mother and told Will if there was a baby chimpanzee that was not detected by the employees and Will assumed that the baby made Caesar's mother become aggressive. Franklin then asked for the baby to live with Will and he was eventually forced to accept it. Will then goes home and brings the baby

chimpanzee to meet Charles Rodman, Will's father. They then named the baby chimpanzee with the name Caesar, from there Caesar's life with the Rodman family began. Will, who initially did not want to take care of Caesar, finally grew fond of Caesar and decided to take care of him.

Will and Charles are surprised by Caesar's high intelligence. Therefore Will decides to take his work home and keep an eye on Caesar's progress. At the same age as humans, Caesar could already do things that were far more advanced. Will concludes that it all happened because Caesar's mother had been given the drug ALZ-112 and passed on to Caesar genetically. In addition to very high brain development, Caesar's eyes also have a bright color like his mother's.

One day, Charles loses control and behaves strangely because of his illness. Charles is the main reason Will conducts research to find a cure for Alzheimer's, because Charles' Alzheimer's disease is already severe. And Charles' relapse made Will decide to take a sample of ALZ-112 in the lab and give it to Charles. Caesar who was curious at that moment also saw what happened. And the next day Charles didn't look sick. He can play the piano like someone who has never had a brain disease before.

Sometime after that, Caesar who was looking at the children who were playing outside the house became curious. And finally it was Caesar's first time out of the house without Will or Charles watching. The children are frightened when approached by Caesar and the father of one of the children who is also Will's neighbor tries to kick Caesar out and beat him. Will and Charles were aware of the

incident and immediately intervened and brought Caesar home. At that moment Caesar realized that the world outside the house was not friendly.

After that, Will takes Caesar to the forest, also known as Muir Woods National Monument, to experience his natural habitat. As they walked to the car, a family was walking their dog and Caesar saw that the dog was wearing a leash that looks the same with what Caesar wear. Caesar then questions whether he is also a pet to Will. Will, who feels Caesar needs to know who he really is, invites Caesar to the lab where Will works. He tells everything that happened from Caesar's mother being caught and brought to the lab for the experiments that carried out to Caesar being born in the lab and brought home by Will. After this incident, Caesar realized that he was different from human but Caesar still loved the Rhodes family.

One day, Charles' illness recurred and he walked over to a neighbor's car and drove it until it hit another car. Caesar came out and attacked the neighbor who was scolding Charles and seemed to attack him until the neighbor was seriously injured. Caesar then had to be taken into captivity because of it. In captivity, Caesar, who has been living with the human family, knows nothing about the real life of apes. Caesar experienced exile by the apes, also a captive employee named Dodge likes to treat Caesar and the other apes cruelly. Then Will visits Caesar, and Caesar begs so he can go home again, but Will can't do anything to bring Caesar home.

Since that incident, Charles' illness began to worsen. The ALZ-112 that Will gave to Charles was starting to become ineffective. Therefore Will tries to recreate

a drug that is stronger than ALZ-112 and is named ALZ-113. In testing the ALZ-113 on a chimpanzee named Koba, the gas containing ALZ-113 leaked and was inhaled by Franklin. However, the results of the test are considered positive because Koba has experienced rapid increase in intelligence.

Then Will goes back to visit Caesar in captivity and he begs Will so he can go home because he gets cruel treatment there. However, Will can't take him home because it's a court order to put Caesar in captivity. Will tries to get Caesar to be patient and convinces him that he is trying to get Caesar out of there. It was then that she felt abandoned by Will. From there Caesar began to try to adapt to life in the captivity. First he took the hand knife brought by one of the visitors that he would use to open his cage. Then Caesar challenged the leader of the apes group who had bullied him and managed to defeat him. Caesar then became the leader and embraced all the apes in captivity. At the same time a distraught Will sees Charles's dire condition and injects ALZ-113 into him, but in the morning Charles is already dead.

The next day at the lab, another ALZ-113 test is performed, but Will forbids it. Will's boss, Jacobs, stubbornly wants to continue because he sees Koba's incredible progress. Will doesn't want this to continue because he knows the ALZ-113 is not safe for humans. At the same time, Franklin who has been exposed to ALZ-113 wants to try to meet Will but he is not at home. Will's neighbor, who tried to question Franklin, spurted blood when Franklin sneezed. That's when Will's neighbors kick Franklin out of there.

Will, who has lost his father, returns to captivity and tries to bring Caesar home. Will manages to persuade the captive owner with a ransom. But when Will meets Caesar, he doesn't want to go home with Will. Although Caesar felt sad, he realized that apes and humans should not live together. From there Caesar's mission to bring the apes in freedom began.

B. Theory of Literature

B.1 Bildungsroman Characteristics

Bildungsroman in literary terms, has several general characteristics that are usually found in a character. According to Golban, there are ten of these characteristics, and the following are the ten characteristics contained in Bildungsroman:

- 1) “a child (sometimes orphaned or fatherless) lives in a village or provincial town” (Golban 10). This point shows that in Bildungsroman the main character or the protagonist is usually an orphan or fatherless. This character has lost his/her parent figure when he/her was young. This character also usually lives in a village or city. “The setting of a short story is the time and place in which it happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of setting.” (Donaghy). Every story will certainly have a setting, which is needed to strengthen the existing story so that it is easier for readers to understand what is being conveyed.

- 2) “he/she is in conflict with his actual parents, especially father, or any parental figures (the trial by older generation)” (Golban 10). The protagonist or main character in Bildungsroman must face an obstacle in his/her life journey. This second point shows that the character in bildungsroman has at least a conflict with his/her parents or it could be a parent figure for the character to solve. “Every story has a conflict to solve. The plot is centered on this conflict and the ways in which the characters attempt to resolve the problem. When the story’s action becomes most exciting, right before the resolution, it is called the climax.” (John and Wendy). If a story does not have any conflict the protagonist or main character will have difficulty to changing or developing since there is no trigger for it to happen.
- 3) “he/she leaves home to enter a larger society (usually city, especially London, definitely not a ultima Thule); the departure is determined by 2 or other external stimulus, or an inner stimulus (for instance the desire for experience that the incomplete, static atmosphere of home does not offer)” (Golban 10). The protagonist or main character in bildungsroman will leave his/her house to enter the wider society. This is also influenced by the desire to find new things supported by encouragement and stimulation from both external and internal drives.
- 4) “he/she passes through institutionalized education and/or self-education” (Golban 10). After entering into a wider and larger society, at least the protagonist or main character will gain knowledge from either

institutional education or self-education. That way he/she will get new things or new knowledge that cannot be obtained when he/she is at home.

- 5) “a young person now, he/she seeks for social relationships with other humans” (Golban 10). Golban explained that in bildungsroman, after growing into a young person or a teenager, the character will start looking for social relationships with other people because social relationships will go hand in hand with this character's life journey.
- 6) “his/her experience of life is a search for a vocation and social accomplishment” (Golban 10). The life story of the protagonist or main character in bildungsroman tends to tell the story of a character who is looking for a suitable role for him or a social achievement which is what the character tried to reach.
- 7) “he/she has to undergo the ordeal by society (professional career)” (Golban 10). Golban explained that the protagonist or main character in bildungsroman will experience trials or challenges from society because in reaching maturity one has to go through things that can make him/her change. Volger stated that “The Ordeal is the central, essential, and magical Stage of any Journey. Only through “death” can the Hero be reborn, experiencing a resurrection that grants greater powers or insight to see the Journey to the end.” (4).
- 8) “he/she has to resist the trial by love (sentimental career)” (Golban 10). Bildungsroman describes the protagonist or main character who leaves his house to find the true purpose/meaning of his life. But when he is faced

with things that have ties to his home or place of origin, his focus will be diverted and he will try suppress these feelings so that his goals are not disturbed.

- 9) “he/she passes through moments of spiritual suffering and pain” (Golban 11). In bildungsroman the protagonist or main character will experience spiritual problems. This can affect the character physically or emotionally. “Spiritual pain is the pain that comes from the “hidden” areas of our life. It can’t be pointed to on a pain scale, but it is still very real and can impact our physical and emotional health.” (Vujovich et al.).
- 10) “now in his/her early manhood, he/she experiences epiphanies which lead to (or should determine) his/her final initiation and formation (complete or relativistic, or not existing at all that is to say, the final stage of the formative process implies the dichotomy success/failure, or a third possibility of partial success/partial failure)” (Golban 11). After experiencing trials that have the potential to damage physical or emotional health that play a major role in his life, the protagonist or main character will be more confident in his goals and his maturity will also be formed.

Based on this, a literary work can be considered bildungsroman genre when these points can be fulfilled. On the other hand, when these points cannot be fulfilled, it is possible that the literary work is not a bildungsroman.

B.2 Personal Development

Bildungsroman is not far from what is called personal development because that is the main focus of this genre. “The Bildungsroman emphasizes the importance of self-cultivation and self-directed education in the subject's development.” (Gordon 1). Therefore, personal development is something that can be formed and determined by the individual himself/herself. According to Parkinson, he stated that “Personality as the characteristic way in which someone responds to situations, or their preferred way of behaving towards particular circumstances and other people.” (6). There is another similar statement from Dunham, he stated that “Personality distinguishes you from other people and defines your general nature. Your overall personality is composed of a collection of psychological characteristics or traits which determines your personal preferences and individual style of behavior.” (221). So, the personal development of each individual will be different because in response to something in life it will be different from one individual to another according to their personality traits.

Therefore, if an individual want to lead to a better personal development, he must be able to accommodate himself/herself with the surrounding environment.

As stated by Carson and Langer:

When individuals realize that they have control over their own lives, they feel more “ownership” of their lives. Their sense of responsibility is enhanced. They are able to mindfully reframe past experience and mistakes, and they are able to see possibilities for change and improvement. In short,

when individuals take control of their lives in a mindful way, they are able to accept both past and present circumstances of their lives. (39-40)

When an individual can see an opportunity by learning from present and past obstacles or trials in his/her life, then he/she is considered to be in control. If these things can be achieved then the progress of better personal development can be achieved easier.

Golban stated that in bildungsroman there will be three thematic elements that appear regarding personality development. The first one is childhood, as Golban stated that “childhood: the stage at home, where the experience of life, though static, is incomplete” (14). Although the knowledge gained is very basic, it is still not enough. There are still many experiences that the protagonist or main character has to gain. Personal development at the stage of childhood need to pay attention to several things that support the development. For example, in home family is by far one of the most impactful factor in personal development. In her journal Roostin stated that:

Family environment is the first educational environment, because in this family every individual or a child first get education and guidance. It is said that the main environment, because most of the life of the individual or child is in the family, so that education is most widely accepted by the child is in the family and family as well as laying the basic knowledge of ethics and norms against him. (1)

Thus, the role of the family in home as the first place for children to be guided in a good direction and taught basic knowledge is very closely related and important.

The second thematic elements is 'youth', where Golban states that "youth: the stage determined by the departure from home and consisting of a larger society to which the hero must accommodate himself, and where his evolution and development actually take place" (14). By entering much larger and wider society, inevitably the protagonist must try to adapt. It is in the state that one can develop and evolve to the next phase. "Youth is a period of maturation and gradual transition from childhood to adulthood, characterised by a particular disposition for certain areas of learning, comprising stages of maturation that cannot take place earlier in childhood, nor later in adulthood." (Ministry of Foreign Affairs). The Ministry of Foreign Affairs of Denmark also stated that youth is a time when a person matures by going through things that occur between childhood and adulthood. Then there is also a statement from Henze in her journal who also believes that youth is a time when people will do things that can take them out of their comfort zone and require them to adapt in a new society so that they can thrive to the next step.

Youth, in a very general definition, is a period of life in-between childhood and adulthood. It is described as a time of experimenting with roles and identities, still void of the burden of social norms and obligations, yet slowly preparing the youngsters for their lives as full members of the social

collective. During this process of social integration young people find themselves in a complex social system, composed of such elements as tradition, history, social demands, hopes, and individual future prospects, all of which they have to incorporate into a coherent picture in order to build a proper foundation for their personal life. (Henze 5)

The last thematic elements in personality formation according to Golban is ‘(early) maturity’ or basically the stage when a person entering maturity. “(early) maturity: the final stage of desired formation, completeness and change determined by the experience in the second stage.” (Golban 14). According to this, what Golban means is the result of changes and the completeness of a character will be greatly influenced by the previous stage, namely the youth stage.

In Bildungsroman, a character is said to be successful in reaching maturity when he can change for the better than his previous self. He can control himself, know himself well, can adapt to his environment, and then can integrate with society. As Gordon states in “Identity-Construction and Development in the Modernist Bildungsroman”, she stated that:

The Bildungsroman’s protagonist takes on these tasks with the hopes of forming, from the chaotic and fragmented world of childhood, a clear sense of his self and purpose.¹ If the protagonist is to be “successful” in his development and self-cultivation, like Goethe’s Wilhelm or Dickens’s David Copperfield, he is able to establish unity with society and within his

own mind. He emerges as a mature, enlightened adult with an understanding of who he is and an appreciation for his intersubjective position. (1)

Thus, the protagonist in Bildungsroman can be said to tell about the life journey of the protagonist who from a young age still has no experience and then little by little will get obstacles and lessons that will make him more mature. And when the protagonist has reached maturity then usually the story in Bildungsroman is also finished.

CHAPTER III

RESEARCH METHOD

Chapter III contained the list of research procedures by collected the data, analyzed the evidence to create a better understanding and discover the information of the topic and also answering the topic of problem formulation of the object of the study. The research method in this study come into three parts: Types of Data, Data Organizing, and Analyzing the Data.

A. Types of the Research

The method used in this research were qualitative method. Qualitative methods were used to understand more about the objective of the study. “Qualitative data is transcripts of individual interviews and focus groups or field notes, copies of documents, audio and video recordings from observation of certain activities. The data are related to concepts, opinions, values and behaviors of people in a social context.” (Sunday 12). This research also used visual methodologies since it used film and picture as data. Glaw et al. stated that visual methodologies are new methods used to interpret images which include photography, film, video, painting, drawing, collage, sculpture, artwork, graffiti, advertising, and cartoons (Glaw et al. 2).

In short, when used a qualitative approach, the author interpreted the data in a descriptive method. Also the data used were in the form of pictures, words,

phrases or sentences, prologues, dialogues, or monologues, quotations or paraphrase and had nothing to do with the measurement involving statistics and mathematical data.

B. Data Organizing

B.1 Data Collecting Method

In collecting the data some procedures were used as follows:

B.1.1 Watching the Movie

Watched movie entitled *Rise of the Planet of the Apes* several times and intensively paid attention to it. The purpose was to fully earned the movie's contents and to gain information regarding the related topic. Moreover to get the picture or screenshot of specific scenes as a proof of the related topic.

B.1.2 Reading the Movie Script

In addition to watched the movie *Rise of the Planet of the Apes*, data collection was also taken through the movie script. The purpose of this was so that the data obtained could be more complete.

B.1.3 Identifying the Data

After watched *Rise of the Planet of the Apes* movie, the identification of the data was necessary. The upcoming procedure in collecting the data was identified the data which related to the topic. In this procedure, the monologue, dialogue, descriptive, narrative, image or screenshot were the indentified form of data.

B.1.4 Classifying the Data

Classifying the data was the process of made data into tables based on the problem formulation. Classification of data in the form of an appendix. In this study, there were two problems that must be resolved. The author categorizes the data regarding the problem formulation.

B.1.5 Reducing the Data

The last procedure in the data collection method was to reduce the data. Thus, the data that was not related to the objective of the study would not be used.

B.2 Types of the Data

The data form were words, phrases, utterances, dialogue, and sentences. There were two types of data resources used in this study, they were Primary and Secondary data:

1. The Primary data source which were gained from *Rise of the Planet of the Apes* movie, such as pictures or screenshots from it.
2. Secondary data involved the supporting data was gained through books, e-books, journals, e-journals, and sites related to the study.

B.3 Analyzing the Data

The last part of the research method was a technique to analyze the data, so that the data could be received clearly by the reader. This study used descriptive

analysis technique to collect data. The data collection process included the theories, references, and approaches. This technique was approached by explaining, analyzing, and interpreting all of the data in the appendix in the form of description to solve the problem formulation. The data were taken from the movie such as dialogue, narratives, monologue, and screenshot or picture. The analyzed data was then reported in Chapter IV: Findings and Discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Bildungsroman Characteristics in *Rise of the Planet of the Apes* Movie

There are 10 characteristics of Bildungsroman according to Golban that found in Caesar's character in the movie *Rise of the Planet of the Apes*:

A.1 The Background of the Character

The first characteristic of Bildungsroman is the character origin. Golban stated that Bildungsroman characters live in a village or town and are usually orphans or fatherless (10). The origin of the Bildungsroman character is one of the crucial characteristics in this genre. Because Bildungsroman itself covers the protagonist's journey from childhood to adulthood and sometimes when the character was still a kid, he/she was already an orphan. Therefore, the origin of this protagonist is one of the important characteristics in Bildungsroman to discuss because this can affect the way the character developed. The background of Caesar can be seen from the dialogue below:

Franklin: They carry small. She must have been pregnant when they brought her in.

Will: So that's why... She wasn't being aggressive, she was just being protective?

Franklin: She thought we were going to hurt her baby. Come here. I'd take him myself, but my brother-in-law works for security. He'd rat me out in a second.

Will: What, you want me to take it home? I can't take care of a monkey.

Franklin: He's not a monkey, he's an ape.

Will: Franklin, I...

Franklin: It's just for a couple days, until I find a sanctuary.

That's all I need. (00:09:40-00:10:11)

It can be seen from the dialogue from the movie, that Caesar's mother has died so he is an orphan. Then Will is also forced to take care of and bring Caesar to live with him. There is another example of Caesar's origin from dialogue below:

Will: Caesar, this is where I work. This is where you were born. Your mother was here with other chimpanzees. But she's

not here anymore. So, that's why I took you home to live with me.

Will: Yeah. Your mother is dead. The thing is, she was given medicine. Like the medicine I give to Charles. She passed it on you. That's why you're so smart. (00:27:26-00:28:14)

Will explained that Caesar's mother was one of the chimpanzees used as research subjects to improve brain performance, but in the end Caesar's mother died. From this that makes Caesar get high intelligence because the intelligence is decreased to Caesar. Then from there the orphaned baby Caesar lived with Will.

A.2 The Conflict

In personal development, things that look bad like conflicts turn out to be very important. In Bildungsroman, conflict is also a very important characteristic. Golban stated that in Bildungsroman, there is a conflict between the main character and his biological parents or parental figures (10). Without conflict, an individual will not be able to learn and will never know how to respond to the problem. “Conflicts, especially that involve fundamental values or relationships, for example, are often hypothesized to be destructive; strong, emotional conflicts are thought to be inevitably costly. But it is how protagonists chose to manage conflict that affects its dynamics and outcomes.” (Tjosvold 88). The need for an individual

to be able to grow by dealing with many conflicts is also stated by Svensson, he stated that “The process of maturation is long, arduous and gradual, involving repeated clashes between the hero's needs and desires and the views and judgments enforced by a rigid social order.” (3).

Woman: Is that a chimpanzee?

Will: Hi.

Woman: Come on!

Will: Come on. Caesar? Caesar. Come on. It's all right. Come on. All right, come on. Let's go. You getting in? Caesar? You okay, pal?

Will: Are you a pet? No. You're not a pet. I'm your father.

What is Caesar? Okay. (00:25:47-00:27:19)

Caesar was confused to see that there was a dog that had the same leash as the one he was wearing at that time. Because of that, Caesar felt like he is same as the dog, a pet. Therefore Caesar got annoyed and started asking Will about who he is, his origin, and why he was treated differently from humans. With the conflict that arises, Caesar is also getting closer to next chapter of his personal development because he will begin to know the truth and must try to get through it all.

A.3 Enter to Bigger Society

When an individual leaves his/her home environment and heads to the bigger community, usually new experiences will be encountered by this individual. But these new experiences will make him/her more developed and mature. Moreover, the new experiences in this new environment will also make him/her more experienced in dealing with it. In addition, he/she will find his place in society. But not only that, but he/she will also find his next destination and goal in society. This is what Caesar did not experience when he was still living with Will and had not yet gone out into the bigger community. Golban mentions that main character leaves his house to enter a bigger society because of a stimulus (10).



Fig. 1. The first time Caesar entered into a primate shelter where there are many other primates (00:37:52).

Caesar finally has to live in a primate shelter after he tries to save Will's father. Caesar thought Walter was attacked by Will's neighbor, Hunsiker. Therefore, Caesar who was annoyed immediately attacked Hunsiker. But in reality Hunsiker didn't actually attack Walter. With this accident the government ordered Caesar to be placed in a primate shelter that looks like figure 1.

A.4 The Education of the Character

Bildungsroman emphasizes the development of individuals who are still unstable emotionally or psychologically. From there, what individuals need in order to be able to continue to develop is knowledge. And this is what Bildungsroman is trying to show, where education to gain knowledge is also a characteristic that usually exists in this genre. Golban stated that the character passes through formal education or self-educate (10).



Fig. 2. Will teach Caesar about the word 'home' in sign language (00:15:09).

From figure 2 we can know that Caesar also doing self-education at home with Will as the person who taught him how to do sign language. Since Caesar is a chimpanzee who lives in a human environment, he needs this skill to communicate with other humans.

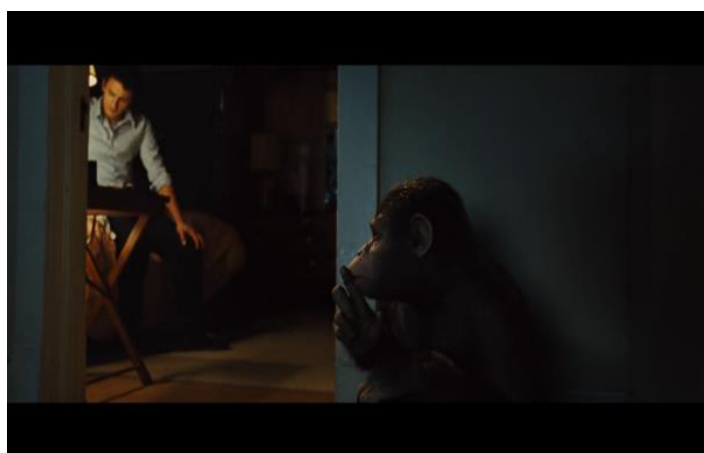


Fig. 3. Caesar imitated Will's gesture, which means not to be noisy when Walter is asleep (00:17:33).

From figure 3 we can see not only with the teaching from Will, but Caesar can also educate himself while imitate what others do to express themselves. For example, the way Caesar learns is also by imitating Will's gesture that asked Caesar to be quiet when Walter is asleep. Caesar was not only copying the gesture but he also understand what the gesture means.



Fig. 4. **Caesar learning chess by playing it alone** (00:15:28).

Moreover, with the high intelligence, Caesar also spent his time studying independently without guidance from anyone as the figure 4 above shown. This shows that without formal education in schools like humans in general, Caesar can train himself well.

A.5 Seeking Social Relationship

An individual will not be able to fully develop without interaction with others. Without other individuals who can meet the needs of each individual in socializing, the protagonist or Caesar in this case cannot learn many new things from other individuals. That's because each individual will have a different way of dealing with or responding to various problems. This can be a lesson for other individuals as well. This is the characteristic that usually exists in the Bildungsroman genre. Golban stated that after growing into a young individual, the character will start looking for social relationships (10).

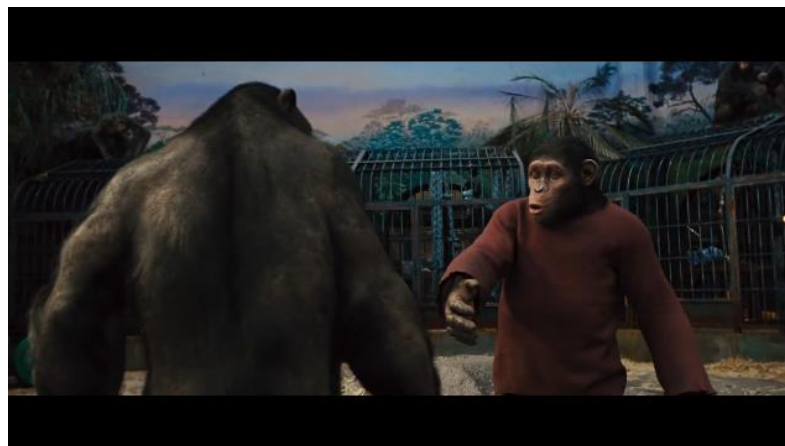


Fig. 5. Caesar tries to socialize with other apes in primate captivity

(00:46:17).

Caesar, who has lived with humans for so long, is now able to meet other apes for the first time. Caesar then wanted to establish social relations with the other

primates. This is also a step that indicates that Caesar has also entered into one of the categories in the characteristics of bildungsroman by seeking a social relationship.

A.6 The Search for a Position and Accomplishment

In Bildungsroman experienced characters will begin to find their place in society. Not only that, but he/she will also look for the achievements that the character wants to achieve. Golban stated that the character's life experiences reflect the search for social accomplishments and position (10).



Fig. 6. Caesar finally succeeded to get a leader position (00:57:26).

Caesar can be said to be blind with the differences in life between animals and humans finally realized that the way of life of the two was very much different.

He cannot continue to live and socialize in the primate shelter in the same way as at Will's house and finally decides to break his ties to humans and live the same way as primates. In figure 6, Caesar who initially just wanted to get out of the primate sanctuary finally began to look for ways to be accepted by other primates to become the leader of the primates in that place and he got the leader position.

A.7 The ordeal by Society

This characteristic is something that could be one of the crucial reasons personal development can be increased sufficiently. Also Petru Golban writes that one of the characteristic of bildungsroman is that the character has to undergo the ordeal by society (10). With the opposition that continues to hinder a character in his life, he/she will continue to improve. In addition, by continuously observing his mistakes, he/she will try to not make the same mistakes twice.

The first time Caesar got bad treatment from society is when Will's neighbor, Hunsiker, thought that Caesar is going to hurt his children just because he was an ape. For example is the dialogue below:

Hunsiker: Get out of here! Get out! Get out! Get out of here!

Will: Hey, hey, hey! Enough! Enough! The hell is the matter with you?

Hunsiker: If I see that animal anywhere near my house or my kids again...

Walter: He's not dangerous.

Will: It won't happen again.

Hunsiker: Damn right, it won't.

Will: Come on, Dad.

Walter: He just wanted to play.

Hunsiker: Stay in the house. Daddy's got it. (00:19:23- 00:19:50)

When Caesar first came out of the house because he wanted to play with the neighbors' children, Caesar was considered dangerous and ended up getting cruel treatment by Will's neighbor named Hunsiker by trying to beat Caesar and throw him out. Another example of the ordeal by society that Caesar experienced:



Fig. 7. Caesar, who had just entered the primate shelter, was beaten by the leader of the apes named Rocket (0:46:47).

In figure 7 Caesar gets tortured by an ape there just because he tried to interact with other primates. This is certainly one of the things that can happen when a new primate from outside tries to enter the circle of the primate group. Moreover, Caesar from the beginning entered the primate shelter like an innocent child and wore full clothes which were basically considered unnatural for the other primates there. There is also Dodge who works at the primate shelter but he likes to torture and insult the primates there, such as the dialogue below:

Dodge: Hey, over here! Hey, I can get you out! Come on. Over here. Come on. Hey. Down here. Stupid monkey. (00:36:41-00:37:22)

In this case Caesar was discriminated against by one of the guards at the primate sanctuary named Dodge. He betrayed Caesar who believed that he would help Caesar to get out of the primate shelter, but instead put him in a cage and insulted him by saying "stupid monkey".



Fig. 8. Caesar gets sprayed by Dodge after he splashing his food to Dodge
(00:42:00).

When Caesar was in a primate shelter, he and other primates were treated inappropriately. Such as figure 7 shows, when Caesar, whose intention was to joke with Dodge by spraying food on him, he then mad and responded by spraying water on Caesar with a high pressure hose that made Caesar bounced against the wall.

A.8 Trial by Love

When personal development is in progress, there will be many stages and obstacles that can interfere or even stop the progress of the development. One of the many things that can hinder personal development, feelings of love for something are often found in the Bildungsroman genre. As stated by Golban the character must endure the trials by love (Golban 10). This trial can hinder the development of an individual. This is because when he/she is going towards the

proper development, he/she will be stuck by feelings from past that are difficult to overcome. Moreover, this feeling will make him/her want to get into his/her comfort zone again and it will be difficult to get out of it when he has gone too deep.

Will: Caesar. It's gonna be okay. Everything is gonna be okay.

Caroline: Don't be scared.

Will: You're gonna stay here now. No. We're not going home right now.

John: In our experience, the longer you drag out the longer you drag out the goodbyes, the harder it is.

Will: Can I just sign that letter?

John: You'll probably miss him more than he'll miss you. Best give him a couple of weeks to get used to the place.

Caroline: Will, we have to go. (00:35:35-00:36:30)

Caesar had to endure a trial where he, who had never lived outside Will's house and was always with him before, suddenly had to separate. He had to endure this trial and try to get pass through it.

A.9 Moments of Spiritual Suffering and Pain

To achieve complete maturity, the individual must be able to go through inner experiences with suffering that he has felt during his life journey. All this so that the mind of the individual can become stronger and tougher. This is also inseparable from one of the characteristics of the Bildungsroman genre that is commonly found. According to Golban the moment of pain and spiritual suffering has been passed by the character (Golban 11).

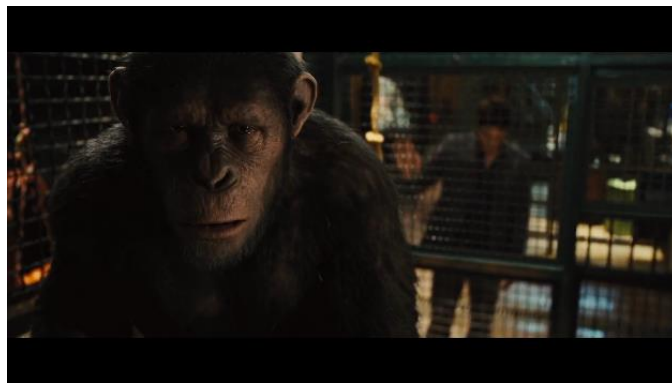


Fig. 10. Caesar coldly refuses Will's invitation to return home and looking at him (01:03:13).

After being disappointed for so long because Will never brought Caesar back to his house, Caesar who has lived in a primate shelter for a long time finally begins to accept his new environment. Thus, in figure 10, Will who misses Caesar suddenly wanted to take him home which Caesar refused coldly without even want to see Will. This moment actually broke Caesar's heart, but he tried to get through this suffering.

A.10 Experiencing Epiphanies

When an individual enters into early adulthood, then this is where the results of personal development can be seen. He/she can be said to have succeeded or failed, or it could be that the personal development of the character is still incomplete or the finding of his/her purpose in life is still uncertain. This is what usually defines the Bildungsroman genre where the protagonist will gain enlightenment after going through various difficult trial, suffering, pain, and experience in life's journey. According to Golban, when the character has begun to enter adulthood, he/she will experience epiphanies which can then determine his/her personal development to be successful, fail, or only partially successful (Golban 11).

Will: Caesar. I'm sorry. This is my fault. This has to stop. This isn't the way. You know what they're capable of.

Will: Please come home. If you come home, I'll protect you.

Caesar: Caesar is home.

Will: Okay. Caesar is home. (01:34:45-01:35:26)

After the group of apes led by Caesar managed to escape into the forest, Will was able to catch Caesar and asked him to go home. However, Caesar, who

has experienced enlightenment from his life experience, thinks that he who used to live with Will in a human environment is not a life for apes like Caesar. He also realized that humans and apes were two different creatures and should not coexist, because they will harm each other especially the cruelty from human to the apes. So he and the other apes left the city and will live in the forest starting from that day.

B. Caesar's Personal Development Shown in *Rise of the Planet of the Apes* Movie

B.1 Childhood Stage

In the Bildungsroman genre, personal development usually has stages that the protagonist will go through. The first is the childhood stage. Golban writes that the stage at home is where personal development begins, here the life experience has not changed much and still incomplete (14). So the phase lasts as long as the protagonist is in the family circle and has not entered the larger society. This phase is also considered incomplete although not much will change in this stage.



Fig. 11. Will patiently calmed baby Caesar that crying at night (00:12:54).

Here we can see how Caesar was treated with a lot of patience and love by Will. In figure 11, Caesar who is still a baby has been treated well even when Caesar cries at night despite being a chimpanzee. Will as the father figure of Caesar patiently calms him down by taking Caesar to a warmer place such as a bathroom with warm water turned on. With this loving treatment Caesar can experience a loving environment at home.



Fig. 12. Caesar ate at the same table as Will and Charles (00:14:06).

Another example is in figure 12, Will and Charles treated Caesar just like a normal human baby. There is no discrimination even though Caesar was a chimpanzee he also ate at the same table as Will and Charles just like the image above. This shows that Caesar is treated like a loving family member even though he is a chimpanzee. There is also monologue about Caesar growth while in Will's house:

“By 18 months, Caesar was signing up to 24 words. By age two, Caesar was completing puzzles and models designed for children eight years and up. At age three, Caesar continues to show cognitive skills that far exceed that of a human counterpart.” (0:14:37-0:15:07)

Caesar grew exceptionally well with Will's guidance as his father figure. Even Will thinks that Caesar's development exceeding humans in general. But even with all these, Caesar's life is still filled with love without any significant changes.

There are no significant changes that will happen in the home phase. That is shown just like the example above that Caesar is loved by his family member like Will and Charles and has never experienced bad or unpleasant treatment from them. This is also what makes personal development not improving as much in this phase. Caesar's experience will be static because in home environment there are not many opposition that would stimulate his personal development even further.

B.2 Youth Stage

The next stage is the youth stage. This stage is where the protagonist begins to leave the home to enter a larger society. Golban stated that when a character begins to leave the house and enter the bigger society, that is where the character must be able to accommodate himself, it is also at this phase that evolution and development really begin (14). Therefore this stage is one of the stages that can be considered the phase that will determine the personal development of a protagonist. Because the adaptability of the protagonist will be greatly tested to achieve the desired changes.

Hunsiker: Get out of here! Get out! Get out! Get out of here!

Will: Hey, hey, hey! Enough! Enough! The hell is the matter with you?

Hunsiker: If I see that animal anywhere near my house or my kids again...

Walter: He's not dangerous.

Will: It won't happen again.

Hunsiker: Damn right, it won't.

Will: Come on, Dad.

Walter: He just wanted to play.

Hunsiker: Stay in the house. Daddy's got it. (00:19:23- 00:19:50)

This is where Caesar began to away from home. When he wanted to interact with other children, Caesar learned a very valuable lesson when he was kicked out and beaten by his neighbors because Caesar was considered as a dangerous animal. This was the first time Caesar received cruel treatment from others.



Fig. 13. Caesar who was not used to socializing with other apes was beaten for not knowing anything about other apes rule (0:46:47).

In figure 13 Caesar who previously knew nothing about other apes became the target of bullying for being too innocent. This was because he was still carried away with his previously too relaxed life and all his needs had been met by Will. With this incident Caesar was able to learn to adapt to the way the apes socialized with each other.



Fig. 14. **Caesar needed to adapt to eat with disgusting food that Dodge called "Grade A primate chow" (00:41:27).**

Other than that, Caesar who was accustomed to eating decent food while living with Will and knows nothing about reality outside his comfort zone had to get used to eat disgusting food while living in primate sanctuary. Caesar who saw the food did not even want to eat it at first. But this is what Caesar must try to adapt to because all the discomfort he feels he must be able to live with.

B.3 (Early) Maturity

The third stage in personal development according to Golban is the (early) maturity stage. This stage can be said to be the stage that determines whether a character can be said to have succeeded in achieving good personal development or not. These results are obtained from the experience of the characters who have gone

through the previous stage. According to Golban, the resulting stage from the previous stage, this stage is the desired formation (14).

Will: Please come home. If you come home, I'll protect you.

Caesar: Caesar is home.

Will: Okay. Caesar is home. (01:34:45-01:35:26)

Caesar did not hesitate to tell Will that he was already home, where at that time they were in the forest not in Will's house where Caesar used to live. This shows that Caesar has fully accepted his identity as an ape and is no longer confused by the differences between apes and humans that had previously been something that Caesar have been struggling to understand. He no longer considered Will's house his home and naturally assumed that his home is in the forest as it should be, because the ape's habitat is in the forest and they should not live together in a house with human. This is what makes Caesar can be said to reach maturity because he has passed the previous stages and managed to control himself.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions that explain the final results of this study based on the analysis of chapter 4.

A. Conclusion

The conclusion that can be drawn from the analysis of this research is that there are 10 characteristics of Bildungsroman in the protagonist of *Rise of the Planet of Apes* Movie. The first characteristic is where the protagonist grows up in a provincial town or village and an orphan. Caesar grew up in Will's house that located in San Francisco. The second characteristic is the education of the protagonist. Where Caesar did not experience institutionalized education and only experienced self-education. The third is the conflict with his parents or parental figure, which is also experienced by Caesar who is in conflict with Will. Then the fourth characteristic is the protagonist who leaves the house and enters a larger society. In this case, Caesar also leaves the house and enters a society that is very new to him. For the fifth characteristic where the protagonist tries to find social relations with others, Caesar has also done it. The next characteristic is the experience of getting the role and achievements that Caesar did so that he became the leader of the apes. The seventh characteristic is about ordeal by society which has happened a lot with Caesar after he entered a larger society. The next

characteristic is trial by love where Caesar feels sentimental and it can interfere with personal development. Ninth, Caesar feels and goes through spiritual pain and suffering as a stage for personal development to take place. The last characteristic is when the protagonist experiences epiphanies which will make him enter the final stage that determines his personal development. Caesar who had felt this way was finally able to reach this final stage.

Next is where Caesar's personal development can be seen in *Rise of the Planet of the Apes* movie. The first personal development that we can see starting from childhood stage. In this stage not too much happens and everything looks static. Nothing can overly affect the personal development of Caesar. This is because the family environment is not as wide and diverse as the second stage, youth stage. In this second stage, Caesar's personal development began to experience a very drastic development. Many things started to make him lose his innocent side. This happens because in this stage there are many differences and things that were not contained in the previous stage which finally opened Caesar's eyes about the real world. Then the last stage, (early) maturity stage. This stage is the conclusion of the accumulated experience that Caesar experienced from the previous stage which allowed him to reach maturity.

B. Suggestion

Based on this study, there are suggestions for the readers. First, the readers could analyze the other movie using the Bildungsroman approach such as Harry

Potter series by J.K. Rowling and also a novel entitled *David Copperfield* by Charles Dickens. Second, the readers can also analyze *Rise of the Planet of the Apes* movie using Discrimination theory.

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CAESAR DEVELOPMENT PROCESS: DEPICTION OF BILDUNGSROMAN CHARACTER IN "RISE OF THE PLANET OF THE APES (2011)" MOVIE


PF 1: How are the Bildungsroman characteristics depicted in "Rise of the Planet of the Apes (2011)" movie?

No	Quote	Characteristic	Time	References	Comment
1	<p style="text-align: center;">FRANKLIN</p> <p>They carry small. She must have been pregnant when they brought her in.</p> <p style="text-align: center;">WILL</p> <p>So that's why... She wasn't being aggressive, she was just being protective?</p> <p style="text-align: center;">FRANKLIN</p>	The background of character	(00:09:40-00:10:11)	<p>“A child (sometimes orphaned or fatherless) lives in a village or provincial town” (Golban 10).</p>	<p>One of the characteristics of Bildungsroman is the origin of the characters who are a child that live in village or provincial town and sometimes are orphans. And it can be</p>

<p>She thought we were going to hurt her baby. Come here.</p> <p style="text-align: center;">FRANKLIN (CONT'D)</p> <p>I'd take him myself, but my brother-in-law works for security. He'd rat me out in a second.</p> <p style="text-align: center;">WILL</p> <p>What, you want me to take it home? I can't take care of a monkey.</p> <p style="text-align: center;">FRANKLIN</p> <p>He's not a monkey, he's an ape.</p> <p style="text-align: center;">WILL</p> <p>Franklin, I...</p> <p style="text-align: center;">FRANKLIN</p>				<p>seen from the dialogue from the movie that Caesar is an orphan because his mother was died in the lab while taking care of Caesar at the same time. Therefore, Will ended up bringing Caesar as an orphan to live with him.</p>
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	It's just for a couple days, until I find a sanctuary. That's all I need.				
2	 <p>Will teach Caesar about the word 'home' in sign language (00:15:09).</p>	Self-education	(00:15:09)	“he/she passes through institutionalized education and/or self-education” (Golban 10)	From figure 1 we can know that Caesar also doing self-education at home with Will as the person who taught him how to do sign language. Since Caesar is a chimpanzee who lives in a human environment, he needs this skill to communicate with other humans.

3	 <p>Caesar imitated Will's gesture, which means not to be noisy when Walter is asleep (00:17:33).</p>	Self-education	(00:17:33)	“he/she passes through institutionalized education and/or self-education” (Golban 10)	From figure 2 we can see not only with the teaching from Will, but Caesar can also educate himself while imitate what others do to express themselves. For example, the way Caesar learns is also by imitating Will’s gesture that asked Caesar to be quiet when Walter is asleep. Caesar was not only copying the gesture

					but he also understand what the gesture means.
4	 <p>Caesar learning chess by playing it alone (00:15:28).</p>	Self-education	(00:15:28)	“he/she passes through institutionalized education and/or self-education” (Golban 10)	Moreover, with the high intelligence, Caesar also spent his time studying independently without guidance from anyone as the figure 3 above shown. This shows that without formal education in schools like humans in general, Caesar can train himself well.


5	<p>HUNSIKER</p> <p>Get out of here! Get out!</p> <p>Get out! Get out of here!</p> <p>WILL</p> <p>Hey, hey, hey! Enough! Enough!</p> <p>The hell is the matter with you?</p> <p>HUNSIKER</p> <p>If I see that animal anywhere near my house or my kids again...</p> <p>WALTER</p> <p>He's not dangerous.</p> <p>WILL</p> <p>It won't happen again.</p> <p>HUNSIKER</p>	Ordeal by society	(00:19:23-00:19:50)	Golban writes one of the characteristic of bildungsroman is that the character has to undergo the ordeal by society (10)	When Caesar first came out of the house because he wanted to play with the neighbors' children, Caesar was considered dangerous and ended up getting cruel treatment by Will's neighbor named Hunsiker by trying to beat Caesar and throw him out.
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	<p>Damn right, it won't.</p> <p style="text-align: center;">WILL</p> <p>Come on, Dad.</p> <p style="text-align: center;">WALTER</p> <p>He just wanted to play.</p> <p style="text-align: center;">HUNSIKER</p> <p>Stay in the house. Daddy's got it.</p>				
6	<p style="text-align: center;">WOMAN</p> <p>Is that a chimpanzee?</p> <p style="text-align: center;">WILL</p> <p>Hi.</p> <p style="text-align: center;">WOMAN</p> <p>Come on!</p> <p style="text-align: center;">WILL</p>	The conflict	(00:25:47-00:27:19)	<p>“Tension or conflicts with the outer world and the inner world of the protagonist” (Christy 1236).</p>	<p>Caesar was confused to see that there was a dog that had the same leash as the one he was wearing at that time. Because of that, Caesar felt like he is same as the</p>

<p>Come on. Caesar? Caesar. Come on.</p> <p>It's all right. Come on. All right, come on. Let's go. You getting in? Caesar?</p> <p>You okay, pal?</p> <p style="text-align: center;">WILL (CONT'D)</p> <p>Are you a pet? No. You're not a pet.</p> <p>I'm your father. What is Caesar?</p> <p>Okay.</p>			<p>“he/she is in conflict with his actual parents, especially father, or any parental figures (the trial by older generation)” (Golban 10).</p> <p>“The process of maturation is long, arduous and gradual, involving repeated clashes between the hero's needs and desires</p>	<p>dog, a pet. Therefore Caesar got annoyed and started asking Will about who he is, his origin, and why he was treated differently from humans. With the conflict that arises, Caesar is also getting closer to next chapter of his personal development because he will begin to know the truth and must try to get through it all.</p>
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				and the views and judgments enforced by a rigid social order.” (Svensson 3)	
7	<p>WILL</p> <p>Caesar, this is where I work. This is where you were born. Your mother was here with other chimpanzees. But she's not here anymore. So, that's why I took you home to live with me.</p> <p>WILL (CONT'D)</p> <p>Yeah. Your mother is dead. The thing is, she was given medicine. Like the</p>	The background of character	(00:27:26-00:28:14)	<p>“The child must be of some sensibility and he or she (mostly he) grows up in the country or in a provincial town” (Buckley 17).</p> <p>“A child (sometimes orphaned or fatherless) lives in a village or</p>	<p>Will explained that Caesar's mother was one of the chimpanzees used as research subjects to improve brain performance, but in the end Caesar's mother died.</p> <p>From this that makes Caesar get high intelligence because the</p>


	medicine I give to Charles. She passed it on you. That's why you're so smart.			provincial town” (Golban 10).	intelligence is decreased to Caesar. Then from there the orphaned baby Caesar lived with Will.
8	DODGE Hey, over here! Hey, I can get you out! Come on. Over here. Come on. Hey. Down here. Stupid monkey.	Ordeal by society	(00:36:41-00:37:22)	Golban stated that one of the characteristic of bildungsroman is that the character has to undergo the ordeal by society (10)	In this case Caesar was discriminated against by one of the guards at the primate shelter named Dodge. He betrayed Caesar who believed that he would help Caesar to get out of the primate shelter, but instead put him in a cage and insulted


					him by saying "stupid monkey".
9	 <p>The first time Caesar entered into a primate shelter where there are many other primates (00:37:52).</p>	Enter a larger society	(00:37:52)	<p>“he/she leaves home to enter a larger society (usually city, especially London, definitely not a ultima Thule); the departure is determined by 2 or other external stimulus, or an inner stimulus (for instance the desire for experience that the incomplete, static</p>	<p>Caesar finally has to live in a primate shelter after he tries to save Will's father. Caesar thought Walter was attacked by Will's neighbor, Hunsiker. Therefore, Caesar who was annoyed immediately attacked Hunsiker. But in reality Hunsiker didn't actually attack Walter. With this</p>

				atmosphere of home does not offer)” (Golban 10)	accident the government ordered Caesar to be placed in a primate shelter that looks like figure 4.
10	 <p>Caesar gets sprayed by Dodge after he splashing his food to Dodge (00:42:00).</p>	Ordeal by society	(00:42:00)	Golban stated that one of the characteristic of bildungsroman is that the character has to undergo the ordeal by society (10)	When Caesar was in a primate shelter, he and other primates were treated inappropriately. Such as figure 7 shows, when Caesar, whose intention was to joke with Dodge by spraying food on him, he then mad and responded by spraying


					water on Caesar with a high pressure hose that made Caesar bounced against the wall.
11	<p style="text-align: center;">WILL</p> <p>Caesar. It's gonna be okay. Everything is gonna be okay.</p> <p style="text-align: center;">CAROLINE</p> <p>Don't be scared.</p> <p style="text-align: center;">WILL</p> <p>You're gonna stay here now. No. We're not going home right now.</p> <p style="text-align: center;">JOHN</p>	Trial by love	(00:35:35-00:36:30) (00:35:52)	“he/she has to resist the trial by love (sentimental career)” (Golban 10)	Caesar had to endure a trial where he, who had never lived outside Will's house and was always with him before, suddenly had to separate. He had to endure this trial and try to get pass through it.


<p>In our experience, the longer you drag out the longer you drag out the goodbyes, the harder it is.</p> <p style="text-align: center;">WILL</p> <p>Can I just sign that letter?</p> <p style="text-align: center;">JOHN</p> <p>You'll probably miss him more than he'll miss you. Best give him a couple of weeks to get used to the place.</p> <p style="text-align: center;">CAROLINE</p> <p>Will, we have to go.</p> <p style="text-align: center;">WILL</p> <p>I'm coming back soon. Okay?</p>				
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12	 <p>Caesar coldly refuses Will's invitation to return home and looking at him (01:03:13).</p>	Moment of spiritual suffering or pain	(1:03:13)	<p>“he/she passes through moments of spiritual suffering and pain”</p> <p>(Golban 11)</p>	<p>After being disappointed for so long because Will never brought Caesar back to his house, Caesar who has lived in a primate shelter for a long time finally begins to accept his new environment. Thus, in figure 10, Will who misses Caesar suddenly wanted to take him home which Caesar refused coldly without even want</p>
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					to see Will. This moment actually broke Caesar's heart, but he tried to get through this suffering.
13	 <p>Caesar finally succeeded to get a leader position (00:57:26).</p>	The search for a position and accomplishment	(00:57:26)	“his/her experience of life is a search for a vocation and social accomplishment” (Golban 10)	Caesar can be said to be blind with the differences in life between animals and humans finally realized that the way of life of the two was very much different. He cannot continue to live and socialize in the primate shelter in the

					same way as at Will's house and finally decides to break his ties to humans and live the same way as primates. In figure 6, Caesar who initially just wanted to get out of the primate sanctuary finally began to look for ways to be accepted by other primates to become the leader of the primates in
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					that place and he got the leader position.
14	 <p>Caesar tries to make friends with other apes in primate captivity (00:46:17).</p>	Seeking Social relationship	(0:46:04-0:46:25) (00:46:17)	“a young person now, he/she seeks for social relationships with other humans” (Golban 10)	<p>Caesar, who has lived with humans for so long, is now able to meet other apes for the first time.</p> <p>Caesar then wanted to establish social relations with the other primates.</p> <p>This is also a step that indicates that Caesar has also entered into one of the categories in the characteristics of</p>


					bildungsroman by seeking a social relationship.
15	 <p>Caesar, who had just entered the primate shelter, was beaten by the leader of the apes named Rocket (0:46:47).</p>	Ordeal by Society	(00:46:47)	Golban stated that one of the characteristic of bildungsroman is that the character has to undergo the ordeal by society (10)	In figure 7 Caesar gets tortured by an ape there just because he tried to interact with other primates. This is certainly one of the things that can happen when a new primate from outside tries to enter the circle of the primate group. Moreover, Caesar


					<p>from the beginning entered the primate shelter like an innocent child and wore full clothes which were basically considered unnatural for the other primates there.</p>
16	<p>WILL</p> <p>Please come home. If you come home, I'll protect you.</p> <p>CAESAR</p> <p>Caesar is home.</p> <p>WILL</p>	Epiphanies	(1:34:45-1:35:26)	<p>“now in his/her early manhood, he/she experiences epiphanies which lead to (or should determine) his/her final initiation</p>	<p>After the group of apes led by Caesar managed to escape into the forest, Will was able to catch Caesar and asked him to go home. However,</p>

	Okay. Caesar is home.		and formation (complete or relativistic, or not existing at all□that is to say, the final stage of the formative process implies the dichotomy success/failure, or a third possibility of partial success/partial failure)” (Golban 11)	Caesar, who has experienced enlightenment from his life experience, thinks that he who used to live with Will in a human environment is not a life for apes like Caesar. He also realized that humans and apes were two different creatures and should not coexist, because they will harm each other especially the
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					<p>cruelty from human to the apes. So he and the other apes left the city and will live in the forest starting from that day.</p>
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PF 2: How does Caesar's personal development shown in "Rise of the Planet of the Apes (2011)" Movie?


No	Quote	Type	Time	References	Comment
1	 <p>Will patiently calmed baby Caesar that crying at night (00:12:54).</p>	Childhood stage	(00:12:54) (00:14:06)	Golban explained that The stage at home is where individual development begins, here the life experience has not changed much but still incomplete (14)	Here we can see how Caesar was treated with love by Will. Caesar who is still a baby has been treated well even when Caesar cries at night while Will is sleeping, Will as the father figure of Caesar patiently calms him down by taking Caesar to a warmer place such as a bathroom with warm water turned on. With this loving

					treatment Caesar can experience a loving life at home.
2	 <p>Caesar ate at the same table as Will and Charles (00:14:06).</p>	Childhood stage	(00:14:06)	Golban explained that The stage at home is where individual development begins, here the life experience has not changed much but still incomplete (14)	Another example is in figure 12, Will and Charles treated Caesar just like a normal human baby. There is no discrimination even though Caesar was a chimpanzee he also ate at the same table as Will and Charles just like the image above. This shows that Caesar is treated like a

					loving family member even though he is a chimpanzee.
3	<p style="text-align: center;">WILL</p> <p>By 18 months, Caesar was signing up to 24 words. By age two, Caesar was completing puzzles and models designed for children eight years and up. At age three, Caesar continues to show cognitive skills that far exceed that of a human counterpart, (0:14:37-0:15:07).</p>	Childhood stage	(0:14:37-0:15:07)	Golban explained that The stage at home is where individual development begins, here the life experience has not changed much but is still incomplete (14)	Caesar grew exceptionally well with Will's guidance as his father figure. Even Will thinks that Caesar's development exceeding humans in general. But even with all these, Caesar's life is still filled with love without any significant changes. Another example of Caesar's development can be seen from the image

					above when Will taught Caesar how to use sign language and Caesar was able to imitate it well.
4	<p>HUNSIKER</p> <p>Get out of here! Get out!</p> <p>Get out! Get out of here!</p> <p>WILL</p> <p>Hey, hey, hey! Enough! Enough!</p> <p>The hell is the matter with you?</p> <p>HUNSIKER</p> <p>If I see that animal anywhere near my house or my kids again...</p> <p>WALTER</p>	Youth stage	(00:19:23-00:19:50)	Golban stated that when a character begins to leave the house and enter the wider society, that is where the character must be able to accommodate himself, it is also at this phase that evolution and development really begin (14)	This is where Caesar began to away from home. When he wanted to interact with other children, Caesar learned a very valuable lesson when he was kicked out and beaten by his neighbors because Caesar was considered as a dangerous animal. This was

	<p>He's not dangerous.</p> <p>WILL</p> <p>It won't happen again.</p> <p>HUNSIKER</p> <p>Damn right, it won't.</p> <p>WILL</p> <p>Come on, Dad.</p> <p>WALTER</p> <p>He just wanted to play.</p> <p>HUNSIKER</p> <p>Stay in the house. Daddy's got it.</p>				<p>the first time Caesar received cruel treatment from others.</p>
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5	 <p>Caesar needed to adapt to eat with disgusting food that Dodge called "Grade A primate chow" (00:41:27).</p>	Youth stage	(0:41:27) (0:46:47)	Golban stated that when a character begins to leave the house and enter the wider society, that is where the character must be able to accommodate himself, it is also at this phase that evolution and development really begin (14)	Other than that, Caesar who was accustomed to eating decent food while living with Will and knows nothing about reality outside his comfort zone had to get used to eat disgusting food while living in primate sanctuary. Caesar who saw the food did not even want to eat it at first. But this is what Caesar must try to adapt to because all the
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					discomfort he feels he must be able to live with.
6	<p>WILL</p> <p>"Please come home."</p> <p>"If you come home, I'll protect you."</p> <p>CAESAR</p> <p>"Caesar is home."</p> <p>WILL</p> <p>"Okay."</p> <p>"Caesar is home."</p>	(Early) maturity	(1:34:45-1:35:26)	“(early) maturity: the final stage of desired formation, completeness and change determined by the experience in the second stage.” (Golban 14).	Caesar did not hesitate to tell Will that he was already home, where at that time they were in the forest not in Will’s house where Caesar used to live. This shows that Caesar has fully accepted his identity as an ape and is no longer confused by the differences between apes and humans that had previously been

					<p>something that Caesar have been struggling to understand. He no longer considered Will's house his home and naturally assumed that his home is in the forest as it should be, because the ape's habitat is in the forest and they should not live together in a house with human. This is what makes Caesar can be said to reach maturity because he has passed the previous stages</p>
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					and managed to control himself.
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