

Analysis of Short Story “The Paper Menagerie” By Ken Liu Video as Media in Teaching Literary Works

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Abstract

A literary work is an imaginative idea written by an author. To introduce literary works, interesting learning media are needed. Thus, learning innovation needs to be practiced. One of the innovations in teaching literary works can be practiced with the use of ICT, learning video. Character analysis videos of ‘The Paper Menagerie’ by Ken Liu were used as a literary learning medium. This descriptive qualitative study uses the theory of literary learning media by Kem and Dayton to analyze the use of short story analysis video as a media in teaching and also to analyze the main function of that media. Then the theory of character by Egri Lajos will be applied to analyze the three dimensions of character that have been explained in the video. The research shows that the video fulfills the three main functions of literary learning media. First, the video contains the warming-up section in the form of a short video summary of the main character’s characterization. This warming up presents the discursive methods of motivation of interest or action. Second, the video contains information on the theory that is used for analyzing the physiological, sociological, and psychological dimensions of character by showing quotations from the short story. This shows that the media presents information. Third, the media gives incursion. The learning videos provide students with an incursion through questions about what has been conveyed in the analysis. In conclusion, the character analysis video of the short story “The Paper Menagerie” by Ken Liu could be used as a learning medium.

Keywords: learning video, teaching media, character analysis

1. INTRODUCTION

A literary work is a form of imaginative writing written by an author or writer. This is in accordance with the expression of Wallek and Austin Warren (1989: 3) that literary works are a form of imaginative work. Literary works are closely related to human life. Literary works have the function of conveying the ideas of a writer of poetry, prose, and drama (Yasa 2012: 3). The author's ideas can be problems that come from where he lives, or social, political, cultural, and economic criticism. Literary works are divided into three types, namely: prose, poetry, and drama. Prose is also divided into several types, namely: short stories, novels, and romances. In this research, the literary work that became the object of research was a short story entitled *The Paper Menagerie* by Ken Liu.

Prose is written or spoken language in its usual form. According to Cudon (2013: 564), this is where the word prose comes from the Latin *prosea or proversa oratio* "direct speech." Prose in the form of direct and unadorned language is written or spoken in ordinary or everyday use. This is different from poetry or verse because poetry is limited by rhythm, line or rhyme. Abrams (1999: 247) also states that prose is an inclusive term for all discourse, oral and written, which is also not patterned metric rhyme lines or free rhyme. Baldick C (2001: 207) provides a more complete view of defining prose by stating that prose is a form of written language that is not organized according to formal patterns of poetry. Although it has a rhythm and some way of repetition, not subject to the provisions of a regularly maintained formal system, the essential unit is the sentence rather than the line. in verse form but written sentences and paragraphs.

In general, prose is divided into two subgenres and each subgenre includes several kinds of literary works that will be discussed further. The two subgenres of prose are fiction and non-fiction. This means that prose fiction written based on imagination or stories that are told do not happen in real life. Abrams (1990: 95) states that fiction is a literary narrative, both in the form of prose and verse, which is created as a story of events that actually happened. Cuddon (2013: 279) also states that fiction is a vague term and in general for a work of imaginative ideas, usually in prose. Some literary works are sometimes based on writing on events that actually happened in real life but whose characters or settings are not real. They are also considered fiction. Fiction is usually applied to novels and short stories and even the term fiction is now used commonly novels, short stories, novellas and other related genres.

To introduce literary works, interesting learning media are needed. The purpose of learning media to facilitate the learning process in the classroom, increase the efficiency of the learning process, maintain relevance between subject matter and learning objectives, and help learners concentrate on the learning process. Based on the purpose of the learning media, it can be concluded that the presence of learning media is what is needed to facilitate the learning process. In general, media have the following uses: (1) clarifying messages so that they are not too verbalistic, (2)

overcoming the limitations of space, time, energy and sensory power, (3) generating learning passion, more direct interaction between students and learning resources, (4) allowing children to learn independently according to their visual, auditory and kinesthetic talents and abilities, (5) giving the same stimuli, equating experiences and causing the same perception (Ekayani, 2016:3).

Innovation in learning literary works with the use of ICT, which is with video. In the world of education, media is a means to achieve learning goals. Here the media has a fairly clear function, namely clarifying, promoting, and creating interesting learning information, which will be conveyed by educators to students, which can stimulate learning and increase the efficiency of the learning process (Rusman et al 2012: 65). Analysis of the short story *The Paper Menagerie* by Ken Liu is used as teaching material through learning videos using analysis on three-dimensional aspects of characters.

Characters in a literary work convey many aspects such as physical appearance, behavior, social life, etc. Short stories as a type of prose feature fewer characters because they are less complicated. These aspects can be seen by conducting an analysis. The analysis uses a three-dimensional theory that includes physiological dimensions, sociological dimensions, and psychological dimensions (Egri Lajos 2009). Jack as the main character in the short story *The Paper Menagerie* shows the character in several aspects. Thus, the problem highlighted in this research is: what aspects Jack reveals as the main character in the short story *The Paper Menagerie*. This research aims to gain an understanding of the three dimensions aspects that build Jack's character as the main character in the story. The method used in this research is the qualitative descriptive method. The data is taken starting from the narrative, dialogue and surrounding conditions in the short story. Then, the data is analyzed to find out the three-dimensional aspects that Jack builds as the main character in the short story. In his analysis, Lajos' theory of the three-dimensional aspect of character was applied. This research is worth studying because it is able to contribute to a greater understanding of the importance of analyzing characters in a literary work.

Based on the description above, the problems discussed in this study are: (1) How to analyze the main character using three-dimensional theory? and (2) How is the use of learning media to introduce a character?

2. LITERATURE REVIEW

2.1. Learning Media

The first theory used in this research is a theory related to learning media. The theory used is the learning media proposed by Kemp and Dayton. According to Kemp and Dayton (1985: 28), learning media can fulfill three main functions if the media will be for individuals, groups, or large groups, namely in terms of:

1. Discursive Methods of Motivation of Interest or Action

Motivating interest or Action in question can be realized using drama or entertainment techniques. The expected result of the media is that it can give birth to the interest and talent of students to hear or act. The achievement of these goals will affect attitudes, values, and emotions.

2. Present Information

For the purpose of information, learning media can be used in the context of its general presentation, serving as an introduction, summary of reports, or background knowledge. The presentation can be entertainment, drama, or learning motivation techniques.

3. Giving Incursion

Media serves for the purpose of instruction where the information contained in the media must involve students in the form of activities so that learning can occur. The learning medium should be an enjoyable experience and fulfill the student's program.

2.2. Theory Three Dimensions Characters

According to Egri Lajos (1960) theory explains the three-dimensional aspects that exist in the characters of *The Paper Menagerie*. The three-dimensional aspect includes the physiological dimension, the sociological dimension, and the psychological dimension.

1. Physiological Dimension

The physiological dimension includes the physical aspects present in characters in literary works including: Gender, Age, Weight and height, Eye color, skin, and hair, Appearance, Heredity, Etc.

2. Sociological Dimension

The sociological dimension includes the environmental conditions possessed by characters in literary works including: Social class, Education, Occupation, Religion, Race, Political affiliation, Places within the community, Etc

3. Psychological Dimension

The psychological dimension includes psychological states in characters in literary works include: Sex life, Moral, Temperament, Attitude, Personal premise ambition, IQ, Etc

3. METHODS

Research methods can be understood as the process of collecting data and information for decision-making purposes. This is especially important when translating the data in this research. In addition, the success of evaluation research is

also important. The effectiveness of writing often has a significant impact on it. This study employs a qualitative descriptive approach to scrutinize research data. Its primary objective is to assess the effectiveness of educational media in the form of character analysis videos. The focus of this investigation is on learning videos pertaining to the analysis of the main characters in Ken Liu's novel, *The Paper Menagerie*. Data is gathered through methods of observation and documentation. The researcher conducts observations by examining the educational videos utilized in literature instruction within the Introduction to Literature course at STKIP PGRI Bangkalan. Documentation involves capturing images of the educational slides. For data analysis, the author applies the analytical techniques established by Jerrold E. Kemp and Deane K. Dayton (1985) to ascertain the role and impact of learning videos in the classroom setting.

This study uses two theories. Besides the theory of Kemp and Deane, the theory of three dimensions of characters by Egri Lajos (1960) is used to analyze the character's dimension. Data from the character analysis taken from the short story *The Paper Menagerie* by Ken Liu. The data are writings, words, phrases, sentences, and paragraphs, both dialogue and narration related to the type of character, and characterization studies precisely three dimensions by focusing on character development and character struggle forms. In collecting data, reading thoroughly and the research object is needed in order to make the three dimensions characters of research. The initial research stage was reading, then storing data, categorizing the data, and finally interpreting the data. The steps taken in collecting data in this research include the following: 1. Carefully read the short story *The Paper Menagerie* By Ken Liu from beginning to end; 2. Determine the written data that will be used for analysis in the research of the three dimensions of character; 3. Transfer the written data to in-data notes or interpreting the data; 4. Collect library data sources (Alfisuma, M. Z., Pujiati, T., & Faisal, M. (2023).

This research is worth studying because it is able to contribute to a greater understanding of the importance of making a teaching media of character analysis so that it makes students easily understand a literary work.

4. RESULTS AND DISCUSSION

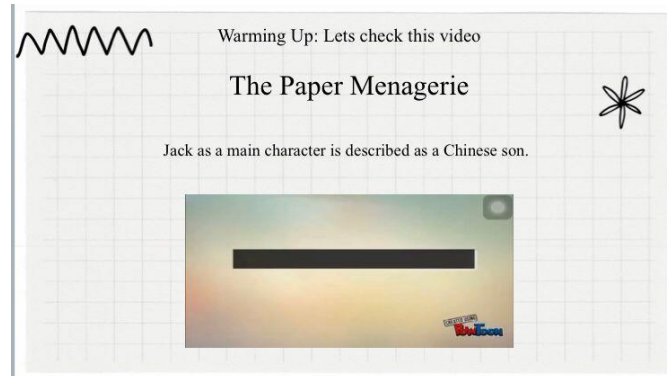
4.1. Literary Learning Media

The theory used is the learning media proposed by Kemp and Dayton. According to Kemp and Dayton (1985: 28), learning media can fulfill three main functions if the media is for individuals, groups, or large groups. In this research, the author focuses on three main functions of learning media. The following is the data found in the learning video that has been made. Educational videos serve three primary functions: they employ discursive methods to motivate interest or action, deliver information, and provide insight. According to the data, discursive methods are utilized to engage students through video warm-ups featuring short stories. Information is conveyed by analyzing characters in these short stories, thereby informing the students.

Additionally, the videos offer further insight by assessing student comprehension through questions related to character analysis.

1. Discursive Methods of Motivation Interest or Action

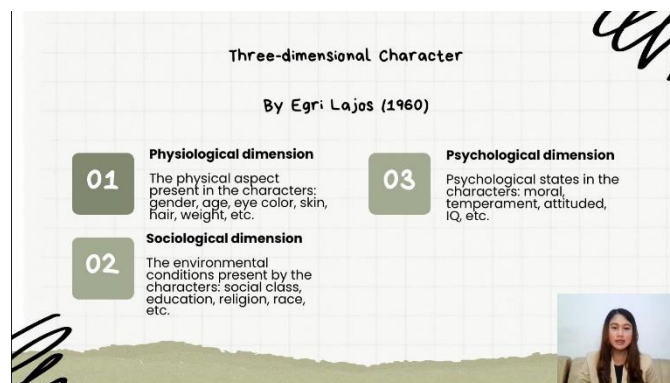
Data 1



The first data shows the discursive method of motivation for interest or action by realizing it with entertainment techniques such as showing short story snippets using learning videos as a medium to teach students. This is intended to influence attitudes, values, and emotions before entering the short story analysis stage that will be discussed. According to Kemp and Dayton (1985) Engaging interest or prompting action can be achieved through the use of discursive methods, employing techniques to entertain. The intended outcome of such media is to cultivate students' enthusiasm and aptitude for listening or performing. The attainment of these objectives will have an impact on their attitudes, values, and emotions. Thus, the video has fulfilled the first main function of the learning media because the video contains the warming-up section in the form of a short video summary of the main character's characterization.

2. Present Information

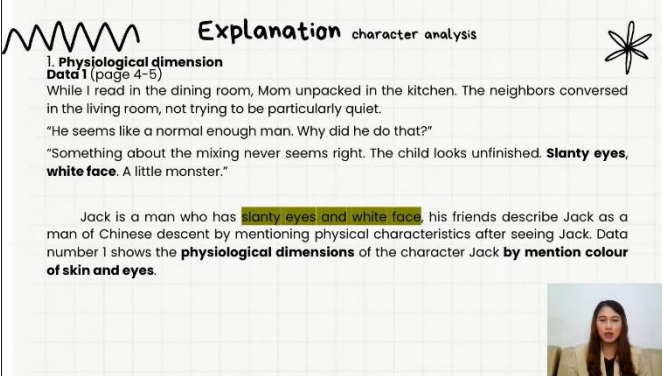
Data 2



From Kemp and Dayton's (1985) perspective, learning media can serve the purpose of information dissemination in various contexts. This includes its application as a general presentation tool, providing introductions, summarizing reports, or offering foundational background knowledge. The second data contains the

information of the theory that is used for analyzing character. From the data, it can be seen that there are three dimensions of character that can be used to analyze a character.

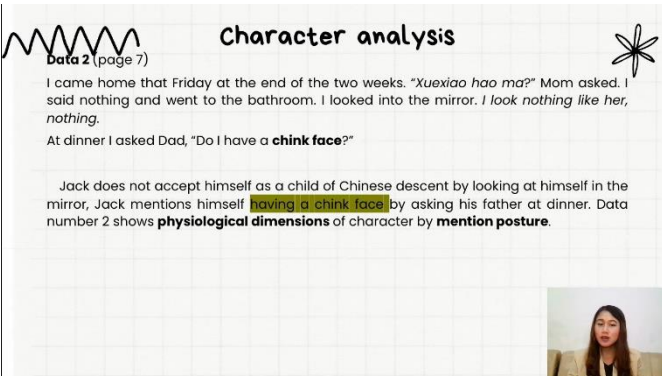
Data 3



The slide is titled "Explanation character analysis" and features a decorative wavy line on the left and a starburst icon on the right. It is labeled "Data 1 (page 4-5)". The text on the slide reads: "While I read in the dining room, Mom unpacked in the kitchen. The neighbors conversed in the living room, not trying to be particularly quiet. 'He seems like a normal enough man. Why did he do that?' 'Something about the mixing never seems right. The child looks unfinished. **Slanty eyes, white face.** A little monster.'" Below this, it states: "Jack is a man who has **slanty eyes and white face**, his friends describe Jack as a man of Chinese descent by mentioning physical characteristics after seeing Jack. Data number 1 shows the **physiological dimensions** of the character Jack **by mention colour of skin and eyes**." A small video inset of a woman is visible in the bottom right corner.

Furthermore, concerning the function of information presentation, the third set of data includes an elucidation of the physiological aspects of a character. This data serves as a medium for conveying information on how to analyze the physiological dimension of a character, achieved by showcasing pertinent quotations from the short story.

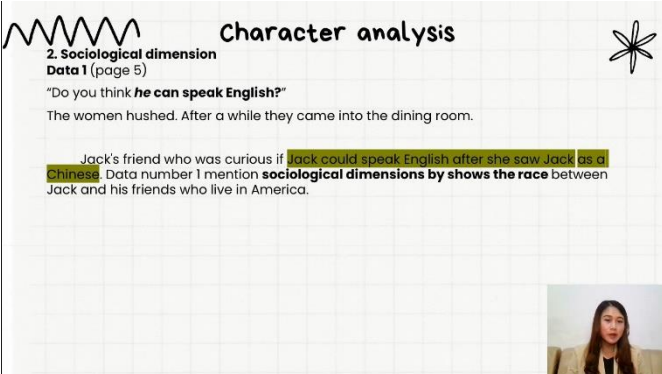
Data 4



The slide is titled "Character analysis" and features a decorative wavy line on the left and a starburst icon on the right. It is labeled "Data 2 (page 7)". The text on the slide reads: "I came home that Friday at the end of the two weeks. 'Xuexiao hao ma?' Mom asked. I said nothing and went to the bathroom. I looked into the mirror. *I look nothing like her, nothing.* At dinner I asked Dad, 'Do I have a **chink face**?'". Below this, it states: "Jack does not accept himself as a child of Chinese descent by looking at himself in the mirror, Jack mentions himself **having a chink face** by asking his father at dinner. Data number 2 shows **physiological dimensions** of character by **mention posture**." A small video inset of a woman is visible in the bottom right corner.

The fourth data contains another data taken from the quotation in the short story which presents information on the physical appearance of the character.

Data 5




Character analysis

2. Sociological dimension
Data 1 (page 5)

"Do you think **he can speak English?**"

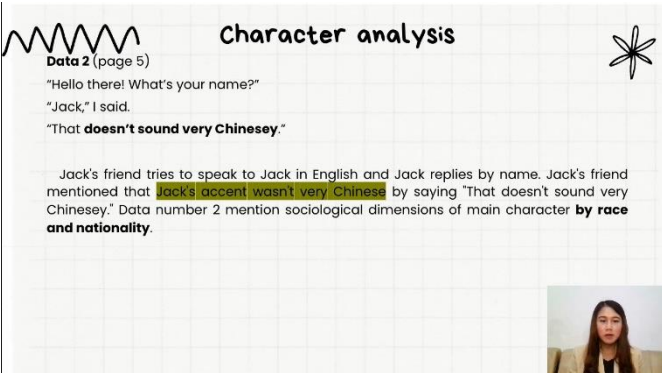
The women hushed. After a while they came into the dining room.

Jack's friend who was curious if **Jack could speak English after she saw Jack as a Chinese**. Data number 1 mention **sociological dimensions by shows the race** between Jack and his friends who live in America.



The fifth data contains how to analyze the sociological dimension of a character. The quotation in the short story which presents information on the background of the characters includes the sociological dimension of a character.

Data 6




Character analysis

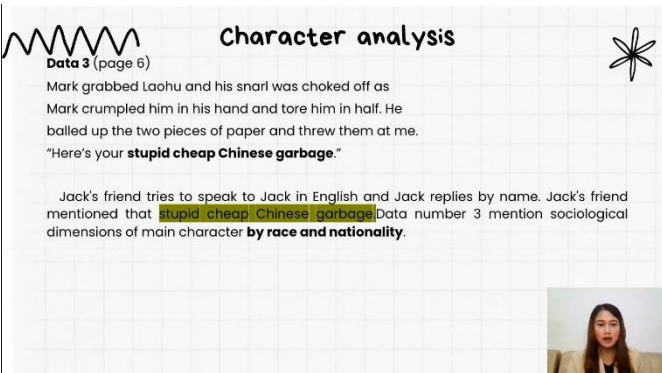
Data 2 (page 5)

"Hello there! What's your name?"
"Jack," I said.
"That **doesn't sound very Chinesey.**"

Jack's friend tries to speak to Jack in English and Jack replies by name. Jack's friend mentioned that **Jack's accent wasn't very Chinese** by saying "That doesn't sound very Chinesey." Data number 2 mention sociological dimensions of main character **by race and nationality.**



Data 7




Character analysis

Data 3 (page 6)

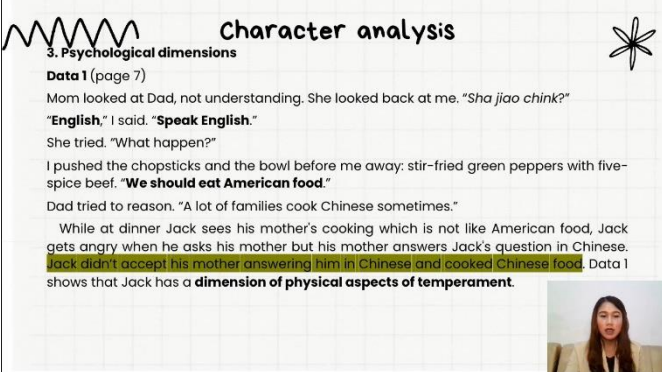
Mark grabbed Laohu and his snarl was choked off as
Mark crumpled him in his hand and tore him in half. He
balled up the two pieces of paper and threw them at me.
"Here's your **stupid cheap Chinese garbage.**"

Jack's friend tries to speak to Jack in English and Jack replies by name. Jack's friend mentioned that **stupid cheap Chinese garbage**. Data number 3 mention sociological dimensions of main character **by race and nationality.**



The sixth and seventh data contains other data taken from the quotation in the short story which presents information on the nationality of the character. This example of analysis makes students understand how to analyze the types of sociological dimensions of a character.

Data 8



Character analysis

3. Psychological dimensions

Data 1 (page 7)

Mom looked at Dad, not understanding. She looked back at me. "Sha jiao chink?"


"English," I said. "Speak English."

She tried. "What happen?"

I pushed the chopsticks and the bowl before me away: stir-fried green peppers with five-spice beef. "We should eat American food."

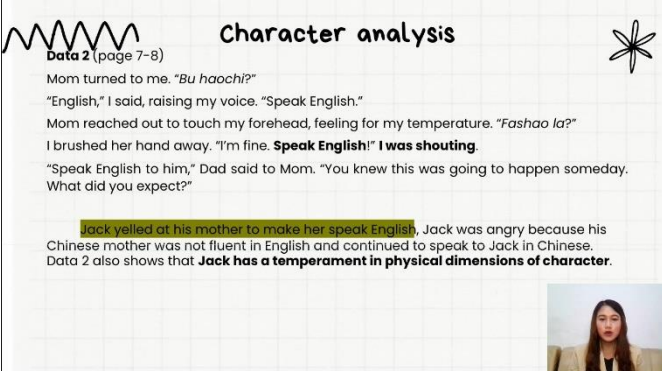
Dad tried to reason. "A lot of families cook Chinese sometimes."

While at dinner Jack sees his mother's cooking which is not like American food, Jack gets angry when he asks his mother but his mother answers Jack's question in Chinese. Jack didn't accept his mother answering him in Chinese and cooked Chinese food. Data 1 shows that Jack has a **dimension of physical aspects of temperament**.



The eighth data contains how to analyze the psychological dimension of a character. The quotation in the short story which presents information on the physical aspect of the characters including the aspects of temperament can be a media to educate students on how to analyze the psychological dimensions of a character.

Data 9



Character analysis

Data 2 (page 7-8)

Mom turned to me. "Bu haochi?"


"English," I said, raising my voice. "Speak English."

Mom reached out to touch my forehead, feeling for my temperature. "Fashao la?"

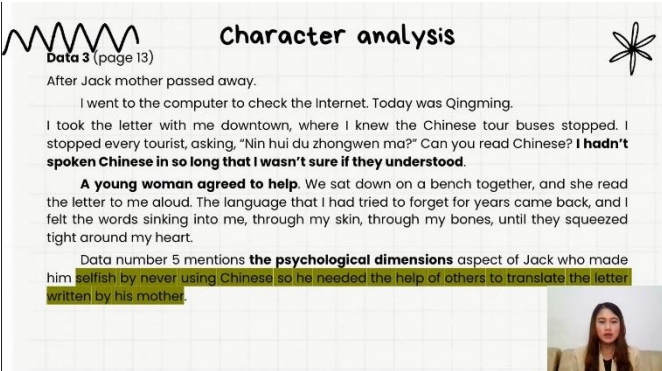
I brushed her hand away. "I'm fine. **Speak English! I was shouting.**"

"Speak English to him," Dad said to Mom. "You knew this was going to happen someday. What did you expect?"

Jack yelled at his mother to make her speak English. Jack was angry because his Chinese mother was not fluent in English and continued to speak to Jack in Chinese. Data 2 also shows that **Jack has a temperament in physical dimensions of character**.



Data 10



Character analysis

Data 3 (page 13)


After Jack mother passed away.

I went to the computer to check the Internet. Today was Qingming.

I took the letter with me downtown, where I knew the Chinese tour buses stopped. I stopped every tourist, asking, "Nin hui du zhongwen ma?" Can you read Chinese? **I hadn't spoken Chinese in so long that I wasn't sure if they understood.**

A young woman agreed to help. We sat down on a bench together, and she read the letter to me aloud. The language that I had tried to forget for years came back, and I felt the words sinking into me, through my skin, through my bones, until they squeezed tight around my heart.

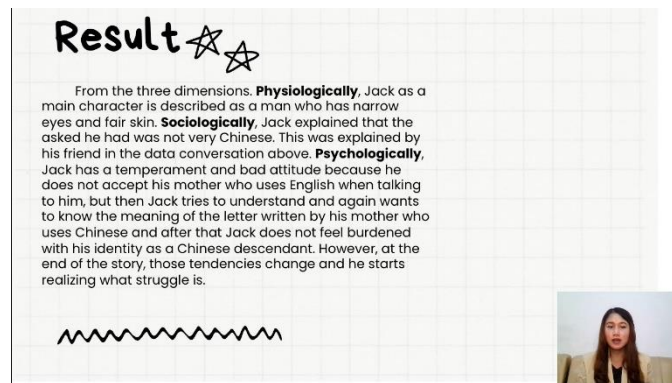
Data number 5 mentions **the psychological dimensions** aspect of Jack who made him selfish by never using Chinese so he needed the help of others to translate the letter written by his mother.



The ninth and tenth data contains other data taken from the quotation in the short story which presents information on the psychological aspect of a character. This example of analysis makes students understand how to analyze the types of psychological dimensions of a character. The behavior and character of human beings

can also be a way to present knowledge about the psychology of a character (Muhid, A., & Alfisuma, M. Z,2010:01)

Data 11



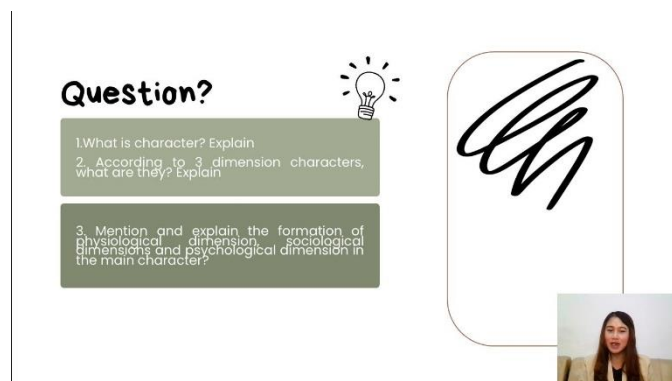
Result ★★

From the three dimensions. **Physiologically**, Jack as a main character is described as a man who has narrow eyes and fair skin. **Sociologically**, Jack explained that the asked he had was not very Chinese. This was explained by his friend in the data conversation above. **Psychologically**, Jack has a temperament and bad attitude because he does not accept his mother who uses English when talking to him, but then Jack tries to understand and again wants to know the meaning of the letter written by his mother who uses Chinese and after that Jack does not feel burdened with his identity as a Chinese descendant. However, at the end of the story, those tendencies change and he starts realizing what struggle is.

That last data, data number 11 presents general information on the summary of the character dimensions which include the three dimension of a character, physiological, sociological, and psychological dimension of a character. Data numbers 1 until 10 present information in short story analysis through learning videos. The data aims to show students that the analysis of literary works in the form of short stories *The Paper Menagerie* can be easily analyzed by providing information through learning videos.

3. Giving Incursion

Data 12



Question? 💡

1. What is character? Explain
2. According to 3 dimension characters, what are they? Explain
3. Mention and explain the formation of physiological dimension, sociological dimension, and psychological dimension in the main character?

According to Jerrold E Kempt, and Deane K. Dayton (1985), media serves for the purpose of instruction where the information contained in the media must involve students in the form of activities so that learning can occur. The learning medium should be an enjoyable experience and fulfill the student's program. Data number 12 in learning videos can give students an incursion through questions about what has been conveyed in the analysis. The purpose of the instruction to answer questions is to involve students in the form of activities so that learning can occur by training students to understand the analysis in the learning video.

The data taken from the video substantiates that the analytical video, suitable for instructional purposes, has effectively met the criteria for its three primary functions. This implies that educators can enhance the teaching and learning process by employing media like videos. These videos encompass an engaging introduction to capture students' attention, followed by the delivery of lesson content. Finally, they conclude with a reflective segment, allowing for the assessment of students' comprehension. Furthermore, according to Wisnu (2018), Learning media in the digital era must be aligned with technological developments. Learning media must be interesting, close, and attached to students. By uploading the video on social media platforms like YouTube, students can readily access the educational content. This allows teachers to maximize the use of Information and Communication Technology (ICT) in optimizing the learning experience. This is in line with Azzahra (2017), who stated that in the digital age, educational resources must be in harmony with technological advancements. These materials should be captivating, relatable, and able to resonate with students. Thus, producing video content can aid teachers or lecturers in their role as facilitators, enabling them to be more strategic in their instructional approach.

The effective use of media, in general, aims to facilitate an ongoing self-directed learning process for learners. Various forms of media can be employed to assist students in attaining desired learning objectives or competencies. Among these, video media stands out as it is both engaging and easily digestible for students. Video media possesses the unique capability to present auditory and visual elements simultaneously through moving pictures or images.

There are several advantages to utilizing video media, including its capacity to foster the development of knowledge and skills, instigate motivation and appreciation, and provide a genuine experiential understanding Azzahra (2017). In summary, video media can play a significant role in introducing literature to students. It serves as a powerful tool for conveying both core and supplementary material. Through this medium, the process of comprehending intrinsic elements of literary works, such as characters, becomes far from tedious, as students engage with audio-visual content. Consequently, the outcomes of this research can serve as a blueprint for student assignments, encouraging them to create captivating videos to be incorporated into the introduction to literature curriculum.

4.2. Three Dimensions Characters

The analysis uses the three-dimensional aspect of character by Egri Lajos (1960). The author found that the main character of the short story *The Paper Menagerie* by Ken Liu named Jack is diversely described in the short story. The main character is described in terms of physiology, sociology, and psychology. Jack the main character represented *The Paper Menagerie* by Ken Liu from the short story. According to data

from the short story, his physiological aspects are slanty eyes, a white face, and also have a chink face. Sociology aspects mention race and nationality. In psychology aspects of him, the authors mention he is temperament and selfish.

1. Physiological Dimensions

Data 1

While I read in the dining room, Mom unpacked in the kitchen. The neighbors conversed in the living room, not trying to be particularly quiet.

"He seems like a normal enough man. Why did he do that?"

*"Something about the mixing never seems right. The child looks unfinished. **Slanty eyes, white face.** A little monster." (Liu K.,2011:4-5)*

Jack is a man who has slanty eyes and white face, his friends describe Jack as a man of Chinese descent by mentioning physical characteristics after seeing Jack. Data number 1 shows the physiological dimensions of the character Jack by mention colour of skin and eyes.

Data 2

I came home that Friday at the end of the two weeks. "Xuexiao hao ma?" Mom asked. I said nothing and went to the bathroom. I looked into the mirror. I look nothing like her, nothing.

*At dinner I asked Dad, "**Do I have a chink face?**" (Liu K.,2011: 7)*

Jack does not accept himself as a child of Chinese descent by looking at himself in the mirror, Jack mentions himself having a chink face by asking his Father at dinner. Data number 2 shows the physiological dimensions of character by mention posture.

2. Sociological Dimensions

Data 1

*"Do you think **he can speak English?**"*

The women hushed. After a while they came into the dining room. (Liu K.,2011: 5)

Jack's friend who was curious if Jack could speak English after she saw Jack of Chinese descent. Data number 1 shows the race between Jack and his friends who live in America.

Data 2

"Hello there! What's your name?"

"Jack," I said.

*"**That doesn't sound very Chinesey.**" (Liu K.,2011:5)*

Jack's friend tries to speak to Jack in English and Jack replies by name. Jack's friend mentioned that Jack's accent wasn't very Chinese by saying "That doesn't sound very Chinesey." Data number 2 mentions of main character by race and nationality.

Data 3

Mark grabbed Laohu and his snarl was choked off as

Mark crumpled him in this hand and tore him a half. He balled up the two pieces of paper and threw them at me.

"Here's your stupid cheap Chinese garbage." (Liu K.,2011:6)

Jack's friend tries to speak to Jack in English and Jack replies by name. Jack's friend mentioned that stupid cheap Chinese garbage. Data number 3 mentions sociological dimensions of the main character by race and nationality.

3. Psychological Dimensions

Data 1

Mom looked at Dad, not understanding. She looked back at me. "Sha jiao chink?"

"English," I said. "Speak English."

She tried. "What happen?"

I pushed the chopsticks and the bowl before me away: stir-fried green peppers with five-spice beef. "We should eat American food."

Dad tried to reason. "A lot of families cook Chinese sometimes." (Liu K.,2011:7)

While at dinner Jack sees his mother's cooking which is not like American food, Jack gets angry when he asks his mother but his mother answers Jack's question in Chinese. Jack didn't accept his mother answering him in Chinese and cooked Chinese food. Data 1 shows that Jack has a dimension of physical aspects of temperament.

Data 2

Mom turned to me. "Bu haochi?"

"English," I said, raising my voice. "Speak English."

Mom reached out to touch my forehead, feeling for my temperature. "

Fashao la?"

I brushed her hand away. "I'm fine. Speak English!" I was shouting.

"Speak English to him," Dad said to Mom. "You knew this was going to happen someday. What did you expect?" (Liu K.,2011:7-8)

Jack yelled at his mother to make her speak English, Jack was angry because his Chinese Mother was not fluent in English and continued to speak to Jack in Chinese. Data 2 also shows that Jack has a temperament in physical dimensions of character.

Data 3

If Mom spoke to me in Chinese, I refused to answer her

After a while, she tried to use more English. But her accent and broken sentences embarrassed me. I tried to correct her. (Liu K.,2011:8-9)

Jack murmured that if his mother did not speak English, refused to answer his mother. Then his mother tried to speak to Jack in English and Jack was disgusted by his mother's messy English. Data 3 shows that Jack has a bad attitude towards his mother just because his mother is of Chinese descent.

Data 4

"I don't know anything about the Chinese calendar," I said. "Just rest, Mom." "Just keep the box with you and open it once in a while. Just open — " She began to cough again. "It's okay, Mom." I stroked her arm awkwardly. "Haizi, mama ai ni — " Her cough took over again. Son, Mom loves you. An image from years ago flashed into my memory: Mom saying ai and then putting her hand over her heart. "All right, Mom. Stop talking." (Liu K.,2011:11)

Jack's mother explained about Qingming. Qingming was the Chinese Festival for the Dead. Jack does not understand Chinese culture, Jack's Mother is sick and Jack refuses to talk to his mother because besides his mother is sick, he is also not interested in Chinese culture. Data number 4 shows that Jack still has a temperament to the Chinese race attached to him.

Data 5

In my lap was a square of creased wrapping paper, the plain side up. It was filled with dense Chinese characters. I had never learned to read Chinese, but I knew the characters for son, and they were at the top, where you'd expect them in a letter addressed to you, written in Mom's awkward, childish handwriting.

*I went to the computer to check the Internet. Today was Qingming. I took the letter with me downtown, where I knew the Chinese tour buses stopped. I stopped every tourist, asking, "Nin hui du zhongwen ma?" Can you read Chinese? **I hadn't spoken Chinese in so long that I wasn't sure if they understood.***

A young woman agreed to help. We sat down on a bench together, and she read the letter to me aloud. The language that I had tried to forget for years came back, and I felt the words sinking into me, through my skin, through my bones, until they squeezed tight around my heart.

The young woman handed the paper back to me. I could not bear to look into her face. Without looking up, I asked for her help in tracing out the character of Ai on the paper below Mom's letter. I wrote the character again and again on the paper, intertwining my pen strokes with her words. The young woman reached out and put a hand on my shoulder. Then she got up and left, leaving me alone with my mother. Following the creases, I refolded the paper back into Laohu. I cradled him in the crook of my arm, and as he purred, we began the walk home. (Liu K.,2011:13)

After Jack's mother died. Susan, Jack's Girlfriend had put the paper animals or Laohu around the apartment of them as decoration. Jack looked at some of his paper toys and felt that he missed them. Jack then finds a letter in one of his paper toys and begins to figure out the meaning of the letter his mother wrote. During the Qingming festival, Jack found a woman who could translate his mother's letters. After that, Jack writes a letter in Chinese and his paper toy comes back to life. Data number 5 mentions the psychological dimensions aspect of Jack who made him selfish by never using Chinese so he needed the help of others to translate the letter written by his mother.

In conclusion, from three distinct dimensions, Jack, the main character, is depicted physiologically as a man with slanty eyes and a fair complexion. Sociologically, Jack clarifies that the questions he raises are not particularly Chinese

in nature. This interpretation is provided by his friend in the preceding conversation. Psychologically, Jack initially exhibits a temperamental and resentful attitude towards his mother's use of English in their conversations. However, as the narrative progresses, Jack endeavors to comprehend and seeks to understand the meaning behind his mother's letters written in Chinese. Eventually, Jack no longer carries the weight of his identity as a Chinese descendant. Nonetheless, towards the story's conclusion, his inclinations shift, and he begins to grasp the true essence of struggle.

5. CONCLUSION

The video of character analysis in *The Paper Menagerie* by Ken Liu could be used as teaching media because it fulfills three main functions of learning media. They are first the video employs the discursive method of motivation for interest or action by realizing it with entertainment techniques such as showing short story snippets of *The Paper Menagerie*. Besides that, the video presents information on how to analyze a short story. This aims to show students that the analysis of literary works can be easily conducted by providing an explanation of the theory with the data taken from the quotation of the short story. The last, the video fulfills the function of media in instruction lies in its ability to engage students through active participation, thereby facilitating the learning process. The learning material provides questions pertaining to the analysis presented. This instructional technique aims to actively involve students in the learning process by encouraging them to comprehend the analysis showcased in the video. Through this approach, learning is fostered as students are trained to grasp the content of the analysis. Thus, it can be concluded that applying character analysis through learning video facilitates understanding of short stories. Students are helped to understand how to analyze the three dimensions of character through three steps, an introduction that gives students the short video as entertainment which can stimulate students to enjoy the lesson, then it is followed by presenting information by exposing students to how to analyze characters by presenting the theory of character and the quotation from the novel. Then the questions at the end of the video help students to reflect their understanding of the topic given.

The effective utilization of media serves to support continuous self-directed learning for students. Various media forms can be harnessed to help learners achieve their desired educational goals and competencies. Among these options, video media stands out due to its engaging and easily digestible nature, combining auditory and visual elements through moving images.

Video media offers several benefits, including the development of knowledge and skills, motivation, appreciation, and experiential learning. In essence, video media is a powerful tool for introducing literature to students, effectively conveying both core and supplementary material. This medium makes the process of comprehending literary elements, such as characters, engaging and far from monotonous, as students interact with audio-visual content. As a result, the findings of this research can guide

student assignments, encouraging them to create captivating videos for integration into the literature curriculum.

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