



**A PSYCHOLOGICAL POINT OF VIEW ANALYSIS OF NOAH CALHOUN
IN *THE NOTEBOOK* BY NICHOLAS SPARKS**

A THESIS

**In Partial Fulfillment of the Requirements for S-1 Degree Majoring Linguistics
in the English Department, Faculty of Humanities Diponegoro University**

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PRONOUNCEMENT

I honestly state that this thesis is written by myself without taking any works from other researchers in any university, in diploma degree, S-1, S-2, and S-3 degree. I also ascertain that I do not take any material from other works except from the references mentioned.

Boyolali, 23 December 2021

A handwritten signature in black ink, appearing to read 'Alfi', with a stylized flourish at the end.

Alfi Ramadhani Winhendra Putri

MOTTO AND DEDICATION

Indeed, Allah is with the patient (Quran : 8)

We don't wish for the easy stuff. We wish for big things. Things that are ambitious, out of reach.

Taylor Swift

Don't worry if you're not where you want to be yet. Great things take time

Bryant McGill

This thesis is

dedicated to

My beloved parents

and all my friends who I love the most

APPROVAL

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IN *THE NOTEBOOK* BY NICHOLAS SPARKS

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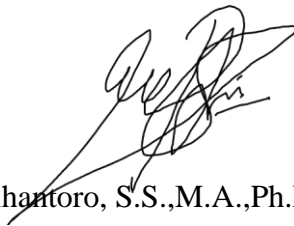
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I know my thesis is not perfect yet, but I hope my thesis can be a suggestion for those who are confused about finding what kind of thesis they should write about.

Boyolali, 23 December 2021



Alfi Ramadhani Winhendra Putri

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LIST OF ABBREVIATION

SFL : Systemic Functional Linguistics

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ABSTRACT

This study tells the psychological point of view of Noah in the novel *The Notebook*. Based on some previous studies that I found, Noah's character still can be analyzed differently. I elaborate on the lexicogrammar that represents Noah's character and the psychological point of view of Noah. I used corpus linguistics and the transitivity system (Halliday 2004). The data was taken from the novel *The Notebook* by Nicholas Sparks (1996). I used a purposive sampling technique to analyze the data. I took and annotated the data manually from the narrator's utterances. I took it manually because I am not aware of corpus linguistics that can get the data automatically. The annotated data was analyzed by a corpus processing tool, Antconc. Then, I used the transitivity system (Halliday 2004) in one type of psychological point of view in external type 1. Next, I interpreted all types by prose description. The result shows that Noah has 37% in external type 1, 5.9% in external type 2, 36% in internal type 2, and 20% in internal type 1. Based on the domination in external type 1, the most characters that are represented by external type 1 are he loves to talk, he is a wanderer, he is an active person, he sits a lot, he loves to smile, he is attentive, he is curious, he loves to write. Then the least characters based on external type 2 are he does fishing, he does reading, he does thinking, he is an optimistic person, he is mature, he cares with his physical appearance, he is less innocent, he is similar to his father, and he is strong.

Keywords: psychological point of view, transitivity system, corpus linguistics, novel

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Stylistics is described as an approach to analyzing literary or non-literary texts. Using stylistics, the researcher can explore the language used in the literary text. The writer can explore the sentence by opinion, pay attention to the readers and understand the literary text. It will be easier for the writer to discover the personalities of the characters in the literary text. (Simpson, 2004: 2)

A narrative text as one kind of literary genre text can be studied from many aspects using stylistics. There are many aspects in a narrative text, such as setting, plot, character, point of view, etc. In this study, I will analyze a point of view.

A point of view is defined as a viewpoint of the narrator or the story's characters. Inside the story, there is a narrator's perspective as the first-person point of view. Other than that, point of view can be used to explain two perspectives of the character, which are from the behavior and personality of the character.

In this study, the function of point of view is recognizable as a person who perceives everything about the way of character thinking and the character's feelings. (Simpson, 2004: 27)

Point of view is one of the essential elements of the story. Point of view is a perspective that connects the character of the story and the readers when reading a literature text (Diasamidze 2014: 161). According to Uspensky (1973), there are three kinds of points of view: the spatio-temporal, ideological, and psychological points of view. In this study, I will use a psychological point of view to analyze the main character.

I am interested in finding the psychological point of view of Noah Calhoun. One of the reasons is that the psychological viewpoint from Noah Calhoun can be used to represent Noah Calhoun's perspective based on external and internal factors. External factors will describe the main character's behavior with visible action and the opinion from at least two other characters. Then, internal factors will describe the main character's personality with the perspective of the character itself as the main character and the character as an omniscient observer.

I am interested in using *The Notebook* written by Nicholas Sparks. The reason is that the story is very relevant to reality about a couple who have a different social background. In this story, Noah, as the main character, is from the lower class while his girlfriend Allie, is from the high class. Allie's parents disagree with their relationship. The decision is very hurtful, especially for Noah as the lower class. I am interested in analyzing the perspective of Noah Calhoun as the lower class.

1.2 Research Problems

- a. What are lexicogrammars that the narrator uses to represent the point of view of Noah Calhoun in *The Notebook*?
- b. What are the types of psychological points of view used by the narrator to represent Noah Calhoun's perspective?

1.3 Objectives of the Study

- a. To describe the lexicogrammars used to realize the psychological point of view of Noah Calhoun
- b. To explain the types of psychological point of view that are used to describe Noah Calhoun's perspective

1.4 Previous of the Study

Some studies have already analyzed this novel entitled *The Notebook*. I found ten previous studies that discuss the novel. Six previous studies analyzed the main character and his girlfriend, and four previous studies only analyzed the main character. In this study, the novel's main character has a perspective from the lower class. I am interested in analyzing the lower class main character.

The first study was written by Silviana Ayu Ardiantina (2012) entitled "The

Type of Love as Reflected Through the Main Characters and Their Conflicts in Sparks' *The Notebook*". This research uses a library research method. It explains the character by collecting the data from the book in the library and theory analysis from the internet. This research explains the characters of the couple in the story and their type of love. The findings are the description of the main character and the conflicts of their love based on past time and present time. The type of their love is eros love or erotic love.

The second study entitled "Reading *The Notebook* by Nicholas Sparks: The Effects of Popular Romance Novel Readership on Women" was written by Miftahur Roifah (2014). This research used the close reading method and the use of psychoanalysis theory by Adi (2011). The findings of the novel give knowledge to the readers about the true love concept and the knowledge they get after reading the novel that can influence the readers.

The third study was written by Midta Wowling (2015) entitled "Deixis in the Novel *The Notebook* by Nicholas Sparks (A Pragmatic Analysis)". This research uses close reading as the method. This research explores a lot of deixis types in the novel. The findings are a lot of deixis such as personal deixis, spatial deixis, temporal deixis, discourse deixis, social deixis.

The fourth study was written by Yuli Andria Fajarini (2015) entitled "Devotion

in Nicholas Sparks's *The Notebook* (1996): An Individual Psychological Approach". This uses a library research method to find a major character's personality. The researcher uses the book from the library to analyze. The research explains Noah's character as the major character in the story. The findings show that Noah's character is based on psychological aspects and Noah is known as a man who has inferior feelings, sociable character, personal creativity, and great devotion.

The fifth study was written by Yordanos Tilahun (2017) entitled " Narrative Time and Space in the Novel *The Notebook* and Its Film Adaptation: A Comparative Approach". This research uses qualitative research and textual analysis. This research explains the differences in time and space in the novel and from the film adaptation. The findings are the differences of time and space between the novel and the film adaptation such as order, frequency, route, etc., and manipulation techniques in the process of adapting the novel into the film.

The sixth study was written by Siti Marda Yuliana, Raflis, and Silvia Djonnaidi (2017) entitled "The Social Impact Toward A North Carolina Man as Seen in Nicholas Sparks' *The Notebook* ". The study uses library research to collect the data. The researcher uses a book in a library to collect the data. The researcher explores the society in North Carolina and the environment's effect there. The finding of the characters is three main characters in North Carolina such as Noah as the lower-class

character, Allie as the high-class character, and Lon as a working-class character. The finding of the place is that the view of North Carolina inspires people to create a beautiful poem as Noah did. The finding of the status is there are social classes like high class and low-class people that can't marry each other because of their different social class.

The seventh study was written by Laili Abidatillah (2018) entitled "Noah's Struggle to Move on From Allie in *The Notebook* by Nicholas Sparks". This research used the qualitative method by closely reading the novel. This research explains the personality of Noah, the Hierarchy of Needs, and some Effects from the struggle of Noah. The finding is that Noah is described as a loyal man because he does not love other women, except Allie. From the hierarchy of needs, the author discovered he can not move on based on psychological needs, safety-security, esteem, and self-actualization. From the effects of Noah's struggle, the author discovers that when Noah tries to be busy with his life, he always thinks of Allie.

The eighth study was written by Harisa Mandasari, Feby Meuthia Yusuf, and Rafli (2019) entitled "The Struggle of Love as Reflected in Nicholas Spark's *The Notebook*". This research used the close reading method. The study explores the struggle of love between Noah and Allie as a couple. The finding is the conflict when Allie made the right decisions but she was trapped in the family tradition of being married to a person who had the same social status.

There are 3 phases of conflict. First, she met Noah while her parents disliked Noah and moved from that house. Second, Noah sent the letters but her parents never gave them to her. Lastly, they met again after 7 years and got married.

The ninth study was written by Helmita and Elsa Mayora Putri (2020) entitled "Devotion and Commitment in A Contradictory Conditions as Seen in *The Notebook* by Nicholas Sparks". This research used the structural method used to explain the intrinsic elements and the literature study method to collect the data by learning various literature. The study shows evidence about Noah's devotion. The findings are some of Noah's dialogue with Allie that represent his devotion and commitment after marriage. Although Allie has Alzheimer's disease, he always stays by her side.

The tenth study was written by S. Sudhakaran and Dr. B. Shymala Devi (2020) entitled "Literary analysis of the novel *The Notebook* by Nicholas Sparks". This research used the qualitative method. I aim to comprise literary devices in the novel. The findings are symbolism, metaphor, imagery, motif/themes about the novel. I hope that some of the literary devices can make the readers have aesthetic experiences.

This study is different from those previous studies. All of the mentioned studies were conducted using a literary approach. The previous studies used the close reading method to find the data. The purposes of the previous studies are various. Four previous studies are finding the devotion of love and the struggle of love. Two of them are

finding the devotion of love and two of them are finding the struggle of love. Then, six previous studies have a lot of various purposes. There are finding the type of love, the effects after reading the novel, the deixis, the differences between the novel and the movie, the social impact, and literary devices. None of them used a linguistic approach in analyzing the novel. Therefore, I intend to analyze the novel using a linguistic approach. In this study, I used corpus linguistics and stylistics to analyze the data.

1.5 Scope of the Study

This study analyzed the psychological point of view that is used by the narrator to represent the main character. I will analyze the psychological point of view based on the narrator's utterances.

1.6 Writing Organization

This study includes four chapters through the following organization:

CHAPTER I: INTRODUCTION

This chapter contains the background of the study, research problems, objectives of the study, previous studies, scope of the study, and writing organization

CHAPTER II : THEORY AND METHOD

This chapter explains the theoretical framework and method used in this study. In the theory part, the writer explains the concept of psychological point of view and corpus linguistics. In the method part, the writer explains the type of the research, data population, sample and sampling technique, method of collecting data, and methods of analyzing data.

CHAPTER III : FINDINGS AND DISCUSSION

This chapter represents the result from the data by using corpus linguistics method and explanations from psychological perspective from Noah's point of view,

CHAPTER IV : CONCLUSION

This chapter conducts illation according to the result of findings and discussion of the study.

CHAPTER II

THEORY AND METHOD

In this chapter, I explain the theoretical framework, the concept of psychological point of view, corpus linguistics, systemic functional linguistics, and the methods used in this study.

2.1 Theory

This chapter explains two theoretical frameworks to analyze the data. Those are the theory of psychological point of view from Keith Stuart in *A Systemic Linguistic Analysis of Point of View in Narrative Fiction* (1996) and *Corpus Linguistics* by Tony McEnery and Andrew Handie (2012).

2.1.1 The Theoretical Concept of Psychological Point of View

A psychological point of view is a viewpoint from a narrator that includes the effect between the events and the characters objectively or a perspective from the character itself subjectively. (Stuart 1996 : 37). From a psychological point of view, there are two kinds of psychological points of view. There are external point of view and internal point of view.

2.1.1.1 External Psychological Point of View

External psychological point of view describes the perspective of an observer which appears after the relationship between the events and the characters. (Stuart 1996 : 37).

From an external point of view, there are two ways to elaborate the behavior of a person. First, the narrator describes the visible action of the character (Stuart 1996 : 37). The narrator uses phrases such as 'he walks', 'he drives', 'he writes', etc. Second, the narrator describes the character from at least two other characters' opinions (Stuart 1996 : 37). It means that external type 2 uses opinion words to describe the character. The narrator uses phrases such as 'he often goes to her house', 'he seems afraid', 'he looks weird', etc.

2.1.1.2 Internal Psychological Point of View

Internal point of view is the perspective about the personality of the character. (Stuart 1996 : 37). From an internal point of view, there are two ways to elaborate on the characters. First, I analyze the point of view of the character mentally. I will analyze the character that represents it as 'I' (Stuart 1996 : 37). The character uses phrases 'I am afraid', 'I love you', 'I agree'. Second, I analyze the opinion of the character mentally. I analyze it as an omniscient observer or the narrator represents it as 'He' or the name of the character itself (Stuart 1996 : 37). The narrator uses phrases 'he thinks', 'he knows', 'he sees', etc.

In this study, I only used external type 1 with code /EXT1, external type 2 with code /EXT2, internal type 1 with /INT1, and internal type 2 with code /INT2. The reason is I want to know Noah's character from external and internal factors. I will use the word 'I', 'He', and 'Noah' to represent Noah's character as the narrator of the story.

2.1.2 Corpus Linguistics

Corpus linguistics describes the study that analyzes language data in literary texts or utterances with a lot of procedures or methods. Corpus linguistics uses an application to analyze the data. It will help the writer to analyze literary texts or utterances the data practically and specifically (Tony and Andrew 2012).

In corpus linguistics, there are annotated and unannotated data. Annotated data is the data analyzed using the codes to mark the lexicogrammar. Example: "Noah /EXT1 added a crab" I want to search for the lexicogrammar that represents the external psychological point of view or the observer who acts in visible action. I will annotate the data by using codes /EXT1. While the unannotated data is the data that has not been analyzed yet. (Tony and Andrew 2012 : 13).

In corpus linguistics, there is one application that can help to analyze the data called Antconc. Antconc has a lot of features such as concordance, concordance plot, file view, clusters/n-grams, collocates, word list, and keyword list.

I only use the concordance feature and file view feature. Concordance used shows the codes that we are looking for. (Tony and Andrew 2012: 35). File view is used to show the literary text thoroughly that marks codes that we are looking for.

2.1.3 Systemic Functional Linguistics

I use the theory of Systemic Functional Language from M.A.K. Halliday Revised by Christian M.I.M. Matthiesen Fourth Edition (2004). I used it as a directive to explain three metafunctions of Systemic Functional Linguistics. There are ideational meanings, interpersonal meaning, and textual meaning. I used ideational meaning. Inside ideational meaning, there is a transitivity system. The transitivity system has three parts to analyze the character of the story. There are the participants, the processes, and the circumstances. The participants are the sender and receiver. In the transitivity of processes, there are six types of processes. There are material processes, mental processes, behavioral processes, verbal processes, and relational processes. The circumstances are extent and location. These parts will be used to identify the characterization of Noah as the main character by the clauses from narrator utterances.

Systemic Functional Linguistics (SFL) is an explanation about grammar theory of English by M.A.K. Halliday in early 1960. SFL explains the theory of grammar and the description of grammar generally.

Other than that, SFL explains the relation between the theory and its descriptions. This theory views language from a wider perspective.

Metafunction is a language device that appears and is used in linguistics semiotic study. Metafunction is used to describe and explain the meaning when a language is being understood. There are three types of metafunctions. There are ideational, interpersonal, and textual metafunction.

Ideational metafunction is an explanation of human activity by analyzing lexicogrammar. In this part, there are two kinds of ideational metafunctions. They are experiential and logical. Experiential is where there the process, the participants, and the circumstances involved in it. Logical explains the movement of one to other entities.

Interpersonal metafunction is an explanation about lexicogrammar that analyzes the character not only based on the process but also with participants and circumstances. This metafunction elaborates a lot of information such as the expression and the attitudes of the character.

Textual metafunction is a metafunction that compounds experience and interpersonal relations. It will make the discourse create cohesion and continuity of the story.

2.1.3.1 Transitivity

Transitivity is a system of clause that not only affects verbs but also circumstances and participants. Transitivity is used for analyzing the personality of the character.

There are a lot of kinds of transitivity. Because of that, it is important to interpret the meaning with ideational meaning to represent the personality of the character by the process and the movement of the character itself. There are two models of transitivity as the transitive model and the ergative model. The transitive model using the "World view" means that everything is under control by God and humans can act on everything such as plants (plants can't act), animals, etc. (Halliday 1993a)

In the transitivity system, three parts can be used to analyze the character. The first part is the processes. The second part is the participants. The third part is the circumstances.

First is the process. There are six types of transitivity by the process. There are material, mental, behavioral, verbal, relational, and existential. The material process focuses on the provided process which has a goal by the actor. There is an actor that is doing something to reach the goal. Then, there is another participant that is attached by an actor, called the client. This process occurs between the participants and the goal.

One of the participants that are conscious is a human. A human has a sensor to sense a lot of conscious feelings. A human can feel, wonder, realize, or inclination. In this process, a participant that can get a mental process refers to her or him, not it. (Halliday 2004: 249). The behavioral process focuses on the participant called 'behavior' it means the participant doing something with a consciousness process (e.g. people are sad) and psychological states (they were laughing) (Halliday 2004: 215). The verbal process focuses on the relation of signs in consciousness which form significance and saying (Halliday 2004: 215). The relational process focuses on the verb used by the actor whether it is simple present or past. Besides the verb, the participants in the relational process are related. The relational process merges the participant/the actor that has a sensor and the participant that not only as a fact but when they become one there is a relation between them. (Halliday 2004: 261). Existential focuses on phenomena that exist or happen.

The second is the participants. A participant can be described as an actor or receiver in the story. There are two types of participants. The first is someone who gives an action. The second is someone or something who receives that action.

The third is the circumstances. The circumstance is how the biosphere is described by location or space and time in the story (Halliday 2004: 314). In this circumstance, there are two parts. The first is Extent. Extent means how long it takes for the duration and the distance how far it is in the story.

The second is location. Location means where the story takes place and the time the story begins. In this study, I only use transitivity to explain external type 1. The reason is some external type 1 includes material action such as *add*, *went*, *walk*, etc. I will explain external type 1 in detail using the transitivity system only as active participants.

2.2 Research Methods

This part explains the type of the research, the data, how the writer procure the data, and how the writer elaborates the data

2.2.1 Type of the research

The method of data collection in this study is a mixed-method procedure. A mixed-methods procedure is a method that merges quantitative methods and qualitative methods. The functions of mixed-method are to analyze the data by using a corpus linguistics method and to analyze the data based on psychological point of view theory

2.2.2 Data, Population, Sample, and Sampling Technique

The data was obtained from a PDF version of Nicholas Sparks' novel *The Notebook*. The website's data <https://todaynovels.com/the-notebook-by-nicholas-sparks-pdf-download/> . The novel is divided into eight chapters that include narrator and character utterances.

The author only used 7 chapters from 8 chapters in this study and primarily used narrator utterances in the novel. Because in chapter 5, there is no Noah character inside. The data was chosen from all clauses which represent Noah's psychological point of view. There are two sorts of clauses: active and passive. This study only used active clauses because the narrator describes Noah as the main character of the story. The clauses are taken only from narrator utterances. In the sampling technique, I use purposive sampling techniques. I annotate many clauses according to a psychological point of view. The selected clauses are used to analyze the psychological point of view of the main character. I use a purposive sampling technique to select clauses to analyze from population data.

2.2.3 Method of collecting data

I will annotate the data manually by giving codes the lexicogrammar by using Notepad++. Then, I collect the data. After that, the collected data will be analyzed in Antconc as a quantitative method.

Table 1 The types of Psychological Point of View

External Psychological Point of View		Codes
Actor (Third person)	Visible action	EXT1
Actor (Third person)	Opinion from other characters	EXT2
Internal Psychological Point of View		Codes
Actor (First person)	Mental action	INT1
Actor (Third person)	Mental action	INT2

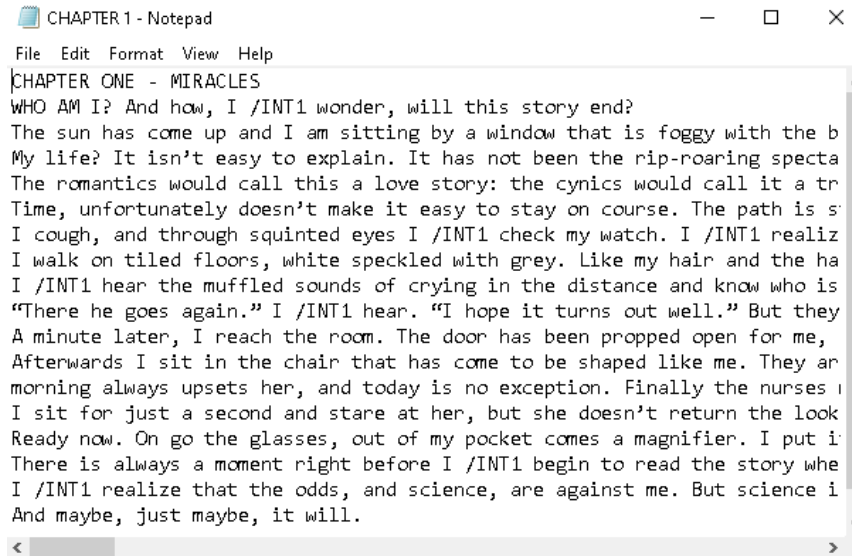


Figure 1 Annotated text

2.2.4 Method of analyzing data

After collecting the data, I analyze the data using Antconc 3.5.9. The writer clicks the concordance feature. Then, I type the codes in the search term box. For example, the writer wants to search the internal type 1 psychological point of view with codes /INT1. Next, I check the regex option. Then, there is the concordance hit that represents the sum of the clauses that are marked by the codes. To count the codes that represent Noah Calhoun, I use the formula below :

$$\frac{x}{n} \times 100\% = p$$

Explanation:

x = the quantity

n = all data's number

p = percentage of the quantity compared to all data's number

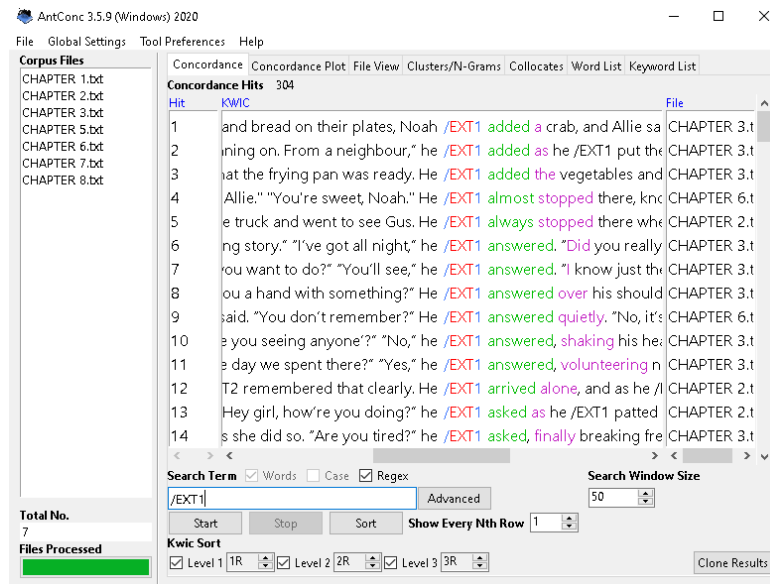


Figure 2 The Concordance feature in Antconc 3.5.9

In concordance itself, this feature can not find all the clauses that are represented by the codes. So, I check the regex (regular expression) option because

I want to get all the clauses specifically and thoroughly. Then, I click the codes to see all the clauses comprehensively.

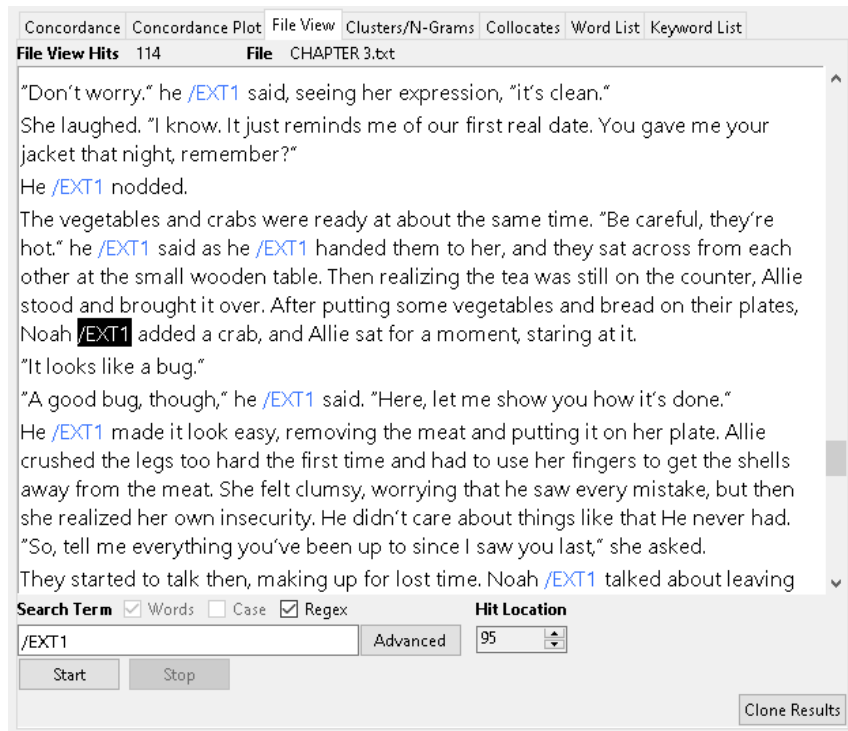


Figure 3 The File View feature in Antconc 3.5.9

The data is annotated by a lot of codes such as /EXT1, /EXT2, /INT1, and /INT2 to describe Noah's psychological point of view. The codes /EXT1 describes the lexicogrammar that appears as Noah's visible action as third-person and /EXT2 describes the lexicogrammar of opinions for Noah's character from other characters as the third person. Then, the codes /INT1 describes Noah's mental action as first-person and

/INT2 describes the lexicogrammar as Noah's mental action as third-person.

After that, I will explain the description of Noah's personality as a lower-class.

CHAPTER III

RESULT AND DISCUSSION

3.1 Result

The result shows the amount of data by using Antconc 3.5.9. I found 774 clauses that represent Noah. There are 304 clauses external type 1, 27 clauses external type 2, 274 clauses internal type 1, and 169 clauses internal type 2. I analyzed the annotated data and created the data result on the table form below.

Table 2 The Quantity of the Psychological Point of View clauses

The Narrator as the Main Character				
Configuration		Code	Qty	%
Psychological Point of View				
Actor	External type 1 (Character Visible action / He)	EXT1	280	37
Actor	External type 2 (The opinion from some observers)	EXT2	45	5.9
Actor	Internal type 1 (His point of view mentally / I)	INT1	274	36
Actor	Internal type 2 (Narrator point of view mentally / Noah / He)	INT2	156	20
Total			756	

According to the table form, external type 1 has 37%. Then, external type 2 has 5.9%. Internal type 1 has 36%. Last, internal type 2 has 20%. External type 1 describes Noah's visible actions. External type 2 describes the opinions of other characters of Noah. Internal type 1 describes Noah's mental actions from his perspective. Internal type 2 describes Noah's mental action from the narrator's perspective. Based on the table form, the dominant type is external type 1. In external type 1 there is visible action. Visible action consists of two types. First, material actions that describe Noah's physical activities such as *add, bring, walk*, etc. Second, visible action itself allows other characters to see the action such as *talk, cry*, etc. Then external type 2 itself consists of some opinions about Noah either the physical appearance or his character itself. In external type 2 there are some opinions from two characters. First from the narrator who describes Noah's character by opinions such as whether he could change something or not, the possibility to burrow his feelings toward Allie, etc. Second, Allie describes Noah's character by opinions such as his physical appearance, who looks like a farmer, his character who can not open up easily to others, etc. Next, internal type 1 describes Noah's character from mental actions that only Noah knows about, such as *I think, I hear*, etc. Last, internal type 2 describes Noah's character by the narrator in mental action, such as *he sees, he wants*, etc.

The first one is external type 1. This type uses one pronoun to represent Noah. The word that is used to represent Noah is 'He'. The results have 280 clauses that represent visible actions from Noah. I find that Noah loves to smile, loves to write, is an active person, etc.

The second one is external type 2. This type uses one pronoun to represent Noah. This type uses 'He' to describe Noah from other characters' opinions. There are the narrator and Allie. The results represent other characters' opinions from Noah with 45 clauses. I find that Noah is similar to his father, he is strong, etc.

The third one is internal type 1. This type uses one pronoun to represent Noah. The word that is used to represent Noah is 'I'. The results have 274 clauses that represent mental actions from Noah. I find that Noah is sensitive, an overthinker, has a good memory, etc.

The last one is internal type 2. This type uses two pronouns to represent Noah. The words that are used to represent Noah are 'Noah' and 'He'. The results represent Noah's mental action as a third-person with 156 clauses. I find that Noah is an observer, a learner, omniscient, etc.

3.2 Discussion

In this part, I will explain the psychological point of view from two sides. The selected clauses show Noah's psychological point of view as the first-person and as third-person from *The Notebook*. I will explain Noah as first-person with the word 'I' that represents the character. Then, I will explain Noah as third-person with the word 'Noah' and 'He' that represent the character.

3.2.1 External Type 1

External type 1 is the type that has 280 clauses. External type 1 includes many visible actions such as take, tell, bring, lift, etc with the word 'He' that represents Noah. Based on the clauses of external type 1, I find many visible actions that represent Noah's character. There are *said* (30), *gone* (18), *nodded* (13), *turned* (9), *took* (8), *shook* (8), *walked* (7), *stopped* (6), *sat* (6), *answered* (6), *smiled* (6), *put* (5), *asked* (4), *opened* (4), *finished* (4), *found* (4), *worked* (4), *got up* (3), *kissed* (4), *brought* (3), *combed* (3), *held* (3), *left* (3), *made* (3), *closed* (3), *got* (3), *added* (3), *tell* (3), *joined* (3), *reached* (3), *wrote* (3), *returned* (2), *set* (2), *showered* (2), *started* (2), *lifted* (2), *whispered* (2), *slept* (2), *handed* (2), *grabbed* (2), *laugh* (2), *paddled* (2), *paused* (2), *poured* (2), *lean* (2), *standing* (2), *stepped* (2), *stored* (2), *strolled* (1), *strummed* (1), *stuttered* (1), *tried* (1), *brushed* (1), *used* (1), *began* (1), *leave* (1), *silent* (1), *stunned* (1), *tying* (1), *washed*(1),

waved (1), wiped (1), wrapped (1), arrived (1), ate (1), bought (1), came (1), carried (1), cast (1), changed (1), chuckled (1), unpacked (1), respond (1), disappeared (1), drank (1), explained (1), explored (1), flicked (1), gathered (1), guided (1), read (1), helped (1), hung (1), hummed (1), lit (1), let (1), mentioned (1), motioned (1), moved (1), patted (1), played (1), pointed (1), poked (1), raised (1), pulled (1) , pushed (1), removed (1), rinse (1), rocked (1), sharpened (1), sighed (1), cursed (1), slipped (1), stammered (1), taken (1), taught (1), mouthed (1), crying (1)

Table 3 The amount of material action in external type 1

Active Participant				
Configuration				Qty
Material Process				
Actor	Material	Goal		41
Actor	Material	Scope		103
Actor	Material			31
Actor	Material	Recipient	Goal	7

In the material process, there are four types. There are material goal, material scope, material, and material recipient goal. There are 41 material goals, 103 material scopes, 31 materials, 7 material recipient goals. The amount of material processed is not the same as the amount of external type 1. The reason is there are a lot of clauses that are not categorized as material processes such as *ask, said*, etc. I will explain both visible and material processes below.

- (1). "I'm glad you came, Allie," **he said**.
- (2). "You're not crazy," **he said** gently
- (3). "Don't worry," **he said**, seeing her expression,

In this type, Noah always does 'says'. It is not only because he is the main character but also he is a person who loves to talk. Based on the story, Noah mostly 'says' with his girlfriend, Allie. He does 'says' to her when they meet again in his house. In number 1, he says that he is happy when Allie visits him. In number 2, he says that she is not crazy when she wants to visit him even though she is engaged with someone else. In number 3, he says to her don't worry about the shirt that he gives to her. She thinks it is not a clean shirt, but Noah says it is clean after that.

- (4). **He went** first to Norfolk and worked at a shipyard for six
months before he was laid off,
- (5). **he went** to Winston-Salem in the hope of finding her.
- (6). **He went** to her house, discovered that she had moved

Noah is a wanderer. He always went to some places. Noah often moves from one place to another place. He went to Norfolk and worked there at a shipyard for six months. Then, he got laid off and went to New Jersey. Then, he went to Winston-Salem because he was looking for Allie. Then, he went to her house to meet Allie, but she was not there.

(7). “The war?”

He nodded and she went on.

(8). “Lon?”

“Lon Hammond Junior. My fiancé”

He nodded.

(9).“But yes, Noah, I think we would have. At least, I’d like to think we would have.” **He nodded,**

Noah nodded a lot. His nod means three signs. First, He nodded to express his answer yes to the questions. In number 7, Allie asks him if he is joining the war or not. Then, Noah says yes to the question by nodding himself. Second, he nodded because he wanted to express that he understood the statement from the other character. In number 8, Noah asks Allie about the name of her fiancé. Allie explains the full name of her fiancé. Then, Noah understands whom her fiancé is by nodding himself. Last, he nodded because he expressed his agreement with the statement from another character. Allie says that they are changed. She said that they are not the same as a teenager again back then. Then, Noah agrees with her statement by nodding to himself.

(10). "Do you need to tell anyone?"

He shook his head.

(11). "I know," she said, "but no matter what I choose I have to live with it. For

ever. I have to be able to go forward and not look back anymore. Can you understand that?"

He shook his head

Noah shook his head a lot. His shook is categorized into two types. First, he shakes his head because he said 'no' to the questions. In number 10, when Allie's mom asks him if he can understand that Noah is not the right man for her daughter, he shakes his head before he says no. In number 11, he shakes his head because he wanted to express his disagreement with the statement from another character. Allie says that she is the one who should apologize because she is not writing a letter to him. Then Noah disagrees that she should apologize because of that.

(12). **Noah walked** into his office the following month

(13). **he walked** to the kitchen

(14). **he walked** to the dock

(15). **He walked** to the car

(16). **He walked** her home

Noah is an active person. He always walks. It means he is the type of person who moves a lot. He goes around his house as he goes to the kitchen, the dock, and the car. He walks his girlfriend home as a couple does. He walks to the office when he is working.

(17). **he sat** down in the rocker,

(18). **He sat** in the rocker again

(19). When **he sat** on the porch at night with his guitar,

Noah does 'sit' a lot. He sits in a lot of places. Mostly he sits in the rocker near his house. Then, mostly he sits there by himself because he needs time to be alone. When he sits alone, he sometimes cogitates, wonder, and think by himself. He sits there thinking about something. Sometimes he sits and brings his guitar.

(20). "I saw the story on the house in the Raleigh paper a couple of weeks ago,
and I had to come and see you again."

Noah smiled broadly.

(21). Do you have anything stronger, or is it too early to drink?"

He smiled.

(22). **He smiled**, remembering the way she had been

(23). **He smiled** to himself. For some reason Whitman always reminded him of

New Bern

Noah loves to smile. The main reason for his smile is Allie. He smiles when Allie wants to visit him again tomorrow. He smiles when Allie asks him to drink together. He smiles when he remembers Allie. Other than that, he smiles to himself after he reads Walt Whitman's poetry which reminds him of his good memories in the past.

(24). "Are you okay?" **he asked**, a thousand other questions on his face.

(25). Hey girl, how're you doing?" **he asked** as he patted her head,

(26). **He asked**: "Allie, do you love him?"

(27). **he asked**: "So, how long are you staying?"

Noah is an attentive and curious person. In this part, there are two types to describe the word 'ask'. First, to describe that Noah cares about others. Second, to describe that he is curious about something. In number 24, he asks Allie if she is okay or not when they meet again. The reason is Allie wipes her tears while laughing when she meets him. In number 25, he asks his dog Cem while patting her head. It means that he is taking care of his dog even though his dog only has three legs. In number 26, he asks Allie if she loves her fiancé or not and he asks her how long she is staying in his town.

(28). **He wrote** to her once a month but never received a reply.

(29). **he wrote** one final letter

Noah loves to write. He always wrote letters for Allie. He wrote her some letters for 7 years. He wrote her letters because he can not see her again. She moves and he can not meet her for the last time. Because of that sad farewell, he decides to write her letters. He wants to continue his relationship with her even though they can not meet each other again at that time.

3.2.2 External Type 2

External type 2 is the type that has 45 clauses. External type 2 includes many opinion clauses from other characters such as seem, like, maybe, etc. with the words ‘Noah’ and ‘He’ that represent Noah. The opinions are from the narrator and Allie as his girlfriend. Based on the clauses of external type 2, I find many opinions from other characters that represent Noah’s character. There are *could* (10), *would* (8) *looked* (7), *seem* (6), *if* (6), *impossible* (3), *perhaps* (2), *like* (2), *maybe* (1).

(30). **he could** change even if he tried.

(31). But he also realized **it could** never be. Now that she was engaged.

(32). **He could** spend the rest of his life looking for it but never find it again.

In Narrator's opinion, there are three 'could' that describe Noah's opinions. In number 30, he wants to change something but he is unsure about that. In the story, every time he is being close to a woman, he feels there is a distance.

Then, he feels like he should change something that makes him feel distant when he is close with a woman but he is unsure about that. In number 31, he thinks that it doesn't work that he wants to marry his girlfriend at that time. He thinks like that because at that time she is already engaged with someone else. In number 32, he thinks that Allie is the only woman he can spend the rest of his life with. He thinks that he will never find a woman like her again later.

(33). **Allie could** feel his eyes on her as she stared in that direction.

(34). **She could** picture him sitting in it, fishing, thinking, reading. It was old and weather-beaten, rough-feeling.

(35). **she couldn't** picture him reading poetry to someone else or even sharing his dreams with another woman.

From Allie's opinions, there are three 'could' that describe Noah. In number 33 Allie feels that Noah is seeing her when she sees a view in that direction. In number 34 Allie could picture him doing a lot of activities that he does by himself because he lives alone.

She could picture him fishing, thinking, and reading at the rock near his house. In number 35 She wonders about his loneliness. Then, Allie couldn't picture him with someone else. Allie couldn't picture him with another woman like reading poetry or sharing his dreams.

(36). **It would** work out for him,

(37). **it would** probably be all right.

There are two 'would' that describe Noah. In number 36, 'would' is described by the narrator. That opinion means that when he does the restoration of his house it needs a lot of money. He is worried about it and thinks he should find a new job soon to make a lot of money. Then, he doesn't worry about it again and thinks that it will work out for him to find a new job. In number 37, 'would' is described by Allie. Allie is worried about Noah's feelings if he knows that she is engaged with someone else. Then, she said to him that she is engaged with someone else because she thinks that Noah will be okay with that.

(38). God, **he looked** good.

(39). For a second **he looked** like a young man of seventeen again

(40). **he looked** the same as he had when she'd known him last.

(41). **He always looked** older than he was,

In Allie's opinion about Noah's physical appearance, his appearance is good. He takes care of himself until he looks good. Sometimes he looks the same as when he was a teenager but sometimes he looks older than his age.

(42). **he seemed** less innocent, more cautious, and yet the way he was holding her made her realize how much she'd missed him.

(43). **it seems**, I am surrounded by optimists.

In Allie's opinion in number 42, he seems less innocent because the way he holds her hand feels different. In the narrator's opinion in number 43, he is surrounded by optimists even though it seems that the right side of his body is weaker because he has a stroke.

(44). **if he'd worked** outside all summer, and, though his hair was a little thinner and lighter than she remembered

(45). **if he'd** been on the water this morning watching another day begin, thinking somehow he probably had.

From Allie's opinion in number 44, his skin is tanner because he works in a field. The fact is he did work in the field but he had worked in the office too. In number 45, Allie wonders that early in the morning Noah is already taking a bath to begin his day. The fact is he does take a bath before the sun goes up.

(46). he found it **impossible** to press them back down.

From the narrator's opinion, when he sees Allie again after seven years, his feeling is still the same. His love feeling appears again even though he knows that she is already engaged with someone else at that time. He wants to bury his feelings but he finds it impossible to do that.

(47). **like** a farmer coming home after hours in the field.

(48). **Like** her father, he wasn't comfortable sharing feelings.

In Allie's opinion, he looks like a farmer with calloused hands and broad shoulders which are the signs of a hard worker. In number 48, she believes that he is not the type of man who easily opens up to a woman. She thinks about it because her father is the type of man who does not open up easily too.

(49). **Maybe** six or seven miles away. More rain as Noah began to paddle even harder,

Noah seems strong. He paddles the canoe around six or seven miles away when he sees a dark cloud and thunder. He thinks it will rain soon, then he paddles his canoe back to his house.

(50). **Perhaps** it was the poetry that made him different,

From the narrator's opinion about Noah, the poetry that he reads changes him. It changes him because of the values that his father brought to him since he was a child. When he was a child his father made him read a lot of poetry. His father commands him to do that because Noah is late in speaking skills and he hopes after reading a lot of poetry will increase Noah's speaking skills and be better than before.

3.2.3 Internal Type 1

Internal type 1 of viewpoint is the type of viewpoint that has 274 clauses. Internal type 1 includes the way a narrator views mental activities. In this type, the word that represents Noah is "I". There are *know* (39), *feel* (22), *look* (18), *see* (16), *hear* (16), *think* (15), *wondered* (12), *remember* (9), *love* (8), *learned* (7), *read* (7), *realize* (7), *understand* (7), *suppose* (5), *want* (5), *wish* (4), *sure* (4), *expected* (3), *afraid* (3), *tried* (2), *bitter* (2), *believed* (2), *surprised* (2), *imagined* (2), *enjoy* (2), *thankful* (2), *tired* (2), *determined* (2), *glad* (2), *proud* (1), *tired* (1), *need* (1), *able* (1), *agree* (1), *happy* (1), *supposed* (1), *ready* (1), *reminded* (1), *secure* (1), *sad* (1), *sincere* (1), *smile* (1), *sorry* (1), *staring* (1), *proud* (1), *weak* (1), *answer* (1), *began* (1), *burrowed* (1), *help* (1), *check* (1), *chosen* (1), *come* (1), *hope* (1), *recognize* (1), *concentrate* (1), *tears* (1), *dismissed* (1), *drifted* (1), *fancied* (1), *give up* (1), *grow* (1), *guess* (1), *keep* (1), *lead* (1), *led* (1), *limit* (1), *listen* (1), *long* (1), *noticed* (1), *forgotten* (1), *remind* (1), *stop* (1), *strong* (1), *regret* (1), *picture* (1),

(51). **I feel** my heart pounding

(52). **I feel** her fingers reach for the buttons on my shirt and slowly

(53). **I feel** myself becoming stronger

Noah is a sensitive person. He can feel a lot of things mentally. In number 51, *feel* in this act is related to his body itself. He expresses what he feels inside about the action from his body. In number 52, *feel* is related to physical contact with his girlfriend. From the sentence itself, it is clear there is an action that leads to a sense of touching. In number 53, he expresses what he feels inside mentally. In that sentence, he said that he is mentally stronger.

(54). **I hear** someone coming,

(55). **I hear** the muffled sounds of crying in the distance

(56). **I heard** what sounded like a train roaring inches from my head,

Noah has a good sense of hearing. In numbers 54 and 55, he hears the sound of someone else. He hears when someone is coming and when someone is crying even in the distance. In number 56, he hears from his head that it sounds like a train. Then he knows that sound is a sign that he has a stroke.

(57). **I think** about this as we walk in silence

(58). **I think** of her

(59). **I think** to myself "What could be better than what I am doing now?"

Noah is a thinker. He often thinks about a lot of things by himself. In number 57, *think* this act is related to his moment as a couple. After the word *thinks*, it is showing that Noah thinks about the moment with his girlfriend. In number 58, *think* is related to her girlfriend, Allie. It is proven that he loves his girlfriend until he can not stop thinking about her. In number 59, *think* this act is related to his opinion. He questions himself about his opinion of himself.

(60). **I wonder** if this is how it is for everyone my age.

(61). **I wonder** if I am the only one who can hear it.

(62). **I wonder** if she knows

Noah is an overthinker. Overthinking is the act of thinking about something that is not happening yet. Here, *the wonder* in these acts are related to the expectations. Noah has a lot of expectations. It is shown that after *wonder*, there is always 'if'.

'If' describes the possibility of something that is not happening yet. In number 60, Noah wonders if people who are the same age as him in around eighty will feel the shiver of the cold. In number 61, Noah wonders about old people who hear the sound of the clock ticking. That sound means that the time keeps running.

Then he expects there is only a little time left for old people to live. In number 62, Noah wonders if she knows that she is still a beautiful woman when she is an old woman. Even though she is an old woman, in his eyes she is still beautiful.

(63). **I remember** thinking about our life together

(64). **I remember** thinking about that brief

Noah has a good memory. He clearly remembers a lot of things that happened in the past. Remember means the action of recognizing something. The clauses *remembered* in these acts are related to mental action. Even the clauses are present, but the things that he remembers are related to past events. He remembers his thoughts in the past. In number 63, Noah remembers thinking about their life as a couple. There are their children crying because they watch Allie as their mom goes to the rest home. In number 64, Noah remembers thinking about Allie sitting down beside him and reading his letter for the first time when the sun goes down.

3.2.4 Internal Type 2

Internal type 2 is the type that has 156 clauses. Internal type 2 includes many mental actions such as crying, thinking, hearing, etc with the words ‘Noah’ and ‘He’ that represent Noah. Based on the clauses of internal type 2, I find a lot of mental actions that represent Noah's character. There are *see* (40), *remembered* (11),

knew (10), thought (8), wondered (8) want (7), heard (5), felt (6), surprised (4), imagine (3), learned (3), realized (3), understand (2), kept (2), hoped (2), checked (1), listened (1), liked (1), concerned (1), glad (1), happy (1), overcome (1), ached (1), realized (1), asked (1), aspired (1), continued (1), change (1), deal (1), feel (1), imagine (1), keep (1), remember (1), leave (1), turn (1), doubted (1), embraced (1), enjoyed (1), liked (1), figured (1) focused (1), fought (1), gave (1), fallen (1), expected (1), longed (1), love (1), made (1), missed (1), needed (1), noticed (1), peeped (1), pushed (1), read (1), started (1), summoned (1), relaxed (1)

(65). **he looked** at the book

(66). **Noah looked** at his watch

(67). **He looked** at Allie's painting

(68). **He looked** at the clouds again

(69). **He looked** at her

Noah is an observer. The clauses *looked* mostly related to the inanimate object. Look means someone caring about something or person and uses the sense of seeing. Noah looks at the book, at his watch, at Allie's painting, at the clouds and her (Allie). It means Noah observes the objects and people around him.

(70). **he knew** a lot of people here

(71). **He knew** he'd spent almost his entire savings on the house

(72). **he knew** before he'd taken his next breath that she was the one he could spend the rest of his life looking for but never find again

(73). **He knew** there was more

Noah is an omniscient person. Knowing is the process of thinking towards real life. The clauses *known* are related to a certain object and abstract object. In number 70, and 71 show that after the word *knew* there are certain objects such as people and his house. In numbers 72 and 73 it shows that after the word *knew* there are two abstract objects such as his idea about himself and his idea about his girlfriend.

(74). **he'd learned** from his father

(75). **He'd learned** long ago to never underestimate the weather

(76). But **he learned** things as well

Noah is a person who loves to learn. In number 74, he learns about how to make himself relaxed from his father. His father always sits on the porch and watches the sunset fade in the evening. In number 75, he learns about not underestimating the weather. He always checks the weather and checks the barometer. If it is good weather, he will meet Allie and spend time together at the canoe. In number 76, he learns two things from Allie. He learns about waltz and Charleston dances from Allie.

(77). **Noah imagined** how difficult this must be for her.

Noah has good sympathy. He sympathizes with Allie. Allie must choose between his fiancé Lon or his first love Noah. Allie must choose because her mother asks her to choose.

(78). **He wanted** to touch her then, to take her in his arms, but he didn't.

Noah can control himself. He is the type of person who thinks before he acts. He wants to take Allie in his arms. He doesn't do that because he knows that Allie is still engaged with someone else.

CHAPTER IV

CONCLUSION

I discovered that Noah has many characters. It can be seen from four types of psychological point of view. There are external type 1, external type 2, internal type 1, and internal type 2. I will elaborate each of them below.

There are many lexicogrammars that are used to represent the character of Noah. From external type 1, it represents Noah's character from physical activities such as material action and visible action. Based on external type 1, the following clauses that appear are *said, went, nodded, shook, walked, sat, smiled, asked*, etc. Based on external type 2, the clauses that appear are *could, would, looked, seem, if, impossible, perhaps, like, maybe*. Based on internal type 1, the clauses that appear are *know, feel, hear, think, wonder, remember, heard, look, see, hear, think, wondered, remember*, etc. Based on internal type 2, the clauses that appear are *looked, knew, learned, imagined, wanted*, etc.

There are many Noah Calhoun characters. Based on external type 1, Noah's characters that are represented by external type 1 are he loves to talk, he is a wanderer, he is an active person, he sits a lot, he loves to smile, he is attentive, he is curious, he loves to write.

Based on external type 2, Noah's characters that are represented by external type 2 are he does fishing, he does reading, he does thinking, he is an optimistic person, he is mature, he cares about his physical appearance, he is less innocent, he is similar to his father, and he is strong. Based on internal type 1, Noah's characters that are represented by internal type 1 are he is a sensitive person, he has a good sense of hearing, he is a thinker, he is an overthinker, and he has a good memory. Based on internal type 2, Noah's characters that are represented by internal type 2 are he is an observer, he is an omniscient person, he loves to learn, he has a good sympathy and has good control of himself.

In extension to this study, I only analyzed the psychological point of view from Noah. There is another character that can be analyzed like Allie. Apart from that, the psychological point of view can be used to analyze one character, two characters, or all the major characters of the story. The minor characters can not be analyzed because it does not have much data to be analyzed.

Based on this study, Noah's character can be viewed from corpus linguistics, transitivity, and psychological point of view. I suggest to other students to analyze Allie's character using corpus linguistics and psychological point of view. Other than that, other students can analyze other major characters in other works, use corpus linguistics and use another point of view such as ideological, and spatio-temporal point of view. Then, other students can analyze it from the clauses that represent the major characters.

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APPENDIX

Active roles	
Extenal type 1	
1.	<p>“I’m glad you came, Allie,” he /EXT1 said.</p> <p>“You’re not crazy,” he /EXT1 said gently</p> <p>“Don’t worry.” he /EXT1 said, seeing her expression,</p> <p>He /EXT1 went first to Norfolk and worked at a shipyard for six months before he was laid off,</p> <p>he /EXT1 went to Winston-Salem in the hope of finding her.</p> <p>He /EXT1 went to her house, discovered that she had moved</p> <p>He /EXT1 nodded and she went on.</p> <p>Noah /EXT1 nodded without speaking, and she smiled at his honesty.</p> <p>“Do you still read poetry?”</p> <p>He /EXT1 nodded</p> <p>“The war?”</p> <p>He /EXT1 nodded and she went on.</p> <p>Noah /EXT1 shook his head</p> <p>“Do you need to tell anyone?”</p>

He /EXT1 shook his head.

Anne turned to Noah. "I know you don't think so, but I always liked you. I just didn't think you were right for my daughter. Can you understand that?"

He /EXT1 shook his head as he answered. "No, not really. It wasn't fair to me, and it wasn't fair to Allie. Otherwise she wouldn't be here."

he /EXT1 walked, coughing and wheezing

He /EXT1 walked her home afterwards

Noah /EXT1 walked into his office the following month

he /EXT1 sat down in the rocker,

He /EXT1 sat in the rocker again

When he /EXT1 sat on the porch at night with his guitar

Noah /EXT1 smiled broadly.

Do you have anything stronger, or is it too early to drink?"

He /EXT1 smiled.

He /EXT1 smiled, remembering the way she had been

He /EXT1 smiled to himself. For some reason Whitman always reminded him of
New Bern

“Are you okay?” **he /EXT1 asked**, a thousand other questions on his face.

Hey girl, how’re you doing?” he /EXT1 asked as he /EXT1 patted her head,

He /EXT1 asked: “Allie, do you love him?”

he /EXT1 asked: "So, how long are you staying?"

He /EXT1 wrote to her once a month but never received a reply.

he /EXT1 wrote went unanswered.

It /EXT2 would work out for him,

it /EXT2 would probably be all right.

External type 2

2. **he /EXT2 could** change even if he tried.

But he /INT2 also realized it /EXT2 could never be. Now that she was engaged.

he /EXT2 could spend the rest of his life looking for but never find again.

Allie /EXT2 could feel his eyes on her as she stared in that direction.

She /EXT2 could picture him sitting in it, fishing, thinking, reading. It was old and weather-beaten, rough-feeling.

she /EXT2 couldn’t picture him reading poetry to someone else or even sharing his dreams with another woman.

God, **he /EXT2 looked** good.

For a second he /EXT2 looked like a young man of seventeen again

he /EXT2 looked the same as he had when she'd known him last.

He /EXT2 always looked older than he really was,

he /EXT2 seemed less innocent,

it /EXT2 seems, I am surrounded by optimists.

as **/EXT2 if** he'd worked outside all summer,

if he'd been on the water this morning watching another day begin, thinking somehow he probably had.

he found **it /EXT2 impossible** to press them back down.

/EXT2 Like her father, he wasn't comfortable sharing feelings.

, /EXT2 like a farmer coming home after hours in the field.

Maybe /EXT2 six or seven miles away. More rain as Noah began to paddle even harder,

Perhaps it /EXT2 was the poetry that made him different,

Internal type 1

3. **I /INT1 feel my heart pounding**

I /INT1 feel her fingers reach for the buttons on my shirt and slowly

I /INT1 feel myself becoming stronger

I /INT1 hear someone coming,

I /INT1 hear the muffled sounds of crying in the distance

I /INT1 heard what sounded like a train roaring inches from my head,

I /INT1 think about this as we walk in silence

I /INT1 think of her

I /INT1 think to myself "What could be better than what I am doing now?"

I /INT1 wonder if this is how it is for everyone my age.

I /INT1 wonder if I am the only one who can hear it.

I /INT1 wonder if she knows

I /INT1 wonder if anyone outside can see me,

I /INT1 remember thinking about our life together

I /INT1 remember thinking about that brief

Internal type 2

4. **He /INT2 remembered bringing his father around later**

He /INT remembered talking to Gus about her.

He /INT remembered seeing some paintings in the museums in New York

he /INT2 looked at the book

Noah /INT2 looked at his watch

He /INT2 looked at Allie's painting

He /INT2 looked at the clouds again

He /INT2 looked at her

he /INT2 knew a lot of people here

He /INT2 knew he'd /INT2 spent almost his entire savings on the house

he /INT2 knew before he'd /EXT2 taken his next breath that she was the one he could spend the rest of his life looking for but never find again

He /INT2 knew there was more.

he'd /INT2 learned from his father.

He'd /INT2 learned long ago to never underestimate the weather,

But he /INT2 learned things as well

Noah /INT2 imagined how difficult this must be for her.

	<p>He /INT2 wanted to touch her then, to take her in his arms, but he didn't.</p>
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