

e-ISSN: 2685-8878 | p-ISSN: 2655-9080

JOURNAL OF LANGUAGE

VOLUME 2, NUMBER 1

MAY 2020



Faculty of Literature

Islamic University of North Sumatra

e-ISSN: 2685-8878 | p-ISSN: 2655-9080

JOURNAL OF LANGUAGE

VOLUME 2, NUMBER 1

MAY 2020

**FACULTY OF LITERATURE
ISLAMIC UNIVERSITY OF NORTH SUMATRA
MEDAN**

Journal of Language (JoL) is an open access and a peer reviewed scientific journal covering research reports in linguistics, literature or language teaching, and critical evaluations of books on the related areas published by Faculty of Literature, Islamic University of North Sumatra (UISU), Medan, Indonesia. The main objective of JoL is to provide a platform for scholars, academicians and researchers to share the contemporary thoughts mainly in the fields of language, literature, and language teaching. This journal is published twice a year in May and November.

Editor in Chief

M. Manugeran

Editor

Pardi

Islamic University of North Sumatra, Medan

Sri Wulan

Islamic University of North Sumatra, Medan

Muhammad Fatih Suhadi

Islamic University of North Sumatra, Medan

Editorial Board

Prof. Efendi Barus, Universitas Islam Sumatera Utara (UISU), Medan, Indonesia

Prof. Jumino Suhadi, Universitas Islam Sumatera Utara (UISU), Medan, Indonesia

Dr. M. Manugeran, Universitas Islam Sumatera Utara (UISU), Medan, Indonesia

Prof. Amrin Saragih, Universitas Negeri Medan (UNIMED), Indonesia

Purwarno, Universitas Islam Sumatera Utara, Medan (UISU), Indonesia

Susi Ekalestari, Universitas Islam Sumatera Utara, Medan (UISU), Indonesia

Darman Sitepu, Universitas Islam Sumatera Utara, Medan (UISU), Indonesia

Devi Pratiwy, Universitas Islam Sumatera Utara (UISU), Medan, Indonesia

Published by

Sastra UISU Press

Jl. Sisingamangaraja Teladan Medan 20217

Telp. (061) 7869911, e-mail: admin@sastra.uisu.ac.id

Journal.language@sastra.uisu.ac.id

TABLE OF CONTENTS

Criminal Investigation in Allen Eskens' Novel <i>The Life We Bury</i> , Suci Amalia, Safitri Hariani	1 – 8
Radical Feminism in Eka Kurniawan's Novel <i>Beauty Is A Wound</i> , Thesya Widya, Asnani	9 – 16
Negative Embodiment of The Protagonist's Internal Conflict in Nang Syamsudin's Novel <i>Mengurai Rindu</i> , Indah Lestari Panjaitan, Andang Suhendi..	17 – 27
Physical Courage in James Dashner's Novel <i>The Maze Runner</i> , Ali Sadikin Berutu, Muhammad Amrin Siregar	28 – 35
Negative Impacts of Forced Marriage in Aisha Saeed's Novel <i>Written In The Stars</i> , Kahfiatika, M. Manugeran	36 – 43
Love Prerequisites in Pablo Neruda's Poem <i>If You Forget Me</i> , Siti Khairunisa Zaluku, M. Manugeran	44 – 51
Lie in Mark Haddon's Novel <i>The Curious Incident of The Dog in The Night-Time</i> , Fadil Muhammad, Pardi	52 – 61
Woman's Strength in Eka Kurniawan's Novel <i>Beauty Is A Wound</i> , T. Raja Mulia, Pardi	62 – 67

CRIMINAL INVESTIGATION IN ALLEN ESKENS' NOVEL *THE LIFE WE BURY*

Suci Amalia, Safitri Hariani

Faculty of Literature, Universitas Islam Sumatera Utara, Medan
e-mail: suci23303@gmail.com

Abstract

This research is concerned with the criminal investigation done by the protagonist by the name of Joe Talbert in Allen Eskens's novel entitled *The Life We Bury*. It aims to reveal Joe Talbert's investigation on a criminal case to uncover the truth. The novel, books, journals and website relating to the criminal case are used as source of data. The data is analyzed by classifying the obtained data in two sub chapters related to the research problems of this study. The writers adopt the theory from Taber K (2006). They are the protagonist's way in doing his criminal investigation and the results of his criminal investigation. This research uses descriptive qualitative method in analyzing the data. The finding shows that firstly there are two ways in getting information on the criminal investigation, such as doing inspection in the court of law and doing interview, and secondly that the results of his criminal investigation shows the truth of Carl's real life and the real murderer.

Keywords: Protagonist, Criminal investigation, Information, Inspection, Interview

1. Introduction

The Ministry of National Education (2008: 557) gave the definition of crime as a misconduct violating the law, behavior that is contrary to the values and norms which has been ratified by written law. This definition shows that crime is an act that violates the law and norms that have prevailed in society. The law has also been written and has been ratified. "But people who had committed unthinkable crimes were also called heroes" (Gibbon. 2009) in Selian, Suhadi, & Manugeran (2017).

The Life We Bury is Allen's first novel. The story is about a college student, Joe Talbert. He is on deadline to complete a writing assignment for an English class. His task is to interview a stranger and write a brief biography. So Joe interviews an old man, Carl Iverson, a cruel criminal. From the beginning they met, Carl said that he does not want to judge someone before knowing the whole story of his life. Carl's words make Joe even more curious and finally Joe really finds out about the old man's life. At first, he interviews Carl only for college assignment but the longer he makes the assignment, the more he gets information about Carl's life. He realizes that it is his duty to uncover all the secrets that Carl and the people around him has covered up. Joe wants Carl to be known not as a criminal but as a hero.

This research is concerned with the criminal investigation of the young man who uncovers the truth. Protagonist's investigation is very necessary in solving a problem but it must be suitable with the procedures set in order to achieve the goal. And it becomes interesting for the researcher to make an analysis on it because it will show how to do the investigation in a criminal case to uncover the truth. Furthermore, protagonist's

investigation is the most often action which are shown in the novel so that the writers decide to analyze the protagonist's criminal investigation.

2. Literature Review

Criminal is an offense law, namely opposite or contradictory events with legal principles that live in human life beliefs and apart from the law (G.W. Bawengan, 1974: 22). This definition explains that criminal is a person who commits a crime that violates the law and basically every human being knows that crime is wrong.

Bonger (1982: 21-24) in his book *Introduction to criminology*, defines that crime that is as immoral and anti-social actions, which are not desired by the people, and consciously opposed by the government (state). Government will put the doer of the crime by giving suffering in the form of punishment or action. This definition explains that crime is an act that is hated by society and also by the State. Criminals can be punished by the government. Crime is an act that violates the rules / law where the community lives and harms society others. Crime is included in all types of public violations (Suhartono W. Pranoto, 2008: 39). This definition shows that it is an act which is wrong according to human and state views because it harms others.

According to Kartono (1999: 130-136), types of crime can be divided into: types of crime in general (Robbery, Frauds, and Theft and violations). Crime is also classified based on the way the crime is committed. They are fulfilled by using tools, without using tools, and recidivist. While based on the object the criminal attacks, crime is divided into 1. Economic crimes: fraud, embezzlement, smuggling, trafficking of prohibited goods, bribery and bribery to obtain certain monopolies. 2. Political crime and defense: violations of public order, betrayal, sales of state secrets to foreign agents in the interests of subversion, disruption, crimes against state security and state power, insulting the dignity of state leaders, collaboration with enemies, etc. 3. Decency crime: sex offenses, rape, slander. 4. Crime against people's souls and property.

This research adopts Taber's theory (2006) because it is coherent with the analysis. Taber (2006) points out in his book, *Beyond Constructivism*, people constantly construct knowledge, and, in our daily lives, we function in a perpetual state of assessing the information that is presented to us. Interpreting the perceptions of what we see and what we hear allows us reach conclusions about the world around us (Taber, 2006). This definition explains that some people are critically analytical and want to see evidence to confirm their beliefs, while others are prepared to accept information at face value until they are presented facts that disprove their previously held beliefs. Either strategy is generally acceptable for ordinary people in their everyday lives. This theory shows how to collect the data from investigations, such as searching for witnesses, finding out information through witnesses, collecting traces left at the scene of crime, expert reports, asking suspects and searching for evidence by reading archival records that have been examined previously.

As written above that government will give punishment to the criminals. However, before the government gives punishment to the criminals, there must be an investigation to prove that he or she is really the criminal and deserves a punishment. Based on the Law of the Republic of Indonesia Number 8 of 1981 concerning Criminal Procedure Law, "Investigation is a series of investigator's actions in terms of and according to the method stipulated in the law to find and collect evidence that with evidence makes it clear about the crime that occurred and to find the suspect". This definition shows that the investigation is looking for evidence related to the incident as

strong evidence to find a suspect. Based on the juridical definition, several statutory provisions mention that the notion of investigation includes the Criminal Procedure Code and Law Number 2 of 2002 concerning the Police of the Republic of Indonesia. Article 1 number 13 Law Th. 2002 No. 2 concerning the Republic of Indonesia National Police and Article 1 point 2 of the Criminal Procedure Code provides the same understanding of the actions of investigations, stated that: "Investigation is a series of investigative actions in terms of and according to the law stipulated to find and collect evidence which makes clear about the crime that occurred and to find the suspect". This definition explains that the evidence collected can be a reference to arrest suspects.

R. Soesilo (1980) also states that investigations meant finding traces, in this case traces of crime, which means that after the traces were found and collected, the crime would be revealed. This definition shows that the investigation is to find evidence of the former occurrence of the case then collect it and reveal the perpetrators of the crime.

Criminal investigation is, in essence, the process of answering questions as to if, how, where, when, why, and by whom a crime was committed (Greenwood et.al., 1977). This definition shows that investigator must collect the data from the clues which have been investigated. Those clues must be coherent with the event. The official purpose of criminal investigation is to retrieve information that can be used as evidence in court (Bring, et.al., 1999; Van Koppen & Penrod, 2003). It means that the data which has been collected must be proven correct because the investigator is responsible for his research so that the data can be used as evidence in court. Criminal investigation has been likened to a hypothesis-testing process (Wagenaar, et.al., 1993). It shows that one or more tentative hypotheses are formed on the basis of the initially available information concerning a crime. Such hypotheses include assumptions about likely perpetrators, modes of conduct, and motives behind the offense.

3. Research Method

This study applies qualitative research. In qualitative research, the researcher addresses research problems where the variables are unknown and require exploration (Creswell, 2012). Key concept, idea or process studied in this type of research is a central phenomenon. This type of research views something as a central phenomenon that is required to be explored and understood (Creswell, 2012).

4. Discussion

4.1 The Ways of Collecting the Information of His Criminal Investigation

4.1.1 Doing Inspection in the Court of Law

Based on the story in the novel, Joe Talbert collects information through articles in the newspaper which he finds in the court archives. In the article, it is written about the incident that killed a fourteen year old child, Crystal Hagen. It can be seen in the following quotation:

"I printed a copy of the page and then spooled through the micro film to the next day's edition. In a follow up article the police confirmed that the body found the day before had been identified as fourteen years old Crystal Hagen. The body had been badly burned, and authorities suspected that she had already been dead when the fire was set. The burned out shed was located next door to the house where Crystal had live with her mother, Danielle Hagen; her stepfather, Douglas Lockwood; her stepbrother, Dan Lockwood. Crystal's mother, Danielle, told reporters that they had noticed

that Crystal was missing shortly after word spread that a body had been discovered in the debris of the shed. Crystal was positively identified as the deceased using dental records. The article ended with the note that thirty two years old Carl Iverson had been taken into custody for questioning. Iverson lived next door to Crystal Hagen and owned the shed where Hagen's body was found". (Eskens, 2014: 33)

The above quotation explains that Joe has printed a page from the article. In the article, it was written that Crystal Hagen had been burned in the warehouse. The warehouse is owned by Carl Iverson, which is next to Crystal's house. In that article the name of the family member who lives with Crystal is also written. At the scene found the items which belonging to Crystal Hagen that is not caught in fire. There is a fake nail that detached from her original nail and it has been kept by the court as evidence. Joe's friend, Lila, helps him check the archives, as quoted in the following quotation:

"Crystal fought for her life. We know this because one of her false fingernails broke off during the struggle. That fingernail was found on the steps leading out of Carl Iverson's house. It fell there as Carl Iverson dragged her body to his tool shed. He dumped her body onto the floor of that shed as if she were just a piece of garbage, then try to hide his crime from the world, he set his shed on fire, believing that the heat and the flames would destroy the evidence of what he had done. After he touched a match to that old shed, he went back in his house and drank from a bottle of whiskey until he passed out." (Eskens, 2014: 79)

Related to the quotation above, it tells that Crystal's death is not only burnt but she is tortured before. The strong evidence shows Crystal's fake nails were left on the steps in Carl Iverson's warehouse. It means that she is tortured and she tries to defend her life by fighting the murderer, but she loses and Carl kills her. Carl removes evidence by burning Crystal and then he leaves the warehouse. In that archives also finds Crystal's diary which she tells a few pages about Carl, as described in the following quotation:

"Lila looked at me like I was an idiot. In my defense, I was still groggy with sleep. She turned back to her train of thought. " The diary starts out in May of 1980," Lila said, lying her notes on the coffee table in front of me. " The first few months are full of normal teenage crap. She's excited about starting high school one day and scared about it the next. For the most part she's a happy kid. She has fifteen entire about Carl between June and September, usually referring to him as the pervert next door or creepy Carl." (Eskens, 2014: 105)

The quotation above explains that Crystal likes to write about her life story in a dairy book. Lila thinks Crystal is a cheerful girl because Crystal writes her happy story, but after seeing the next page, Crystal writes that she is worried because for several days, Carl seems to be stalking her and she writes Carl is a pervert neighbor. Crystal's writing looks strange on a few pages. She uses a numeric code in her story.

"October 29 — 6, 1, 19, 10, 22, 18, 3, 17, 3, 25, 16, 19, 10, 22, 18, 6, 13, 26, 17, 3. Mrs. Tate said so. She said that the age difference means he'll go to prison for sure. It stops today. I am so happy." (Eskens, 2014: 108)

The quotation above shows that Crystal is afraid if someone reads her writing, so she uses part of her writing with a numeric code. He writes about someone older than her. This person has insulted her and he has to go to prison. When Carl is trial thirty years ago, these codes have not been solved yet. Joe's brother, Jeremy, help him to solve the code. It turns out that the codes are taken from a song that Crystal learns in her school.

“October 29 — It’s rape. DJ is raping me. Mrs. Tate said so. She said that the age difference means he’ll go to prison for sure. It stops today. I am so happy.” (Eskens, 2014: 184)

The quotation above explains that code has been solved by Jeremy. Crystal Hagen starts using her code in September 1980. It was her freshman year of high school when she is taking a typing class with Andy Fisher, her ex boyfriend. The code is taken by the quick fox brown jumps over the lazy dog. It is sentence in keyboarding class and it has every letter of the alphabet in it. Crystal writes that the one who rapes her is a DJ. It is an extension of Douglas Lockwood. He is Crystal's stepfather. Crystal wants to end it by reporting him to the police and he will go to prison.

4.1.2 Doing Interview

The other way how Joe gets information of his criminal investigation is from doing interview to some people that related to Carl’s case. The first person he interviews is the old man who has been accused of being rapist and murderer of Crystal Hagen. The man is Carl Iverson. He is a dying veteran and a convicted murderer. With only a few months to live, Carl has been medically parole after spending thirty years in prison for the crimes of rape and murder. Now, he is in an old folk’s home. Joe meets him there and interviews him. Carl claims that he does not kill Crystal, but Joe does not believe it. Carl tells Joenotto judge someone from his cover. It is emphasized in the line, “That you understand how wrong it is to judge someone before you know their whole story.” (Eskens, 2014: 45)

Carl wants Joe to believe for what he said to him. People can say everything about him even they do not know about his life, so they just conclude for what they see. The one who believe that Carl does not murder the girl is his best friend, Virgil. Then Joe interviews Virgil to get more information about Carl.

Carl Iverson is a hero—a true god-damned hero. He was willing to lay down his life for me. He’s not a rapist. He didn’t kill that girl. (Eskens, 2014: 90)

The quotation above informs that Virgil really knows about Carl’s story. Carl is a good man. Carl Iverson saves Virgil’s life when they fight in Vietnam. Joe begins to believe if Carl is not guilty, but he needs strong evidence to be used as evidence in the court. He searches for additional information by interviewing Crystal's ex-boyfriend, Andrew. Andrew is the only person who last sees Crystal when she is alive. Joe gets information from Andrew that Crystal hates his father, as described in the following quotation:

“She hated him,” he said. “He used to belittle her using lines from the bible. Most of the time, she had no idea what he was saying. One time, he told her that she should be thankful that he was not Jephthah. We looked that one up.” (Eskens, 2014: 154)

It explains that Crystal hates her step-father. Crystal tells Andrew that her stepfather is rude to her. But Andrew underestimates her by quoting a verse in the Bible. He uses many reasons to defend her stepfather. Andrew tells Crystal that she should be lucky that her stepfather is not Jephthah, he is a judge of Israel who sacrificed his daughter in consequence of a vow that if victorious in battle he will sacrifice the first living thing that meets him on his return.

4.2 The Results of His Criminal Investigation

4.2.1 Revealing Carl's Life Story

After gathering some information, Joe has found the results of his Criminal Investigation. He finds strong evidence to prove at the trial. The information that he had collected before is not in vain. Joe also gets information about Carl's life through Virgil. He says that they are soldiers, as indicated below:

I met Carl Iverson in Vietnam in 1967. We were dumb kids fresh out of boot camp. Did a tour in the jungle with him— doing things, seeing things that you just can't explain to people who weren't there. (Eskens, 2014: 86)

The quotation above informs that Virgil met Carl in Vietnam when they are assigned to the same place and in that tour he comes to know Carl well enough. Carl is a good man. He is a soldier who is assigned to fight in Vietnam. He has already felt the cruelty of life. When the war takes place, he only knows he is killed. He is required to exclude innocent people from being killed viciously. He includes killing innocent people because he obeys the orders of his sergeant. Because of his guilt, he hopes to die on the battlefield. As verified below:

The crack in Carl Iverson's world, one that would cause him to want to die in Vietnam, began on a peaceful winter morning in early February 1968. Light clouds covered the horizon in advance of the sunrise, the stillness of surrounding valley belying the ugliness of coming events. The brilliance of that sky reminded Carl of a morning he'd spent at his grandfather's cabin in the north woods, a morning long ago when the nation of killing or being killed held no place in Carl's life. The fighting had weighed Carl down, he felt old. (Eskens, 2014: 137)

The quotation shows that Carl is almost desperate but he is confused about how to end everything. He hopes to die soon in his war in Vietnam. Being a soldier is a tough task, especially the sergeant who wants him to be a brutal person. The sergeant rules something they hate, which is killing people who are not wrong to expand their protection area. But Carl does not rape and murder Crystal Hagen. He surrenders to receive punishment. It is emphasized in the following quotation:

"I had no right to take Gibb's life," Carl said. "He had a wife and two kids back in the states, and I murdered him. I killed a great many men in Vietnam.....a great many, but they were soldiers. They were the enemy. I was doing my job. I murdered Gibb, and as far as I'm concerned I murdered that girl in Oxbow. I didn't pull the knife across her throat, but I murdered her just the same. When they arrested me for the murderer of Crystal Hagen... well, I think part of me figured it was time to pay my debt. Before I went to prison, I used to fall asleep every night seeing the poor Vietnamese girl. I would see her fingers begging me to come to her, to

help her. No matter how much whiskey I drank, I could never dim that memory.” (Eskens, 2014: 193)

The quotation above shows that Carl helps a girl who is almost raped by his cruel sergeant. Carl does not want this bad thing will happen again. He has seen his sergeant raping and killing a girl in Vietnam, but he can only be quiet because he does not dare to fight his sergeant but for the last time, he would not only be silent at the sergeant's cruelty. He kills his sergeant and save the girl when he is at Oxbow. But still he feels guilty about the incident in Vietnam.

4.2.2 Revealing the Real Murderer

After doing the investigation, Joe not only reveals about Carl's story, but he also find the rapist and the real murderer. He is Crystal's stepfather, Douglas Lockwood. Joe meets Douglas and asks him to confess his crime before he takes him to the police station.

“I broke her code, I know she was writing about you. You were the man making her do those things. You were raping your step daughter. I know you did it. I just wanted to give you the chance to explain why before I go to the cops.” (Eskens, 2014: 209)

The quotation above explains that Joe meets Douglas and asks him to confess his crime before he takes him to the police station. Joe asks Douglas the reason why he rapes and murders his step daughter. Joe tells him that he knows about it from the code in Crystal's diary. She is writing about Douglas by using the code and Joe can break the code. Joe feels the law is unfair so far. Douglas should has been punished in prison instead of Carl. Even if this is the case of 30 years ago, the law must continue it. Carl Iverson is innocent and the real villain must accept his punishment. Joe puts all the evidence in the court and he succeeds. The results of his criminal investigation are not in vain. He is found not guilty, “Carl Iverson is completely and officially innocent,” Sanden said, beaming with delight.” (Eskens, 2014: 295)

The quotation above informs that Carl is found not guilty. His name is clear of Criminal records. He should be remembered as a hero, and not a murderer. It is because Carl is a good person. He is not a villain. He is a soldier who had saved others life. That is why he is a person who cannot see the crime happen in front of his eyes

5. Conclusion

It is found that Joe does various ways to find out the information to uncover the truth of the Carl Iverson's case. The evidence that has been collected shows that Carl is not guilty. The real rapist and murderer is Crystal Hagen's stepfather, Douglas Lockwood, and. Joe has known stories from Carl's past. He is a soldier who has saved the lives of others but he surrenders accused of being guilty because he feels he deserves to be punished for his past sins.

References

- A, Bongser W. (1982). *Pengantar Tentang Kriminologi*, Ghalia Indonesia, Jakarta.
Bawengan, G.W. (1974). *Teknik Interogasi dan ksus-kasus kriminil*. Pradnya Paramita. Jakarta.

- Bring, T., Diesen, C., & Schelin, L. (1999). *Förundersökning* [Preliminary investigation]. Stockholm: Nordstedts Juridik.
- Gish, Mellisa. 2014. *E Life We Bury*. Retrieved from: <http://alleneskens.com>. (September 13, 2016)
- Creswell (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4e*. Pearson Education.
- Departemen Pendidikan Nasional. (2008). *Peraturan Menteri Pendidikan Nasional Nomor 27 Tahun 2008 Tentang Standar akademik dan Kompetensi Konselor*
- Greenwood, P. W., Chaiken, J. M., & Petersilia, J. (1977). *The criminal investigation process*. Lexington, MA: Heath.
- Kartono. (1999). *Patologi Sosial*. Jakarta: Raja Grafindo Persada.
- R. Soesilo, *Taktik dan Teknik Penyidikan Perkara Kriminal*, Politeia, Bogor, (1980), h.17
- Selian, H., Suhadi, J., & Manugeran, M. (2017). Heroism in Rudyard Kipling' s *The Jungle Book*, 1(1), 51–72. <https://doi.org/10.30743/ll.v1i1.246>
- Suhartono W. Pranoto. (2008). *Bandit Berdasi Korupsi Berjamaah Merangkai Hasil Kejahatan Pasca-Reformasi*, Yogyakarta: Penerbit Kanisius.
- Taber, K. (2006). Beyond Constructivism: the Progressive Research Programme into Learning Science. *Studies in Science Education*, 42, 125-184.
- Wagenaar, W. A., van Koppen, P. J., & Crombag, H. F. M. (1993). *Anchored narratives: The psychology of criminal evidence*. New York: St. Martin's Press.
- _____. (2002). *Undang-Undang Nomor 2 Tahun 2002 tentang Kepolisian Negara Republik Indonesia*.

RADICAL FEMINISM IN EKA KURNIAWAN'S NOVEL *BEAUTY IS A WOUND*

Thesya Widya, Asnani

Faculty of Literature, Universitas Islam Sumatera Utara, Medan
e-mail: thewid2013@gmail.com

Abstract

This research brings about radical feminism and the role and position of women as pimps. The analysis of this research is fulfilled by using descriptive qualitative research in which the data and the finding of the research are presented and described in a form of description. In this research, radical feminism was revealed in the life of a woman by the name of Dewi Ayu who worked as a prostitute during Japanese colonialism in a warehouse named Mama Kalong Place. Mama Kalong who worked as a pimp served Japanese soldiers in the whorehouse played to make a price for prostitutes. Mama Kalong gave a good shelter and well care to the women in order that they remained healthy and fresh so that they would be ready anytime they were needed. Unfortunately, the pimp did not give the women any protection from any harms which are very possible to befall upon the women. The finding of this research shows that the life of women in colonialism under a pimp is really oppressed. Oppression, suffering, and injustice are with them in the whole life.

Keywords: radical feminism, the role and position of women as pimps, *Beauty is a Wound*.

1. Introduction

Women have the primary responsibility for their family's health and food, water and fuel. They always work for unpaid job and largely unrecognized as well. Their major responsibilities for the household do not always mean that they have decision making power within the family (Karl, 1995: 03). Having such condition in many years, women lead to a new movement for women called feminism. Feminism is an ideology which they demand an equal status within the society. It means equal right in terms of politics, decision making, career, and having children.

The Novel *Beauty is a Wound*, written by Eka Kurniawan (2002) portrays the inability of women to defend their authorization. It exposes how the first character by the name of Dewi Ayu was able to get to know the world of prostitution during the Dutch colonial government for the social reality which forced her to be held up by Japanese soldiers. Her beauty made her famous among men in the Mama Kalong's brothel. She, finally, gave birth to three daughters who exceeded her beauty. Her three daughters also experienced unfortunate fate due to the beauty they had. Finally, Dewi Ayu thought that beauty only brought disaster.

Radical Feminism is a movement founded on the idea that patriarchy is the main cause of discrimination and oppression of women. The radicalism challenges the patriarchal system by demanding women's equality with men in society. Radicalism

believes that the patriarchal system has given stereotypical stereotypes to impose man's dominance and to make women accept their negative roles in society (Millet, 1970).

Radical feminism seems to be so interested to be analyzed because this issue in the novel is presented in so dramatic way. It also portrays the women's strength to struggle their right. However, this great hope is triggered by the prolonged suffering, oppression, and injustice they experience during the colonialism. Therefore, this research is aimed to uncover the situation and condition of radical feminism during the Japanese colonialism in the novel and to uncover the role and position of a pimp towards the woman in that period which is able to put the women's life in great suffering, oppression and injustice.

2. Literature Review

Ratna (2006:186) said that feminism that is used as a tool for women to fight for their rights is closely related to racial conflicts, especially gender conflicts. This means that between class conflict and feminism have parallel assumptions, deconstructs domination and hegemonic systems, conflict between weak groups and stronger groups. Gay in Loobek (2013:4) said that Feminism is a movement whose primary purpose is to achieve quality, in all realms, between men and women. While, Djajanegara (2000: 16) said that the core purpose of feminism is to increase the status and degree of women to be equal with the position and degree of men. A term of feminism has close relationship with radical feminism. Radical feminism is considered as the beginning of feminism appearance.

Fakih in Khozamah (2015: 20) said that radical feminism is the oppression of women since the beginning of male dominance, where the physical control of women by men is considered as the basic form of oppression. Brownmiller in Masriah (2015: 16) stated that radical feminism is history that appears as a reaction to a culture of sexism or social discrimination based on the sex of the west in the 60s. It is especially important in the fight against sexual violence and pornography. A research found that "the masculine authority uses force against women to protect its power and dominance in the home and society. Thus, women become victims and submissive to men who use them for their own interests. Women are imprisoned so as not to mix with the outside world" (Abd, Hammood, & Janoory, 2019)

Weedon (1987: 02) states that the followers of radical feminist do not see any difference between the personal and political objectives, sexual or biological elements and conducted and analysis of the causes of the oppression of women by men, they consider it is rooted in the male gender itself and its ideology of patriarchy. Radical feminism sees the oppression of women as a result of the universal value system patriarchy. Patriarchy is a gender system that gives males the privilege to govern and dominate women, while women remain subject to masculine authority. Fatherhood in the traditional sense means the authority of the father or husband over the wife, children and the rest of the family (Bennett, 2006). Patriarchy is a system of structures and institutions created by men in order or sustain and recreate male power and women subordination (Rollin, 1996). The subordination of women in society is derived from the privileged of the male, the rights entrenched in the patriarchal system is claimed in woman's body. The male privilege is not limited to domestic affairs, but also extends to economic aspect, political, cultural, and others. Such patriarchal culture has reached the whole of society from top to the bottom. The existing system in a society that is based on sex/gender so that the way they think and the knowledge they have also formed following their

experience as a creature with a specific gender. This thought affects the judgment against the women sexuality that must follow and meet the desires of men, whether in marriage, reproduction, and prostitution. Prostitution in general is the practice of relationships sexual moment, which is more or less done by anyone for reward in the form of money. The three main elements in the practice of prostitution are: Payment, Promiscuity, and Emotional indifference. Koentjoro (2004: 19) explains that commercial sex is part of extra-marital sex activities marked by satisfaction from various people involving several man done for money and used as a source of income. Anwar and Andang (2010: 361-362) explains the term prostitution as an activity where women give their body and gain profits for satisfying the sexual urges of men. Siregar (2015: 1-3) explains prostitution can also be interpreted as a self-surrendering or selling service to the public to do sexual acts with get rewards according to what was agreed before.

3. Research Method

This research chooses a qualitative descriptive as the design of the analyzing the data. According to Creswell (2009: 3) research design is a method for a research to fulfil the data collection and analysis. The data collection is completed by some steps, namely reading *Beauty is a Wound* novel repeatedly, understanding the story of the novel, finding out the data, and writing down the significance notes in the novel *Beauty is a Wound*.

The data is then analyzed in some steps as well. They are identifying data, categorizing and classifying all data in the novel, describing and interpreting data, organizing the whole data, and making conclusion based on the analyzed data.

4. Discussion

4.1 Radical Feminism

The novel, *Beauty is a Wound*, talks about a wound encountered by women during the Japanese colonialism.

She saw military trucks lined up on the beach, ready to round up all the remaining Dutch inhabitants and take them to a prison camp. Look, she said to another woman next to her, they must be confused by two foreign nations making war on their land. The day before, the soldiers had come to their houses and ordered them to pack. She didn't take any money or jewelry, because she knew all that would just get stolen.
(Kurniawan, 2012: 55).

The soldiers will capture all of the remaining Dutch women and take them into the prison. Before sending them to a prison, the soldiers collects all of their remaining valuables.

The women walked toward the prison, passing through three iron gates guarded by soldiers. Before entering, they lined up in front of a table where two Japanese men sat clutching a list. Next to them there was a basket for money and valuables. A number of women were already taking off their jewelry and tossing it in." Do it before we search you."
(Kurniawan, 2012: 61).

All women get in to the prison. They did not find any happiness inside it. All their happiness and habits have been lost. They could only surrender to the situation.

"It can be believed, that we are leaving our own houses behind!" said the women next to her." I hope it won't be for long." I hope that our army can beat back the Japanese, otherwise we are going to be traded like sugar and rice," Said Dewi Ayu. (Kurniawan, 2012: 58).

They could only accept the situation as if there were no hope for life. In prison they are not given any food and clothes. Dewi Ayu, one of the prisoners, looks for something to eat; she eats leeches to fill her empty stomach.

"No one was interested in eating leeches, and one woman practically retched at the very thought of such a meal. We're not eating the leeches, but cow's blood, Dewi Ayu explained. She split open the leeches with a small knife, pulled out the clots of cow's blood inside them, stabbed them with the point of knife, and swallowed them." (Kurniawan, 2012: 63).

One of them is an Ola figure who asks for medicine and doctor to cure her mother who is sick in the prison. In order to get the medicine, she is asked to have sex for a pack of medicine and a doctor. It can be seen the following quotation.

"Let her die, she said sobbing. What did you say?! Asked Dewi Ayu. Ola shook her head weakly while wiping away her tears with her sleeve. There's no way, she said shortly. The commandant would only give me medicine if I agree sleep with him. (Kurniawan, 2012: 67)

The condition requires them to surrender. Women are very oppressed, they cannot fight against men. They are only made to satisfy desires and passions.

"He smiled, cunning and predatory feeling like a lucky old man in deed. This young girl was very pretty, no older than seventeen or eighteen, maybe still a virgin, and she was offering herself to him just for some fever medicine and doctor. (Kurniawan, 2012: 67).

Men look smart and powerful. They use weak and helpless women to satisfy their lusts. After being imprisoned, they were taken to a very large and luxurious house. The house was once a Dutch family. Now the house is called Mama Kalong house. They thought they would volunteer for the Japanese soldiers, but the truth is that they will become sex slaves.

They were ordered to go their rooms while a number of Japanese men lined up at a table on the veranda to buy their tickets. The first night the prices were very expensive, because they believed that the girls were still virgins. Then the soldiers began to capture the girls one by one, in a battle they won with easy, gripping the girls in their hands like sick kittens thrashing about futilely as they were being taken away. (Kurniawan, 2012: 85).

The life they experienced is very sad. Happiness and future are destroyed. They are promised to volunteer, but instead they are made as sex slaves for the soldiers. They are really helpless. What they experienced is very painful. After bathing, they are forced to go back to their rooms to do it again.

That night they were taken by four or five men each. That was a crazy night. What made Dewi Ayu suffer was not the crazy tireless screwing that

froze her body in a quiet and mysterious paralysis, but the screams and sobs of her friends. You poor women, she thought. Fighting against the inevitable hurts worse than anything else. (Kurniawan, 2012: 87).

The oppression they experienced is cruel. They are forced into prostitutes. At one time, they are raped by four to five soldiers, while there are still more soldiers who buy tickets to wait for their turn. That afternoon becomes something they cannot forget. They think of taking revenge on the soldiers for what they have done. They are harassed and not paid at all, even if they fight and try to escape, they will be forcibly withdrawn by the soldier again. The first week, they are too ashamed to talk to one another, and they lock themselves up in their rooms, pass their time cry alone. Except Dewi Ayu who is still calm. It seems that she has no desire to rebel. After one month in that whorehouse, Dewi Ayu is the first woman to get pregnant. Mama Kalong advised her to abort her fetus, but Dewi Ayu refuses.

Think of your family, Mama Kalong said. Dewi Ayu then replied, “Just as you are telling me to do, Mama, I am thing of my family, and the only family I have is this kid inside me”. So Dewi Ayu lets her stomach stick out, and get bigger day by day (Kurniawan, 2012: 89).

It is seen that Dewi Ayu is pregnant, and when Mama Kalong knows it, she is told to abort her fetus, instead of helping treatment. It happens as the result of her actions; Mama Kalong has made them as prostitutes. Dewi Ayu lets her stomach puff up, and bigger day by day. Dewi Ayu thinks she will give the name Alamanda to her child. The situation gives good luck to her because no one was allowed to sleep with her. No Japanese even wants to sleep with her in that condition. Meanwhile, the war is not over yet. The Japanese troops have finished building defense trenches along the southern coast. Mama Kalong has given the girls radio so that they hear that two bombs have fallen on Japan. Japan has lost. British troops control the cities then. And Japanese soldiers left guard the house. After that bad luck comes to them again when a guerrilla raid of native troops attack them, they get oppressed again. It can be seen the following quotation.

There were more than guerrillas, and they gathered all the prisoners. When they discovered that all of them were women and all of them were Dutch, the men grew even more violent. They tied up some of the women in the kitchen, and the other were dragged off to the bedrooms to be raped. Their cries were even more heart breaking than when the Japanese had turned them into whores. (Kurniawan,2012:96).

The suffering they experienced is endless, from the Japanese colonial era, to British rule. They still get sexual oppression. They are raped by force. The violence they experienced was not only in physical, but also inner conflict.

4.2 The Role and Position of Pimps (Mama Kalong)

In the novel *Beauty is Wound* by Eka Kurniawan, the female character has different roles. The author writes himself about a description of women who works as pimps in process of trafficking. Mama Kalong is a character who played prostitute service during the colonialism, selling water, palm wine and rice for the soldiers. Besides, she also uses girls who are still virgin to become prostitutes. She expanded and built rooms of woven bamboo as a place of prostitution. It can be seen the following quotation.

By the end of the first month she had already found two young girls around twelve or thirteen years old to help her at the tavern, both as waitresses and as whores. She had begun her career as a pimp. After three months, there were six whores there, not including herself, enough for her to expand the tavern, building a few rooms with walls made from plaited bamboo. (Kurniawan, 2012: 81).

Mama Kalong starts her career as pimp since she gets two young girls around twelve or thirteen years to accompany and live with her at the tavern, both as waitresses and whores. Previously, she was just a girl who helped out at the tavern owned by her aunt. After closing the tavern, she goes to the barracks. She knows what they need and they know what she wants. The soldiers pay her to straddle their laps naked. Three or four of them would take turns screwing her before she goes home with their money. After a while, she begins to pull in way more than what her aunt was making. She has a good business instinct. Then she opens her own tavern. This is where she begins to search for girls to accompany her as the servants of prostitute. It can be seen the following quotation.

One day, after getting scolded for falling asleep at work, she left her aunt and opened up her own tavern at the end of the wharf. She sold rice, palm-wine and cane sugar and also her own body. By the end of the first month, she had already found two young girl around twelve or thirteen years old to help her at the tavern, both as waitresses and as whores. She had begun her career as a madam. (Kurniawan,2012:81).

Before she becomes a pimp, she has already sold herself to the soldiers. Dewi Ayu and her friends are in a force by sleigh soldiers to board the ferry, then takes them into the trucks to get the trip of Halimunda city. They come to a place called Mama Kalong. It can be seen the following quotation.

Is this your house, Miss? Asked Dewi Ayu politely. Call me Mama Kalong, she said. Because like a kalong, a fruit bat, I'm much more often up and about at night that during the day. She came down off the veranda and approach the women, trying to lighten the bleak expression on their faces with a joke and a smile (Kurniawan, 2012: 75).

Dewi Ayu and her friends are cheated. They think they will be volunteer for the Japanese soldiers, but the truth is that they become sex slaves. The place is known as Mama Kalong's whorehouse. One day, Japanese military officials want to separate prostitutes, moreover prostitutes are often used by port workers and fishermen. Mama Kalong must make haste to find those girls, and after getting them. She raises the price on them because they are still virgin. It can be seen the following quotation.

It's easy sir, she said, to find girls like that. Tell me, where? The prisoners of war, replied Mama Kalong shortly. The prostitutes were given the best care by Mama Kalong (Kurniawan,2012:84).

She has a good instinct. It can be seen from how easily she gets new girls who are still virgins. According to the request of the general, and she is also good at taking care of her girls so she can get more expensive payments. Despite Mama Kalong has a good side to her prostitutes, she treats her prostitutes well because she knows that the most exquisite pleasure is to be found in a healthy body. It can be seen the following quotation.

She never wanted to make her young prostitutes suffer. In fact quite the opposite, she tended to spoil them, like a granny taking care of a horde of grandchildren. She had servants who would heat warm water for them so that they could bathe after exhausting lovemaking sessions. On certain days, she gave them the day off and took them on outings to a nearby waterfall. She brought in the best tailors to make their clothes, and above all, their health was her highest priority. (Kurniawan, 2002: 83).

Mama Kalong has a great responsibility to the prostitutes. They are made like queens and filled with their desires and needs. It is felt by Dewi Ayu. She accepts the risk during in brothel, and Mama Kalong is responsible for it. She moves her to another room.

Mama Kalong told her to stay in a back room and announced to all the Japanese that she was pregnant and no one was allowed to sleep with her. No Japanese even wanted to sleep with her in that condition, and so she urged the other girls to follow her lead. (Kurniawan, 2002: 89).

Mama Kalong is greedy, but she never wants to make her young prostitutes suffer. Mama Kalong is still making sure that they are fine. She also entertains them and gives clothes to them so that they sew little clothes for their babies. At least, it spares them the boredom of waiting for the war to end. It can be seen the following quotation.

Mama Kalong still invited the girls to take advantage of the excellent care she could provide them. I treat all my whores like queens, she said with pride. I don't care if they are already retired. They filled their days, weeks, and months entertaining themselves with Dewi Ayu, who continued to sew for her baby. With to help of her friends, she already had almost one full basket of small articles of clothing, made from the fabric they had found in the household closets. At least it spared the boredom of waiting for the war to end, until finally Mama Kalong came with a midwife. All of my prostitutes who have ever gotten pregnant have given birth with her help, said Mama Kalong. (Kurniawan, 2002: 93).

Trafficking is possible to occur when women at first did not know and did not aware about it until finally they are realized that they are employed by labor suppliers as sex workers. This happens to Dewi Ayu and her friends in Mama Kalong place. Mama Kalong is a greedy woman who never wants to make the girls working for her suffer. She tends to spoil them, like a granny taking care of a horde of grandchildren. On certain days, she gives them the day off and took them on outings to a nearby waterfall. She brings the best tailors to make their clothes. Their health is her highest priority. They are treated like queens. She is responsible for the pregnant and advantage of the excellent care she is able to provide them.

5. Conclusion

The women's life in the novel, *Beauty is a Wound* by Eka Kurniawan reflects an oppression, suffering, and injustice befell upon the women worked as prostitutes in Mama Kalong Place. The bad life of the women is dominantly direct to sexual oppression which is under control of a pimp who leads them to suffer and live in injustice.

References

- Abd, Z., Hammood, A., & Janoory, L. Bin. (2019). Bedouin Women Status under the Patriarchal System in Miral Al Tahawi ' S the Tent, 3(1), 10–20.
<https://doi.org/10.30743/ll.v3i1.1174>
- Anwar and Andang. (2010). *Kriminology*. Refleksi Aditama: Bandung.
- Bennett, J. M. (2006) *History matters: patriarchy and the challenge of feminism*. Philadelphia: University of Pennsylvania Press.
- Creswell, John W. (2009). *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches*. Newbury Park: Sage Publications.
- Djajanegara, Soenarjati. (2000). *Kritik Sastra Feminis: Sebuah Pengantar*. Jakarta: Gramedia
- Fakih, Mansour. (2015). *Analysis Gender Dan Transformasi Sosial*. Yogyakarta: Pustaka Pelajar
- Karl, M. (1995). “ *Women and Empowerment: Participation and Decition Making*. London: Zed book Ltd.
- Koentjoro. (2004). *On The Spot: Tutar Dari Sang Pelacur*. Yogyakarta: Tinta, Hlm. 36.
- Loobek, Kristy. (2013). “*A feminist analysis of the film The Hunger Games*” Concordia University, St. Paul.
- Masriah. (2015). “*Sikap Radikal Tokoh Perempuan Dalam Si Parasit Lajan Karya Ayu Utami*” Jurusan bahasa dan sastra indonesia, fakultas bahasa dan seni, Universitas Negeri Yogyakarta.
- Millett, K. (1970). “Theory of Sexual Politics” In *Radical Feminism: A Documentary Reader*. Ed. Barbara Crow. New York: New York University Press. P,26-55.
- Ratna, Nyoman Kutha. (2004). *Teori, Metode, dan teknik Penelitian Sastra*. Yogyakarta: Pustaka Pelajar.
- Rollins, Joan H. (1996). *Women's Minds Women's Bodies The Psychology of Women in a Biosocial Context*. USA: Prentice-Hall
- Kondar Siregar, MA. (2015). *Model Pengaturan Hukum Tentang Pencegahan Tindak Prostitusi Berbasis Masyarakat Adat Dalihan Na Tolu*, Prenada Media Handalan, Hal 1-3.
- Weedon, C. (1987). *Feminist Practice and Postructuralist Theory*. Oxford: Blackwell.

NEGATIVE EMBODIMENT OF THE PROTAGONIST'S INTERNAL CONFLICT IN NANG SYAMSUDIN'S NOVEL *MENGURAI RINDU*

Indah Lestari Panjaitan, Andang Suhendi

Faculty of Literature, Universitas Islam Sumatra Utara, Medan, Indonesia
e-mail: indahlestaripanjaitan14@gmail.com

Abstract

This study talks about the protagonist's internal conflict in *Mengurai Rindu* written by Nang Syamsudin. This study only focuses on the negative embodiment of the Protagonist, internal conflict, and the positive one is not discussed. The theory used in this study is the theory of psychological conflicts; while, the method is descriptive method. The negative embodiment of the protagonist's internal conflict which can be found in the novel are sadness, and disappointment. First, the protagonist often feels sad. Such feeling falls down on the protagonist's mind. There are some characters who cause the protagonist's sadness. Even, the protagonist feels distressed because of improper treatments from the other characters. Her sadness proves that there is an internal conflict which happens to her. The second is disappointment. Besides sadness, the protagonist also looks disappointed with those characters. Their reaction to the protagonist leaves her disappointment. In conclusion, some characters contribute conflicts for the protagonist. It can be said that external factors can result in internal conflict to anyone.

Keywords: Internal Conflict, embodiment of internal conflict, negative embodiment

1. Introduction

Conflict is an important event and an essential element in plot development of the novel. Conflict refers to the notion of something unpleasant that occurs or is experienced by characters story. If the character has freedom to choose, he or she will not choose that incident to happen to him or her (Nurgiyantoro, 2007: 122). Whereas, Tarigan (1986: 134) states that conflict is an important part of the storyline.

The conflict is divided into two, namely external conflict and internal conflict. External conflict is a conflict that occurs between a character and something outside him, perhaps with a natural environment, or maybe a human environment. Thus, external conflict can be divided into two categories, namely physical conflict and social conflict. Physical conflict (also called elemental conflict) is a conflict caused by a clash between leaders and the natural environment. For example, conflicts or problems experienced by a character due to large floods, long droughts, volcanic eruptions, and so on. Social conflict, on the other hand, is conflict caused by human social contact or problems arising from human relations. He is among others tangible labor problems, oppression, strife, war or other cases of social relations. Internal conflict (or psychological conflict) on the other hand is a conflict that occurs in the heart, soul of a character in the story. So, it is a conflict experienced by humans with themselves. It is more an internal problem of a human being.

For example, it occurs due to a conflict between two desires, beliefs, different choices, expectations or other problems (Nurgiyantoro, 2007: 124).

Finally, it needs to be emphasized that the two conflicts are interrelated, causing each other to occur, and can occur simultaneously. This means that conflicts can occur at the same time and be experienced by a character in the same time, although the level of intensity may not be the same. The level of complexity of the conflict displayed in a novel, in many ways, determines the quality, intensity, and attractiveness of the work. In fact, it might not be an overstatement to say that actually writing stories is nothing but building or developing the conflict. The conflict itself can be sought, found, imagined, and developed based on conflicts that can be found in the real world (Nurgiyantoro, 2007: 124-125).

Conflict found in *Mengurai Rindu* is a vortex of conflict between custom, religion, and mixed interethnic marriage. The conflict is experienced by the protagonist in the novel. She is a civil servant teacher who is seconded to a Christian Private High School. This school is different from other schools. In this school, there are various ethnic groups, both teachers and students. Some are from Minangkabau, Java, Batak, and Chinese. Religion also varies: Islam, Catholicism or Confucianism, and others. Lela is also a woman who lives between *rantau* and *kampung*.

Rumah Gadang and *Penghulu* also become conflicts in this novel. Both of these *Rumah Gadang* and *Penghulu* are two *Minangkabau* traditional icons. This novel is great for understanding the current state of *Goodness*. The background of *Minang* becomes strong when love's, custom's, family's, and *mamak's* conflicts were packaged based on various experiences. The conflicts that exist in the *Mengurai Rindu* indirectly illustrate that the times have changed. Houses that are open and upstream for today need to be questioned. Such conflicts are experienced by the protagonist in the novel. Thus, based on the above description, this study focuses only on the negative embodiment of protagonist's internal conflicts depicted in the novel. It is hope that this study can give any moral lesson to overcome any conflict.

2. Literature Review

2.1 Conflict

Conflict is part of a story that comes from life. Therefore, readers can be emotionally involved in what happens in the story (Nurgiyantoro, 1987). Readers as connoisseurs of the story are not just reading, but are able to feel deeply into each story and relate it to the events that occur around it. Wellek and Warren (1995: 285), states that conflict is something dramatic, referring to the struggle between two balanced forces, implying action and retaliation for action. Conflict will occur if there is no agreement or regular arrangement between one wish and another.

Conflict can also occur if there is no agreement between the ego one and the other ego. This usually happens in real life that most people often avoid. However, in the world of literature, conflict is urgently needed and can even be said to be important in supporting the content of the story. If there is no conflict in a story, then it can be ascertained that the story will not live and attract the reader to read it because there is no event that can be felt. Not even too much when writing literary works is to build and develop conflicts because the more and more interesting conflicts that occur, the story will be more interesting to read.

The events in a literary work are very closely related to conflict. Events capable of creating conflicts and conflicts can trigger other events. The form of events in a story can

be either physical or mental events. Physical events involve physical activity; there is an interaction between the character of the story and a character outside him, another character or environment. Inner events are things that occur in the heart of a character (Nurgiyantoro, 2007: 123-124).

Based on the above description, it can be seen that conflict can occur in all aspects of human life. And such conflict can be caused by environment. It is supported by the theory of physiological development. Erikson (1968) as quoted by Abuhasan and Azmi (2019) explains that the social world dwells within the psychological structure of any individual. Further, Erikson's theory identifies the psychological development in a social domain where he presented the human growth and development when he stated "I shall present human growth from the view point of conflicts, inner and outer". This theory can be applied to the analysis whether social environment can influence internal conflict.

2.2 Kinds of Conflict

Sayuti (2000: 42-43) divides the conflict into three types. First, conflict in a person. This conflict is often referred to as psychological conflict. This type of conflict usually occurs in the form of the struggle of a character against him, so he can overcome and determine what he will do. Second, conflict between people or someone and society. This type of conflict is often called with the term social conflict or social conflict. This kind of conflict is usually occurs between individual with the environment. This conflict arises from attitude individuals to the social environment regarding various problems that occur at society. Third, conflict between humans and nature. Conflicts like this often referred to as physical or element conflict or natural conflict. This type of conflict usually occurs when a character cannot master and or use and cultivate the environment properly. If human relations with the nature not harmonious, disharmony will occur causing the conflict.

The three types of conflicts above can be grouped into two groups types of conflicts namely external conflicts and internal conflicts. External conflict is a conflict that occurs between a character and something outside of him. Thus it can be said that external conflict includes two categories of conflict namely social human conflict and conflict between humans and nature (physical or element conflict).

Internal conflict is a conflict that occurs in the heart or soul a story character. Such conflicts are usually experienced by humans with him. The type of conflict that is included in an internal conflict is conflict in a character (psychological conflict). Such a conflict can be occur simultaneously because it is closely related to humans called characters in literary works (Nurgiyantoro, 2007).

The division about the conflict experienced by the characters in the story can grouped or differentiated into two categories. According to Staton (in Nurgiyantoro, 2007: 124) the conflicts are are divided into two types: External and Internal conflicts. External conflict is a conflict or dispute that occurs between a character and something that exists outside itself. It can be divided into two categories, namely physical conflict and social conflict. Physical conflict is a conflict that occurs because of a clash between a character and nature. Social conflict is conflicts that occur because of a dispute or conflict between characters with other characters in the story. Whereas internal conflicts are conflicts or dispute that occurs in the heart or soul of a character. In other words, this internal conflict is a conflict experienced by humans with him.

2.2.1 Internal Conflict

Internal conflict is a conflict that occurs in humans, which is based on feelings of pleasure, difficulty, happiness and disappointment. such as: conflict that occurs between believing and doubting something, choosing one between two beliefs (religion), choosing between religious observance or sukularism. However, the conflict referred to here is conflict caused by physical defects in children, which often results in psychiatric disorders so that children with physical disabilities usually show symptoms such as: often daydreaming, quiet, even lacking in confidence in getting along with friends.

As Kartono and Andari say, "Children who have disabilities in their bodies generally feel embarrassed and suffering from their hearts. Their dark future is filled with shame, fear and always feeling doubtful. Thus the nervous system condition is always in a state of These children always feel like they are failing in their efforts, there is a shadow of fear, because they think someone else is capable of doing a task, while he himself is unable to do it

2.2.2 External Conflict

External conflicts are conflicts that occur because of the influence of outside parties, both in the family environment, community environment, as well as the education or school environment. Conflicts in the family environment such as: parents who are favoritistic, rules that are not educating, do not get inherited property, busy parents outside the house. Conflicts within the community, such as: violating the rules of the RT head, envy the luck of others or neighbors, how to teach the teacher that is not in accordance with the conditions of the students, the teacher has a bad view so that they respond to the wrong view. So the environment has a very important role in determining children's personality.

Thus the environment has a very large influence in the formation of the personality of a child, both in the family environment, community and in the school environment. Conflicts like this can also be seen from the behavior of children who are often late, disturbing friends in school, committing mischief, aggression and so on.

2.3 Embodiment of the conflict

How do we define embodiment? In the beautiful words of French philosopher Merleau-Ponty, "To be a consciousness or rather to be an experience is to hold inner communication with the world, the body and other people, to be with them instead of being beside them." (Jeong, 2008)

It is that those words may be a bit heady, however, in simplistic terms, to be embodied means to live through our sense door. It means to engage oneself in the world through the experiences we feel in our body, through our body, and perceived through our body.

It is suggested to consider for a moment how we are all born. We are all born the same. We have no access to language at the time of birth. We also have no ability to cognize, or make sense of the world through thought. Rather, we are aware of others and self only through the world or our senses. We recognize all needs through our body. When a baby is hungry, it cries. When full it stops eating. When over stimulated it pulls away. We know exactly what we need and how much only through our sense doors.

On the other hands, embodiment is body-functionalism. The body is understood as playing a role in implementing the computational machinery that underpins our cognitive capacities. It can be said thst embodiment is the body that makes a contribution to

information processing only by supplying inputs to the brain, or by executing motor instructions sent out from the brain.

Ultimately, embodiment of conflicts is reactions to disagreement with the current environmental situation (Jeong in Nurgiyantoro, 2007). Those reactions can change a person's mental condition positively or negatively. Positively, the reaction can be in the form of pleasure, joy, honesty, sympathy, etc. Negatively, the reaction can be sadness, discomfort, disappointment, and all negative feelings.

3. Research Method

The approach used in this research is the literary psychology approach. According to Endaswara (2011: 96), psychological literature is a study of literature that views work as a psychological activity. In the process of analyzing, researchers look more at the psychological side, both from the psychological side of the author, literature, and the reader. This approach is used in this study to describe the negative embodiment of the protagonist's internal conflict in the novel *Mengurai Rindu* by Nang Syamsudin.

4. Discussion

The analysis focuses on the negative embodiment of internal conflict experienced by the protagonist, Lela. The negative embodiments of internal conflict found in the novel are sadness, and disappointment.

4.1 Sadness

Lela feels sad because of her uncles, Angku Datuk and Angku Sutan who are also the teachers at Lela's teaching place. The internal conflict of Lela's sadness caused by Angku Datuk. It can be seen in the following quotation.

Aku berusaha melupakan semua kesedihanku yang kualami di kampung. Tetapi pikiran tidak bisa lepas dari peristiwa yang aku alami. Terutama menyangkut hubunganku dengan Angku Datuk. Aku bertanya pada diriku sendiri sampai kapan Angku Datuk akan memencilkan aku? (Syamsyudin, 2012: 171).

I tried to forget all the sadness I experienced in the village. But my mind cannot escape from the events that I experienced especially regarding my relationship with Angku Datuk. I ask myself until when will Angku Datuk separate me? (Syamsyudin, 2012: 171).

The data above explain something unpleasant that happens to Lela. This can be seen from *I tried to forget all the sadness I experienced in the villag. But, my mind cannot be separated from the events that I experienced.* These sentences illustrate very sad feeling in the heart of Lela caused by Angku Datuk. This happens due to a conflict between two desires. On one hand, Lela wants to forget all the disappointments she experiences in the village; on the other hands, she cannot forget the event. These two conflicting desires lead to internal conflicts within Lela that cause Lela to feel very sad in her heart. This heartache makes Lela remember Angku Datuk who is isolating her because Lela still chooses Gunawan as her husband. Lela's husband has a different cultural and ethnic background from her.

Lela's sadness caused by Angku Datuk and Angku Sutan can also be seen in the following quotation.

Aku bertanya-tanya dalam hati, mengapa kedua mamakku itu tidak mau saling bertemu? Ada apa sebenarnya? Ataukah mereka bertahan pada harga diri masing-masing. Kalau Angku Datuk mengurus Rumah Gadang, maka Angku Sutan tidak mau campur tangan. Sebaliknya kalau Angku Sutan mengurus soal penghulu maka Angku Datuk tidak mau tahu pula. Gengsi apa yang sebenarnya ingin dipertahankan mamak-mamakku ini? (Syamsyidin, 2012: 179)

I wondered why my two uncles did not want to meet each other? What's the matter? Or do they endure their own dignity. If Angku Datuk takes care of the Gadang House, then Angku Sutan does not want to intervene. On the other hand, if Angku Sutan takes care of the matter of the prince, Angku Datuk doesn't want to know either. What prestige do you really want to defend my uncles? (Syamsyidin, 2012: 179)

Those sentences describe Lela's heartache caused by Angku Datuk and Angku Sutan which also cause internal conflict for Lela. This happens due to a conflict between two problems. These problems are from Lela's uncles, Angku Datuk and Angku Sutan, maintaining their respective self-esteem. On the other side, Lela does not understand what self-esteem or pressure is maintained by her two uncles. These two conflicting problems result in internal conflicts within Lela. These conflict also causes her to be troubled because the two uncles cannot get along well.

Another Lela's sadness caused by Angku Datuk can be seen in the quotation below.

Karena dalam hatiku, rindu kampung itu tidak pernah hilang. Selalu saja muncul di hatiku keinginan untuk membawa keluargaku berlibur ke kampung. Tapi selalu terhalang oleh hubunganku dengan Angku Datuk. (Syamsyidin, 2012: 212)

Because in my heart, miss the village has never disappeared. Always appeared in my heart the desire to bring my family on vacation to the village. But always blocked by my relationship with Angku Datuk. (Syamsyidin, 2012: 212)

The sentences above also describe Lela's sadness. This shows there is a conflict between two desires. On the one hand, Lela wants to take her family on vacation to the village and on the other hand her desire is blocked because of her relationship with Angku Datuk. These two conflicting desires lead to an internal conflict within Lela that causes her to feel very sad in her heart. This heartache makes Lela miss her home.

Besides the sadness caused by Angku Datuk and Angku Sutan, Lela's other sadness is also caused by the teachers at Lela's teaching. This can be seen in the quotation below.

Aku terpana memikirkan pertemuan dengan Bu Rima tadi. Tanpa disadari, hubunganku dengan Gunawan telah membuat ketenangan di sekolah menjadi terusik. Ada sebenarnya, hingga kedua guru itu yang semula tidak akrab denganku, tiba-tiba menjadi sangat berkepentingan atas hubunganku dengan Gunawan. Apa yang membuat mereka harus mempersoalkan hubunganku itu. (Syamsyidin, 2012: 72).

I was stunned by the meeting with Mrs. Rima earlier. Without realizing it, my relationship with Gunawan has made peace in school disturbed. Actually, until the two teachers who were not familiar with me, suddenly became very interested in my relationship with Gunawan. What made them have to question my relationship. (Syamsyidin, 2012: 72).

The above quotation depicts Lela's distress caused by the teachers at the place where Lela teaches and it causes internal conflict for Lela. This happens due to a conflict between two problems. These problems are usually the two teachers (Mrs. Rima and Mrs. Susi) who are not familiar with Lela, but they become very interested in Lela's relationship with Gunawan. These two teachers make Lela feel troubled because they interfere in her relationship with Gunawan. Gunawan is a descendant, not in accordance with Lela, the *Minangkabau*. While Mrs. Susi is the same as Gunawan, who are both citizens of descent (same ethnicity).

Lela's sadness is also caused by Gunawan. This can be seen in the following quote. Meskipun suamiku tidak menyatakan menolak membantu atau apalah namanya berkaitan dengan mendirikan rumah di kampung itu, tapi dari kata-kata dan sikapnya, aku tahu. Suamiku tidak berminat dan pada dasarnya ia menolak permintaanku. (Syamsyidin, 2012: 215)

Even though my husband did not say he refused to help or whatever his name was related to building a house in the village, but from his words and attitude, I knew. My husband was not interested and basically he refused my request. (Syamsyidin, 2012: 215)

Those describe Lela's distress is caused by Gunawan. This happens due to a conflict between two desires. Lela wants her husband to help build a *gadang* house in the village, but on the other hand Lela realizes that her husband has refused his wishes. These two desires cause internal conflict causing Lela feel distressed because Gunawan does not give certainty, but from her words and attitudes Lela knows her husband refuses hers. Lela's desire to have a *gadang* house in the village is never materialized.

4.2. Disappointment

Besides sadness, Lela also gets disappointed with Angku Datuk, and Angku Sutan. Lela's internal conflict with Angku Datuk makes her disappointed. This can be seen in the quotation below.

“Aku malu juga kalau kau tidak kawin-kawin. Kalau perlu harta pusaka itu akan aku gadaikan. Malu kalau ada “gadiah gadang indak balaki”, kata mamakku. Aku betul-betul tersinggung dengan ucapan mamakku itu. Tapi rasa hormatku melarang aku menjawabnya dengan keras. Lagi-lagi aku diam saja. (Syamsyidin, 2012: 18)

"I'm too embarrassed if you don't marry. If I needed the treasure, I would mortgage it. Embarrassed if there is a "lack of barking," said my uncle. I was really offended by my uncles's words. But my respect forbids me from answering it loudly. Again, I'm silent. (Syamsyidin, 2012: 18)

Lela feels depressed with her uncle. She cannot reply her uncle's statement which blames her. This shows that there is internal conflict which occurs within Lela. Lela actually wants to answer and explain to her *mamak* that what her *Mamak* says makes Lela offended, but she chooses to be silent because a niece could not argue with her *mamak*. While Angku Datuk asks this, Angku Datuk (*mamak*) is ashamed of her as a nephew who deserves to be married without marriage.

Lela's disappointment caused by Angku Datuk can also be seen in the following:

Timbul rasa tidak senang dalam diriku menanggapi usul Angku Datuk ini. Aku merasa beliau tak tahu perasaanku. Tapi tentu saja aku tidak akan memutuskan hubunganku dengan Gunawan. Lalu, bagaimana aku harus mengatasi persoalan ini? (Syamsyidin, 2012: 85)

Disgust arose in me responding to Angku Datuk's suggestion. I feel he doesn't know my feelings. But of course I will not break my relationship with Gunawan. Then, how should I overcome this problem? (Syamsyidin, 2012: 85)

Lela is not happy with what Angku Datuk tells her to sever her relationship with Gunawan. Because Lela cannot accept this *mamak's* decision, Lela must be able to handle it herself. These two contradictory problems cause internal conflict within Lela which makes Lela unhappy with the problem. Angku Datuk forces Lela to finish her relationship with Gunawan but Lela remains her choice. The problem must be resolved by Lela. Unfortunately, Lela still gets confused how to solve her problem with her *mamak*. This, of course, leaves inner conflict in her own mind.

The following also shows how disappointed Lela is with Angku Datuk. Berulang kali aku menyampaikan keinginanmu untuk pulang itu pada suamiku. Ia sangat mendukung keinginanmu itu. Tapi ketika saatnya memungkinkan, aku pula yang membatalkannya. Suamiku tidak pernah memprotes tingkahmu itu. Mungkin ia dapat memahami perasaanku, karena aku sudah bercerita kepadanya tentang masalah itu. (Syamsyidin, 2012: 168)

I repeatedly conveyed my desire to go home to my husband. He strongly supports my desire. But when the time permits, I also cancel it. My husband never protested my behavior. Maybe he can understand my feelings, because I told him about the problem. (Syamsyidin, 2012: 168)

This can be seen from "Repeatedly I conveyed my desire to go home to my husband. He strongly supports my desire. But when it's possible, I cancel it too." The sentence describes Lela's dissatisfaction because her wish is not fulfilled because of Angku Datuk. This causes an internal conflict for Lela. Lela wants to go back to her village where she grew up with her siblings, but she finally cancels her wish because Lela cannot accept the treatment of Angku Datuk who has not been able to accept her husband of Chinese descent. These two conflicting desires cause internal conflicts within Lela which turn her dissatisfied because her wish is not fulfilled to return to her hometown.

Other Disappointment caused by Angku Datuk can be seen in the following quotation.

Aku makin kecewa ketika keinginan untuk bertemu dan minta maaf pada Angku Datuk tidak terlaksana. Beliau hadir dalam penguburan Etek Tangah, tapi aku mendapat kesan beliau menghindari aku.
(Syamsyidin, 2012: 170)

I was increasingly disappointed when the desire to meet and apologize to Angku Datuk was not implemented. He was present at the burial of Etek Tangah, but I got the impression he was avoiding me.
(Syamsyidin, 2012: 170)

Lela wants to meet Angku Datuk and apologize, but Angku Datuk does not want to meet Lela. This makes Lela feels disappointed with Datuk's reaction to her. She feels that she is not given any chance to apologize and describe her feeling.

Beside Angku Datuk, Lela's disappointment is also caused by Angku Sutan. This can be seen in the following quote.

Menurutku yang paling cocok jadi penghulu itu adalah orang yang tinggal di kampung. Tapi kalau aku mempertahankan pikiranku ini, aku pasti berlawanan pula dengan Angku Sutan. Bertambah lagi mamak yang akan mengucilkan aku. Kini aku ikut saja pilihan keluarganya. (Syamsyidin, 2012: 146)

In my opinion, the most suitable person is the person who lives in the village. But if I defend my mind, I must be the opposite of Angku Sutan. More mamak who will exclude me. Now I just follow his family's choice.
(Syamsyidin, 2012: 146)

This creates an internal conflict for Lela. The internal conflict occurred due to a conflict between two hopes. First, Lela hopes that the leader is the one who lives in the village. This aims that the leader can solve any problem quickly in the village. Meanwhile, Lela cannot fulfill her expectation because it will result in a conflict with Angku Sutan who wants Lela's brother who lives in Jakarta to be the headmaster. Then, Lela follows the choice of the family to make her brother the headmaster.

Another internal conflict appears on Lela's mind. It is a hope that requires Lela to accept the prince determined by Angku Sutan. She blames herself not to realize Angku Datuk's will. This burdens her thought, but she realizes that it becomes her responsibility.

Aku makin risau memikirkan beban dari Angku Datuk yang masih belum aku wujudkan. Bagaimana pun aku merasa bertanggung jawab untuk membangun Rumah Gadang itu kembali, karena aku yang mendapat amanah. (Syamsyidin, 2012: 236)

I am increasingly worried about the burden of Angku Datuk that I have not yet realized. However I feel responsible for building the Gadang House back, because I got the mandate.
(Syamsyidin, 2012: 236)

Lela's disappointment is also caused by the teachers at the place where Lela teaches. This can be seen in the following quotation.

...Tapi aku tidak melihat Bu Susi dan Bu Rima di antara para tamu. Padahal, Bu Santi, kepala sekolah, datang bersama rombongan. Aku tidak habis pikir, apa lagi alasan mereka kali ini? Mengapa mereka tidak hadir dalam pesta Sisca? Kalau dulu mereka tidak hadir karena mereka tidak setuju aku menikah dengan Gunawan. Lalu sekarang? Bukankah Sisca menikah dengan Stevanus. Apalagi masalahnya? Kurasa mungkin mereka tidak ingin bertemu denganku. (Syamsyudin, 2012: 158)

... But I did not see Mrs. Susi and Mrs. Rima among the guests. In fact, Mrs. Santi, the principal, came with the group. I don't think, what are their reasons this time? Why aren't they present at the Sisca party? In the past they were not present because they did not agree that I was married to Gunawan. Then now? Didn't Sisca marry Stevanus. What's the problem? I guess maybe they don't want to meet me. (Syamsyudin, 2012: 158)

The above quotation illustrates Mrs. Susi and Mrs. Rima cause internal conflict for Lela. Lela understands when Mrs. Susi and Mrs. Rima are not present at her wedding with Gunawan because the two teachers does not like to see Lela's relationship with Gunawan, but Lela also does not see the presence of the two teachers at Mrs. Sisca's wedding. Mrs. Sisca is married to someone who is of the same ethnicity as Gunawan's, her husbands. These two conflicting problems turn internal conflict within Lela which makes her disappointed with Mrs. Susi and Mrs. Rima.

5. Conclusion

The results of the analysis show that there are two negative embodiments of the protagonist's internal conflict found in the novel *Mengurai Rindu* by Nang Syamsudin. The first is sadness. Such feeling falls down on the protagonist's mind. There are some characters in the novel, who cause the protagonist feel sad. Even, the protagonist feels distressed because of improper treatments from the other characters. The second is disappointment. Beside feeling sad, the protagonist also looks disappointed with those characters. Their reaction to the protagonist leaves her disappointment. In conclusion, some characters contribute conflicts for the protagonist. It can be said that external factors can result in internal conflict to anyone.

References

- Abuhasan, A.S., and Azmi, M. N. L. (2019). Psychosocial Development Portrayed In Jane Austen's Emma. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*, 3 (2), 185-200, <https://doi.org/10.30743/ll.v3i2.1387>
<https://jurnal.uisu.ac.id/index.php/languageliteracy/article/view/1387/pdf>
- Endaswara. (2011). Metode Pembelajaran Drama: Apresiasi, Ekspresi, danPengkajian. Yogyakarta: KAPS.
- Fisher et al. (2001). Mengelola Konflik: Keterampilan dan Strategi untuk Bertindak. Jakarta: The British Council.
- Jeong. (2008). Understanding Conflict and Conflict Analysis. Los Angeles, CA: Sage.
- Minnery. (1980). Conflict management in urban planning. England: Gower Publishing Company Limited.
- Nurgiyantoro. (2007). Teori Pengkajian Fiksi. Yogyakarta: Gajah Mada University Press

- Ross. (1993). *The Management of Conflict: Interpretations and Interests in Comparative Perspective*. New York Yale University Press
- Sayuti. (2000). *Evaluasi Teks Sastra*. Yogyakarta: AdicitaKarya Nusa
- Stanton, Robert. (2007). *Teori Fiksi*. Yogyakarta: PustakaPelajar.
- Syamsudin, Nang. (2012). *Mengurai Rindu*. Yogyakarta: RahimaIntermediaPublising
- Tarigan. (1986). *Prinsip-prinsip Dasar Sastra*. Bandung: Angkasa.
- Wellek and Warren. (1995). *Teori Kesusasteraan*. Jakarta: Gramedia.

PHYSICAL COURAGE IN JAMES DASHNER'S NOVEL *THE MAZE RUNNER*

Ali Sadikin Berutu, Muhammad Amrin Siregar

Faculty of Literature, Universitas Islam Sumatera Utara, Medan, Indonesia
e-mail: brutubisnis@gmail.com

Abstract

This research is concerned with Protagonist's Physical Courage found in James Dashner's novel *The Maze Runner* first published in 2009. It is described in the novel that the Protagonist of the novel has shown his physical courage in a Glade which is always haunted or attacked by dangerous creatures called Grievers. Because of his great courage, he has been able to influence his friends to fight with the Grievers. He is even admired by his friends, all the Gladers. He can even finally be able to escape together with them to live freely outside the place that has already imprisoned them in it. This research uses a qualitative research method proposed by Creswell: defining this method as a means for exploring and understanding the meaning individuals or group ascribe to a social or human problem. After having analyzed the variable in the novel, it can be concluded that the protagonist shows two forms of physical courage. They are selfishness and being one own-self.

Keywords: Courage, Physical Courage, Bravery

1. Introduction

This study is about physical courage which is found in the novel *The Maze Runner* written by American author, James Dashner. This novel was first published by Delacorte Press Books, New York in 2009.

Because this study is concerned with courage, it is better to know first what the term courage is. According to Paul (2010: 1), courage is the state or quality of mind or spirit that enables a person to face difficulty, danger, pain or vicissitudes with self-possession without fear. Courage can also be defined as the mental or moral strength of venture, persevere, and withstand-danger, fear, or difficulty. Courage is something we all admire. When asked to describe courage, most people conjure up the image of a character like Batman or Superman and describe it as a state or condition of being a hero. Everybody sees courage differently but when asked to go deeper to really define courage; the only response that comes to this mind is that it is a beautiful act that only after it is finished you can see the beauty.

Courage is one of the themes of James Dashner's novel *The Maze Runner*. It is described in the novel that to be in the Glade everybody has to be extremely courageous or fearless. They have to face what is happening and to face it right away strong and fierce. Alby, one of the main characters of the novel, says that if somebody is not scared, then they are not human. He means to say that fear is one of the things the Gladers face throughout the novel but every last one of them is brave and they are strong and most of them will fight until the end. Courage means to have bravery and conduct not to be afraid. Courage is being able to do something and Thomas, the protagonist of the novel, can do

that. He is not afraid to try new things. The Gladers always put fear behind them and courage ahead.

In the novel, it can be seen that confidence and courage lead to fulfilling dreams. To start with, Thomas decided to be a Runner, and the Gladers do not support his dream. When he becomes a Runner, Chuck congratulates him by saying that the first night, when he is bragging about being a Runner, he is laughing inside so hard. Thus, he proves him wrong. In order for Thomas to complete his dream, he needs to have confidence. Furthermore, Thomas displays courage when he jumps in front of the Grievors. He does this because the Gladers need his memories in order to escape from the Maze. Being stung by the Grievors created plenty of pain, but it displays sufficient courage and masses of confidence. Another representation of Thomas's bravery is when he helps lead the escape from the Maze. Thomas assists as the Keepers decipher the clues given to them by the Creators. He creates some of these ways to interpret the clues using his knowledge from his newly recovered memories, and he demonstrates valor and self-belief. Thus, because of the Gladers reaching their dreams, demonstrating bravery, and assisting in the escape, a theme is to always fulfill your dreams with courage and confidence.

It is also found in the novel that exceptional friends are always reliable. For instance, as the Gladers fight the Grievors, Thomas and Teresa needed to go through the fight. Thomas tells Teresa to let them do the fighting and they have to get through the Grievor's Hole. They trust the fighting Gladers to keep them safe. Another illustration of dependable friends is as she punches in the code words to save the Gladers, Teresa depends on Thomas and Chuck to save her from the Grievors. Thomas and Chuck slay multiple Grievors in order to protect Teresa, and this shows how Thomas and Chuck are reliable. Furthermore, when Alby passes out from being stung by the Grievors, he relies on Thomas and Minho to protect him from the Maze and its inhabitants. Thomas saves Alby throughout the night in the Maze and earns his trust. Thus, this can be meant that exceptional friends are always dependable.

After reading the novel, it is found that courage is a good thing that should be owned by everybody if they want to get something or to be successful in their effort or struggle. Everyone should be the hero in their own life. And being a hero they have to struggle. In line with this, Aldrich (2014) in Sawira et al. (2017) says that life is struggle, sometimes you have to lose something in order to get something, but it's always your choice to consider what you want or need the most. Such struggle will be successfully achieved when there is a courage. This becomes the reason why the writer has chosen the matter about courage as described in the novel to be studied. Because of their courage, Thomas and his friends, the other Gladers can finally come out or escape from the Maze in which they have already suffered much. Thus, this study concerns the forms of the protagonist's physical courage in the novel.

2. Literature Review

2.1 Courage

Paul (2010: 2) writes that courage comes in different ways. Being courageous can be from surviving through cancer to a child rescuing his dog from a busy street, and also towards people that are judging others by what they do, wear or say. Courage is also doing some brave deed without thinking about what the consequences could be. She explains that we have all faced the challenge to be courageous, and being courageous is not always easy because it takes heart to do a courageous act. For example, many people claim President Obama as a courageous person, for having the confidence, determination and

faith he possesses, to take courageous decisions like to grant innocent, undocumented youth protection from deportation, according to the New York Times. A person that is going through a lot more every single day and anyway is looking forward is a courageous person.

Courage is an important virtue to practice in life because it leads to many rewards, like success. It gives us strength to act more decisively. Courage is the key to success. It is the answer towards getting the success that is always wanted. Great things are achieved by being courageous and self-confident. If you believe that courage can lead to success you should apply it even in the small decisions that you do in your everyday life. During your lifetime you might meet people that will try to make you think you wrong but being able to stand and say what you exactly think is a courageous act. Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs. Peace has its victories, but it takes brave men and women to win them.

Based on her knowledge and prior understanding, Paul believes that doing an act of courage is the greatest feeling ever and only that act can give you faith and determination to accomplish great things. She believes that her courage is the spirit that enables her to face the difficulties and pain of life.

It can also be defined that courage is strength of anima—both mental and moral—to venture and persevere, to act in the face of fear, danger, and overwhelming difficulty. It is confirmed that Confucius ever said that “it does not matter how slow you go so long as you do not stop” (Simonpietri, 2013: 1).

Courage can be classified into physical courage and moral courage. Physical courage is bravery in the face of physical pain, hardship, death or threat of death; while, moral courage is the ability to act rightly in the face of popular opposition, shame, scandal, discouragement, or personal loss.

In the Western tradition, notable thoughts on courage have come from philosophers, Socrates, Plato, Aristotle, Aquinas, and Kierkegaard; in the Eastern tradition, some thoughts on courage were offered by the Tao Te Ching. More recently, courage has been explored by the discipline of psychology.

Courage remains a difficult construct to accurately and categorically define for social researchers, psychologists, theologians, and philosophers alike (Woodard & Pury, 2007).

Scholars, politicians, and laypeople have all entered the debate over how to define courage. Some believe that American culture over the last 30 years or so has defined courage. That is, courage has been “attributed to all manner of actions that may indeed be admirable but hardly compare to the conscious self-sacrifice on behalf of something greater than self-interest” (McCain & Salter, 2004: 13). At the same time, others would argue that courage can be attributed not only to the occasional and isolated act of rescue or self-sacrifice, but also to everyday acts (Evans & White, 1981: 419; Putman, 2001: 463; Woodard, 2004: 173). Defining courage in terms of character strengths (bravery, persistence, integrity, and vitality) of human goodness and excellence, the positive psychology movement endeavors to view courage through the lenses of positive subjective experiences, positive individual traits, and institutions that enable positive experiences and positive traits (Peterson & Seligman, 2004; Seligman & Csikszentmihalyi, 2000: 5).

In the course of investigating the concept of courage, we uncovered numerous definitions or descriptions of courage of which 29 are listed in Hemingway's description of courage as "grace under pressure" (cited in Lopez, O'Byrne, & Peterson, 2003: 191). This marks the simplest, yet eloquent, example. A more complex, multidimensional definition of courage as "the disposition to voluntarily act, perhaps fearfully, in a dangerous circumstance, where the relevant risks are reasonably appraised, in an effort to obtain or preserve some perceived good for oneself or others recognizing that the desired perceived good may not be realized" (Shelp, 1984: 351).

Though, numerous definitions of courage provide a rich foundation from which to build, we remain at a loss for an operational definition of this construct which to base sound explicit theories. Even with all of the attempts to define courage, we have not advanced the domain to an agreed-upon conceptual definition. Lopez and colleagues correctly assert that "though we have been able to parse out the different types of courage by establishing between-brand differences, we have been less successful at determining the elements or components of courage. Thus, what is common to all brands remains unclear" (Lopez et al., 2003: 189). Operational definitions of constructs of interest are essential to good research and a lack of coherence in courage definitions is an obstacle to the advancement of research. Therefore, the search for a common structure of courage (apparently underlying the disagreement as to people's implicit theories of courage) forms a major focus of the current investigation.

2.2 Physical Courage

This is the courage most people think of first: bravery at the risk of bodily harm or death. It involves developing physical strength, resiliency, and awareness.

Physical courage is the type most people think of first, the one that allows us to risk discomfort, injury, pain or even death—running into burning buildings as a firefighter, facing an enemy on the battlefield, undergoing chemotherapy, climbing a mountain, protecting a child from a dangerous animal. We are right to be wary of pain: pain tells us where our boundaries and limits are. However, sometimes there are things more important than pain, and our physical fear becomes a border to be crossed. Physical fear is often blown entirely out of proportion: pain is often greater in anticipation than in fact, and that dread can become an insurmountable barrier.

Physical courage also involves recognizing that your body is how you participate in the world; keeping it healthy, strong, and resilient prepares you for all kinds of challenges, not just physical ones.

3. Research Method

Creswell (2009: 3) proposes that there are three types of research designs. They are qualitative, quantitative, and mixed methods. In this study, the writer applies one of them, that is, qualitative research method. According to him (2009: 4), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data used.

4. Discussion

4.1 Selflessness

This type of physical courage is shown by Thomas though he does not know very much about the real characters of the boys in the Glade. He realizes well that he cannot be selfish in such a horrible place. Since his first time to be in the Glade, the place that is very strange for him, he has been saved or helped by most of the boys (or the Gladers) whom he does not recognize well.

When Alby and Minho are informed not to have returned from the Maze, he feels worried. It is because he has known that the place is very dangerous and it is also very possible for every Glader to be killed by wild Grievers. Realizing what will possibly happen to Alby and Minho, Thomas decides to help them even though he is forbidden to do it.

Thomas shakes his head and turns back to see the Maze. He does not really know Alby and Minho, but his chest aches thinking they are out there because they can be killed by the terrifying creatures he has ever seen through the window when he first arrived in the Glade. He is surprised from the daydream when a loud ringing sound comes from all directions. Then the sound crackles and the rocks crack and the doors will soon close that night.

He is amazed at the moving wall. In such a moment, he suddenly catches a glimpse of the movement. Something moves fast inside the Maze, along the long hallway in front of it. Finally he can see clearly that it is Minho who is embracing Alby's hand in his shoulder. Minho calls him and tells him that Alby has already been hurt by the Grievers. He feels very sad to see them. Then, at the moment the door of the Glade is about to close, he comes into the Maze without caring the prohibition cried by Newt, another Glader. He is desperate to do that for the sake of helping them, especially Alby who has ever saved him from the brutal attack of Ben, the crazed Glader. This moment when he shows his carelessness to anybody around him can be described through the quotation below.

Alby, on the ground, looked worse, his clothes ripped, his arms covered with cuts and bruises. Thomas sundered. Had Alby been attacked by a Griever? "Greene," Minho said, "if you think that was brave comin' out here, listen up. You're the shuckiest shuck-faced shuck there ever was. You're as good as dead, just like us." Thomas felt his face heat up—he'd expected at least a little gratitude. "I couldn't just sit there and leave you guys out here." "And what good are you with us?" Minho rolled his eyes. "Whatever, dude. Break the Number One Rule, kill yourself, whatever." "You're welcome. I was just trying to help." Thomas feels like kicking him in the face. (Dashner, 2009: 71)

As described in the above quotation, it can be seen that Thomas is really brave to come into the Maze, a few seconds before the Glade is closed tightly. He does not care what will happen to himself later even though Newt has already prohibited him not to come into the Maze. His willingness to help Alby and Minho is greater than the threat or prohibition from Newt.

Thomas, however, feels angry at Minho's pessimistic nature. He is disappointed to see Minho who has underestimated his efforts to help them get out of the Maze that always threatens their lives. He actually wants him to show his gratitude to him but instead he hears that Minho still blames him to have done something stupid to help them

in the Maze, the place which is very dangerous for all of them. Nevertheless, he remains to be patient to face the bad character of Minho who cannot believe his courage.

Thomas gets surprised to find the reality that Minho is selfish. Minho leaves him and Alby who is in a very bad condition after being attacked by the Griever. It means that Minho does not care very much about the accident undergone by Alby. Thomas knows well that before the attack of the Griever, Minho and Alby went together to the Maze to search for the death body of a Griever and the existence of Ben in the Maze. The togetherness that he has shown is useless because Minho finally leaves Alby at the moment he really needs his help.

He then sees Alby who looks very weak and cannot do anything. He slumps near the stone wall. Because of being very worried about Alby's condition, he feels Alby's neck to find out if his pulse is still throbbing. He feels happy because Alby is still alive. He has no heart to leave him alone and tries to help him go out from the Maze even though he does not know where to go. This is, of course, the form of his selflessness, and this can be described through the quotation below.

He couldn't leave a friend to die. Even someone as cranky as Alby. He reached down and grabbed both of Alby's arms, squatted into a sitting position and wrapped the arms around his neck from behind. He pulled the lifeless body onto his back and pushed with his legs, grunting with the effort. But it was too much. Thomas collapsed forward onto his face; Alby sprawled to the side with a loud flump. The frightening sounds of the Griever grew closer by the second, echoing off the stone walls of the Maze. (Dashner, 2009: 75)

The above quotation becomes another proof that Thomas is not a selfish boy. He shows his selflessness by giving his care to Alby who should be saved by him. He has no heart to leave him alone in his very bad condition. He is afraid that the Griever will attack him again. In order to help him, he pulls Alby's body onto his back and pushes with his legs. However, he collapses and Alby sprawls. Because he hears the loud horrible sounds coming closer, he grabs Alby's arm again and starts dragging him along the ground.

4.2 Courage to Be One Own-Self

At the first time he finds himself in the Glade, Thomas feels very confused and scared. He does not know where he is. He looks in every direction; however, he can only see darkness and tries to search for a way out. He can see nothing except to feel the cool metal around him. He then groans in frustration; his echo amplifies through the air like the haunted moan of death. The situation really makes him scared. Then he screams, calls for a help, and pounds on the wall with his fists.

A few minutes later, a number of teenagers come to help him, but he recognizes no one of them. He even sees that most of them do not like to see him. Their facial expressions which are not nice to see really make him restless and scared. Some of them talk to him in a rude manner, but he does not know what he must say to them. He is also afraid that they will do something bad to him if he uses rude words to them. In order to have some friends, he tries to be closer to some of them, and finally they want to be his friends.

Though there are two or three persons who always accompany him wherever he is, they often say something rude or impolite to him. He has no bravery to challenge them in order not to do or say something bad or inappropriate words to him. They even tell

something bad or terrible about what there are in the glade or the maze. Consequently, he always feels restless and scared. Up to this moment, he does not know what he has to do even though he really wants to know many things in this scary place.

His courage can finally be seen. This is found in the moment when he encourages himself to see some tombs in a place which is very dark. It is late in the evening and he walks from one tomb to another tomb while looking at the names written on the wooden bars. He looks around and sees that there are dozens of other tombs. He even finds a tomb in which there is the remains of a decaying body. In such a moment, he hears a sound or snap coming closer to him. He gets very surprised and shouts to the unknown figure to appear but it does not want to appear in front of him. After some minutes later, however, he is suddenly attacked by a thin boy who looks terrible. Realizing what is happening he makes a reaction to protect himself even though the thin boy is able to beat him. He is then slammed to the ground and feels a wood cross his back and it scratches his skin until bleeding. He fights back by pushing and hitting his attacker hard. This courage of him can be proved through the quotation below.

He pushed and swatted at his attacker, a relentless jumble of skin and bones cavorting on top of him as he tried to gain purchase. It seemed like a monster, a horror from a nightmare, but Thomas knew it had to be a Glader, someone who'd completely lost his mind. He heard teeth snapping open and closed, a horrific clack, clack, clack. Then he felt the jarring dagger of pain as the boy's mouth found a home, bit deeply into Thomas's shoulder. (Dashner, 2009: 46)

In the above quotation, it is described that Thomas can be seen to have courage to be himself to fight with the unknown person who attacks her suddenly. This means that he is not frightened to see something horrible and to face any attacker even though he is alone in such a situation.

The unknown attacker really hits him and causes pain like a burst of adrenaline through his blood. Thomas plants the palms of his hands against his attacker's chest and pushes, straightening his arms until his muscles strain against the struggling figure above him. Finally the kid falls back and then he can see clearly the face of the crazed attacker.

He later knows that the Glader who has attacked him is Ben, a thin crazed Glader. He is informed that Ben is always alone and attacks a new comer in the Glade. His attack is very dangerous and it can kill somebody he is attacking. However, Thomas tries to be careful to him and wants to know what make him behave in such a dangerous way.

After the analysis of the subject matter of this study, the writer can make several findings that need to be known by the readers of this study. Because of their courage, Thomas and his friends can go out or escape from the maze in which they have ever suffered very much. Thomas can save one of the Gladers whose name is Alby. He has saved him from the attack of the Grievors that want to kill him. It is found that Thomas is not a selfish boy. He does not want to keep silent meanwhile his friends Alby and Minho are in danger out of the Glade. Because of having courage, he searches and helps them. The courage that he has makes him confident to do something which is useful for himself and other people, successful in his efforts, and finally happy after he gets his success. Thomas is admired by most of the Gladers because he is one of the Gladers who is quite courageous to come into the Glade to save the soul of Alby.

5. Conclusion

Courage, whatever form it is, should be owned by everyone in order that they can get or achieve what they want to, they can win a competition, they can set aside all obstacles in front of them, and they can even be very helpful or useful for other people. Courageous people always feel confident when facing various problems and trying to solve them. In other words, they will not usually feel afraid of facing any of the problems. When they are successful to overcome them, they will usually feel very happy. Most of the people who are courageous show their eagerness to help other people. In other words, they are not selfish. They are sure that they can do many things to help others. Being courageous to face various forms of problems constitutes a very valuable experience that should be shown by anyone at least once in a lifetime.

References

- Bone, Alex. (2017). Seven Benefits to Having Courage. auburnspride.blogspot.com/2015/11/7-benefits-of-having-courage.html.
- Britton, Christian. (2014). The Many forms of Bravery. Themanyformsofbravery-christianb.weebly.com/bravery-in-the-maze-runner.html.
- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Third Edition. London: SAGE Publications Inc.
- Dashner, James. (2009). *The Maze Runner*. New York: Delacorte Press Books United States.
- Evans, P. D. & White, D. G. (1981). Towards an Empirical Definition of Courage. *Behavioral Research and Therapy*, 19, 419-424.
- Gould, N. H. (2005). Courage: Its Nature and Development. *Journal of Humanistic Counseling, Education and Development*, 33, 102-116.
- Lopez, S. J. et al. (2003). Profiling Courage. In S. J. Lopez & C. R. Snyder (Eds.), *Positive Psychological Assessment: A Handbook of Models and Measures* (pp. 185-197). Washington, DC: American Psychological Association.
- McCain, J., & Salter, M. (2004). *Why Courage Matters: The Way to a Braver Life*. New York: Random House, Inc.
- Miles, M. B & Huberman, A. M. (1994). *Qualitative Data Analysis*. 2nd Ed. Newbury Park, CA: Sage.
- Paul, Christie. (2010). *Courage*. New York: Queens-borough Community College.
- Peterson, C. & Seligman, M. E. P. (2004). *Character Strengths and Virtues: A Handbook and Classification*. New York: Oxford University Press.
- Putman, D. (2001). The Emotions of Courage. *Journal of Social Philosophy*, 32, 463-470.
- Sawira, Suhadi, J., and Manugeran, M. (2017). Heroism in Lin Carter's Novel *The Quest of Kadji: Language Literacy*, 1(1), 119 – 140, DOI: <https://doi.org/10.30743/ll.v1i1.249>
<https://jurnal.uisu.ac.id/index.php/languageliteracy/article/view/249/249>
- Shelp, E. E. (1984). Courage: A Neglected Virtue in the Patient-Physician Relationship. *Social Science and Medicine*, 18, 351-360.
- Simonpietry, Javier. (2013). *Courage and Fear*. Conference Paper. DOI: 10.13140/2.1.2852.3845.
- Seligman, M. E. P. And Csikszentmihalyi, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, 55, 5-14.
- Woodard, C. R. (2004). Hardiness and the Concept of Courage. *Consulting Psychology Journal: Practice and Research*, 56, 173-178.

NEGATIVE IMPACTS OF FORCED MARRIAGE IN AISHA SAEED'S NOVEL *WRITTEN IN THE STARS*

Kahfiatika, M. Manugeran

Universitas Islam Sumatera Utara, Medan, Indonesia
e-mail: kahfiatika97@gmail.com

Abstract

Written in the Stars is a novel, written by Aisha Saeed. *Written in the Stars* was originally published in 2000 but republished again March 24th 2015. The story is about a Pakistani-American high school senior girl, torn between love for her culturally conservative immigrant parents and the boyfriend she keeps secret from them. When her outraged parents discover the romance, they take her and her brother on a vacation to visit relatives in rural Pakistan, with plans to force her into an arranged marriage to a local man. The objectives of this study are to find out the negative impacts of forced marriage in Aisha Saeed's novel *Written in the Stars* and to describe the negative impacts of forced marriage. Qualitative Descriptive Research is appropriately applied in this study because this research shows the nature of the situation as it exists at the time of the study. The results of this study show that the implementation of Forced marriage only brings negative impacts to one or both parties. There are two forms of negative impacts found: violence and loss of social relationship. Violence is again divided into two forms: physical violence and verbal abuse.

Keywords: Forced Marriage, Physical Violence, Social Relationship, Verbal Abuse.

1. Introduction

Written in the Stars is a 289 page novel, written by Aisha Saeed, originally published in 2000 but republished again March 24th 2015 and listed as a best book of 2015 by Bank Street Books and a 2016 YALSA Quick Pick for Reluctant Readers.

The story goes to a Pakistani-American high school senior girl, torn between love for her culturally conservative immigrant parents and the boyfriend she keeps secret from them. When her outraged parents discover the romance, they take her and her brother on a "vacation" to visit relatives in rural Pakistan, with plans to force her into an arranged marriage to a local man.

The novel talks of the issue of forced marriage in line with the local tradition of the characters in the novel. The definition of *force* includes physical, psychological, sexual, financial and emotional pressure as well as emotional and psychological abuse or harassment and there are many things that people in many different countries are doing to help prevent forced marriages so that it is important to tell the society that forced marriage is a serious problem right and is not appropriate anymore to the current situations as forced marriage produces various social problems. A way to spread the issues of the negative impacts could be done through academic research and this writing, a thesis, also plays an important role to socialize the matters caused by forced marriage. There are two points of discussion in this writing: violence and the loss of social

relationship. Violence is again sub-divided into two forms: physical violence and verbal violence.

2. Literature Review

2.1 Marriage

In modern times, the important aspects of marriage are social, religious as well as legality. Marriage differs, of course, from other sex relations by the fact that it is a legal institution. It is also in most communities a religious institution, but it is the legal aspect which is essential" (Kefalas, 2011).

From this point of view, marriage is not merely a sexual relationship, but a parental association. It is the union of a male and a female for production and care of offspring and reproduction, therefore, this is another fundamental object or purpose of marriage. Marriage as a physical as well as a moral union is recognized by society as the basis of a family.

2.2 Forced Marriage

A forced marriage occurs when people are coerced into a marriage against their will and under duress, which can include both physical and emotional pressure. A forced marriage is very different from an arranged marriage in which the free and informed consent of both parties is present. The most common type of forced marriage occurs when parents or other family members force one or both of the participants into the marriage. This type of forced marriage is usually supported by the surrounding community, making it difficult to avoid or escape (Bredal, 2011).

Forced marriage is overwhelmingly a form of power and control used against women and girls. Like partner abuse, rape and other forms of sexual assault, it is used to control women, their sexuality, and often, their offspring. If forced marriage is not positioned as a form of violence against women, women's treatment and status throughout society will not be examined, leaving the roots of this form of violence, women's inequality, untouched.

The definition of force includes physical, psychological, sexual, financial and emotional pressure as well as emotional and psychological abuse or harassment. Forced marriage involves situations where you feel pressured to the point where you agree, but only because you feel you did not have the choice to say no, and you would not have consented had the pressure not been placed on you (Millbank, 2011).

2.3 Impact of Forced Marriage

Forced marriage can be seen as an abuse of human rights, a form of domestic abuse and a form of violence against the person, both male and female. When it involves people with a disability or severe mental illness it is an abuse against a vulnerable adult. If it affects children and young people, it is child abuse; so it is worth noting the manner in which issues such as child forced marriage are represented as harmful cultural practice while instance of everyday violence against women, particularly in majority communities, such as domestic violence and marital rape always exists.

Forced marriage as already mentioned above, is a violence against human rights and it is a crime towards humanity with various forms of impacts. The significant ones always seen are violence in the forms of physical violence, emotional violence, and Verbal Violence. Loss of contact with the surrounding is another form of the impact of forced marriage (Sabbe. et al., 2014).

2.4 Violence

Violence is one of the most problematic issues society faces today, and it has been increasing day after day, in the streets of our cities. The most common description of what violence really is can be given as negativity towards something or someone either through physical or verbal actions, which often causes the victim to suffer pain. The different types of violence that exist in our multi-cultural society are out-numbered, but the most evident ones are domestic, gang, sexual, and racial violence. While violence can definitely be reduced, it will never be eliminated due to the nature of humans (Flannery, 2015).

As with its impacts, some causes of violence are easy to see. Others are deeply rooted in the social, cultural and economic fabric of human life. Recent research suggests that while biological and other individual factors explain some of the predisposition to aggression, more often these factors interact with family, community, cultural and other external factors to create a situation where violence is likely to occur.

2.4.1 Physical Violence

Depending on the breadth of definition, violence is a ubiquitous social phenomenon. Alongside state and collective violence, such as dictatorship, state terrorism and situations of civil war or war, individual violence in the public or in the private domain is in the focus of interest with regard to the everyday situation. Violence constitutes a serious form of aggression, entailing, in addition to malice, also an imbalance in psychological or physical power. Frequently, research distinguishes between direct (physical) and indirect forms of violence (verbal/psychological and social/relational, i.e. with the intention of damaging social relationships). With regard to individual violence, a further differentiation can be made according to the various social environments, within which an act of violence may occur: domestic violence, i.e. violence by or against a partner or another family member, violence in the workplace, or violence between known or previously unknown persons (Schlack, 2013: 1 - 3). Physical violence occurs when someone uses a part of their body or an object to control a person's actions.

2.4.2 Verbal Abuse

Verbal abuse is a common variety of violence, which encompasses a relatively large spectrum of behaviors, including accusing, undermining, verbal threatening, ordering, trivializing, constant forgetting, silencing, blaming, name-calling, overtly criticizing. Verbal abuse is compatible with other forms of violence, including physical violence and psychological violence. Verbal abuse can also be categorized as hate speech, words expressed to cause hurt others. Hate speech can be understood as any form of expression that is propagated to incite, promote or justify racial hatred, xenophobia, anti-Semitism, or other forms of hatred rooted in intolerance, including intolerance expressed by nationalism and aggressive ethnocentrism, discrimination and hostility towards minorities and migrants (Weber in Rangkuti, et.al., 2019).

Verbal abuse may be sometimes seen also a form of liberation for the most oppressed. The exercise of humor may be in some case entrenched with some forms of verbal abuse: from politically incorrect jokes to simple mocking, humor may seem a manner to exercise violence over other people. At the same time, humor is amongst the most democratic and gentle tools for social protests, as it requires no particular affluence and arguably provokes no physical damage and need not cause great psychological distress. The exercise of verbal abuse, perhaps more than any other forms of violence,

requires a continuous check on the part of the speaker of the reactions to her words: humans almost invariably end up exercising violence over each other; it is only by educating people to try and refrain from their behaviors that they may be able to live peacefully (Holly, 2016).

2.5 Loss of Social Relationship

Loneliness is linked to an increased risk of heart disease, viral infections, cancer and Changes in the immune system. They assure that a person's social environment can affect their health, with those who are socially isolated are exposing to a high risk of mortality than people who are not. This shows that social relationship is important without which no one could survive in life (Psaltis, 2015).

It is already known that a person's social environment can affect their health, with those who are socially isolated—that is, lonely suffering from higher mortality than people who are not. Feelings of social isolation are linked to alterations in the activity of genes that drive inflammation, the first response of the immune system. Having previously established that lonely people suffer from higher mortality than people who are not, researchers are now trying to determine whether that risk is a result of reduced social resources, such as physical or economic assistance, or from the biological impact of social isolation on the function of the human body, and the loss of social relationship might cause one to live a life of terror and threat (Holt-Lunstad, 2018).

3. Research Method

Qualitative research is implemented in this study. The main data are taken from the novel in the forms clauses, sentence referring to negative impacts of forced marriage and then interpreted into the form of words rather than numbers (Creswell: 2013). Following Herbert's theory (1993: 43) that a library research is a research to collect ideas, theories, and reported empirical data within the context of scholarship in the library, the supporting data for this study are then collected from many sources, especially books and websites.

The analysis focuses on physical violence, verbal abuse and loss of friendship or environment. The mass of data have to be organized and somehow meaningfully reduced or reconfigured. The data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Not only do the data need to be condensed for the sake manageability but also also have to be transformed so they can be made intelligent in terms of the issues being addressed.

4. Discussion

4.1 Physical Violence

Both male and female victims may be subject to repeated sexual assault (including rape), domestic violence from their partner or extended family, or enforced domestic family service. Women may be disproportionately affected by sexual assaults.

Violence often occurs in forced marriages because of a sense of control. When a girl marries a man from a rich family, feeling of control everything gets bigger. In the end, they use the road of physical violence to remind her daughters-in-laws with whom they marry and how they should behave and what will happen if they fight against their in-laws. The following quotation proves physical violence that happens in the novel:

“You will keep doing these dishes until they are perfect, and you will keep doing them again and again for the rest of your life until you learn how to do it right.” (Saeed, 2000: 170).

The quotation above shows how Naila’s mother-in-law, Nasim, gives Naila a lot of hard works to bestow Nasim’s resentment at Naila for not behaving the way Nasim wants her to. It can be seen Nasim’s action is to intimidate Naila. Nasim tries to tell Naila that in this house Nasim is in charge, and Naila will keep receiving physical violence like this as long as Nasim does not get what her wish.

Other evidence is seen when Amin, Naila’s husband, uses forces on Naila when he wants to have sex with her. This matter shows that instead of getting happiness, Naila feels that she is being tortured as indicated in the quotation below:

I try to sit up, to reach for the light on the nightstand, but his hands press against my shoulders, pushing me down.
..... My arms are pinned behind me. My body is racked with sobs as he pulls at my clothing. Suddenly, I scream. Pain envelops me.
..... I feel numb (Saeed, 2000: 186).

The quotation above indicates that Naila’s husband, Amin, forces Naila to have sex. When Naila states her refusal and beg Amin not to do it, Amin continues to do so by using physical force against Naila. When Naila tries to sit up to reach the light, Amin with his hand presses against Naila’s shoulders to stop her from doing so. Amin pins Naila’s arms to stop her fight against what he does. Naila feels hurt and finally Naila becomes numb. She cannot feel any pain anymore. Having sex for Naila is more like getting raped.

4.2 Verbal Abuse

Verbal abuse may be sometimes seen from a form of liberation for the most oppressed. Humor may be in some case entrenched with some forms of verbal abuse: from politically incorrect jokes to simple mocking, humor may seem a manner to exercise violence over other people.

Verbal abuse often occurs in order to isolate someone, usually it discourages someone and eliminates one's confidence. In the novel, verbal abuse often occurs when Nasim, Naila's mother-in-law, and Saba, Naila's sister-in-law, are not satisfied with Naila's behavior. Nasim and Saba continue to give sarcastic comments to Naila in the hope that Naila would be aware of her position:

My sister is coming in a few hours,” Nasim says over lunch the next day.
“Can you put something decent on before she arrives? There are at least ten outfits pressed and hanging in your closet. It shouldn’t be too difficult to pick one.” (Saeed, 2000: 165).

Nasim gives sarcastic comments to Naila. Nasim is offended because Naila is wearing clothes from her parents' house, instead of clothes given by Nasim’s family. Nasim feels Naila does not respect her family. Therefore, Nasim says to Naila that, it should not be difficult to choose one fancy dress from her closet. Her family already gives Naila ten luxurious clothes that Naila can easily choose. Nasim subtly says that Naila should not make troubles in the house.

Nasim regards that the sarcastic comments to Naila is to remind her that she should always behave as told:

...“I remember when you first arrived, everyday a new outfit and a new gold set. A proper bride.”Feiza fidgets in her chair and casts a glance in my direction.

...“She just has a good attitude,” Saba says.

.....but have you ever seen her complain? She has a good temperament. Not everyone is gifted with that.” (Saeed, 2000: 165).

The sarcastic comments given by Nasim are not only to compare Naila and Feiza's behavior, but also to remind Feiza not to behave like Naila. Nasim praises the good etiquette of Feiza; she always obeys and never complains. Simultaneously, Nasim has warned Feiza to continue like that and Naila needs to behave like Feiza.

4.3 Loss of Social Relationship

It is already known that a person's social environment can affect their health, with those who are socially isolated—that is, lonely suffering from higher mortality than people who are not. Feelings of social isolation are linked to alterations in the activity of genes that drive inflammation.

One of the negative effects of forced marriage is the loss or breakdown of social relationship that has been established, whether it is friendship or the relationship between the child and parents. Termination of this relationship can occur from one party, it can be the child who breaks the relationship or vice versa the parents who break the relationship or even both parties decide to break the relationship. It is possible for the child to disconnect because the anger of the Forced Marriage they experience. Parents may decide to cut ties with their children so that the child does not get support or a reason to run away from her forced marriage. The following quotations proves the loss of social relationship that happens in the novel:

...Khala Simki's eyes light up as she hugs me. She seems not to notice my hands hanging limp at my sides. My mother approaches me.

..... She reaches out to embrace me, but no—I can't. I take a step back and look away (Saeed, 2000: 189).

When Khala Simki hugs Naila, Naila does not return her hug likewise, when Naila's mother approaches and wants to hug Naila, Naila backs down and refuses to see her mother. This is because of her anger towards her family because of forced marriage that happens to her. Naila's family has lost their harmonious relationship with Naila.

The quotation describes the loss of a relationship between father and daughter. They have lost the relationship not only because of forced marriage, but also because of her father's decision to comeback to US without telling Naila. The quotation below, shows that Naila feels betrayed by her father:

My brother and father are gone. I try to process this. They've resumed their life, as though I was never a part of it. I want to feel something, but no emotion rises to the surface. I feel outside of myself, observing events in a parallel universe I no longer inhabit (Saeed, 2000: 190).

It is portrayed that Naila is shocked by the actions of her father and brother who return to US without telling her. Naila feels betrayed by her father. From that statement, It is seen that Naila feels disappointed because her father leaves her. Naila and her father has lost the relationship between father and daughter. The pain that Naila feels cannot even be felt anymore, Naila cannot feel any emotions anymore. Even the warmth of the family that is happening around her at home does not mean anything to her.

Then, the next quotation is other evidence that shows the loss of social relations between Naila and her boyfriend and friends in US. Here we can see how Naila is looking for her phone hidden by her father. She wants to contact her friends and boyfriend in the US but Naila must know that all is gone:

“It’s gone.” I freeze. Selma is at the door, watching me. “What’s gone?”
“The phone. Your dad, he destroyed it.” “You’re sure?” “Yes,” she says softly. “I saw the broken pieces in the trash can after you got married”
(Saeed, 2000: 196).

The quotation shows how Naila's father breaks Naila's relationship with her boyfriend and friends by destroying her phone right after her wedding. It can be seen how Naila's father breaks all relations that Naila has in US. All hope of Naila has gone.

5. Conclusion

After analyzing the negative impacts of forced marriage in Aisha Saeed’s novel *Written in the Stars*, the writer comes to conclusions that the implementation of forced marriage is still common among young women in rural villages in Pakistan. The implementation of forced marriage will only bring negative impacts to one or both parties. Physical violence often occurs in forced marriages, it can be from her husband or in-laws or other family members or even the bride own family and its common things to happen for them. In forced marriages, brides often receive mental pressure due to verbal abuse they receive from their husband's family members. And also forced marriage causes a reduction or loss of the relationship between the bride and her family. Forced marriage should never happen in the first place. Overall there are two forms of negative impacts in the results of the study, violence and loss of social relationship. Violence is again divided into two forms, physical violence and verbal abuse.

References

- Bredal, A. (2011). *Between Power and Powerlessness*. Vol. 1, No. 4. Oslo: Institute for Social Research. http://www.socialresearch.no/content/download/31823/630521/file/R_2011_4web.pdf (12 March 2019)
- Cresswell, W. J. (2013). *Mixed Method Research*. Nebraska: University Press.
- Creswell, J. W. (1994). *Qualitative inquiry and research design: Choosing among five traditions* (3rd ed.). Thousand Oaks, CA: Sage.
- Flannery, D. J., Vazsonyi, A.T. & Waldman, I.D. (Eds.) (2015). *The Cambridge handbook of violent behavior and aggression*. Cambridge: Cambridge University
- Herbert, Martin. (1993). *Planning a Research Project*. London: Cassel.
- Holly, Kellie. (2016). *What is Verbal Abuse? Healthy Place*. <https://www.healthyplace.com/abuse/verbal-abuse/what-is-verbal-abuse> (23 March 2019)
- Holt-Lunstad, Julianne. (2018). *Why Social Relationships Are Important for Physical Health: A Systems Approach to Understanding and Modifying Risk and*

- Protection*. Annual Review of Psychology Vol. 69:437-458. Retrieved from <https://doi.org/10.1146/annurev-psych-122216-011902> (22 March 2019)
- Kefalas, Maria J. et.al. (2011). *Marriage is More than being Together: The Meaning of Marriage for Young Adults*. ResearchGate. Vol. 32, No. 7. Retrieved from <https://www.researchgate.net/publication/254114959>
Marriage_Is_More_Than_Being_TogetherThe_Meaning_of_Marriage_for_Young_Adults (11 March 2019)
- Millbank, Jenni. (2011). *Forced Marriage and the Exoticization of Gendered Harms in United States Asylum Law*. *Colombia Journal of Gender and Law*. Vol. 19, No. 3. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1757283 (1 March 2019)
- Psaltis, Charis, et.al. (2015). *Social Relations in Human and Societal Development*. ResearchGate. https://www.researchgate.net/publication/267154718_SocialRelations_in_Human_and_Societal_Development (30 March 2019)
- Rangkuti, Rahmadsyah, et.al. 2019. Hate Speech Acts: A Case in Batu Bara. *Language Literacy: Journal of Linguistics, Literature and Language Teaching*. Vol. 3, No. 2. <https://jurnal.uisu.ac.id/index.php/language-literacy/article/view/1998/pdf> (December 2019)
- Sabbe, Alexia. et.al. (2014). *Forced Marriage: An Analysis of Legislation and Political Measures in Europe*. Springer. <http://icrh.org/sites/default/files/forced%20marriages%20paper.pdf> (3 March 2019)
- Schlack, R. J. Rudelet. al. (2013). *Physical and Psychological Violence Perpetration and Violent Victimization in the German Adult Population*. Berlin: Springer-Verlag Heidelberg.
<http://www.Violenciaintrafamiliar.es/download/Informe%20de%20victimizaci%C3%B3n%20en%20Alemania%20Encuesta%20de%20salud%20DEGS1.pdf> (20 March 2019)

LOVE PREREQUISITES IN PABLO NERUDA'S POEM *IF YOU FORGET ME*

Siti Khairunisa Zaluku, M. Manugeran

Faculty of Literature, Universitas Islam Sumatra Utara, Medan, Indonesia
e-mail: sitikhairunisah53@gmail.com

Abstract

The poem is one of Pablo Neruda's finest collections, containing undivided feelings for someone with picturesque comparisons with life and spiritual elements. The poem depicts a person's selfless and pure love for another. It is about two choices a boy has given to a girl, whether the girl will forget him or come to him. While the first half of the poem is incredibly romantic and flattering, the third and fourth stanzas paint a very different picture, and they serve as a warning to Neruda's mistress. The third stanza stands on its own, cautioning Neruda's lover that if she stops loving him, he will do the same in return. It also begins the first in a string of ultimatums Neruda offers to his lover. The study is conducted by means of descriptive qualitative method, showing social pictures, in this case matters of love. The grand theory used is taken from Steinberg's triangular theory of love. The results show that harmony in love could be obtained by means of intimacy, passion and commitment.

Keywords: passion, intimacy, commitment

1. Introduction

Ricardo Eliecer Neftalí Reyes Basoalto (Pablo Neruda) was born on July 12, 1904 in Parral (Chile). He is actually a Chilean poet-diplomat and politician and also known as one of the greatest Spanish-language poets of the 20th century. Neruda wrote his poems in a variety of styles, including surrealist poems, historical epics, overtly political manifestos, a prose autobiography, and passionate love poems such as the ones in his collection *Twenty Love Poems and a Song of Despair*. In 1971, Neruda was awarded the Nobel Prize in Literature. He died in Santiago on September 23, 1973, due to a prostate cancer.

If You Forget Me is one of his *Twenty Love Poems and Song of Despair's* collection. This poem was written when Pablo Neruda was in exile from Chile, during which time he also had an affair with Matilde Urrutia, the woman who then became his third wife. It is estimated that the poem was written for Matilde. This poem shows how when someone can take over your mind, everything you see, hear, touch, or naturally will remind you of that person. In this poem, Neruda also tells about the consequences if his lover stop loving him. Love can only last long when a relationship is cared for and not ignored. As soon as one person does not see it as important, the relationship begins to wither.

Based on the statement above, it can be seen that the fact is that love is conditional. There are love prerequisites that each person must have if they want to maintain their love relationship. The reason why the writer chooses the topic is because the prerequisites of

love are important in a relationship. It is impossible for someone to fall in love with someone else without one condition. For example, there used to be a true story of a woman who was very beautiful, apparently willing to marry a man with a disability, could not stand and was only lying on his bed, his mouth always mumbling and drooling. Patiently the beautiful woman wiped the saliva of the disabled man. Wherever they are, the beautiful woman always takes the disabled man with a crib. One time there was someone who was curious and asked her why she wanted to marry the disabled man even though there were still many normal men out there and certainly well established. The very beautiful woman answered, "the reason why I want to marry him because I believe he is the one who will take me to heaven because I hear from his mouth that he never stops saying the holy verses of Allah." That is why the writer decides to analyze the love prerequisites in this study.

2. Literature Review

2.1 Love

Scientifically, love is a biological process that forms a chemical reaction in our body. Love is influenced by the release of hormones, neurotransmitters. Hormone "Horman" which means "move", or in other words the hormone is the chemical messenger between cells or between groups of cells that can only spread in the body.

De Saint-Exupéry (1984) states that love does not consist of gazing at each other, but in looking outward together in the same direction. Hendrick and Hendrick (1989) says that none phenomenon can describe how love is, ultimately love is a complex set of emotional and mental states. Love is a strong affection for or attachment or devotion to a person or persons. It implies intense fondness or deep devotion and may apply to various relationships or objects. What distinguishes love from "affection" or "attainment" is that the feelings implied by the latter are not as powerful or deep as those implied by love. Also, love can be treated in a broad sense to mean the feeling of benevolence and closeness (or brotherhood) that people may have for each other. (Thisen, 1987: 31-53.)

Love is an expression of emotion that has the meaning to have each other, in need, mutual respect, the place to channel desires and so on related to love and ultimately lead to happiness between two people who like each other.

2.2 Prerequisites of love

Prerequisite is partly based on requirere, meaning "to need or require". So a prerequisite can be anything that must be accomplished or acquired before something else can be done. Possessing a valid credit card is a prerequisite for renting a car. A physical exam may be a prerequisite for receiving a life-insurance. So love prerequisites can be interpreted as conditions that are needed if you want to have a love relationship.

Sternberg (1988) puts forward a triangular theory of love, theory which states that there are three components in love, namely intimacy, passion, and commitment.

2.2.1 Intimacy

Intimacy refers to feelings of closeness, connectedness, and bondedness in loving relationships. It thus includes within its purview those feelings that give rise, essentially, to the experience of warmth in a loving relationship.

The following are examples of intimacy components in a relationship:

- 1) Intimate intense communication.

- 2) A desire to make your partner happy.
- 3) Having a happy feeling when with a partner.
- 4) Understanding and supporting a partner's situation.
- 5) Trying to respect your partner and loved ones.

2.2.2 Passion

Passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationships. The passion component includes within its purview those sources of motivational and other forms of arousal that lead to the experience of passion in a loving relationship.

Indications in the element of passion include:

1. Sexual needs,
2. The desire and need to meet a partner to fulfill a passion,
3. Dominating each other,
4. Always thinking of loved ones,
5. Willing to sacrifice for the sake of a partner.

2.2.3 Commitment

Decision/commitment refers, in the short-term, to the decision that one loves a certain other, and in the long-term, to one's commitment to maintain that love. These two aspects of the decision/commitment component do not necessarily go together, in that one can decide to love someone without being committed to the love in the long-term, or one can be committed to a relationship without acknowledging that one loves the other person in the relationship.

The following are examples of forms of commitment:

1. Agreeing with a joint decision to establish a relationship.
2. Being able to overcome obstacles together.
3. Being able to maintain loyalty well.
4. Mutual trust and maintain trust between you and your partner.

3. Research Method

The research method used is qualitative research design. In qualitative research method, the data are taken from many texts and are then explored and analyzed using descriptive qualitative method since it intends to identify clauses, sentence and will be interpreted into the form of words rather than numbers (Creswell, 2013: 87). This is in line with the statement given by Johnson and Waterfield in Yi-Huey Guo (2019) that social constructs should be "interpreted" rather than "measured". In this case, the data are taken from Neruda's poem *If You Forget Me*, in the forms of lines of chosen stanzas.

In addition, this study also follows the theory of Siswantoro (2008) who claims that research data are collected by observation method, heuristic and hermeneutic reading. Observations are made by reading the poem repeatedly and carefully, so the researcher can comprehensively understand the whole text.

The procedures are as follows, Observation, Text elaboration, Identifying the data and collecting the theory relating to this analysis, Reading and understanding the content of the poem, Making important note based on prerequisites of love in the poem and Finding the points and describing how love prerequisites in the poem *If You Forget Me* are exposed.

The data analysis technique used in this research is technique qualitative descriptive analysis by means of text reading (Siswantoro: 2008). After collecting data by understanding the contents of the poem, the researcher comes to the next step of this research that is to find to points of love prerequisites, focusing on the object of the research. In this section the step begins by finding out anything about love. The next step is finding the points of love prerequisites contained in the poem and then describing how love prerequisites are applied.

4. Results and Discussion

At the beginning of the poem, in the first stanza, Neruda only wrote one line "I want you to know one thing". If we interpret the sentence it will still raise questions to the reader, but when the sentence is combined with the title it will read "If you forget me, I want you to know one thing". Which means that in the first stanza Neruda gave a stern warning marked with the words "one thing" which was intended for anyone in the poem. And the meaning of this poem continues after the title of the poem "If You Forget Me." This poem tells what if later his girlfriend forgot him.

In the second stanza, Neruda revealed his feelings to his girlfriend was. "If I look at the crystal moon, at the red branch of the slow autumn at my window, if I touch near the fire the impalpable ash or the wrinkled body of the log, everything carries me to you," In this section Neruda revealed about his feelings to his girlfriend that time was spun for so long, and that was marked by the words "slow autumn" may be because he always thought of his girlfriend and whatever he sees and touches will end by reminded him of his girlfriend. The next line Neruda wrote "as if everything that exists, aromas, light, metals, were little boats that sail toward those isles of yours that wait for me." This section Neruda explains that he feels the particles around him are like intermediaries who bring him to his girlfriend who is waiting faithfully for him how he was then.

If the first and second stanzas use a low tone and are more likely to be romantic, another case with this third stanza if the situation is different. Neruda wrote "Well, now, if you stop loving me I shall stop loving you little by little". In this stanza Neruda explained the decision he would take if his girlfriend no longer loved him. He will also stop loving her because he thinks it is a useless thing.

The fourth stanza is still a continuation of stanza three. If suddenly you forget me don't look for me, for I shall already have forgotten you. He emphasizes that if his girlfriend forgets and doesn't need him anymore, then he will also forget her. In order to emphasize this even more, Neruda only includes that one thought into the stanza. It is interesting to note Neruda's diction in that last line "I shall already have forgotten you." He tells his girlfriend that if she suddenly forgets him, he wants her to know that he was the one who forgot first. It seems important to him that she knows it is she who was forgotten first.

In the fifth stanza, Neruda repeats his commitment to his girlfriend. This is confirmed by the words "and you decide to leave me at the shore "and "remember that on that day, at that hour, I shall lift my arms and my roots will set off to seek another land".

In the fifth stanza Neruda said in his poem that if his girlfriend was bored because of the very long wait, and left her where they first met and fall in love with, then at that moment Neruda said that she would throw away all of her dreams and memories to live together her lover and will look for a new girlfriend.

In the sixth and final stanza, however, Neruda changes his tone once again, this time returning to the romantic and passionate tone of the first stanza. The first line of the

last stanza is comprised of a single word: “But.” This gives the reader the impression that all that has been occurring in the previous stanzas has been setting the stage for this final one. It is as if the speaker is telling his lover, “If you do any of these things, I will do them back to you, but if you do not, this will happen instead,” for the remaining lines of the final stanza reveal what will happen if the lover does not forget him. If, instead, she feels “...that you are destined for me,” the feeling will be returned.

In the last stanza, Neruda compares his love for his girlfriend to a fire: it feeds off of the love his girlfriend has for him, and therefore, it can only be extinguished if her love dies. The speaker closes by vowing that as long as his lover lives, the love they share for each other will be cradled between them, in their arms.

4.1 Love Prerequisites in the Poem

This research covers the three points of love prerequisites adopted. They are, intimacy, passion, and commitment.

4.1.1 Intimacy

Intimacy refers to feelings of closeness, connectedness, and bond in loving relationships. It thus includes within its purview those feelings that give rise, essentially, to the experience of warmth in a loving relationship.

“If I look at the crystal moon, at the red branch of the slow autumn at my window, if I touch near the fire the impalpable ash or the wrinkled body of the log, everything carries me to you.” (Neruda, 1952: 2)

The quote above is part of stanza 1, showing how much he loves his lover. He stated that whatever he saw and touched always reminded him of his lover. He even described his lover like a crystal moon, which means indirectly he praised the beauty of her. In this section Neruda revealed about his feelings to his girlfriend that time was spinned for so long, and that was marked by the words “slow autumn” may be because he always thought of his girlfriend and whatever he sees and touches will end by reminding him of his girlfriend.

“as if everything that exists, aromas, light, metals, were little boats that sail toward those isles of yours that wait for me.” (Neruda, 1952: 2)

In this part, Neruda says again that it is as if everything in this world is an intermediary that makes him always want to be closer to his girlfriend and he feels the particles around him are like intermediaries who bring him to his girlfriend who is waiting faithfully for him how he was then.

4.1.2 Passion

Passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationships. The passion component includes within its purview those sources of motivational and other forms of arousal that lead to the experience of passion in a loving relationship. Even though in this poem there are no words that refer to sexual desire, but in the second stanza we can find that Neruda always thinks of his girlfriend.

“But if each day, each hour, you feel that you are destined for me with implacable sweetness, if each day a flower climbs up to your lips to seek me, ah my love, ah my own, in me all that fire is repeated, in me nothing

is extinguished or forgotten, my love feeds on your love, beloved, and as long as you live it will be in your arms without leaving mine.”
(Neruda, 1952: 6)

The sixth stanza explains the opposite of the third stanza to the fifth stanza. In this stanza, Neruda explained that if his girlfriend still wants to be with him forever, he will not leave and will continue with his girlfriend forever. In his poem, Neruda wrote that he could love his girlfriend in such a way if his girlfriend also loved him, and Neruda would love her very deeply. And his passion was expressed by the words “with implacable sweetness.”

Neruda also expressed his happiness if his girlfriend always mentioned his name all the time. And that was marked by romantic words “if each day a flower climbs up to your lips to seek me.” And he also said in his poem that as long as his girlfriend still loved him, he was sure that his love would never die and he would always remember it for the rest of their lives. It was marked because he compared “fire” in his poetry with his love.

4.1.3 Commitment

Decision/commitment refers, in the short-term, to the decision that one loves a certain other, and in the long-term, to one's commitment to maintain that love. These two aspects of the decision/commitment component do not necessarily go together, in that one can decide to love someone without being committed to the love in the long-term, or one can be committed to a relationship without acknowledging that one loves the other person in the relationship. Here are some quotes from poems that emphasize the element of commitment:

“Well, now, if little by little you stop loving me I shall stop loving you little by little.” (Neruda, 1952: 3)

The quote above is the first commitment to his girlfriend that if Neruda's girlfriend cannot commit to love him and even stop loving him then he also does the same, because he thinks it is a useless thing. In this stanza Neruda explained the decision he would take if his girlfriend no longer loved him.

“If suddenly you forget me do not look for me, for I shall already have forgotten you.” (Neruda, 1952: 4)

The above quote is a second commitment clearly stated by Neruda that if his lover does not need Neruda again in her life and decides to forget him, Neruda firmly says that he is the first person to forget his lover. In this stanza, Neruda only wants a commitment to be faithful in having a love relationship, to be responsible in loving, and to maintain love no matter what happens later.

“If you think it long and mad, the wind of banners that passes through my life, and you decide to leave me at the shore of the heart where I have roots, remember that on that day, at that hour, I shall lift my arms and my roots will set off to seek another land.” (Neruda, 1952: 5)

Neruda once again give a commitment to his girlfriend as mention in the quote above. Neruda states that if his lover left him then he would immediately leave her at that moment. In the fifth stanza Neruda said in his poem that if his girlfriend was bored because of the very long wait, and left her where they first met and fall in love with, then at that

moment Neruda said that she would throw away all of her dreams and memories to live together her lover and will look for a new girlfriend.

5. Conclusion

This poem contains three of the love prerequisites, commitment, intimacy, and passion based on the theory of Stenberg.

Commitment is about being with another person in a relationship, but love is not always necessary. A person may want to be with someone else because they have affection for them, or it may just be a feeling of comfort that motivates them. Being at ease with another person is part of a relationship, and this may suffice for someone to remain with their partner. If formal vows have been taken by the couple, a person may feel responsible for staying together. This does not necessarily signify love or caring, but it does form the basis of their commitment. Commitment is what holds a couple together through the ups and downs of life, but it does not necessarily signify love. Love is what makes a person want to keep their commitment no matter what happens, and this may fade in and out during the span of a relationship. Commitment and love combined make a great relationship, but each can form the basis of a working relationship on its own.

Intimacy usually denotes mutual vulnerability, openness, and sharing. It is often present in close, loving relationships such as marriages and friendships. The term is also sometimes used to refer to sexual interaction but intimacy does not have to be sexual. Intimacy can be vital to maintaining a healthy social life. If you avoid intimacy, you may find yourself isolated or in constant conflict with others. When fear of intimacy disrupts a relationship, couples counseling or individual therapy may help.

Passion is strong and barely controllable emotion. Passion is a very strong feeling about a person or thing. Passion is an intense *emotion*, a compelling *enthusiasm* or *desire* for something. Love is all about what you feel to care about, that comes along with affection, desire and pleasure. Whereas, Passion can be understand completely in adjective sense.

References

- Creswell, J. W. (2013). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- De Saint-Exupéry, A. (1984). *Airman's Odyssey*. New York: Reynal & Hitchcock.
- Hendrick, C., & Hendrick, S. S. (1989). Research on love: Does it measure up? *Journal of Personality and Social Psychology*, 56, 784-794.
<http://dx.doi.org/10.1037/0022-3514.56.5.784>.
- <https://www.familyfriendpoems.com/poem/if-you-forget-me-by-pablo-neruda>
- Guo, Yi-Huey. (2019). Understanding the Genre Features of Qualitative Research: A Case Study. *Language Literacy: Journal of Linguistics, Literature and Language Teaching* Volume 3, Number 2. DOI: <https://doi.org/10.30743/ll.v3i2.1674>
<https://jurnal.uisu.ac.id/index.php/language-literacy/article/view/1674/pdf>
- Neruda, P. (1952). *Los Versos Del Capitan: Poemas De Amor*.
<https://www.espoesia.com/si-tu-me-ovidias-pablo-neruda/>
- Siswanto. (2008). *Metode Penelitian Sastra: Analisis Psikologi Sastra*. Surakarta: Muhammadiyah University Press.
- Sternberg, R. J. (1988). *The Triangle of Love: Intimacy Passion and Commitment*. New York: Basic Books.

Thisen, J. (1987). *A Theory of Love in the Contemporary World*. *International Journal of Social Economics*, Vol. 14 No. 12, pp. 31-53. <https://doi.org/10.1108/eb014094>

LIE IN MARK HADDON'S NOVEL *THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME*

Fadil Muhammad, Pardi

Faculty of Literature, Universitas Islam Sumatera Utara, Medan
e-mail: mhdfadhil787@gmail.com

Abstract

This research aims to analyze lie and types of lie in Mark Haddon's novel entitled *The Curious Incident of The Dog in the Night-Time*. The fifteen-year-old narrator of the story, Christopher John Francis Boone discovers the slain body of his neighbor's Poodle Wellington, on the neighbor front lawn, one evening and sets out to uncover the murderer. His investigation is at times aided, and at other times hampered, by the mild form of Autism he lives with. Christopher has a certain character. He finds difficulty in his social interaction; be it in his appearance, language attitude, or thinking. In addition, Christopher has an intelligent ability. He is able to interpret objects around him well. The novel ends with Christopher planning to take A-level exams in physics and further math, and then attend a university in another town. The method of the data analysis in this research uses descriptive qualitative method, and the theory applied in this research was following Bryant (2008) who divided lie into 3 types, i.e. real lies, white lies, and gray lies. The research result shows that all the three types of lie proposed by Bryant are vividly reflected by Christopher in the novel.

Keywords: *Characteristic, Lie, Types of Lie,*

1. Introduction

The Curious Incident of the Dog in the Night-time written by Mark Haddon takes place in the year 1998 in and around the town of Swindon, England. The fifteen-year-old narrator of the story, Christopher John Francis Boone, discovers the slain body of his neighbor's poodle, Wellington, on the neighbor's front lawn one evening and sets out to uncover the murderer. His investigation is at times aided, and at other times hampered, by the mild form of autism he lives with. After Christopher hits a policeman in a misunderstanding at the scene of the crime, the police take Christopher into custody. They release Christopher with only a stern warning, under the condition that he promises to them and to his father not to look into the murder any further.

There is no universally agreed upon definition of lying. It is commonly agreed that, as contrasted with the verb 'deceive,' which is a success or achievement verb like 'persuade' or 'cure,' the verb 'lie' is not a success or achievement verb. The speech act of lying is not an elocutionary speech act. That is, whether or not an act of lying has occurred does not depend on whether a particular effect, such as a false belief, has been produced. A lie that is 'seen through' by its audience while it is being told to them, and

hence, that does not deceive them, is still a lie. Properly speaking, therefore, lying is not a type of deceiving. Beyond this, there is little consensus on defining lying. Although most hold that lying requires that one make a statement, some hold that merely acting in an intentionally deceptive way is lying. On this view, for example, faking a limp is lying. Some even hold that simply remaining silent, with a deceptive intention, is a 'lie of omission.' Although most hold that lying requires that one make a statement that one believes to be false (an untruthful statement), some hold that it is possible to lie by making a statement that one believes to be true (a truthful statement), so long as this is done with a deceptive intention. Although most hold that in order to lie one must be addressing someone, some hold that it is possible to lie to eavesdroppers. Some even hold that it is possible to lie to no one at all, not even oneself that, for instance, simply making untruthful statements in an empty room can be lying.

2. Literature Review

Lying is a behavior that seems common throughout various cultures, ages, settings, and more. Lying also seems to be associated with several societal problems; it often disrupts social relationships, causes problems in the workplace, and corrupts politics, for examples. Most often, however, individuals who engage in lying behavior are considered to be liars, whereby the problem of lying is considered to reside within the individual. Following from this, the individual is to be held responsible for their lying behavior. In this sense, a consideration of environmental factors that lead to the development and persistence of lying is bypassed, as the problem of lying is assumed to reside within the individual (Fryling, 2016: 13).

2.1 The Structure of a Lie

Lies and truths also differ in the way in which they are constructed. It is often the case that more than one possible lies is available. In this case the particular lie produced needs to be explicitly chosen from a range of alternatives. For a lie to be convincing then it must be plausible and consistent with previous information and so selecting such a lie introduces additional constraints. Truths, on the other hand, seem to be generated automatically without a need to always select "which" truth, since stimulus questions must merely be evaluated in relation to known information. The procedures needed to choose which lie to use and to verify the plausibility may be costly to operate. (Boaz TL, Perry NW, Raney G, Fischler IS, Schuman D in Williams, et.al, 2013: 2)

Like all humans, lies determine many things (Waelder in Akhtar & Parens, 2009). Every lie is an instinctual pressure, narcissistic interest, superego disability, and ego weakness. Every lie is a fantasy of my imagination and an attempt towards a feared imaginary scenario. Every lie is a psychological maneuver to change self-object relations; the object involved may be a certain human being or a world that is spread. Every lie has its origin and finish both in the soul of the subject and its interpersonal environment. Every lie creates something and makes something. Contrary to the truth, every lie, to a greater or lesser degree, attacks, or is greater, opposes great separation, limitations, and the nature of aggression, genital differences, and incest barriers that are everywhere. The above is a description of various basic elements in lies.

2.3 The Types of Lies

According to Bryant, Erin M. (2008: 23-48), lie can be divided into 3, i.e. real lies, white lies and gray lies.

A. Real lies

Real lies were defined as being "something that is not true" by both interviewees, as well as a female focus group participant. Participants used a number of different terms to describe this form of lying. While some simply called them a lie, a large number referred to them as a "real lie," a "flat out lie," a "bold-faced lie, and "a" full-blown lie" and even a "straight-up lie." Although these terms differed slightly, they all highlighted the intense nature of real lies in comparison to other forms of lying. The severity of real lies was also evident in that participants defined them as being unacceptable lies that were malicious, self-serving, complete fabrications of the truth, that hold serious consequences.

● Intention

Participants overwhelmingly agreed that a liar's intention or motivation for lying is an important factor to consider when judging a lie. Real lies were described as having malicious motives. One male focus participant defined real lies as "knowingly leading someone away from the truth" and labeled them as "manipulative." A female and a male in different focus groups both labeled real lies as being "deceptive" and "deceitful," while the male interviewee labeled them as "thought out" and "devious." All of these adjectives suggest a malicious and premeditated intention for lying. The female explained that a real lie is a "full on lie where you are either hiding the truth from somebody or you're deliberately hurting them." The common characteristic in all these descriptions is that real lies were described as being told with the purpose of misleading or hurting someone.

● Consequences

Participants also consistently claimed that the consequences of a deceptive act are important in differentiating between types of lies. According to one female participant, an important characteristic of a real lie is that "it affects a lot of people." A male participant noted that in a real lie, "the repercussions of that are like way worse" than other types of lies. The presence of serious and negative consequences was an important marker of real lies. For example, a different male stated that telling a real lie "would reduce the trust in the people telling them," so harm is caused by the act of telling a real lie. This is mirrored by a female participant who claimed that a real lie "seems to carry direct consequences." These consequences automatically elevated the status of a lie into a real lie.

● Beneficiary

The majority of participants asserted that a characterizing element of real lies was their self-serving nature. According to a male participant, "It seems like real lies benefit whoever's lying... white lies benefit someone else." A female in another focus group echoed this idea in saying that real lies are "interested in yourself and benefiting yourself" A different female categorized an example situation as a real lie because "she is doing it for her own good, not for someone else's. It is for personal reasons." These self-serving lies were described as being used to further a person's own interests, cover their own mistakes, or avoid responsibility for one's actions without regard for other people. This

egotistical, self-interested motivation for lying surfaced as a major characteristic of real lies

- **Truthfulness**

Real lies were also regularly defined as being complete fabrications with no element of the truth. Participants labeled lies as being blatantly untruthful and dishonest. One female said that with a lie, "there's absolutely no truth to it." Building on that statement, a male added that "A lie could be, the whole story could be not truthful" and that that "there is zero truth to it." This complete lack of truth was a major defining factor of real lies in that the most blatantly untrue lies also tended to receive the harshest evaluations.

- **Acceptability**

Participants regularly highlighted the fact that real lies are never acceptable, regardless of the circumstances. For example, the male interviewee stated that real lies are "totally unacceptable no matter what the situation is." The female interviewee noted that due to their unacceptability, "You feel bad after you tell a real lie and you have a conscience with that. And with a white lie you're, you know that it is just to make someone feel a little better or something like that." The guilt associated with telling a real lie is the direct result of knowing that they are unacceptable behavior. Since they were viewed as being malicious, self-serving, complete fabrications of the truth, real lies were characterized as unacceptable behavior.

B. White lies

White Lies Participants also shared a common definition regarding a form of lying referred to as a "white lie" or "fib." According to the male interviewee, white lies are "sparing someone's emotions or feelings... if it is something trivial." The female interviewee mirrored this definition by saying that a white lie is "stretching the truth to spare feelings." Participants regularly used words such as "harmless," or "trivial" when describing white lies. The common element in all participant definitions was that white lies were said to be more common and hold more positive connotations than real lies. White lies were also described in their relation to the five differentiating factors in that they were defined as acceptable lies that are altruistic, have a benign intent, represent a partial truth and hold only trivial consequences.

- **Intention**

White lies were described as lacking a malicious intent or goal of purposely harming someone. In fact, white lies were clearly characterized by a benign intent. A male participant explained that telling kids that there is a Santa Claus is completely false, yet is only a white lie because it lacks a malicious intent and even aims to make people happy. A different male agreed that, "A white lie is like more pure. Just like the color white is associated with more pure things. They are not harmful to anyone, just like Santa Claus doesn't hurt a little kid to believe." The male interviewee claimed that white lies are usually used in "avoiding awkwardness in situations." Similarly, a female participant stated that white lies are often told "just trying to not get in the middle of someone else's affairs." All of these examples illustrate a benign purpose in that there is no intent to purposely trick or harm someone.

- **Consequences**

White lies are also characterized as having a lack of serious consequences. For this reason, white lies were widely defined as being trivial, meaningless and harmless. One female defined white lies as "lying about something that is not important," while another female added that "a white lie is more something that is not that meaningful." One male noted that when you tell a white lie "it is like who cares" because there are no consequences. The participants almost unanimously agreed that a woman lying about liking her husband's cooking is a white lie because there were not any consequences from lying. As one male put it, "Unless he is going into a career of cooking then I do not think it is going to hurt him any to not know that his food sucks." In these examples, participants regularly emphasized that in order for a lie to be categorized as a white lie it could not have any severe consequences.

- **Beneficiary**

Having an artistic purpose was said to be one of the most salient characteristics of white lies. Whereas real lies were told out of self-interest, white lies were described as being told with the purpose of helping, protecting, or benefiting someone else. One female claimed telling a white lie is "lying to a person so you don't hurt someone's feelings." The female interviewee noted that you are told not to lie but you are also told not to be meaning to people. So when you are not being mean to someone you may say what the other person wants to hear instead of instead of telling exactly how it is. A male provided a similar example in claiming "it' is like when you tell a little kid in a play or something he did great, and he sucked. Just because the kid sucked you do not break his heart. You tell him he did a good job and life goes on." In all of these examples the use of a white lie was said to protect someone else's feelings from unnecessary harm or embarrassment.

- **Truthfulness**

Whereas real lies were said to be complete fabrications, white lies were described as being partial truths, exaggerations, or omissions. Participants explained that "a white lie could be just like tweaked details" or "bending the truth" because "white lies usually have some part of the truth in it." For example, one male focus group participant provided the example of "someone says they caught a hundred pound fish when they caught a five pounder." This was said to be a half-truth because this person really did catch a fish; they just exaggerated the details. Furthermore, given the example of a wife lying about enjoying a meal her husband cooked a different female pointed out that "It could be the truth because she could have enjoyed the fact that he went out of his way to do that. Like it is the thought that counts sort of thing." This situation was labeled a white lie because it was partially true in that she may not have enjoyed the food itself, but did appreciate his effort. It was also pointed out that since this lie is an opinion, there is no way of knowing if it was the complete truth. In this way, as suggested by a male, "I think it's possible that it is true with a white lie." Thus, the element of being partially or potentially true was continually brought up as a trademark factor of a white lie.

- **Acceptability**

One of the largest factors discussed by participants was the fact that white lies are generally considered to be an acceptable and in some cases, expected behavior. In fact, there was almost unanimous agreement among participants that white lies are far more acceptable than real lies. One major reason why white lies were said to be acceptable is

that their trivial nature makes it easier for people to use them on a frequent basis. According to a male participant, "I think most people in the world.... Its universal... most people will admit that they do say white lies every once in a while." A different male added that "white lies are justifiable. Like you said, most people do them, it is okay, you can get away with it, and it does not hurt anybody." Thus, the perception that most people tell white lies made them more acceptable according to the participants.

Some participants went even further in their classification of white lies as being not only acceptable, but also expected behavior. A female participant illustrated this view in saying that white lies are more acceptable than lies because everybody tells white lies. Like if you are eating at someone's house and they ask if you like the food and you really do not, you cannot say you do not. They had been upset if you said you did not like it so they expect a white lie. They have a preconceived answer that they want. This view was confirmed by a male participant who claimed "it gets expected sometimes that you are gonna get lied to. Like sometimes you ask a question wanting one answer and when you get that answer you're happy. Even if it is completely wrong you're like, ok that is all I wanted to hear." In these situations, white lies were described both necessary and useful in that participants felt that telling people what they want to hear is the right thing to do.

Finally, people justified the acceptability of white lies in suggesting that it is acceptable to tell a white lie when telling the truth would involve getting someone else in trouble or revealing someone else's indiscretions. One male claimed "there is like a general rule though, like you do not tell on people. You let her admit it because you do not want to rat on her, and she'll get in more trouble than if you let her do it." A male in a different focus group added "it is also ingrained in society that you wouldn't rat someone else out." In both of these views, it is stressed that people are expected to plead ignorance regarding knowledge of situations that would incriminate someone else. A third male summarized that "I think sometimes you do not have the right to tell the truth... like you have to lie to them. So that I consider a white lie. It is like if you tell them the truth it is not your place." In all of the above cases, white lies are considered acceptable because they are harmless, common, expected, or involve a situation where telling the truth would reveal someone else's indiscretions.

C. Gray lies

The third category of lies that surfaced in this study did not have the boundaries that real lies and white lies possessed. Instead, gray lies were described as being lies that were not necessarily real lies, yet were too serious to be considered white lies. For this reason it is hard to discuss gray lies in terms of the factors used to discuss real and white lies. Instead, it is useful to examine the two types of lies that participants described as falling into the gray lies category: ambiguous gray lies, and justifiable gray lies.

Ambiguous Gray Lies. One key element discussed concerning gray lies is that not every lie can be easily put into one category and labeled a complete real lie or a complete white lie. Instead, some lies are ambiguous because they are heavily open to interpretation. In discussing this fact, a male participant noted that, "lies can differentiate. We were able to reason why it was a lie and we were also able to reason why it was a white lie. And to me that makes it a gray area if you can classify it in both." When discussing an example of an ambiguous gray lie, a female stated "it could kind of be in the gray area again because it is completely not true. But it is also helping her." The characteristics of this lie clashed with the varying factors considered. When looking at the truthfulness factor this lie seems to be a real lie, but when looking at the beneficiary

factor, it appears to be a white lie. This ambiguity of the situation and the fact that it can be interpreted in different ways led participants to place it in the gray lie category.

Justifiable Gray Lies. The second key element dealt with acceptability, which was the major factor brought up concerning gray lies. The participants argued that some lies take the appearance of real lies in that they have consequences, are self-serving, purposely deceive someone, and are complete fabrications. However, they also argued that sometimes the use of these lies is justifiable given certain circumstances. For example, a male participant claimed that a gray lie is "a real lie that is justified. Like when you tell people I had to lie about this and everyone's like well, you had to do it... and that's like accepted." A different male confirmed that a justifiable gray lie is "a full-blown lie but it is legit." For this reason, it falls in the gray area of being a lie that is justifiable. Another male participant noted that with many gray lies "It is a lie, but it is acceptable because anyone would do it." This follows the sentiment that given the same set of circumstances most people would tell a lie. A female participant claimed that in many cases "It may like be a morally justifiable lie... but it is still a lie." The common theme that was evident is that sometimes even real lies are justified.

Most of the lies that participants placed into this category involved telling a full-blown or real lie in order to protect one's self or another from a serious harm that could arise if the truth were to surface. The example was discussed of someone lying to their boss about having done something wrong so as to avoid getting in trouble. Participants unanimously agreed that this was a real lie; however, many argued that it was justified because telling the truth would have gotten the person fired. Similarly, making up a fake excuse for having missed a test was said to be a legitimate use of a real lie because the teacher would not have accepted the truth. In this way, real lies that are commonly viewed as justifiable become gray lies.

Table 1. Categorizations of Lies according to Bryant (2008)

		Factors				
		Intention	Consequences	Beneficiary	Truthfulness	Acceptability
Types of Lies	Real Lies	Malicious Deliberate Deceptive Deceitful	Serious Direct	Self-Serving Egotistical	Complete Fabrication Blatant Untruth Zero Truth	Unacceptable Not Justified
	White Lies	Benign Pure	Trivial Meaningless Harmless	Altruistic Other-Focused Protecting Helpful	Partial Truth Half Truth Bending the Truth Stretching the Truth	Acceptable Justified Expected Common
	Gray Lies					
	Ambiguous Gray Lies	Ambiguous Intention	Ambiguous Consequences	Ambiguous Beneficiary	Ambiguous Level of Truth	Open to Interpretation
	Justifiable Gray Lies	Malicious	Direct	Self-Serving	Complete Fabrication	Justified Acceptable

3. Research Method

According to Ary (in Fauziah, et.al, 2018: 427) descriptive qualitative method is designed to obtain information concerning the current status of phenomena that occur naturally. The method of the data analysis in this research uses descriptive qualitative

method. There are a number of researchers who believe and support the fact that "qualitative descriptive" is a viable and acceptable label for a qualitative research design. In other words, there will be no calculative or statically work in this study. Qualitative research method is conducted by studying the organized material in order to discover inherent facts. The fact focused in this study is one of the social diseases; that is lie. Therefore, qualitative descriptive method was appropriately applied in this research as Setiawan, Barus, and Pawiro (2017) state that in social research, qualitative descriptive method is an appropriate method as it gives detailed points of some social events.

4. Discussion

4.1 Real Lies

According to Bryant, Erin M. (2008: 23-48), real lies were defined as being "something that is not true" by both interview, as well as a female focus group participant. Participants used a number of different terms to describe this form of lying. While some simply called them a lie, a large number referred to them as a "real lie," a "flat out lie," a "bold-faced lie, and "a" full-blown lie" and even a "straight-up lie." Although these terms differed slightly, they all highlighted the intense nature of real lies in comparison to other forms of lying. The severity of real lies was also evident in that participants defined them as being unacceptable lies that were malicious, self-serving, complete fabrications of the truth, that hold serious consequences.

The following quotations prove real lies that happen in the novel:

"Steve, for example, who comes to the school on Thursdays, needs help to eat his food and could not even fetch a stick. Siobhan asked me not to say this to Steve's mother." (Haddon's, 2003: 6)

The quotation above shows how Steve cheated his mother by asking Siobhan to help with his lunch every Thursday.

Other evidence which show the real lies done by Christopher's father to Christopher by saying that Christopher's mother died of a heart attack:

Father said that she died of a heart attack and it wasn't expected. (Haddon's, 2003: 27)

The quotation above shows Christopher's father lied to Christopher by saying that Christopher's mother died of a heart attack. In fact Christopher's mother did not have a heart attack and had not died.

The other real lies can be seen in the following lines:

Then I stopped reading the letter because I felt sick. Mother had not had a heart attack. Mother had not died. Mother had been alive all the time. And Father had lied about this. (Haddon's, 2003: 112)

The quotation above shows the lies committed by Christopher's father by hiding all the letters that have been sent by Christopher's mother to Christopher until finally Christopher knew it. Christopher knew that his father had lied to him.

4.2 White Lies

According to Bryant, Erin M. (2008 : 23-48) white lies Participants also shared a common definition regarding a form of lying referred to as a "white lie" or "fib." According to the male interview, white lies are "sparing someone's emotions or feelings...

if it is something trivial." The female interview mirrored this definition by saying that a white lie is "stretching the truth to spare feelings." Participants regularly used words such as "harmless," or "trivial" when describing white lies. The common element in all participant definitions was that white lies were said to be more common and hold more positive connotations than real lies. White lies were also described in their relation to the five differentiating factors in that they were defined as acceptable lies that are altruistic, have a benign intent, represent a partial truth and hold only trivial consequences.

The following quotations proves white lies that happen in the novel when Christopher's father lied to Christopher by saying that he had visited Christopher's mother in the hospital and said that his mother was fine :

"He said that she had been looking OK and seemed to be getting better. She had sent me lots of love and had my Get Well card on the table beside her bed. Father said that she liked it very much." (Haddon's, 2003: 26)

The quotations above shows how Christopher's father lied to Christopher by saying that he had visited Christopher's mother in the hospital and said that his mother was fine. But in fact Christopher's mother was not in the hospital and her father never went to the hospital.

Christopher's father lied to Christopher for the goodness of Christopher.

Then he said, "I did it for your good, Christopher. Honestly I did. I never meant to lie. I just thought... I just thought it was better if you didn't know... that... that... I didn't mean to... I was going to show them to you when you were older." (Haddon's, 2003: 114)

The quotation shows that Christopher's father, never meant to be lie but he still lie although for the good of Christopher.

4.3 Gray Lies

According to Bryant, Erin M. (2008: 23-48) the third category of lies that surfaced in this study did not have the boundaries that real lies and white lies possessed. Instead, gray lies were described as being lies that were not necessarily real lies, yet were too serious to be considered white lies. For this reason it is hard to discuss gray lies in terms of the factors used to discuss real and white lies. Instead, it is useful to examine the two types of lies that participants described as falling into the gray lies category: ambiguous gray lies, and justifiable gray lies. The following quotations proves gray lies that happen in the novel:

"For example, this morning for breakfast I had Ready Bred and some hot raspberry milk shake. But if I say that I actually had Shredded and a mug of tea I start thinking about Coco Pops and lemonade and porridge and Do Pepper and how I wasn't eating my breakfast in Egypt and there wasn't a rhinoceros in the room and Father wasn't wearing a diving suit and so on and even writing this makes me feel shaky and scared, like I do when I'm standing on the top of a very tall building and there are thousands of houses and cars and people below me and my head is so full of all these things that I'm afraid that I'm going to forget to stand up straight and hang on to the rail and I'm going to fall over and be killed.

This is another reason why I don't like proper novels, because they are lies about things which didn't happen and they make me feel shaky and scared.

And this is why everything I have written here is true. (Haddon's, 2003: 19-20)

It can be concluded from the above quote, from that Christopher lie to himself. In fact he is already had a breakfast menu in that morning but he also had other breakfast options.

Father said that he didn't know what kind of heart attack she had and now wasn't the moment to be asking questions like that. (Haddon's, 2003: 27)

The quotation shows that Christopher kept asking what kind of heart attack struck his mother and his father cannot answer because he has lies.

5. Conclusion

Some conclusions can be drawn up from this research. The types of lie are real lies, white lies, and grey lies. Lie will only bring bad impacts to one or both parties. Real lies often occur from the behavior which seems common by the various cultures, ages, setting and more. Lie also seems to be associated with several societal problems, in often disrupts social relationship, causes problems in the work of place and corrupts politics. In the sense, a consideration of environmental factors that leads to the development and persistence of lying is by passed, as the problem of lying is assumed to reside within the individual.

References

- Bryant, Erin M. (2008). Real Lies, White Lies and Gray Lies: a Typology of Deception. *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*, 7, 23-48.
- Fauziah, Raja, et.al. (2018). Adultery in Mochtar Lubis' Novel *Senja* di Jakarta. aicll.sastra.uisu.ac.id/index.php/aicll/article/download/54/58. (July 2019)
- Fryling, Mitch J. (2016). A Developmental-Behavioral Analysis of Lying. *International Journal of Psychology and Psychological Therapy*, 2016, 16, 1, 13-22
- James, Edwin Mahon. (2008) Definitions of Lying. <https://www.academia.edu>
- Kenneth, Rexroth. (1998). Literature. <https://www.britannica.com/art/literature/Literary-composition>
- Lemma, A. (2005). The many faces of lying. *International Journal of Psychoanalysis* 86: 737-753.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage
- Setiawan, Muarif, Barus, Efendi, and Pawiro, Mhd. Ali. (2017). Cause and effect of suffering in Sydney Sheldon's "If Tomorrow Comes". *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*. Volume 1, Number 1, Desember 2017, Pages: 73-96 <https://doi.org/10.30743/ll.v1i1.247>
- Stanton, A. H. (1978). Personality disorders. In: *The Harvard Guide to Modern Psychiatry*, ed. A.M. Nicoli, pp. 283-295. Cambridge, MA: Belknap Press.
- William, Emma J. et.al. (2013). Telling Lies: The Irrepressible Truth? *PLoS ONE* 8(4): e60713. doi:10.1371/journal.pone.0060713

WOMAN'S STRENGTH IN EKA KURNIAWAN'S NOVEL *BEAUTY IS A WOUND*

T. Raja Mulia, Pardi

Faculty of Literature, Universitas Islam Sumatera Utara, Medan
e-mail: raja99.r6@gmail.com

Abstract

The research aims to reveal the woman's strength in Eka Kurniawan's novel entitled *Beauty Is a Wound*. Strength is the emotional qualities necessary in dealing with situation or events that are distress or difficult. Strength is divided into two categories. They are strength to be tough and strength to solve the problem. The research design adopted in this study is descriptive qualitative, and the approach applied is adopting feminism one as this research describes the strength of the first female character by the name of Dewi Ayu. Dewi Ayu, as the protagonist, is reflected as a classy prostitute in Indonesia town of Halimunda. She is an Indonesian-Netherlands crossbreed. She is beautiful, cold, practical, logical, at the same time full of sympathy and she is also a good mother. She never tears herself. She has high adrenalin in her self. She never feels tired to do something. This story inspires all people to have more strength and tough to go on in life. Furthermore, the finding of this study shows that Dewi Ayu has strength to be tough and to solve her complicated problems.

Keywords: Woman's Strength, Strength to be Tough, Strength to solve the Problem, influence of strength.

I. Introduction

Beauty Is A Wound was written in 2002 by Eka Kurniawan. Eka Kurniawan was born in Tasikmalaya, Indonesia, in 1975, He graduated from Faculty of Philosophy, Gadjah Mada University, Yogyakarta. He writes novels, short stories, as well as non-fiction pieces. His novels translated into Japanese, Malay, French, Italian, Dutch, German, Korean, including *Man Tiger* (Verso Books, 2015) and *Beauty Is A Wound* (New Directions, 2015) in English.

There are many things needed to survive in life and one of them is strength. Hornby (2002) states strength is quality of being strong or the ability to resist strain. Human being must have it in life but of course it will not be the same from one to another. Strength is the emotional or mental qualities necessary in dealing with situations or events that are distress or difficult. The woman strength is not measured by the extend of her refusal to allow those hardship to dictate her and who she becomes. (http://www.goodread.com/c/joy_bell_c).

According to Mahatma Gandhi strength does not come from physical capacity, It comes from an indomitable (https://www.brainyquote.com/quotes/mahatma_gandhi_122084) Similarity, Al-Bukhari stated the strong one is not the one who overcomes the people by his strength, but the strong one is the one who controls

himself while at the point of anger. Woman is someone who has softness and strength in her soul. They have feeling that makes anyone touched. In fact the woman can be stronger, moreover the woman can do everything. It demonstrates that woman's strength is the same as man. The other fact, many jobs can be done by man and by woman for example, lawyer, driver, police and so on (<https://www.goodreads.com/quotes/576884>).

The significance of this study is to give moral lesson to the readers and to be reference for other students when they are making a similar topic on their thesis. This study makes the writer or other people realize that a person must struggle for everything in his or her life, because a whole of human life is a effort and endeavor. Relatively, a person makes a struggle to get happiness and perfection of life.

II. Literature Review

2.1 Strength

Ronald Siegel states strength is built-in capacities for certain thoughts, feelings, and behaviors. Everyone possesses all the character strengths associated with the six virtues of wisdom, courage, humanity, justice, temperance, and transcendence, to a greater and lesser extent. You can be particularly gifted in one area and weak in another, but if you are like most people, you are often somewhere in between.

Your particular pattern of strengths is part of what makes you unique. Because deploying a strength is usually the easiest as well as the most effective way to accomplish a goal, you can think of using your strengths as the smallest thing that you can do to make the biggest difference. We probably enjoy using our strengths and do it well naturally. When we play from our strengths, we are likely to feel more energetic and perform better than when you are trying to use a capacity that comes less naturally. For example, one person trying to influence a local school board to ban soft drink sales might have the strength to speak up forcefully and clearly at a general meeting (despite the almost-universal fear of public speaking). Likewise, when we set out to do something in alignment with the values you hold dear, we are likely to work harder and have more energy and persistence for the task at hand. Sometime, when we feel down and give up to solve our problem and then someone come and give us spirit, it is a strength and because we have more spirit it will give us strength to solve the problem. (<https://www.sharecare.com/health/personality>).

2.2 Woman's Strength

Eleanor Roosevelt states a woman like a tea bag. You cannot tell how strong tea is until you pour it in hot water. Tea cannot change became red if we pour cool water but if we pour hot water into the tea, it can be change. It means that the woman's strength can be seen from challenges of life. We know that life is challenge there are happiness, sadness, and sacrifice in life. All of them are part of life and ever happen in our life. Sometimes the people says that the problem is stepping stone to be a quality people and more mature. To face all kinds of problems in life, we need strength. With strength, we can resolve any problems that may be very difficult to overcome. Woman must have strength to survive in life. When we want something in life, we must do and accept a consequence to get that. The important thing that we must try, pray and optimist to get what we want.

(http://www.goodreads.com/author/quotes/44566.Eleanor_Roosevelt).

III. Research Method

Study design is a statement of general research approach or strategy that is adopted in one particular study or research (David, 2001). Therefore, the research design adopted in this study is descriptive qualitative because the process of the analysis and the finding are accomplished descriptively. Descriptive research is unique in the number of variables employed. Like other type of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989). The method of the data analysis in this research uses descriptive qualitative method. There are a number of researchers who believe and support the fact that “qualitative descriptive” is a viable and acceptable label for a qualitative research design. In other words, there will be no calculative or statically work in this study. Qualitative research method is conducted by studying the organized material in order to discover inherent facts. The fact focused in this study is one of the social diseases; that is lie. Therefore, qualitative descriptive method was appropriately applied in this research as Setiawan, Barus, and Pawiro (2017) state that in social research, qualitative descriptive method is an appropriate method as it gives detailed points of some social event

IV. Discussion

4.1 Strength to be tough

People must be tough in life. If we have more tough, we more optimist faced the problem in life. In this novel, Dewi Ayu is a tough woman. It can be seen in the following quotation:

Now all of the lessons at school were filled with anxious stories about the war that was finally right in their own front yards. Dewi Ayu, who was impatient with the endless speeches, stood up and asked loudly: “Rather than sitting here talking, why don’t we learn how to shoot rifles and cannons?” (Eka Kurniawan, 2016: 45)

The data above explains something worry and anxiety that happens. This can be seen from “Now all of the lessons at school were filled with anxious stories about the war that was finally right in their own front yards. when peoples at her school are worried, only Dewi Ayu has the spirit to fight, and does not surrender to the war situation. This can be seen from “Rather than sitting here talking, why don’t we learn how to shoot rifles and cannons?”. The influence of strength to the protagonist’s life can make herself and others around him eager again to do something positive and not just sit and do nothing.

Another Dewi Ayu strength to be tough can be seen in the following quotation:

Everything was in chaos, and an East Indies defeat seemed guaranteed. After obtaining assurance as to when they could leave, the remaining members of the stammler family hastily started to pack, but were surprised by Dewi Ayu’s sudden pronouncement:” I’m not going. Whatever the case may be, a stammler must stay here,” she said stubbornly. “You know as well as I do who we must wair for.” (Eka Kurniawan, 2016: 50)

The data above explains something chaos that happens. This can be seen from “Everything was in chaos, and an East Indies defeat seemed guaranteed.” when all her family intend to flee to escape from the danger of the war situation only Dewi Ayu who dares to stay at home and does not choose to run away with his family. This can be seen

from "I'm not going. Whatever the case may be, a stammerer must stay here," she said stubbornly. "You know as well as I do who we must wait for." The influence of strength to the protagonist's life is her life survived, because the ship that his family used to go to Australia on a trip met with Japanese cruisers and his family's ship was successfully sunk without resistance by Japanese cruisers.

4.2 Strength to Solve Problems

Problem is a situation that is unsatisfactory and causes difficulties for people. As a human being in the world, we ever get problem such as family problem, financial problem, job problem and so on. We know that everyone in the world must be ever have problem. But we never know what problem will come, and how the way to solve it. We must be strong to solve the problem although the problem is very hard to solve. We must believe we can solve it with strength. In this novel, Dewi Ayu has strength to solve the problem. It can be seen in the following quotation:

Making a small campfire, she boiled all the leeches in the tin with some water from the river. Without adding any seasoning, she quickly brought them back to the hall. "Dinner is served," she said to a number of women and children who were living near her, her new neighbors. No one was interested in eating leeches, and one woman practically retched at the very thought of such a meal. "We're not eating the leeches, but cow's blood," Dewi Ayu explained. Then they tried it. It tasted bland, but sort of good. "We won't starve," said Dewi Ayu. "In addition to leeches, there are geckos, lizards, and mice", "okay" the women said hurriedly, "great thanks." (Eka Kurniawan, 2016: 65)

The data above explains a problem that there is no food in prison, but Dewi Ayu can solve the problem by finding and cooking leeches that have sucked the blood of cows. This can be seen from "Making a small campfire, she boiled all the leeches in the tin with some water from the river." So, that people are not disgusted she explained that what was eaten not leeches but cow blood. This can be seen from "We're not eating the leeches, but cow's blood." Also for really gets rid of people's anxiety, Dewi Ayu also said that besides leeches there are also other food sources. This can be seen from "In addition to leeches, there are geckos, lizards, and mice, "okay" the women said hurriedly, "great thanks". The influence of strength to the protagonist's life is she succeeded to avoid the threat of hunger that attacked her and others in prison that night, and many people felt helped by her and were very grateful for that.

Another Dewi Ayu's strength to solve the problem can be seen in the following quotation:

Dewi Ayu would stake anything to fight the evil spirit before her. "I must stop you," she said then. "From what?" asked the evil spirit. "From destroying my family." (Eka Kurniawan, 2016: 450)

The data above explains something problem that evil spirit will destroy her family. This can be seen in "From what?" asked the evil spirit. "From destroying my family." But, Dewi Ayu can solve the problem by risking everything she had to stop the evil spirit from destroying her family. This can be seen from "Dewi Ayu would stake anything to fight the evil spirit before her. "I must stop you," she said then. The influence of strength

to the protagonist's life is Dewi Ayu succeeds to prevent the evil spirit from destroying her family. Family is everything to her and she will not let anyone destroy it.

After analyzing the topic, the writer finds that Dewi Ayu has strength to solve the problem and strength to be tough in life. although Dewi Ayu does not know what problems will come to her and how to solve them, she is never afraid for that and always tries to do her best to deal with them and struggle to solve them. Dewi Ayu wants her family to live happily even though herself is living a life that is very difficult for others to imagine. We can see that even though she works as a prostitute, she does not want her children to become prostitutes following in her footsteps, instead all his children are sent to school and each child he gives a house without exception. Dewi ayu is a mother who is willing to do anything to protect her child, even if it takes her life she has no regrets for that.

V. Conclusion

After analysing the strength in this research, the writer finds that Ayu Dewi is a classy prostitute who is famous at Halimunda, Indonesia. She suffers in her life not only mentally but also physically. However she has strength to be tough and to solve her problems. She does not feel hopeless to encounter her tough life, but she keeps on struggling for her happiness and her right as a woman. She is always optimist and hard working to get everything she wants. Although in her life she always encounters problems as well as constraints, she is very tough to pass through them.

References

- Borg, W. R. & Gall, M. D. (1989). *Educational Research: An Introduction*, Fiftyth Edition. New York : Longman.
- David J, et.al. (2001). *Research Design: Qualitative, Quantitative, and Mix Methods Approaches*. New York: Sage Publication.
- Hornby, A.S. (2002). *Oxford advanced learners dictionary*. London: Oxford University press.
- Ihromi, Tapi Omas. (2000). *Penghapusan Diskriminasi Terhadap Wanita*. Bandung: Alumni.
- Kurniawan, Eka. (2016). *Beauty is A wound*. London: Pushkin Press.
- Rose, Gillian. (2003). *Feminism and Geography: The Limits of Geographical Knowledge*. Minnesota: University Press.
- Setiawan, Muarif, Barus, Efendi, and Pawiro, Mhd. Ali. (2017). Cause and effect of suffering in Sydney Sheldon's "If Tomorrow Comes". *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*. Volume 1, Number 1, Desember 2017, Pages: 73–96 <https://doi.org/10.30743/ll.v1i1.247>
- Sipahutar, Cici Hafisah. (2018). *Feminism in Abidah El Khalieqy's Novel Perempuan Berkalung Sorban* in *The 1st Annual International Conference on Language and Literature, KnE Social Sciences*, pages 149–155.
- Suaidi, et.al. (2016). *Feminism Reflected in Pride and Prejudice Novel by Jane Austen* In *Jurnal Ilmiah Bahasa dan Sastra volume 3 nomor 1*, pages 85-99.
- _____. (2019). *C. JoyBell C. Quotes*. http://www.goodread.com/c_joy_bell_c. Retrieved on Thursday 12, September 2019.
- _____. (2019). *Mahatma Gandhi Quotes*. https://www.brainyquote.com/quotes/mahatma_gandhi_122084. Retrieved on Thursday 12, September 2019.

- _____. (2019). *Sahih AL- Bukhari Quotes*. <https://www.goodreads.com/quotes/576884>. Retrieved on Thursday 12, September 2019.
- _____. (2019). *Feminism*. <http://simple.wikipedia.org/wiki/Feminism>. Retrieved on Monday 23, September 2019.
- _____. (2019). *How Strength Defined Positive Psychology* . <https://www.sharecare.com/health/personality>. Retrieved on Wednesday 16, October 2019.
- _____. (2019). *Eleanor Roosevelt Quotes*. http://www.goodreads.com/author/quotes/44566.Eleanor_Roosevelt Retrieved on Wednesday 16, October 2019.