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REALITY OF HUBRIS SYNDROME THROUGH HERMAN MELVILLE'S NOVEL *MOBY DICK*

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Abstract

Exposing hubris syndrome, a behavior pattern that is not in accordance with the norms of standard behavior and becomes part of a mental disorder is the objective of the study. This syndrome usually occurs in someone with power in hand, tending to be tyrannical and feeling to be always right. In the study of literature Hubris syndrome refers to the tragic flaw that brings a person, usually an important figure, to a self-destruction. Hubris syndrome can occur to anyone. The method used is descriptive qualitative tied to things experienced by the community termed a social phenomenon. The results show that the central figure in this novel, a captain of a whale-hunting vessel, experiences hubris syndrome with three prominent patterns of behavior: narcissistic propensity, excessive confidence and loneliness. In the first pattern, the person concerned feels like a superhuman deserving to be admired and attended to. The second, excessive self-confidence cannot be accepted by rational thinking. The third is the consequence of the first two patterns of living a life of solitude because of losing contact with the surroundings. The storyline ends tragically; the entire crew is killed by the whale and only one left and becomes a narrator. Hubris syndrome in the novel is a reality meaning that anyone who has a certain position tends to have Hubris syndrome and this is in line with the findings in the field with a percentage reaching 92.

Keywords: Hubris syndrome, Narcissistic Propensity, Confidence, Loneliness.

1. Introduction

The novel was originally entitled *The Whale* and later changed to *Moby Dick* and was published in 1851 by Herman Melville, an American novelist. This novel became famous in the 1900s and today the novel is not only regarded as one of the greatest classic American novels, but also one of the best novels written in English. The novel is also a reflection of the life of Herman Melville working on a whale-hunting vessel. The description of whale hunting, which is full of risks, is written based on Herman Melville's personal experience while working as a whale hunter. At that time the captured whales were sold to whale traders to extract the oil; surely with a tantalizing price. Therefore, this novel is also one of the most famous marine adventure novels in the world of English literature.

Moby Dick is the *magnum opus* of Herman Melville, his master piece centered on a crew from the Pequod vessel named Ishmael who is also the novel's narrator. The vessel is led by Captain Ahab who has lost one of his legs, bitten by a whale on a previous expedition. This is the beginning of a series of events that build the novel's storyline. Captain Ahab then names the whale Moby Dick. The loss of one of his legs causes Captain Ahab to be in wrath and he vows to look for the fish all over the world; he harbors extraordinary feelings of revenge.

As a narrator, Ishmael, bridges the reader with the writer. Ishmael narrates his experiences and adventures in melancholic, depressive and impressive mood. Ishmael has visited various places such as Bedford, Nankantuket and in Nakantuket, he signs a work contract with the Pequod ship company to work on whaling voyages and on this ship, he meets a captain with an unusual personality, Captain Ahab. Captain Ahab is a veteran sailor who has a lot of experiences in shipping. Ahab is stubborn and intolerant and he always says that Moby Dick is responsible for the loss of his leg and with irrational thinking, gives orders to the entire crew that their aim is only to find Moby Dick.

He can do this because he has got absolute rights to the Pequod vessel from the ship company. He does not even think about the problems of the crew because he no longer limits the risk of shipping from the destination. For him, Moby Dick is the purpose of life and he has to kill the whale. He no longer cares about the problems around him; even he no longer thinks of his personal problems. He has forgotten his family and he feels that he now only lives alone with one purpose, namely to avenge himself on the whale. This is irrational because Ahab's revenge is not directed at a human but on a fish. Almost no one, a human, who has so much revenge on animals. An animal does not have feelings and goals when attacking a human as the actions of an animal are based on the instinct for defensive position. From here it is illustrated that Ahab's mental state is unstable, but could not be said to be insane because he could still carry out his position as a reliable ship captain.

There are three figures forming the basis of the journey of the storyline in this novel, namely: Ishmael as a narrator giving a complete description of the storyline to the reader, and basically Ishmael is a representative of Herman Melville; Captain Ahab, the protagonist the center of the storyline and a man with a heart always burning and Moby Dick, a whale hunted by Captain Ahab and the entire crew of Pequod. Moby Dick, although only a whale, is the basis of inspiration and conflict in this novel.

The novel begins with a famous statement: *Call me Ishmael*.

If you must give me a name, an identity, then call me Ishmael, for it is not important, nor does it matter who I am. I am not the focus of what I narrate. What I narrate is bigger, and more important than me".
(Melville, 1851: Chapter I)

Ishmael becomes an icon of solitude and struggle because Ishmael does not introduce his name; he does not say his name is Ishamel, he simply says *call me Ishmael* and he just feels he has responsibility for the chronology of the entire journey of the ship. From the beginning working on the ship, he always seeks for information about Captain Ahab. Ishmael is the only sailor on the ship surviving from the counter-attack of the whale, Moby Dick.

In the midst of misery, insanity and the tense conditions emerging throughout the storyline, Ishamel and his friends realize that Captain Ahab is experiencing severe

depression leading to madness. However they could not do much; as they have signed a work contract with a ship company and as crew, they have to obey the captain.

As soon as the Pequod ship starts sailing, the crew are told that their trip is not the same as that of other whale-hunting vessel because they have a special mission, only to find a whale named Moby Dick whose whereabouts are unknown. They have to find the whale all over the world.

And I'll chase him round Good Hope, and round the Horn, and round the Norway Maelstrom, and round perdition's flames before I give him up. And this is what ye have shipped for, men! To chase that white whale on both sides of land, and over all sides of earth, till he spouts black blood and rolls fin out. What say ye, men, will ye splice hands on it, now? I think you do look brave" (Melville 36).

This is a picture of their journey immediately conveyed by Captain Ahab that he along with the entire crew has only one mission, to kill Moby Dick. The crew initially disagree, but Captain Ahab's orders are indisputable, as he states he is the god on the ship and they must obey his orders.

"There is one God that is Lord over the earth, and one Captain that is lord over the *Pequod*. – On deck!" (Melville, 1851: 109).

This shows that Captain Ahab is much obsessed with his glory and at the same time shows that he is experiencing a mental disorder. Ahab is the main character in the novel; a figure who has a controversial personality and is a symbolic character. Ahab's personality is reflected in the feud symbol of darkness versus natural forces; but behind all this, Ahab has a strong mentality, with very strong ambitions. With high charisma, he manages to make himself an undisputed dictator.

The research deals with the reality of hubris syndrome in the community through Moby Dick novel. Novel as one of the literary works serves to bridge the community with the author or in other words literary work is a medium for disclosing social problems. As a reflection of human life, literature touches all the aspects of human life, tending to create universal appeal. (Manugeren and Hidayati, 2018) Therefore hubris syndrome exists in any society or in short Hubris syndrome may be experienced by any person.

2. Literature Review

The main point of the discussion in this study is the syndrome of Hubris experienced by the central figure in the novel, Captain Ahab. In general, Hubris is a person's behavior leading to excessive self-confidence, high ambition and uncontrolled or arrogance standing outside the limits of acceptance of prevalence. Therefore, the word Hubris in literature is used to give a description of the tragic flaw of a hero resulting in a fall. (Diamandis and Nick, 2018)

In psychology, Hubris is a form of mental disorder; but based on pathological personality changes the process of occurrence is different. Mental disorder can occur or begin in childhood, while Hubris occurs when a person has power and usually lasts for a certain period of time. Hubris syndrome becomes a pattern of behavior of a person who sees (1) sees the world as a place for self-glorification through the use of power; (2) has a tendency to take action primarily to enhance personal image; (3) shows disproportionate concern for image and presentation; (4) exhibits messianic zeal and

exaltation in speech; (5) conflates self with nation or organization; (6) uses the royal 'we' in conversation; (7) shows excessive self-confidence; (8) manifestly has contempt for others; (9) shows accountability only to a higher court (history or God); (10) displays unshakeable belief that they will be vindicated in that court; (11) loses contact with reality; (12) resorts to restlessness, recklessness, and impulsive actions; (13) allows moral rectitude to obviate consideration of practicality, cost or outcome; and (14) displays incompetence with disregard for nuts and bolts of policy making. (Owen and Jonathan, 2009)

The same thing was conveyed by Corsini in Jakovljevic (2011) stating that Hubris syndrome is also expressed in the study of Political Psychiatry and is a symptom of power poisoning with dangerous impacts, both for the perpetrators and the surroundings. People who experience Hubris syndrome in political activities tend not to think about community welfare and do not care about the adverse effects caused by subjective political decisions. So if the person gets the top position, then he will become a tyranny with an intolerant and undemocratic personality; tending to have a cruel attitude. As a result, people who experience Hubris syndrome tend to live alone because they will be shunned by their environment. Thus, people who have Hubris syndrome will always feel lonely.

3. Research Method

This research is conducted by means of qualitative descriptive method proposed by Miles and Huberman (1994) as it is related to social phenomena reflected from the novel. Syndrome of Hubris is not only found in the novel but it is associated with any member of society and such a syndrome may come to anyone. In addition, phenomenological approach is also applied to conceive assumptions on personal experiences, feelings and reactions to certain situations; all of which centered around the syndrome of Hubris of the protagonist. (Husserl in Moran, 2013)

By this, it is clear that phenomenology is a direct study or investigation of certain phenomena depicted from a person or a group of people owing to certain events or conditions. The data collection procedures are also supported by in-depth interviews involving respondents, having proportional information about Hubris. On the whole the data collections procedures contain three stages: 1. data reduction in which coding and discarding irrelevant data are done; 2. Displaying all the data relevant to the objects of research; and 3. Drawing conclusions that all the data already taken are to be displayed and discussed. The data are taken from the novel while the data sources are sentences and phrases taken from the novel referring to the syndrome of Hubris. Other relevant data are also taken to support the whole research, such as those from books, journal articles and internet websites.

4. Discussion

The research is focused on a central figure of the novel named Ahab, standing as a captain on a whale hunting vessel, Pequod. The novel provides a visual reality about the adventures of brave sailors, whose lives are adjacent to death. All of this has a tense effect on the readers. The description gives the impression of authenticity because the story is written based on Herman Melville's experience.

The word 'Ahab' derives from the name of a king in Old Testament; he is the only ruler who dares to oppose God of Israel. A person who opposes God, whatever the reason is, is a rebel, someone who does not believe in the teachings of God and such is

a manifestation of Satan because Satan never wants to submit to God. Captain Ahab is not a Satan; Melville simply illustrates that Ahab has demonic traits, having been obsessed in revenge on a whale, something irrational. (Egloff, et. al., 2017)

Everyone can become an Ahab, especially when the person has power and what Ahab experiences or suffers is termed Hubris syndrome, a pattern of behavior that is intolerant to everyone and feels that he can do anything according to his wishes and has a belief that whatever desired could be realized.

1. Narcissistic Propensity

Narcissistic Propensity is a part of Hubris syndrome and commonly called narcissistic personality disorder, a mental state that directs someone to be selfish, asking for attention and excessive admiration, and does not have a sense of empathy for the problems experienced by those around. Mentally, a person like this does not have strong principles because he can easily be provoked by the slightest criticism. Anger or high emotion is the color of everyday life. Someone who has a personality like this tends to have no friends because he has difficulty interacting with other people. Constraints always arise in all lines of life and life is always tinged with disappointment, sadness and depression, without a clear reason or causative factor. (Campbell, 2006). In short, one who feels superior without real evidence, dominating communication, underestimating others and acting with arrogance has shown features of narcissistic propensity and these features are shown by Captain Ahab.

If thou could'st, blacksmith, glad enough would I lay my head upon
thy anvil, and feel thy heaviest hammer between my eyes. Answer!
Can'st not smoothe this seam? (Melville, 1851: 113).

This is a picture of Captain Ahab acting in a very arrogant manner. He wants to show his subordinates that he is an unmatched superhuman. Here Captain Ahab wants to make a harpoon; he comes to the blacksmith and in a rude manner he gives the order that a harpoon must be finished immediately. He then states that he wants to put his head on the table and feel the heaviest hammer to be struck between his eyes. These words show how arrogant he is. As a leader, a captain, he must provide examples that can be set as examples. He does not hesitate to say indirectly that he is a great human being. Ahab does not realize that arrogance is a great sin and will never benefit either himself or those around him.

One who cannot get rid of arrogance and show-off will always suffer. Life will not be calm and one will always be shunned by society. Captain Ahab exalts his pride too high, and that self-exaltation becomes the source of his pride. He does not want to understand that there is heaven above the sky. Pride, hardness of heart and haughtiness are the main features of Captain Ahab, all of which brings Ahab to suffer even more.

The next narcissistic propensity shown by Captain Ahab is illustrated below.

"Ego non baptizo te in nomine patris, sed in nomine diaboli!"
deliriously howled Ahab, as the malignant iron scorchingly devoured
the baptismal blood (Melville, 1851:113).

"I baptize you, *not* in the name of the Father, but in the name of the Devil!", this is the essence of his words. By asking the blood of three crew members, Captain Ahab dips the harpoon's blade and says that he baptizes the harpoon in the name of Satan. This clearly illustrates that Captain Ahab suffers from mental illness. He opposes God,

and considers that Satan is greater than God; that is why he calls the name of Satan to give a blessing for the use of the harpoon, which will personally be used to kill Moby Dick.

In this case, everyone, including the crew, is confused by the faith adopted by Captain Ahab. He seems to have allied himself with Satan and all his actions during his captaincy on Pequod ship show that he is anti-God. The use of blood and the mention of the name Satan show that he belongs to the group of Satanists. If Ahab is a theist, surely he will name God in all activities. For adherents of theist teachings, the mention of Satan's name is a big mistake and can result in evil. Ahab does not believe all these things. For him he is a great person achieving his greatness not because of help or support from any party, but because of his own efforts. And he suffers because of his own actions and he could avenge anyone who has made him miserable, including Moby Dick having removed one of his legs.

2. Excessive Confidence

One who has the nature of excessive self-confidence is basically making a way of referring to self-destruction and will be separated from environment because these traits have blinded the person concerned from logical thinking. People may have self-confidence as a motivation to be more successful in life and as long as that self-confidence is still within tolerance, everything can be running well.

Being a confident person is very good, because that is the key to success and the opportunity to be able to expand in matters of work or self-existence. However, having the nature of excessive self-confidence can harm oneself, and others. Neglecting advice, remarks and criticism is a feature of excessive self-confidence. Furthermore, someone who has excessive self-confidence always underestimates others because of the concept embedded in the mind that the ability possessed can solve all problems.

Excessive self-confidence will keep someone closed from input or suggestions from others; while as social beings people must support, remind and help each other. No one can live alone. A person who has excessive self-confidence is also prone to make mistakes and unfortunately, the person will not be able to do self-introspection; thus failure is a permanent shadow that always follows the journey of life.

Excessive self-confidence is the belief that an individual or organization possesses greater knowledge or skill than it actually has. Excessive self-confidence occurs in at least three distinct forms: misestimating, misplacing and misusing. (Russo and Paul: 2016) Then Moore and Healy in Russo and Paul (2016) states that excessive self-confidence is the belief that we have more knowledge or skill than we actually possess in a particular domain or task. It is one of the most pervasive and seductive illusions. Few escape it, even disciplined strategists. Excessive self-confidence always has high risks as stated by Kahneman in Prims and Moore (2017) that: There are profound day-to-day consequences of overconfidence. It has been called the most consequential of the biases to which human judgment is vulnerable.

The essence of excessive self-confidence can be described as follows. One who has excessive self-confidence tends to believe that the ideas possessed are the best. The person will not admit mistakes or weakness, and keep on criticizing others. And all this can be seen in Captain Ahab's personality.

Who told thee that?" cried Ahab; then pausing, "Aye, Starbuck; aye, my hearties all round; it was Moby Dick that dismasted me; Moby Dick that brought me to this dead stump I stand on now. Aye, aye," he

shouted with a terrific, loud, animal sob, like that of a heart-stricken moose; "Aye, aye! it was that accursed white whale that razeed me; made a poor pegging lubber of me forever and a day!" Then tossing both arms, with measureless imprecations he shouted out: "Aye, aye! and I'll chase him round Good Hope, and round the Horn, and round the Norway Maelstrom, and round perdition's flames before I give him up. And this is what ye have shipped for, men! to chase that white whale on both sides of land, and over all sides of earth, till he spouts black blood and rolls fin out. What say ye, men, will ye splice hands on it, now? I think ye do look brave" (Melville, 1851: 36).

Captain Ahab feels very confident that he would succeed in hunting down Moby Dick. Again he reminds everyone that he now has to use fake leg because of Moby Dick and he has to avenge the whale. His heart is burning and he could not wait longer to kill the whale. For Captain Ahab, Moby Dick is a monster to be eliminated or will give new terror to others. He with great confidence say that he would hunt the whale all over the world: Good Hope, Horn and along Norway Maelstrom. He gives motivation to the entire crew that they are brave sailors and they would succeed.

Captain Ahab does not realize that he is an ordinary human whose residence is not at sea; while the whale to be hunted is marine inhabitant and certainly more powerful than humans in movements in water. He does not think of the fate of the sailors forced to sail far without a definite destination and such a voyage would certainly make the sailors tired and run out of strength. Excessive self-confidence always gives negative impacts, both to the perpetrators and the people around them.

3. Loneliness

Everyone can feel alone; but feeling lonely is another thing and becomes a serious problem in life. When someone feels that he is living his own life alone, this means that he is not accompanied by someone else; but when a person feels lonely in life, he is practically isolated from social life which also means he has lost contact with the surrounding community. Losing contact with the community means that the person has no social relationship with anyone; while humans cannot live alone and mental suffering is the most obvious phenomenon for people like this. Feeling lonely in life is a very devastating feeling with the consequences of prolonged suffering.

Adolescents feel lonely when they perceive low level of social support, ignored, negatively evaluated, or rejected, by their family, peers, and other persons in the society, which has an adverse effect on their psychological development and their well-being. (Shaheen, et. al.: 2014)

People who feel lonely behave strangely because they feel that they have been banished from the society. Their personality cannot develop flexibly either. However, they are not discarded, but they throw themselves out of the society as a result of their own actions.

"Oh, Starbuck! it is a mild, mild wind, and a mild looking sky. On such a day - very much such a sweetness as this - I struck my first whale - a boy-harpooneer of eighteen! Forty - forty - forty years ago! - ago! Forty years of continual whaling! Forty years of privation, peril, and storm-time! Forty years on the pitiless sea! For forty years has Ahab forsaken the peaceful land, for forty years to make war on the

horrors of the deep! Aye and yes, Starbuck, out of those forty years I have not spent three ashore. When I think of this life I have led; the desolation of solitude it has been; the masoned, walled-town of a Captain's exclusiveness, which (Melville, 1851:132).

The description above shows that Captain Ahab lives an isolated life because there is no one close to him. He has been a whale hunter for forty years and for forty years, he has lost contact with people on land; in fact, he adds that during this period, he has at most three times put his feet on land. He feels that his life is filled with loneliness, far from the crowds and has been forgotten by relatives and family. This is so because he spends most of his life at sea.

Hubris Syndrome found in the novel is also illustrated in the community through the results of research by using 50 samples taken randomly. The sample is sourced from respondents taken from the population of employees working in both government and private agencies, and academicians in the city of Medan. Two research instruments are used: questionnaires and interviews. From the results, it is seen that there are three dominant traits indicated by someone with a leadership position: Narcissistic Propensity; Excessive Confidence and Loneliness. The results of the respondents' answers show that out of 50 samples, 92% or about 46 people agree that Narcissistic Propensity; Excessive Confidence and Loneliness are the attitudes shown by a leader. Through the interviews given, 92% of the total sample state that their leaders always show the attitude of Narcissistic Propensity; Excessive Confidence and Loneliness in their leadership. 8% of the total sample, around 3 people or 6% disagree with the three dominant attitudes of the leader mentioned above and there is 1 person or 2% who does not answer or does not know anything about this.

Result	Number of Respondents	Percentage
Agree	46	92%
Disagree	3	6%
No Answer	1	1%

Table of Respondents' answer towards the dominant attitude of a leader realized in the novel *Moby Dick*



From the results of the research, it is illustrated that someone with leadership position experiences Hubris syndrome. Thus, it can be stated that Hubris syndrome in the novel is also a reality in the community.

5. Conclusion

Moby Dick is the masterpiece of Herman Melville. The novel becomes the landmark in English literature, especially American literature. The research is focused on a captain named Ahab who in all his madness wants to avenge a whale he names Moby Dick. The real reason for Captain Ahab's revenge is that the whale has bitten off one of his legs and he feels that the whale is a symbol of evil and must be destroyed immediately. As a ship captain he has unlimited power and brings all the crew to hunt the whale. Ahab tries to uphold justice that is irrational and subjective.

Based on the research results and supported by the data validity through interviews and questionnaires, it is seen that Captain Ahab suffers from Hubris syndrome with three points of discussion close to his personality: Narcissistic Propensity, Excessive Confidence and Loneliness. Captain Ahab always feels that he is a superhuman and thirsts for praise. He always shows the crew that he is above them in all things and all his orders must be obeyed. He has excessive self-confidence. He easily says that he would travel all over the world to hunt the whale and he would succeed in killing the whale without thinking of the strength and preparation he has. As a result of Hubris syndrome he cannot interact with the people around him because they feel reluctant with him; thinking that being close to Captain Ahab means inviting trouble. Hubris syndrome always brings destruction; this happens to Captain Ahab. Finally, he has to give up because at the last hunt, the whale destroys everything on the ship and the rope used to hunt the fish ensnares Captain Ahab's neck and he dies.

Hubris Syndrome is a reality, a social phenomenon. Every leader or person a leadership position tends to have a Hubris syndrome. The development of Hubris syndrome is highly dependent on the individual's control. Hubris syndrome surely brings a destruction; more or less this syndrome is a tragic flaw.

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NEGATIVE IMPACTS OF PSYCHOLOGICAL PROBLEMS ON THE PROTAGONIST IN FAYE BIRD'S NOVEL *MY SECOND LIFE*

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Abstract

The objective of this study is to find out the psychological problems on the protagonist and the negative impacts caused by the psychological problems in Faye Bird's novel *My Second Life* published in 2014. Psychological problem are disorders of cognitive, volition, affective, and psychomotor generating to psychological disorders characterized by abnormal thoughts, feelings, and behaviors. The two aspects of the problems are in reality get into the corridor of psychology, a study about human's soul or mind, either about its symptoms, processes, or its background. As literature is a reflection of society, all the characters are also members of literary community leading to a concept that psychology and literature are closely related. This novel is about a teenager who experiences various psychological problems after finding out that in her first life she has been the cause of someone's death. This study is conducted to give an overview to all people about the negative impacts of psychological problems experienced by the protagonist. This study applies qualitative method going through social phenomena and the data are collected from the novel. The results show the psychological problems are depression, anxiety and trauma causing negative impacts in the forms of insomnia, lack of concentration and truancy.

Keywords: depression, anxiety, trauma, insomnia, lack of concentration, truancy

1. Introduction

My second Life, is a 258 pages novel, written by Faye Bird, originally published in 2014, and republished in January 2016. This novel is Faye Bird's debut novel. Bird previously worked as a literary agent then moved to be a screen writer for films and TV. Bird writes fiction for young adults, and besides *My Second Life*, she has published two other books, *What I Couldn't Tell You* (2016) and *My Secret Lies with You* (2019).

My Second Life is the story of a teen living her second life then haunted by the killing of someone in her first life. Fifteen-year-old Ana was born in the year 2000 to Rachel who loves her deeply. But Rachel "doesn't feel like Mum" to Ana, because Ana is not really Ana: she had been born before in 1972, and died at age of 22. She still feels like a girl named Emma, and she misses her real mother. An accidental meeting with an

old woman named Frances makes Ana remember the events in her previous life one by one. When she becomes Emma, she kills a little girl, Frances's daughter. Ana starts visiting Frances on the same street where Emma grows up to find out the truth about the death of her daughter. Never finding clarity about the death of Frances's daughter, Ana could not sleep because of fear and feeling traumatized. Tormented by lingering memories and powerful feelings from early childhood, Ana begins to put the pieces together, but full understanding is impossible until Frances and Ana sits down with Emma's parents.

This study is concerned with two points of discussion, namely the protagonist's psychological problems: depression, anxiety and trauma and the negative impacts of psychological problems: insomnia, lack of concentration and truancy. The first psychological problem is depression, an emotional condition that is usually characterized by very deep sadness, feelings of meaninglessness and feelings of defeat withdrawing, unable to sleep, loss of appetite and interest in daily activities. Depression is the condition when people are sad, broken hearted, or losing someone or something in their life. Depression gives bad mental influences for those who feel it (Goodman, 2011: 32); secondly, anxiety, a subjective feeling about disturbing mental tension as a general reaction of the inability to cope with a problem or the absence of a sense of security. These uncertain feelings are generally unpleasant which will lead to or be accompanied by physiological and psychological changes (Rochman, 2010: 104). Basically, anxiety is a natural thing that has been experienced by every human being, and has been considered as part of someone's daily life. However, excessive anxiety will prevent a person from living his life; and thirdly, trauma and according to Heidarizadeh (2015), trauma means a traumatic event which involves a single event or experience; it involves the feelings and emotions.

The impacts are as follows: The first is insomnia. Insomnia is a disorder of difficulty in sleeping at night. Insomnia is a state of inability to get good sleep, both in quality and quantity, with a state of short sleep or insomnia (Alimul, 2006). The second is lack of concentration. Lack of concentration will greatly hinder a person from carrying out their activities. It will make it difficult for them to focus and think. The third is truancy. Truancy is a deliberate absence by students without the knowledge of the teacher and parents. Truancy is a bad behavior.

2. Literature Review

2.1 Psychological Problem

A psychological problem also refers to psychological disorder. A psychological disorder is a condition characterized by abnormal thoughts, feelings, and behaviors (Weiser, 2014). Psychological problems are disorders of cognitive, volition, affective, and psychomotor. Psychological problems are symptoms or psychological patterns of behavior that appear clinically that occur in a person because they are associated with a state of distress (pain symptoms) or disability (disorders in an area or more important functions) which increases the risk of death, pain, disability or loss of essential liberty and it is not uncommon for responses to be received under certain conditions. This disorder can happen to anyone. This psychological disorder occurs due to various factors such as, traumatic events such as violence and sexual harassment, loss of the closest people, feelings of inferiority, inadequacy, anger and loneliness.

2.1.1 Depression

Depression is a feeling of sadness associated with suffering. It can be a self-directed attack or a deep feeling of anger (Nugroho, 2000). Depression is a common mental disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite, and poor concentration. These problems can become chronic or recurrent and lead to substantial impairments in an individual's ability to take care of his or her everyday responsibilities (Bhowmilk, 2012). According to Lyer and Khan (2012) major depression is a mood disorder characterized by a sense of inadequacy, despondency, decreased activity, pessimism, anhedonia and sadness where these symptoms severely disrupt and adversely affect the person's life, sometimes to such an extent that suicide is attempted.

Depression is a mood disorder that is common in society. However, depression is a disease that is not widely detected. Mild depression affects a person's daily activities, while severe depression can lead to suicide attempts. According to American Psychiatric Association (2013), several symptoms are common to someone who is experiencing depression, such as:

1. Depressed mood most of the day, nearly every day.
2. Markedly diminished interest or pleasure in all, or almost all, activities of the day, nearly every day.
3. Significant weight loss when not dieting or weight gain.
4. Insomnia or hypersomnia nearly every day.
5. Psychomotor agitation or retardation nearly every day.
6. Fatigue or loss energy nearly every day.
7. Feelings of worthlessness or excessive or inappropriate guilt (which may be delusional) nearly every day.
8. Diminished ability to think or concentrate, or indecisiveness, nearly every day.
9. Recurrent thoughts of death (not just fear of dying), recurrent suicidal ideation without specific plan, or a suicide attempt or a specific plan for committing suicide.

2.1.2 Anxiety

Anxiety is total response of a human being to threat or danger. Each experience of anxiety involves a perception of danger, thoughts about harm, and a prose of psychological alarm and activation (Moss, 2002). While according to Hallam (1992), anxiety is a word used in every day conversation and refers to a complex relationship between a person and his situation. Anxiety is often a diffuse, unpleasant and uncomfortable feeling of apprehension, accompanied by one or more bodily sensations that characteristically recur in the same manner in the person. Anxiety disorders can make it hard for people to work or study, to manage daily tasks and to relate well with others (Rector, 2005).

Anxiety is a normal feeling people experience when faced with threat, danger, or when stressed. When people become anxious, they typically feel upset, uncomfortable, and tense. Feelings of anxiety can be a result of life experiences, such as relationship breakdown, serious illness, major accident, or the death of someone.

2.1.3 Trauma

Trauma is a word derived from Greek, which means "wound", and originally implied an injury inflicted upon the body, but today implies a wound inflicted upon the

mind. In other words, trauma is the event and the emotional and physical response long after the event occurred. While according to Smith (2008), trauma is the result of extraordinarily stressful events that shatter your sense of security, making you feel helpless and vulnerable in a dangerous world. Traumatic experiences often involve a threat to life or safety. Experience is involving betrayal, verbal abuse, or any major loss. An event can be called a traumatic event that causes extreme stress and exceeds the individual's ability to cope (Giller, 1999). The traumatic event can be re-experienced in various ways. A common re-experiencing symptom is distressing dreams that replay the event itself or that are representative or thematically related to the major threats involved in the traumatic event. These episodes, often referred to as "flashbacks," are typically brief but can be associated with prolonged distress and heightened arousal.

2.2 Negative Impacts of Psychological Problem

Psychological disorders will get worse over time if not treated immediately. People with psychological disorders will experience several signs and symptoms both emotionally and physically. Emotionally, the person who is traumatized will experience emotional symptoms that often appear, such as denial or cannot accept reality, angry, sad, overflowing emotions, feeling embarrassed, feeling guilty of what happened, and withdrawing from association. Whereas psychically, the symptoms are such as paleness, limpness, fatigue, lack of concentration, and heart beating fast.

2.2.1 Insomnia

Someone who has a psychological disorder generally will feel difficulty in sleeping at night. This happens because of mood disorders that cause sufferers to feel sad, hopeless, helpless and guilty. All these negative emotions occupy their minds, making it difficult for them to sleep. Insomnia is a condition that describes a person having difficulty sleeping. These conditions can include trouble sleeping, waking up frequently at night, and waking up too early. This condition results in a feeling of not being refreshed during the day and difficulties in carrying out daily activities and not fulfilling the need for good sleep (Respir, 2014).

2.2.2 Lack of Concentration

Psychological disorders can make sufferers less concentrated or less focused on what is being done. This is because the sufferer is constantly overshadowed by a memory that the sufferer does not want to remember, so that the sufferer often daydreams and eventually loses concentration.

They will generally experience difficulty to think, concentrate, or make even minor decisions. They may appear easily distracted or complain of memory difficulties. In the case of school-aged children, this psychological disorder will greatly affect the decline in school grades because the child will have difficulty concentrating while studying, or may even fall asleep in class while teaching and learning activities are in progress.

2.2.3 Truancy

Truancy is one of the negative effects caused by psychological disorders. According to Mustaqim and Wahib in Khanisa (2012: 28) truancy is a form of action that students deliberately leave lessons or leave school without prior permission or without information; not attending school for the wrong reasons and for no apparent

reason. School-age children with psychological disorders tend to skip school, because they experience extreme mood swings that make them lose interest or pleasure in things he used to do. Individuals may be feeling less interested in hobbies, not caring anymore, or not feeling any enjoyment in activities that were previously considered pleasurable.

3. Research Method

The research method used is qualitative research design. The data are taken from many texts and are then explored and analyzed using descriptive qualitative method by identifying clauses, sentences and interpreted into the form of words rather than numbers (Creswell, 2013: 87). The application of this qualitative method is descriptive in nature, which means the data generated in the form of words in the form of quotations.

According to Bogdan in Moleong (2007: 4), the qualitative method is a research procedure that produces descriptive data in the form of written or oral words from people and observed behavior. Thus, this approach is directed at the setting and the individual holistically (whole). The main data in this study are taken from Faye Bird's novel *My Second Life*, and the source of data are from the phrases and sentences of the novel. Then

4. Discussion

This part will be divided into two points of discussion: the protagonist's psychological problems, sub-divided into depression, anxiety and trauma and the negative impacts of psychological problems, sub-divided into insomnia, lack of concentration, and truancy. Each negative impact of psychological problem is described below.

4.1 The Psychological Problem

4.1.1 Depression

Guilt is one of the symptoms of depression experienced when someone is depressed. Feelings of guilt arise because a person feels that others will suffer as a result of a mistake he has made. As in this novel, the protagonist feels that if she has not left her childhood friend, Catherine, alone by the lake, she probably would not drown in the lake.

Guilt. All I could feel was guilt. It was uncoiling itself inside me. (Bird, 2016: 20). ... I might not have remembered leaving her to cough and splutter as her lungs filled up, until there was not a breath of her left, but I knew right down to my core that I'd killed her, that I was guilty. And I couldn't get the image of her face in the water out of my mind (Bird, 2016: 29).

Based on the quotations above, the protagonist continues to feel guilty for what has happened in the past. She feels that she is the cause of her childhood friend's death, so the images of what happen when her friend dies and floats on the surface of the lake keeps filling her head. Not for a second the image disappears from her mind. This shadow haunts the life of the protagonist and makes feelings of guilt continue to envelop her.

Not only feelings of guilt, the protagonist also has other symptoms of depression, namely fatigue and lack of energy. The body that is easily tired is

associated with depressive symptoms because depression takes a lot of one's energy in thinking about something, so that people with depression will feel easily tired in carrying out their daily activities.

I held on to the mantelpiece and my eyes began to go again. I was weak. (Bird, 2016: 196) ...I fell to the floor. I felt my legs go, and I opened my mouth to cry out, but I knew I was going to hit the floor and there was nothing I could do about it (Bird, 2016: 199).

From the quotation above, the protagonist feels her body is getting tired because she keeps trying to collect memories about the incident on the day her childhood friend dies. Because of that she has to think hard which eventually draining her strength as she tries to remember the things that has happened in her first life, and also to find out the truth about Catherine's death.

4.1.2 Anxiety

Feelings of anxiety tend to be characterized by a feeling of fear that is unclear or unpleasant. One of the most common symptoms of anxiety is panic attacks. Someone who has anxiety tends to be prone to panic attacks when they have to be exposed to situations that can trigger their anxiety. In this novel, the protagonist tends to be more prone to panic attacks when she is faced with a situation related to the past that she really does not want to remember.

I felt panicked now. A vague sickness began to shift and rise in my belly (Bird, 2016: 92) ...

And I felt a panic rising up inside me, fast and urgent, and I thought I'd be sick with the guilt and the shame (Bird, 2016: 180) ... Panic gripped me, as it had then. Frances. She'd seen me. I'd been seen. I felt sick with them knowing what I did (Bird, 2016: 188).

The above quotes show that the protagonist experiences panic attacks several times when she is faced with situations related to Catherine's death and also when she receives new memories about the events of the day Catherine dies.

4.1.3 Trauma

Trauma occurs because someone witnesses a painful incident that makes someone unable to forget, and is also constantly shadowed by the incident. In this novel, the protagonist experiences the trauma of seeing the death of her childhood friend drowned in a lake, in her previous life, when she is Emma. Symptoms of trauma that occur in the protagonist are often experienced by flashbacks related to the death of her friend and she also has nightmares.

We're going to the river, Cathrine. We'll play hide-and-seek by the river. Those words just wouldn't go away. If you don't play I'll tell on you. You have to come or that's what I'll do (Bird, 2016: 64).

The quotation above shows that the protagonist begins to remember the actual events one by one. This is what makes the protagonist under pressure because she cannot remember the actual events at once, but one by one, which of course will make her feel even more burdened by curiosity about what really happens, and whether it is true that she is the reason for Catherine's death.

4.2 Negative Impact of Psychological Problem

4.2.1 Insomnia

As long as Ana has a psychological breakdown, she experiences insomnia. Ana also feels that sleeplessness is part of her life. She is too focused on the problem at hand, so that the events that disturb her mind often haunt her, making it difficult for her to sleep.

I didn't sleep. I couldn't. Being shouted like that, being hit. It stayed with me. I lay in bed, still, all night, with my eyes open, trying to feel blank. Trying to feel nothing. But my feelings were all over me, like itches I couldn't reach to scratch (Bird, 2016: 104).

The quotations above show that the protagonist is having trouble in sleeping. Even though she has tried to lie on her bed all night with her eyes closed, she still cannot fall asleep. The images of the memories continue to roll even as she closes her eyes. Her mind keeps turning past events that makes her having trouble in sleeping.

4.2.2 Lack of Concentration

Lack of concentration is one of the negative impacts arising from psychological disorders. Those who suffer from psychological disorders tend to find it difficult to focus on what they are doing. Their minds are constantly filled with events that weigh down on them.

I shook my head. My eyes wouldn't focus and my mind just wasn't giving me any kind of a break; it was full of images almost all the time. They were churning, spinning, repeating over and over. I thought I might pass out, but I didn't. I couldn't. However tired I was, I seemed to always be conscious (Bird, 2016: 165).

From the quotation above, it can be seen that the protagonist has difficulty in concentration because her mind is filled with images of events about Catherine. The incident continues to spin her head endlessly. Even when she is tired, these events does not disappear from her mind.

4.2.3 Truancy

Truancy is a negative impact felt by the protagonist. A child in school age who suffers from psychological problems is prone to truancy. She will feel safer and also more comfortable outside of school.

I didn't go to the toilets. I walked straight out of school and into the street, and I just kept walking. I wasn't really sure where I was going. I felt less sick now that I was outside. I guessed the school would call Rachel once they'd realized that I had gone. I'd never ditched before. I didn't really know how these things worked. I had been in for registration. Maybe no one would notice that I had gone. I looked at my watch. It was just after midday... (Bird, 2016: 29).

From the quotation above, the protagonist deliberately leaves her class when the flashback pieces fill his head. She leaves her class on the excuse of going to the toilet, but she does not actually go to the toilet. She leaves school and then goes to the train

station, and gets on it. She leaves with no apparent purpose. She just does not want to be in school.

5. Conclusion

Based on the analysis of the problem in the novel, some significant points of research are found. The psychological disorders are experienced by the protagonist making her feel various symptoms which eventually result in her experiencing some effects of these symptoms in her daily life.

The protagonist experiences various psychological problems since knowing that she has lived before and when she sees that her childhood friend from her first life has died. The protagonist experiences three psychological problems. The first is depression, which is characterized by symptoms of guilty, loss of energy and thought of suicide. The second is anxiety, characterized by symptoms of insomnia. And the third is trauma, characterized by flashback symptoms and nightmares.

The psychological problems suffered by the protagonist have negative impacts on the protagonist. The first impact is insomnia. The protagonist experiences insomnia as a result of the psychological problems. Events that disturb her mind keep filling her head even as she is about to go to sleep. The second is lack of concentration. Flashbacks that keep spinning in her head make her easy to lose concentration on what she is doing. And, the last is truancy. All these negative impacts appear since the protagonist has psychological problems.

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INTERPERSONAL METAPHOR OF MOOD IN ANTHONY DOERR'S NOVEL *ALL THE LIGHT WE CANNOT SEE*

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Abstract

This study aims to explore the transference of mood in interpersonal metaphor. The design method is descriptive and the approach is qualitative research. The main data are taken from the novel *All the Light We Cannot See* written by Anthony Doerr. The analysis is done by identifying the interpersonal metaphor of mood in the novel, describing them, and determining the dominant transference by using the percentage formula. 160 pages or one-third of the novel were taken as the data of this study. By completing the steps of the objectives, the significance is to give a thorough comprehension about interpersonal metaphor of mood and the transferences occurred in the sentences whether it is in texts or in speeches. The finding shows that the dominant mood found in the novel is declarative which reaches 44% occurrences. The second mood, which often occurs in the novel, is interrogative with 40%. The third is command in interrogative mood with 12% occurrences and the statement in imperative mood follows with 4% occurrences; while there two patterns which cannot be found in the novel. They are question in declarative mood and imperative mood. It implies that most sentences in the novel give command in declarative form.

Keywords: metaphor, interpersonal, transference of mood

1. Introduction

People often find some difficulties when conveying their ideas to readers or listeners on both written and spoken language. It is safe to say that they are in desperate need of finding ways to transfer their imaginations through text or verbiage; here we find the use of metaphors. The first reason to use metaphors is to give people a picture in their minds of what is being discussed. For example, if one is trying to get a listener or reader to see how beautiful the subject's personality is, he or she might use the metaphor, "she is an angel". Angel is an entity whose characteristics are known to be beautiful, and perfect in some ways. Thus, the comparison of the subject's personality to an angel means that "she is so beautiful".

Another reason to use metaphors is to help people understand a concept. Extended metaphors are especially useful for this. An extended metaphor is a metaphor that lasts for multiple lines and has symbols that keep the metaphor going. Metaphors

can also be used to simply make the writing more interesting. If a writer uses literal language, especially in fiction or literary non-fiction, the writing can be boring and dry. Coming up with original metaphors helps to make the writing more interesting while, as stated above, helping listeners or readers to understand what people are trying to convey.

The way we talk about complex and abstract ideas is suffused with metaphor. Metaphor is everywhere in literature, from the interrelations among its smallest (words, images, figures of speech) to its largest (characters, plot, narrative) elements. Beyond the most basic assumptions about metaphor — that it has a primarily decorative purpose, to make writing more “exciting” or “beautiful;” or that it helps the reader “visualize” images; or that it serves to highlight and heighten important themes — lie great areas of thinking about metaphor, that can help deepen and clarify our understanding of literature, art and life. Transferences of metaphor occur a lot in daily conversations and published writings such as novels. This is meant to get variations of wordings and most of times to amplify or soften the intention by changing the mood.

As for the source material of this study, Anthony Doerr's novel *All the Light We Cannot See* is chosen, and this novel tells about a blind French girl and a German boy whose paths collide in occupied France as both try to survive the devastation of World War II. The novel was published by Scribner in 2004 and it won the 2015 Pulitzer Prize for Fiction and the 2015 Andrew Carnegie Medal for Excellence in Fiction.

This research is conducted to identify and analyze the transferences in interpersonal metaphor of mood. The other types of metaphor are outside the scope. The novel that was used as the object of this study is *All the Light We Cannot See*, published by Scribner in the United Kingdom in 2014, consisting of 531 pages sectioned into thirteen chapters. The writer of this study analyzes more than one-third of the novel.

Hopefully, this study can increase readers' knowledge in identifying the mood transferences in texts and conversations, and writers' skill making good sentences in English, especially interpersonal metaphor.

2. Literature Review

Metaphor is viewed as meaning representation from two sides; one is literally and the other is metaphorically (Searle 1993: 83). Metaphor is divided into lexical metaphor, which is the traditional understanding of metaphor (Lakoff and Johnson, 2003) and grammatical metaphor, which is pioneered by Halliday. Lakoff's metaphor is much more to the literature; meanwhile, Halliday's is much more to the text and context. Halliday (1994: 340) defines metaphor as a word used for something resembling that which it usually refers to. Grammatical metaphor is divided into ideational metaphor (sometimes called as experiential metaphor) and interpersonal. In Halliday's definition, when something is metaphorically written or spoken, it is done not in congruent or natural fashion.

2.1 Grammatical Metaphor

Grammatical metaphor is the transference in the expression of meanings from a congruent representation to another incongruent realization that involves changes in the level of clauses, groups/phrases, words and morphemes. Grammatical metaphor is divided into two types:

2.1.1 Ideational Metaphor

This type of metaphor does incongruent coding involving transferences from the congruent form of types of the clauses and types of the processes and the participants used. For instance, the congruent expression such as “He departed to the station immediately so that he was safe from the fatal accident” may be transferred into its corresponding grammatical metaphoric expression “His immediate departure to the station saved him from the fatal accident”.

Such incongruent coding which is characterized by high degree of lexical density and low degree of grammatical intricacy is generally used in the written language. On the other hand, congruent coding which is characterized by low degree of lexical density and high degree of grammatical intricacy is used in the spoken language. An expression is said to be congruent if it is coded by using the normal grammatical categories in terms of experiential functions as given below: a thing coded by a noun, an event or activity coded by a process, quality coded by an adjective, location, time, manner coded by a circumstance, relation coded by a conjunction, position coded by a preposition, and judgment, opinion or comment coded by modality.

Note that grammatical metaphor in terms of experiential metaphor is naturally used in the written language in the description of science and technology, which is associated to objectivity, impersonality, technicality, and practicality. Thus, such features characterize the lexico-grammatical realizations of experiential metaphor as (a) dominant use of relational process, (b) in the passive voice, and (c) with low degree of grammatical intricacy and high degree of lexical density. Grammatical intricacy is associated with the number of clauses in a clause complex and lexical density is based on the less number of lexical categories in the clause (Suhadi, 2015).

2.1.2 Interpersonal Metaphor

Halliday (1985) notes that interpersonal metaphor is categorized into metaphors of mood and modality, creating a stratal tension between discourse semantics and lexicogrammar. Mood metaphors construe a discourse semantic speech function through an incongruent mood option in grammar. To illustrate, the speech function command might be realized as a command, e.g. Get up! using imperative mood. Alternatively, command might also be realized as a suggestion as in Why don't you get up? using interrogative mood. Mood metaphors are found more commonly in spoken language. However, the second type of interpersonal metaphor, metaphors of modality, is more likely to be found in written language.

Halliday in Suhadi (2015) states that interpersonal metaphor is the incongruent coding involving types of clause involving mood and modality. Normally, the congruent coding of a statement is realized with a declarative, a question with an interrogative, and a command with an imperative. Note that an offer does not have an unmarked congruent realization in mood. Here are some examples of transference of mood from congruent coding into incongruent coding in terms of interpersonal metaphor of mood:

- a. A statement expressed in the interrogative mood.
 - That is not the character of a university student.
 - Is that the character of a university student?
- b. A statement expressed in the imperative mood.
 - Ali: Where is my new bag, Mom?
 - Mom: I put somewhere in the cupboard.
 - Look for it in the cupboard!

- c. A command expressed in the interrogative mood.
 - Switch on the air-conditioner!
 - Could you switch on the air-conditioner?
- d. A command expressed in the declarative mood.
 - Don't challenge your father!
 - You should not challenge your father.
- e. A question expressed in the declarative mood.
 - Do you know her name?
 - I ask you whether you know her name.
- f. A question expressed in the imperative mood.
 - Who hasn't got the hand-out?
 - Raise your hand if you haven't got the hand-out.

In many instances a question may be answered in three different moods: declarative, imperative or interrogative.

- A : Where is my notebook?
- B : It is in the cupboard. (Declarative)
Find it in the cupboard. (Imperative)
Have you looked for it in the cupboard? (Interrogative).

2.2 Lexical Metaphor

Lexical Metaphor is an indirect comparison of a lexical item with another item which has some features in common. With two lexical items directly compared with the words as or like it is called simile, not metaphor such as in *Her heart is like a stone* or *Her heart is as hard as a stone* (Suhadi, 2015).

3. Research Method

This study uses descriptive design with qualitative approach. Matin (2004:70) notes that descriptive research design is to portray accurately the characteristics of a particular situation or group or individual with or without special initial hypotheses about the nature of these characteristics. Descriptive research is a research method that describes and interprets object appropriate with situation (Best, 1982:119). The process of classifying or labelling various kinds of data and preparing a data index is the essential step in the organization of qualitative research.

In this study, data are collected from 160 pages or one-third of the novel. The data are arranged in several steps such as administering, verifying, and classifying the chosen data, which were conducted as follows:

1. Identifying the interpersonal metaphor of mood based on the theory proposed by Halliday (1985).
2. Determining the dominant transference of mood in interpersonal metaphor found.
3. Describing each transference of mood in interpersonal metaphor by using the percentage formula (Ary et al, 1979:108) as follows:

$$F = \frac{X}{Y} \times 100\%$$

Note:

- F= The percentage of the obtained transference of mood in interpersonal metaphors.
- X = Frequency of each transference of mood in interpersonal metaphors occurrences.

- Y = The sum of interpersonal metaphors of mood.

4. Discussion

Transferences of interpersonal metaphor of mood found in the novel:

a. Statement realized with interrogative

1. “Why doesn’t he say where he is, Werner?”

“Maybe because he doesn’t want us to know?” (p. 53)

The underlined sentence answers the question before with an interrogative mood instead of declarative mood because the speaker is not sure about the answer.

2. Didn’t she presume she would live with her father in Paris for the rest of her life? That she should always sit with Dr. Geffard in the afternoons? That every year, on her birthday, her father would present her with another puzzle and another novel, and she would read all of Jules Verne and all of Dumas and maybe even Balzac and Proust? That her father would always hum as he fashioned little buildings in the evenings, and she would always know how many paces from the front door to the bakery (forty) and how many more to the brasserie (thirty-two), and there would always be sugar to spoon into her coffee when she woke? (p. 72)

The paragraph is about the speaker questioning her fate, wishing what would have happened if the war had not broken.

3. “What are you listening to?”

She crosses her arms and puts the earphone back and does not answer.

“Are you listening to something you’re not supposed to be listening to?”

“What do you care?” (p. 73)

The underlined sentence is about the second speaker answering the question with an interrogative mood, declaring that she might be listening to something she is not supposed to be listening to.

4. “People say it must not be a great posting, here at the mines,” says Herr Siedler. “They say: ‘Wouldn’t you rather be in Berlin? Or France? Wouldn’t you rather be a captain at the front, watching the lines advance, away from all this’---he waves his hand at the window---“soot?” But I tell them I live at the center of it all. I tell them this is where the fuel is coming from, the steel too. This is the furnace of the country.” (p. 84)

The underlined questions is a statement that Herr Siedler should have a better fortune if he is posted in Berlin or France, be the captain at the front, instead of staying there in the mines.

5. “Is it right,” Jutta says, “to do something only because everyone else is doing it?” (p. 133)

This rhetorical question states that it is not right to do something only because everyone else is doing it.

6. “What else can you make?”

Werner studies the parts on his table. “A doorbell, sir? Or a Morse beacon? An ohmmeter?” (p. 149)

The underlined answers stated in interrogative mood are to show that the speaker has the ability to make them all.

7. "The Lycée Charlemagne, is that right? On the rue Charlemagne?"

The skin around the assistant director's eyes stretches.

"Where your daughter goes to school?" Von Rumpel turns in his chair. "And the College Stanislas, isn't it, Dr. Hublin? Where your twin sons attend? On the rue Notre-Dame des Champs? Wouldn't those handsome boys be preparing to walk home right now?"

Hublin sets his hands on the back of the empty chair beside him, and his knuckles become very white.

"One with a violin and the other a viola, am I correct? Crossing all those busy streets. That is a long walk for ten-year-old boys."

(p. 177)

All the questions above are threats from Von Rumpel towards Dr. Hublin, saying that he knows his identity and the whereabouts of his family.

8. "Is it hidden, Uncle? Could someone see it if the house were searched?"

"Who would search the house?" (p. 182)

The underlined answer in interrogative mood indicates that the Uncle believes that house will not be a target for searching.

9. Frau Elena's midnight passage among the beds like an angel, murmuring, *I know it's cold. But I'm right beside you, see?* (p. 193-194)

The underlined sentence ended with a question mark can be interpreted that it is safe since Frau Elena is with them.

10. When he demands to use a telephone, the guards don't bother to laugh. "Do you know the last time we used a telephone?" (p. 197)

The question above is an irony, stating that the guards never use a telephone for a long time.

b. Statement realized with imperative

1. "How many radios do you have, Uncle?"
"Let me show you." He brings her hands to a shelf. "This one is stereo. Heterodyne. I assembled it myself." (p. 134)

c. Command realized with interrogative

1. Etienne adopts a British accent. "Good evening, mademoiselle, why don't you come to the jungle with me and eat these butterflies, they are as big as dinner plates and may not be poisonous, who knows?" (p. 151)
2. "Could you read some more, please?" she asks, and Etienne opens the book and whispers, "*Delight itself is a weak term to express the feelings of a naturalist who, for the first time, has wandered by himself into a Brazilian forest . . .*" (p. 157)
3. "Is there somewhere," he says, "we can talk?" (p. 174)

The interpretation of the question above is “Let’s talk somewhere.”

d. Command realized with declarative

1. He picks her up and spins her around three times. “Now,” he says, “you’re going to take us home.” (p. 36)
2. “I want you to think of the model, Marie.” (p. 36)
3. The children sing and devour the pudding, Frau Elena says, “Time’s up,” and Werner switches off his receiver. (p. 68)
4. Objects patter onto the roof---shell fragments? cinders?---and Marie-Laure says aloud, “You are too high in the house,” and forces herself out from beneath the bed... (p. 100)
5. “You will work in the laboratory after dinner. Every night. Even Sundays.”
“Yes, sir.” (p. 154)
6. After a few paragraphs, Marie-Laure says without preamble, “Tell me about that bedroom upstairs. Across from the one I sleep in.” (p. 158)
7. “When I raise my left hand, you run. When I raise my right hand, the rest of you fools run.” Off Bastian waddles, rubber hose around his neck, pistol swinging at his side. (p. 169)
8. He sets down his cup of tea and says, “I would like to see your most protected specimens. I am most specifically interested in a specimen I believe you have only recently brought out from your vaults.” (p. 175)
9. “I would like to see the minerals you do not reveal to the public. One in particular.” (p. 176)
10. Von Rumpel does not raise his voice. “You will wait here. Both of you. You will wait here with me until I see what I have come to see. And then we will all go back to our important jobs.” (p. 176)
11. Von Rumpel says, “I know it is not here, messieurs. Not even the lowest janitor would be so stupid as to leave the diamond here. But I would like to see where you have kept it. I would like to know what sort of place you believe is safe enough.” (p. 177-178)

e. Question realized with declarative

The author does not find any sentence that has the pattern of this transference.

f. Question realized with imperative

The author does not find any sentence that has the pattern of this transference.

The finding shows that the number of each transferences of mood in interpersonal metaphor is found in the novel. Then, the data are converted into a percentage table below. Based on the data analysis, the result can be presented as follows:

Transference of Mood in Interpersonal Metaphor	Number	Percentage
Statement → Interrogative	10	40%
Statement → Imperative	1	4%

Command → Interrogative	3	12%
Command → Declarative	11	44%
Question → Declarative	0	0%
Question → Imperative	0	0%
Total	25	100

Table 1. Percentage and the Number of Lexical Metaphor

The above table shows that the dominant mood found in the novel is declarative which reaches 44% occurrences. The second mood which often occurs in the novel is interrogative with 40%. The third is command in interrogative mood with 12% occurrences and the statement in imperative mood follows with 4% occurrences. While, there two patterns which cannot be found in the novel. They are questions in declarative mood and imperative mood. This implies that most sentences in the novel give command in declarative form.

5. Conclusion

The conclusion is that no sentence which matches the pattern of the question realized in declarative mood (0%) and the question realized in imperative mood (0%), while the most dominant transference is the command realized in declarative mood with 11 occurrences (44%), followed by the statement realized in interrogative mood with 10 occurrences (40%). Then comes the command realized in interrogative mood with 3 occurrences (12%), followed by the statement realized in imperative mood with 1 occurrence (4%).

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IMPACT OF SEXUAL ABUSE IN LAURIE HALSE ANDERSON'S NOVEL *SPEAK*

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Abstract

This paper discusses the impacts of sexual abuse found in the novel *Speak* that has been selected as the source of data because this novel has a strong impact on sexual abuse victim. The story is about a female teenager who becomes a victim of abuse and it gives her many impacts. The aims of this study are to find out and analyze the impacts of sexual abuse and is conducted based on the concept of sexual abuse, a crime related to sexuality and more specifically related to male and female sexuality. Sexual abuse can include sexual harassment and sexual assault. Sexual abuse is an act that can harm and damage the victims with physical, psychological, sexual and even emotional impacts. This study applies descriptive qualitative method, which collects the data taken from the novel that has been read. The result of the study shows that there are three forms of sexual abuse impacts: physical, psychological and behavioral.

Keywords: sexual abuse, impact, victim, harassment, violence

1. Introduction

Abuse or violence is common in everyday life both in the family, community and peers. Abuse generally affects people who are helpless. The case of abuse will never run out to be discussed over time. Generally, abuse often occurs on children or it is called child abuse. The problem of child abuse is not a stand-alone problem but is influenced by several interacting factors. Child abuse is also called child maltreatment, which is an action that is intentionally carried out, by a parent or caregiver.

Victims who experience sexual abuse will certainly experience of course very suffering physically, psychologically or emotionally and socially. The victims of criminal acts of sexual abuse often have adverse impacts such as depression, fear, anger, trauma, physical disability, guilt or shame, anxiety, interpersonal isolation, shame, low self-esteem, self-destructive behavior, poor body imagery, sleep disturbance, suicide, nightmares, anorexia or bulimia, criminality in adulthood, relational or sexual dysfunction, compulsive behavior like alcoholism, drug addiction, gambling, over eating, over spending, and sexual obsession or compulsion.

Speak written by Laurie Halse Anderson tells about Melinda Sordino, a student at Merryweather High School in Syracuse, New York who becomes traumatized after she is raped in one party. In *Speak*, Melinda is raped by her senior and becomes his sexual pleasure but she is unable to tell everyone about the incident. After the sexual

abuse, she chooses not to speak with anyone else about what has really happened to her. *Speak* which raises the issues of rapes by portraying the situation nowadays intrigues the writer to analyze the impacts of sexual abuse in the novel.

Speak not only exposes how rape cases can happen in school environment but also shows how the victim becomes isolated from the society. The novel shows how Melinda Sordino, the victim, drastically changes into an outcast. Melinda's traumatic experience after sexually harassed causes psychological trauma to her, she becomes a mute; she refuses to talk to anyone. Melinda practically stops talking, and increasingly disconnects herself to events around her. Melinda begins to skip school, withdraws from her parents, and loses herself. She hides away in an abandoned janitor's closet during the school day, where she goes to sleep or hides when she is feeling anxious. Her only sanctuary is her art class, where there is a kind teacher who encourages her to express herself. The novel *Speak* is an American novel as the third novel written by Laurie Halse Anderson, which has won 8 awards and becomes one of 11 finalists of book awards such as Publishers Weekly Best Book of the Year, A New York Time Best Seller, and many more.

2. Literature Review

2.1 Sexual Abuse

According to Achie (2000), sexual abuse is a crime related to sexuality and more specifically related to male and female sexuality. Sexual abuse can include sexual harassment and sexual assault.

2.1.1 Sexual Abuse without Elements of Coercion

Sexual abuse without elements of coercion is conducted by persuasion or other actions by outsmarting victims generally due to limited experience and children's reasoning. The possibility of this crime happens is based and planned by the perpetrator whose victims are children. Beside children, women are possible to be victims of sexual abuse without any elements of coercion, such as sexual harassment. Sexual harassment is one type of sexual abuses. Sexual harassment refers to an act that is done by physical or non-physical touch with the aim of the sexual organ or sexuality of the victim. It includes whistling, flirting, sexual nuanced speech, displaying pornographic material and sexual desires, puffing or touching on parts of the body, sexual gestures that can cause discomfort, offense, and humiliation to the victim's self esteem.

2.1.2 Sexual Abuse with Elements of Coercion

Sexual abuse with elements of coercion has been regulated in Article 285 of the Penal Code that must meet the elements such as:

1. Abuse/threats of abuse.
2. The existence of intercourse with the victim.

One example of sexual abuse with elements of coercion is rape. Rape the most concerning abuse of sexual abuses with elements of coercion. Rape is an attack which is directed to the sexual part and sexuality of a person by using the perpetrator's sexual organ to the victim's sexual organs, like vagina, anus or mouth, or by using other body parts that are not sexual organs or other objects. The attacks are done violence by threatening with coercion resulting in fear of violence, under duress, psychological pressure or abuse of power or by taking advantage of a coercive environment, or assaults on a person.

2.2 Impacts of Sexual Abuse

Sexual abuse is an act that can harm and damage its victims. There are many impacts of sexual abuse, physically, psychologically, sexually, or even emotionally (Sanderson, 2006: 40).

2.2.1 Physical impacts

Physical impact may include a variety of physical problems that are sexually related, such as sexually transmitted diseases, problems with the throat or mouth, difficulties with urination, penile or vaginal discharge, or bruises in the genital area and stomachache (Zastrow, 2015: 246)

A person who is assaulted may sustain bruises and cuts. They could also have more severe injuries such as knife wounds, broken bones, and damaged genitals. Others may develop chronic pain without an obvious physical cause.

Some survivors experience sexual dysfunction, and fertility issues. Others may develop sexually transmitted infections. Contrary to myth, it is possible for a sexual assault to result in pregnancy.

2.2.2 Psychological Impacts

The psychological impacts of sexual abuse inflict or damage psychological part of the victims of sexual abuse. The psychological impacts are:

1. Depression: The loss of bodily autonomy is often difficult to cope with. It can create feelings of hopelessness or despair. It may also reduce one's sense of self-worth. Depressive feelings may be mild and fleeting, or they can be intense and long-lasting.
2. Anxiety: The loss of bodily autonomy can also cause severe anxiety. Survivors may fear the attack could happen again. Some may experience panic attacks. Others may develop agoraphobia and become afraid to leave their homes. In some cases, a survivor may develop a chronic fear of the type of person who harms them.
3. Post-traumatic stress: Abuse at an early age can have enduring negative effects on a child's brain development and function. Stress sculpts the brain to exhibit various antisocial.

2.2.3 Behavioral Impacts

Sexual abuse can sometimes result in personality disruptions such as borderline personality. The behavior linked with personality disruptions could actually be an adaption to abuse. For instance, a characteristic of borderline personality is a fear of abandonment. That fear might not be adaptive in adulthood. Yet avoiding abandonment might have protected someone from sexual abuse as a child.

3. Research Method

Research design is a framework that has been created to find out the answers of research questions. Moleong (2007) defines a research design as the researcher's overall concepts for answering the research question or testing the research hypothesis.

This study adopts descriptive qualitative method. Sukmadinata (2006), explains that descriptive research is a form of research aimed at describing existing phenomena, both natural phenomena and man-made phenomena. Moleong (2007) states that qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, action,

etc. in a holistic manner, and by way of descriptions in the form of words and language, in a context specifically natural and by utilizing various natural methods.

In addition, the writer also collects the data from some books, internet and many other resources that can be related to the subject matter being analyzed, attending to the steps of collecting, selecting, interpreting the data and finally creating the conclusion.

4. Discussion

4.1 Sexual Abuse

Melinda is raped by Andy Evans, "I was on the ground and he was on top of me... he smells like beer and mean and he hurts me and gets up and zips his jeans and smiles. (Anderson, 1999: 135). It is seen that a sexual abuse has been done by Andy Evans to Melinda Sordino. Melinda is actually an ordinary girl who has many friends. However, in her mind, though she has many friends, it is still not complete without someone who loves her. She wants and needs someone to be loved. That is why she wants to join the party invited by her best friend, Rachel.

Of course, she has done the wrong thing in making her intention to get a boyfriend in the party. She has already consumed some glasses of beer and after that she becomes drunk and also causes her to be sexually abused. She is even raped by Andy. This can be proved through the quotation below.

I'm hanging a poster outside the metal-shop room when IT creeps up.
Little flecks of metal slice through my veins. IT whispers to me.
"fresh meat". That's what IT whispers. IT found me again. I thought I
could ignore IT. There are four hundred other freshmen in here, two
hundred female. Plus all the other grades. But he whispers to me
(Anderson, 1999: 86).

Some days later, Andy Evans tries to rape Melinda again along with physical abuse in Melinda's special room in school. Andy Evans punches Melinda for struggling to refuse him to rape her again. It happens after she tells the truth to her friend about the one who rapes her that night in the party. This can be proved through the quotation below.

His mouth is on my face. I pull my arms again and he slams his body
against mine. I have no legs. My heart wobbles. His teeth are on my
neck. The only sound I can make is a whimper. He fumbles to hold
both my wrists in one hand.....No. A sound explodes from me.
"NNNOOO!!!".....He curses and turns, his fist coming, coming. An
explosion in my head and blood in my mouth. He hit me. I scream,
scream (Anderson, 1999: 194).

The above quotation is the proof that there is a sexual abuse that has been undergone by Melinda.

4.1.1 Physical Impact

The first and worst impacts that are caused by the sexual abuse on Melinda Sordino is that she loses her virginity because she is raped by Andy Evans. It is, of course, impossible if a woman raped does not lose her virginity. This can be shown by the quotation below.

“If my life were a TV show, what would it be? If it were an After-School Special, I would speak in front of an auditorium of my peers on How Not to Lose Your Virginity. Or, Why Seniors Should Be Locked Up. Or, My Summer Vacation: A Drunken Party, Lies, and Rape... Was I raped?” (Anderson, 1999: 164).

As other physical impacts of sexual abuse, Melinda often undergoes unclear feelings of pain such as headache, stomachache, or even throat ache. Sometimes, she feels that there is a problem with her stomach, sometimes with her head, and sometimes with her throat.

Melinda also gets injured after Andy Evans punches her head when he tries to rape her again in her special room in school until blood comes of Melinda’s mouth. It must hurt her and makes head giddy and dizzy. However, she cannot do anything. The moment in which she is punched by Andy in her can be proved through the quotation below.

I follow the sound, pushing off the wall, pushing Andy Evans off-balance, stumbling into the broken sink. He curses and turns, his fist coming, coming. An explosion in my head and blood in my mouth. He hit me. I scream, scream (Anderson, 1999: 194).

4.1.2 Psychological impact

The second impact of sexual abuse is a psychological impact. The psychological impact of sexual abuse is that she prefers isolating herself from other people she knows and she does not know. She pulls herself from people and her environment. She prefers to be alone in a room than in a crowd. She has found an abandoned room in her school to be a place for her to pull herself from people and her environment. It is shown by the quotation below.

The back wall has built-in shelves filled with dusty text-books and a few bottles of bleach. A stained armchair and an old-fashioned desk peek from behind a collection of mops and brooms. A cracked mirror tilts over a sink littered with dead roaches crocheted together with cobwebs. The taps are so rusted they don’t turn. No janitor has chilled in this closet for a very long time. They have a new lounge and supply room by the loading dock. All the girls avoid it because of the way they stare and whistle softly when we walk by. This closet is abandoned, it has no purpose, no name, it is the perfect place for me (Anderson, 1999: 26).

She spends much time in the room she finds in school. By doing that, she feel more comfortable and safe than meets with other people.

Melinda feels that her life is worthless after she finds that a letter in her locker is not from a man who loves her, but from Heather, who returns her friendship necklace to her. This thing makes her restless and disappointed because Heather is her only closed friend who has always contacted her after she is raped. This can be shown through the quotation below.

I bend down to find what dropped from the card. It was the friendship necklace I had given Heather in a fit of insanity around Christmas. Stupid stupid stupid. How stupid could I be? I hear a cracking inside

me, my ribs are collapsing in on my lungs, which is why I can't breathe.....A half-forgotten holiday has unveiled every knife that sticks inside me, every cut. No Rachel, no Heather, not even a silly, geeky boy who would like the inside girl I think I am (Anderson, 1999: 110).

The above quotation constitutes the proof that describes she really feels lonesome, restless, and disappointed after knowing that her friend, Heather, returns her friendship necklace. Actually, she does not want it to happen because she realizes that Heather is her only friend who always makes a communication with her after the sexual harassment.

4.1.3 Behavioral Impact

The third impact of sexual abuse is a behavioral impact. The behavioral impact of the sexual abuse is that there is a sudden change on her behavior. She is not friendly anymore and turns to be more secretive. She becomes a silent girl and sometimes keeps her mouth shut when someone talks to her. She often speaks in mind than speaking to people. This can be seen from the quotation below.

Mr. Neck: "We meet again."Me: ...

Would he listen to "I need to go home change," or "Did you see what that bozo did?" Not a chance. I keep my mouth shut. Mr. Neck: "Where do you think you're going?"Me: ...It is easier not to say anything. Shut your trap, button your lip, can it. All that crap you hear on TV about communication and expressing feelings is a lie. Nobody really wants to hear what you have to say (Anderson, 1999: 9).

The above quotation describes that Melinda has a sudden change on her behavior, that is, she becomes more secretive than before. This means that she is only quiet or silent when someone is talking to her.

Melinda is not as communicative as before. She does not want to speak to many people anymore. She only wants to speak to Heather, but she becomes disappointed later because she does not want to speak to her. Melinda remains silent. She just keeps her mouth shut and silent when someone is talking to her, especially when Ms. Connors asks her to meet her.

5. Conclusion

After the analysis of the Impact of sexual abuse in Laurie Halse Anderson's novel *Speak*, the researchers then come to some conclusions. In the novel *Speak* by Laurie Halse Anderson, the main character Melinda Sordino is the victim of sexual abuse done by her senior at a summer party. Consuming alcoholic drink can make someone, especially a girl, not realize that something can possibly happen to her. Melinda Sordino is sexually abused even raped because she is drunk after consuming alcoholic drink in the summer party. In the party, she has done the wrong thing by drinking beer in order to fit in with others. Unfortunately, she cannot resist when Andy Evans rapes her that night. The sexual abuse which has happened to Melinda gives various impacts to herself. The impacts of sexual abuse experienced by Melinda are physical, psychological, and behavioral impacts.

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JUVENILE DELINQUENCY IN JAY ASHER'S NOVEL *THIRTEEN REASONS WHY*

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Abstract

This study is aimed at analyzing juvenile delinquency in Jay Asher's novel, *Thirteen Reasons Why*, published in 2007. Further, the analysis is focused on the forms of juvenile delinquency covering bullying, drinking alcohol, having free sex, and having sexual harassment done by the characters of the novel named Hannah Baker, Bryce Walker, Justin Foley, Alex Standall, Jessica Davis, Courtney Crimsen, Marcus Cooley, and Bryce Walker. This research is conducted to reveal the forms of juvenile delinquency conducted by the main characters in the novel. This study is qualitatively carried out. In this study, the researchers apply the theory of juvenile delinquency proposed by Santrock, supported by that proposed by Kartono referring to a variety of behavior of children and adolescents which the society does not approve and for which some kind of admonishment, punishment, or preventive and corrective measures are justified in the public interest. The research results show that the forms of juvenile delinquency: bullying, drinking alcohol, having free sex, and having sexual harassment are vividly reflected and clearly done by the main characters in the novel.

Keywords: juvenile, delinquency, bullying, drinking alcohol, free sex, sexual harassment

I. Introduction

Thirteen Reasons Why is a novel written in 2007 by Jay Asher. Jay Asher is an American writer and novelist, born in Arcadia, California, on September 30, 1975. He attended Cuesta Community College and later California Polytechnic State University in San Luis Obispo, before leaving during his junior year to pursue his career as a writer. Asher spent years trying to kick-start a career writing children's picture books. During this time, Asher worked at a shoe store, a trophy shop, libraries, and bookstores.

Asher has published four books: *Thirteen Reasons Why*, a 2007 New York Times best-selling fiction novel; *The Future of Us*, co-written by Carolyn Mackler; *What Light*; and *Piper*. Asher has also written several picture books and middle school humor novels. *Thirteen Reasons Why* won several awards and received five stars from Teen Book Review. It also received high praise from Ellen Hopkins, Sherman Alexie, Chris Crutcher, and Gordon Korman. Asher's novel, *Thirteen Reasons Why*, was considered for a film treatment with Selena Gomez starring. Netflix released a series

based on the novel on March 31, 2017, with Selena Gomez serving as executive producer.

Thirteen Reasons Why is a story of Hannah Baker, a girl who dies by suicide. She reveals her thirteen reasons for her decision in a series of several audio tapes mailed to a classmate with instructions to pass them from one student to another, in the style of a chain letter. Through Hannah's recorded voice, her classmates learn the reasons why Hannah decides to take her own life. Besides Hannah, the reader also sees the story through the eyes of Clay Jansen, one of the recipients of the tapes. Hannah is introduced as a sophomore at the fictional Liberty High School, characterized by her struggle adjusting to life in an unsympathetic school environment and various social problems that are most often faced by adolescents and society today such as juvenile delinquency. A form of juvenile delinquency such as sexual harassment is experienced by Hannah, which results in her being raped at the first party she attends. Hannah tries to fight back but it is in vain. The novel has a great story that contains the values of daily life. The readers can take the lessons about juvenile delinquency from the experiences of the characters in the novel.

Tied to the juvenile delinquency, Santrock (2007) states that juvenile delinquency is driven from a variety of adolescent attitudes that cannot be accepted in society, that is why, they cause to criminal behaviors. In line with Santrock (2007), Kartono (2014) claims that juvenile delinquency is an indication of social pathology in adolescent that is caused by a shape of social carelessness. Springer and Roberts (2011) claim that the problems of Juvenile Delinquency have got attention from society especially since it was organized as Juvenile Court in 1899, in Illinois, United States.

The writers feel interested in analyzing juvenile delinquency in Asher's *Thirteen Reasons Why* since in this novel Asher has stunningly reflected the story of Hannah Baker committing suicide with thirteen reasons in audio tapes. Of the thirteen reasons, some of them are noticeably due to juvenile delinquency. This research is focused on the juvenile delinquency because it has become a problem in every country. It has long been a problem why some children steal, drink alcohol, bully other children, rob, play truant, set fires, damage property, etc., causing serious effects on the victim, committing suicide. Juvenile delinquency has also increased years to years especially in the internet era in which any information and adult sites or videos can be freely accessed online by the youngsters. Moreover, many parents are ignorant to the development of their children as well as to the unfavourable atmosphere for children, which surely contribute to the juvenile delinquency. Therefore, the writers believe that this topic will be useful for the readers especially for the youngsters as well as the parents since in this research, some recommendations how to prevent and solve the problems due to juvenile delinquency are presented.

2. Literature Review

2.1 Juvenile Delinquency

Juveniles are young people who are in the transitional period. According to Steinberg (1990) adolescence is a transitional period of development from childhood to adulthood with evident biological and emotional changes. These changes bring transformation and reorganization in the family relationship. According to Monks et.al (2004), adolescence globally takes place between the ages of 12 and 21 years, with the division of 12-15 years being early adolescence, 15-18 years being mid-adolescence, and 18-21 years being late adolescence.

Delinquency from a legal perspective refers to any behavior that violates the criminal law, committed by a young person below the age of eighteen. Depending on the nation of origin, a juvenile becomes an adult anywhere between the ages of 15 to 18, although the age is sometimes lowered for murder and other serious crimes.

Offenses or crimes committed by juveniles range from minor to major indexed crimes such as petty theft, traffic violation, drug abuse and/or trafficking, robbery, and crimes that cause grievous hurt to other persons. This definition of delinquency is in line with Bartollas' (2003: 8) definition, in which he says, that delinquency is typically defined as an act committed by a minor that violates the penal code of the government with authority over the area in which the act occurs.

According to Kartono (2014), juvenile delinquency is evil behavior or crime/delinquency of young children; a symptom of social (pathological) illness in children and adolescents caused by a form of social neglect, so that they develop a form of deviant behavior. According to Sarwono (2011), juvenile delinquency is all behavior that deviates from the norms of criminal law.

According to Gold and Petronio in Sarwono (2011), juvenile delinquency is an act by an immature person who deliberately violates the law and what the child knows if his act is known by legal officers he can be subject to punishment. Sudarsono (2012) states that juvenile delinquency is not only an act of children who violate the law but also includes acts that violate the norms of society.

Salagaev (2003: 189) says, "Juvenile delinquency is criminal behaviors among young people, as they negotiate the transition from childhood to adulthood in an increasingly complex and confusing world." Mussen et.al (1994) defines juvenile delinquency as unlawful behavior or crime that is usually committed by adolescents aged 16-18 years, if the act is committed by an adult then it will get legal sanctions.

Santrock (2003) claims that juvenile delinquency can be divided into three, namely:

1. Actions that are not acceptable to the social environment because they are against the values and norms of society, for example speaking harshly to teachers and parents, etc.
2. Actions of minor violations such as skipping school, running away at certain subject hours, etc.
3. Serious offenses that refer to all criminal acts committed by youth, such as stealing, premarital sex, using illegal drugs, etc.

The opinion regarding the forms of juvenile delinquency put forward by Santrock (2003) is in line with the daily phenomena. It consists of actions that are not acceptable to the social environment, acts of minor violations, and serious violations.

In line with Santrock, Kartono (2014: 21-23) argues that the forms of juvenile delinquency are as follows:

1. Speeding on the road that can hurt other drivers.
2. Disrupting the peace of the environment.
3. Fighting between gangs, school, and groups that can cause casualties.
4. Skipping schools is only for hiding in remote place (stalls) or just wandering along the road.
5. Committing acts of violence on others.
6. Drinking alcohol that can disturb the environment and having sex.
7. Raping.

8. Being addicted to illegal drugs.
9. Doing sexual acts without shame.
10. Doing sadistic actions.
11. Gambling and other forms of bets.
12. Aborting as the results of free sex.
13. Doing abductions and killings.
14. Committing anti-social acts caused by psychiatric disorder.
15. Crimes can also be caused by injuries to the head with damage to the brain sometimes resulting in mental damage, so that the person concerned is unable to exercise self-control.
16. Deviation of behavior caused by damage of character.

More and more forms of juvenile delinquency are caused by the times as well as the rapid development of technology. The form of juvenile delinquency can be in the forms of skipping school, smoking, fighting, stealing, watching pornographic films, drinking alcohol, sex outside of marriage, using illegal drugs, raping, gambling, killing, street speeding, and many others.

2.1.1 Bullying

Juvonen, and Graham (2014) states that bullying is the use of force, , coercion or threat, to , abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception (by the bully or by others) of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict.

Bullying is one of the most common social problems that teenager and society face today as out of ten teenagers might have experienced bullying in their life whether they are as a victim or as a bully.

Smith (2002), says "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time. Both kids who are bullied and who bully others may have serious, lasting problems". In order to be considered bullying, the behavior must be aggressive and include: *An Imbalance of Power*: Kids who bully use their power such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

2.1.2 Drinking Alcohol

Drinking alcohol can have serious consequences for teenagers and drinking underage is illegal. Underage drinkers may face social problems such as education, family problems, and physical problems. In addition, consuming alcohol in the short term can make adolescents poisoned and even cause death. Meanwhile, in the long term, there is a possibility that adolescent will become addicted.

2.1.3 Having Free Sex

Free sex is an activity that is carried out together at a time and place that has been mutually agreed upon by two other types of people who are not married. Free sex

behavior is sexual activity that is done outside of marriage which is the same as adultery; this behavior is considered sexual behavior which becomes a social problem for society and the state because it is done outside marriage (Wahyuningsih, 2008).

According to Desmita (2012) the notion of free sex is all ways of expressing and releasing sexuality that comes from the maturity of sexual organs, such as intimate dating, making out, having sexual contact that are not in accordance with the norms because adolescents do not have sexual experiences. Furthermore, Kartono (1992) states that one form of free sex behavior is sexual intercourse which is carried out by changing partners with the aim of obtaining excessive sexual experiences.

2.1.4 Having Sexual Harassment

Sexual harassment refers to all comments or actions of a sexual nature or other behavior related to a person's gender that are unwanted by the person to whom they are directed, and which adversely affect their well-being. Sexual harassment is a form of discrimination (defined in Article 4 of the Swiss Federal Act on Gender Equality).

It is important to highlight that sexual harassment is characterized not by the intention of the acting person, but rather by the way the targeted person perceives, receives or feels about this behavior. As such, even if an individual is neither aware nor deliberately attempting to inconvenience another person through their inappropriate sexual language or attitudes, sexual harassment may still occur.

Sexual harassment can occur independently of hierarchical relationships; it may come from an immediate superior, subordinates, work colleagues, students or any other person with whom an individual may be required to work or collaborate. Sexual harassment does not always have to be specifically about sexual behavior or directed at a specific person. For example, negative comments about women as a group may be a form of sexual harassment. Although sexual harassment laws do not usually cover teasing or offhand comments, these behaviors can also be upsetting and have a negative emotional effect.

3. Research Method

In conducting research, we need a research design. According to Creswell (2009: 3) research design is a plan and the procedures for research to detailed methods of data collection and analysis. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. In this research, the researchers use the qualitative method. In the qualitative method, the analysis begins when the data are collected. This method explains the understanding of structure and pattern of the data, and observing the data to understand the phenomenon of what is experienced by the subjects of the research such as behavior, perception, motivation, and action (Moleong, 2007: 6).

Narrative researchers collect stories, documents, and group conversations about the lived and told experiences of one or two individuals. They record the stories using interviews, observation, documents, and images and then report the experiences and chronologically order the meaning of those experiences (Creswell, 2013: 72). Ary et.al. (2010: 424) states that qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics.

In analyzing the data, the writers need the data analysis procedures to show how the data collected are analyzed carefully. The data analysis procedures are classifying

the data, analyzing the data carefully and accurately, and making the conclusion from the data analyzed.

4. Discussion

In this section, the writers analyse the juvenile delinquency conducted by the major characters in Jay Asher's novel, *Thirteen Reasons Why*. The analysis is focused on the forms juvenile delinquency covering bullying, drinking alcohol, having free sex, and having sexual harrasment.

4.1 Bullying

It all starts with Justin Foley and Hannah Baker who have an affinity for each other. As a young couple who feel attracted to each other, they have a date in the park and kiss. This event is clearly depicted in Asher (2007, p. 30), in which the existence of social bullying happens towards Hannah. Justin as the first man who kisses Hannah starts bragging to his friends that he and Hannah have done more than merely kissing. He has spread false news which is a cruel order against Hannah. He in fact has humiliated Hannah. Justin even brags to his friends that Hannah is a slut. Justin's bragging is the beginning of Hannah Baker's downfall since it makes Hannah get social bullying.

Hannah again gets social bullying from her classmates as it is vividly reflected on pages 39-40 of the novel. This time, the cause of her social bullying is due to one of her classmates by the name of Alex, who has boasted a list of papers with the title on the paper: FRESHMAN CLASS—WHO'S HOT/WHO'S NOT and then passes the paper to their classmates. Alex's list is actually a joke, and he never knows that the list will affect Hannah and her life. This gives people the opportunity to treat Hannah as if she were nothing but that specific body part. The rumors have made Hannah depressed, and she even decides to end her life.

4.2 Drinking Alcohol

Drinking alcohol is a form of social deviation that occurs among adolescents. This section describes drinking alcohol that is done by the main characters in the novel. They are used to drinking alcohol at parties held by some of the students. The depiction of the event can firstly be seen on pages 206 and 207 in which it is stated that it is not for the first time for Hannah to have attended a party. For Hannah and her friends, drinking alcohol is what she most wants to do on weekends. Their habit of drinking alcohol in a long period of time has made them alcoholics. They do not realize that drinking alcohol has harmful effects on them as teenagers as it is reflected on page 221 as well.

Drinking alcohol has negative effects such as nausea, walking unsteadily, and even unconsciousness. This time, Jessica who has got drunk due to drinking too much could not walk well. That opportunity is made use by Justin to bring Jessica into a room and start kissing her, "Instead of leaving, he started kissing her." (Asher, 2007: 222)

4.3 Having Free Sex

The next form of juvenile delinquency depicted in the novel is having free sex. Free sex is a sexual activity performed outside of marriage. This behavior is considered

sexual behavior which is a social problem for society and the state. Hannah Baker and Bryce Walker are at the party held at Courtney's house, and they enter the hot tub there. That night Hannah allows herself to be touched by Bryce. Inside the hot tub, Hannah does nothing to stop Bryce. She even knows exactly what Bryce is doing to her. Hannah does not say “no” or push his hands away. All she does is turning her head, clenching her teeth, and fighting back tears. It is clearly depicted in Asher (2007: 265), “As if letting him finger me was going to cure all my problems. But in the end, I never told you to get away . . . and you didn’t”

Bryce and Hannah have made love. They have done free sex. It impliedly reveals that free sex activities have become commonplace in interactions between teenagers without thinking about the consequences of their actions. They think that sex outside of marriage is a common thing since they never realize that free sexual life will pose a number of substantial dangers.

Teenagers who have become sexually active at a young age are more likely to become depressed or attempt suicide; they are more exposed to different kinds of sexual and intimacy disorders, emotional addictions, abusive relationships, and so on. Such teens are also at risk of becoming pregnant too early, or becoming infected by a Sexually Transmitted Disease (STD) which constitutes infections that are transmitted during vaginal, anal, and oral sex. Therefore, teenagers should be explained the respective dangers, and parents should pay more attention to their children’s behavior and health.

4.4 Having Sexual Harrasment

Sexual harassment refers to all comments or any sexual-related behaviors, speeches, gestures, or approaches that are unwanted by the person to whom they are directed, and which adversely affect their well-being. Sexual harassment is a form of discrimination. Marcus has sexually harassed Anna by caressing Hannah's knees with his fingertips. “And I couldn’t look away as your fingertips caressed my knee . . . and started moving up.” (Asher, 2007: 142) Hannah feels uncomfortable about Marcus Cooley's treatment on her. The attitude of Marcus that suddenly touches Hannah is the same way she is touched in the liquor store. “Your shoulder rotated and I lifted my head, but now your arm was behind my back and pulling me close. And your other hand was touching my leg. . . . Below the table, my fingers were fighting to pry your fingers off. To loosen your grip. To push you away.” (Asher, 2007: 142). The lines depicts that Marcus begins to wrap his arms behind Hannah's back and pull Hannah closer to her. At the same time, Marcus's fingers continue to touch Hannah's leg and begin to move up to Hannah's upper thigh. Hannah's fingers reach out to let go of Markus' fingers which are getting naughty on her upper thighs. This clearly shows that Hannah feels uncomfortable with Mark's treatment, but Markus continued his sexual harassment. Even though several people around there watch them, they soon look away since they feel that is none of their business.

Marcus still continues his sexual harassment to Hannah as if Hannah were a slut like the rumor that has been spread over among Hannah’s friends. Hanna asks Marcus to stop his naughty actions, and she is rammed both of her hands into the sides of Marcus's body. Hannah throws Marcus to the floor and it makes the people around the cafe know that it is not an accident. They know something is going on in the cubicle. However, they do not make any attempt to to help Hannah.

5. Conclusion

Based on the analysis of Juvenile Delinquency in the novel, some conclusions can be put forward. There are four forms of juvenile delinquency depicted in the novel namely bullying, drinking alcohol, having free sex, and having sexual harassment. Bullying is a delinquency that can be considered an ordinary acquaintance since it has serious impact on the victims and even if the victims cannot handle it and it is not uncommon for them to make the decision to commit suicide. Drinking alcohol under age has a negative impact on adolescents themselves, either in the short term or in the long term. It can make a person become an alcoholic. Free sex is considered as a social problem for the society and the state because it is done before marriage. It breaks social norms as well as religion law. Teens who have had free sex at a young age tend to become accustomed to doing it. This can have adverse effects which can lead to addiction to doing it, becoming depressed or attempting suicide. Apart from that they will also be exposed to various types of sexual and intimacy disorders, emotional addiction, abusive relationships, and so on. In addition, teenage girls are also at risk of getting pregnant too early, or even being infected with sexually transmitted diseases (STDs), which are infections that are transmitted during sexual intercourse.

The first character in this novel named Hannah Baker is the first female character in this novel who has been involved in juvenile delinquency. In this novel, Hannah is not the only one who has involved in juvenile delinquency, but her friends named Bryce Walker, Justin Foley, Alex Standall, Jessica Davis, Courtney Crimsen, Marcus Cooley, and Bryce Walker are also involved in juvenile delinquency. They are accustomed to having parties to drink alcoholic beverages which result in bullying, sexual promiscuity, and experiencing sexual harassment.

All forms of juvenile delinquency as stated in the scope of this research are vividly depicted in this novel. However, the character who experiences the worst effect of the juvenile delinquency in this research is the first character named Hannah, because in this story Hannah is told to have committed suicide as a bad result of the juvenile delinquency.

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MULTIPLE PERSONALITY IN VENOM MOVIE SCRIPT BY JEFF PINKNER ET.AL.

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Abstract

This study constitutes an analysis of the *Multiple Personalities in Venom Movie*. This analysis describes the multiple personalities which occur on Eddie Brock as the first character of the movie. The data are obtained from the script of the movie which is analyzed in the discussion of this study. The writers adopts the theory of multiple personality with a concept of disruption in memory and identity of a person. Multiple personality is also termed Dissociative Identity Disorder, disorder marked by the change of individual feeling concerning identity, memory or conscious. An individual gets difficulty in recollecting important events of himself in the past, forgetting his identity even forming his new identity. The whole study is conducted by descriptive qualitative design, classifying the obtained data in two sub topics. The first is about the first cahraction as a journalist, and the second is about the first character as venom. As a journalist, he is weak, fearful and kind, but as venom, he is strong, brave and evil. The research result shows clearly that the first character, Eddie Brock in Venom movie written by Jeff Pinkner et. al. has multiple personalities.

Keywords: Multiple Personality, Journalist, Venom, Movie.

1. Introduction

Literary work is the result of the activity of the author in producing a literary work that is closely related to psychological phenomena because the author displays the psychological aspects through characters. Literary works are able to depict human psychology, although the authors present them in fiction. Fiction is the result of imagination, the imagination of the author through the function of literary works in which we can find out the psychological aspects of human problems.

Personality is an inseparable part of everyone, born with different personalities. There are rare cases where a person has more than one personality or can be said to have multiple personalities. In scientific language, multiple personality is called Dissociative Identity Disorder and is a psychological disease.

In examining the psychological aspects of the main character in a story the writers use the theory of psychoanalysis. Psychoanalysis is a scientific discipline that was started around the 1900s by Sigmund Freud. The theory of psychoanalysis is related to the function and mental development of humans. This science is a part of

psychology that has made a major contribution and has been made for human psychology so far (Minderop, 2013: 11). There are many famous figures of world psychoanalysis including Sigmund Freud, Carl Jung, Lacan etc. Sigmund Freud is the first person in psychoanalysis. He is also called the father of psychoanalysis. Sigmund Freud bravely explains directly the process of creating art as a result of pressures and heaps of problems in the subconscious which are then sublimated in the form of artistic creation. The psychoanalysis approach refers to many of Freud's theories. There are id, superego, and ego in humans which cause people to always be in a state of war in them, restless and agitated. But if all the three work in balance they will show a reasonable character (Endraswara, 2003: 196-197).

Venom is a movie which tells the story of Eddie Brock (Tom Hardy), a journalist who questions a case that is avoided by the government, which leads him to investigate the Life Foundation Company run by Carlton Drake (Riz Ahmed). The company owns an alien symbiosis. The symbiotic figure finally looks for a new parent, namely the journalist Eddie Brock. After this happens to him, Eddie Brock seems to have multiple personalities inside his body and mind. Multiple personality is a condition in which a person has two or more different personalities. Multiple personality is also called dissociative identity disorder, and is generally caused by traumatic experiences that occur repeatedly in childhood. People with multiple personalities have two or more personalities in him, which are different from each other or even contradictory. One personality can take over control of the body and mind of the people with multiple personalities at any time, and is usually triggered by certain situations when the people feel stressed, fearful, or angry. As a journalist, Eddie Brock belongs to the weak, fearful but good person, but as *Venom*, he becomes strong, brave and evil. Thus, his personality changes after he turns to *Venom*.

The writers use the theory of Davidson & Neale in Widury & Fausiyah (2006:104) considered very suitable in analyzing multiple personality experienced by Eddie Brock.

2. Literature Review

The word “*personality*” is derived from the Greek, namely “*persona*” which means “a mask”, the mask worn by actors on the stage from the Greek theatre. The word *persona* is usually worn by the performer during ancient times to portray a form of behavior and personal character. According to Funder (1997), personality refers to individual characteristic patterns of thought, emotion, and behavior that determine unique adjustments to the environment. It means that personality is the unique combination of patterns that influence behavior, thought, motivation, and emotion in human being. Basically, we are the same, we all have the same human nature, all of human bodies and human minds, we all have human thoughts and human feelings (Smith, 2004).

Lundberg (2010) states that personality refers to the habits, attitudes and other social traits that are characteristics of a given individual's behavior. In short, personality is pattern of habits, traits, attitudes and ideas of an individual. While Freud (1994) explains that personality is an individual's characteristic pattern of thinking, feeling and acting that persist over time and in different situations. Personality is an expression in many ways from overt thought and feeling (Walter et.al, 2004). Moreover, according to Adam Smith (1971), personality is something abstract based on inferences derived from behavior of likes and dislike, fears and virtues, strengths and weakness. The personality

term is used by the experts to indicate an attribute of an individual, or to describe what, why and how humans behave. Basically, it can be concluded that everybody in this world has different personality. From their behavior, it can be seen that pattern of thoughts, feelings, social adjustments and behavior consistently exhibited over time that strongly influences one's expectations, self-perceptions, values and attitudes.

In scientific language, multiple personality is called Dissociative Identity Disorder. It includes disruption in memory and identity of a person. Dissociative Identity Disorder is a disorder marked by the change of individual feeling concerning identity, memory or consciousness. An individual gets difficulty in recollecting important events of himself in the past, forgetting his identity even forming his new identity (Widuri and Neale, 2006:39).

Dissociative identity disorder can also be regarded as the thought to be a complex psychological condition that is likely caused by many factors, including severe trauma during early childhood (usually extreme, repetitive physical, sexual, or emotional abuse). It is a severe form of dissociation, a mental process which produces a lack of connection in a person's thoughts, memories, feelings, actions, or sense of identity.

Rob and Carolyn Spring (2010) describe that the symptoms of dissociative identity disorder are of different types including varying degrees of the following five core dissociative identity disorder symptoms: Amnesia (This will be for specific and significant blocks of time that have passed), Depersonalization (This is a feeling of being detached from yourself or looking at yourself almost from the outside, as an observer would. It can also include feeling cut-off from parts of your body or detached from your emotions), Derealisation (This is a feeling of detachment from the world around you, or a sense that people or things feel unreal), Identity confusion (This is a feeling of internal conflict of who you are having difficulty in defining yourself), Identity alteration (This is a shift in identity accompanied by changes).

It can be stated that an individual with such disorders finds difficulty to remember important events, forget the identity and form a new identity. This dissociative disorder appears because of traumatic events and generally used as self defense to face the traumatic events.

3. Research Method

In carrying out this research, the writers use descriptive qualitative method in which the qualitative data collected are analyzed and interpreted descriptively. This method will help the writers analyze the obstacle found in the movie script. As stated by Bogdan and Biklen (2012) that qualitative is descriptive, the data are in the forms of word or phrases and also the picture rather than number. In this case, the writers verify the data by listing the fact describing the multiple personality of the main character, Eddie Brock.

The data taken are in the forms of words, phrases and sentences. In collecting the data, the writers use several steps:

1. Watching the *Venom* movie repeatedly.
2. Understanding the movie.
3. Finding out the data related to the research problems.
4. Taking notes.
5. Dividing the data into several parts based on the classifications of discussions.

4. Discussion

4.1 As Journalist

In the movie, Eddie Brock as the main character works as a journalist. However, he is later fired for investigating Life Foundation. Brock then meets again with a Life Foundation scientist. He investigates the company until he becomes Venom. Actually he is a kind man. He wants to help other people. In doing his job as a journalist, sometimes he feels fearful in facing the danger because it can endanger his life. He is also weak. These three personalities such as *weakness*, *fearfulness*, and *kindness* are in Brock s when he is not venom.

4.1.1 Weakness

Various investigations are carried out by Eddie to find out what really happens with the science developed by Life Foundations. Unfortunately, Brock's efforts always fail, until one day, Eddie finds something strange and terrible at the same time. An organic cell called Symbiote makes him curious. On the one hand, Dr. Carlton does want this Symbiote to be revealed. Symbiote is a kind of parasite that sticks to the body it inhabits. The symbiote is named Venom. It fuses with Eddie's body, giving him immense power and turning him into a superhuman. But when the symbiote does not stick with Eddie's body, he becomes weak, it can be seen in the scripts below:

TREECE : Eddie, Eddie, Eddie
EDDIE : You can kill me,' cause I'm dying anyway.
TREECE : I'm not just gonna kill you, That wouldn't be any fun.
No, no, no. I'm gonna rip your tongue out of your
face. Whoo!
(GRUNTS)
DRAKE : Stop. You're bleeding all over my lab. Go. Go!
Where is he?
EDDIE : I don't know. And you know what? Even if I did, I
wouldn't tell you anyway. I don't trust you, and
you're insane.
DRAKE : That hurts.
Eddie : Sorry.
DRAKE : Long journal entry about that tonight. You're being
dumb, Brock. I'm not insane. What's insane is the
way humans choose to live today. Think about it. All
we do is take, take, take. It can't go on. We've
brought the planet to the brink of extinction. We're
parasites. You're good example. Think about it. All
you do is take. You took my Symbiote. You take
potshots at a great man, trying to get something
done.
EDDIE : Who?
DRAKE : Didn't you take from the person you loved the most,
That's insane. What I've initiated is a whole new
world, a new species. Man and Symbiote combined.
EDDIE : Let me tell you something, buddy. All right? Just man
to man. Because I have spent a significant amount of

time, all right, with one of these creatures up my ass.
It's not a lot of fun. And then I find out, all along that
they're killing you.

DRAKE : This is the last time. I'm asking you.
Where is my Symbiote?

EDDIE : I have no idea.

DRAKE/RIOT: Where is he?

EDDIE : Oh, my God!

DRAKE/RIOT: Where's Venom?

EDDIE : That is the ugliest-looking thing I have ever seen.

(ROARS)

DRAKE : You know, Brock, I have no use for you.
Treece! Come and clean up your mess.

EDDIE : Whoa, he has one up his ass, too.

(01:17:00)

The script below shows that Eddie Brock becomes weak because Venom has been separated from Brock's body. And he is forced to walk by Treece through the wilderness at that time and he has kicked to the ground and he has almost been killed with a gun. But he survives because he is found by Anne Weying, who becomes Venom's form. From the script, it shows that Eddie Brock needs other people to help him when the venom does not stick in his body. He becomes a weak person and cannot fight those who are mean to him.

EDDIE : Yeah, what you gonna do, you gonna walk me to
death?

TREECE : Shut up.
Not so tough without your friend. (COCKS PISTOL)

EDDIE : Did your mama not love you? (GRUNTING)
God damn it! (GRUNTS) (INHALES SHARPLY) I
guess it pays to be a specialist, huh? You know, it
doesn't matter if you kill me anyway. Because there's
something
way bigger afoot in this world than you and me. Much
bigger than you.
Karma's a bitch.

TREECE : I don't believe in karma. (CRUNCHING)
(01:17:00)

4.1.2 Fearfulness

As a journalist, Eddie Brock also has another personality besides being weak. He is also afraid of something. It can be seen in the script below when Eddie Brock is in his apartment suddenly Carlton Drake's men come to meet him and would arrest Eddie Brock who already has a symbiote / venom. Then Treece asks Eddie Brock about the symbiote and asks him to return the symbiote. Then suddenly Drake's men point the gun at Eddie's body which causes Eddie feels worried / fear for his life because he wants to be shot by a gun belonging to Carlton Drake's men. At this time, Drake is only a journalist. He is only an ordinary person. From the explanation above it is clear that

when he in in his journalist form, he has a fear of worrying about Drake's men. Look at the following script:

Drake Guard : Hey Eddie.
Venom : Who the hell is this guy?
Drake Guard : I'm gonna need Mr.Drake' property back.
(GUNS POWERING UP)
Eddie Brock : Whoa.
Venom : What are you doing?
Eddie Brock : I'm uh... I'm putting my hands up.
VENOM : You are making us look bad.
(STRAINING)
Eddie Brock : No, I am not.
VENOM : Yes, you are.
VENOM : Why would you do that?
Eddie Brock : 'Cause it is a very sensible thing to that?
Drake Guard : Eddie...
VENOM : I will take care of this myself.
(59: 14)

The following scripts show that Eddie Brock tells his feelings to Anne Weying. She is his ex-girlfriend. He feels afraid of his life when he is transformed into Venom. He feels worried about his life that does not work like other normal humans. Then he shares this to Anne and complains about his current life. It is clear that Eddie Brock looks fearful when he turns into Venom.

EDDIE BROCK : Annie! Annie, wait! Wait please.
Anne Weying : Oh, what the hell is that?
Eddie Brock : That's not me. I've been infected.
Anne Weying : Eddie, what's happening?
Eddie Brock : He's inside me.
Anne Weying : "He"?
Eddie Brock : Yes. I know it sound crazy, but...
Anne Weying : You're sick. Eddie, you're really sick.
Eddie Brock : No, I am scared!
EDDIE Brock : And I need help.
Anne Weying : Hospital. Right now.
Eddie Brock : I can't go with you. It's not safe.
ANNE : He's Talking to you?
EDDIE : Always.
ANNE : Are you in pain?
EDDIE : No, I don't fell anything, actually, apart from... I'm hungry all the time.
VENOM : And you feel sad, do you not, Eddie, when you are with her?
EDDIE : Get out of my head, man.
VENOM : You never apologized. You might not live to get another chance.
EDDIE : Annie. I just want to say that whatever happens, that I am truly sorry for whatever ...

And everything I have ever done to you. I am truly, truly sorry. And that I love you.

ANNE : Oh Eddie... Now's really not the time. Let's just keep you alive, okay?

(01.08.16)

4.1.3 Kindness

Eddie Brock is also a kind man. He is fond of helping people who need his help. Eddie Brock's personality as a kind journalist can also be seen in the following scripts. The scripts show the time when Eddie Brock meets Mrs. Chen to buy food for him. He sees a robber who is trying to threaten Mrs. Chen with a gun. Then, Eddie Brock comes and meets this criminal and eventually in the form of venom, Brock eats him alive. This shows that Eddie Brock has a pretty good personality because he cares about other people who need his help. It is obvious in the following texts.

MAN : The payment's due, Chen

MRS. CHEN : Please. I can't keep doing this.

MAN : Now.

VENOM : Bad guy, right?

Eddie Brock : Yep.

(FEET STOMPING)

VENOM/EDDIE : You come in here again... In Fact, you go anywhere in this city, preying on innocent people, and we will find you and eat both your arms and then both of your legs.

MAN : No, no.

VENOM/EDDIE : And then we will eat your face right off your head. Do you understand?

MAN : Please...

VENOM/EDDIE : Yes. So you will be this armless, legless, faceless thing, won't you. Rolling down the street, like a turd in the wind?

MAN : Do you feel me?

What the hell are you?

VENOM/Eddie : We are Venom.

MAN : On second thought... Please.

(01:30:40)

4.2 As Venom

One day, Eddie finds something that Dr. Carlton is hiding. That something is a symbiote, an organic cell from another world which is one of the experimental materials from the Life Foundation. Symbiote is a kind of parasite that will stick to the body it has. The symbiote, is named Venom, merged with Eddie's body. The symbiote exerts tremendous power and makes him a superhuman. Venom makes him become strong, brave and evil.

4.2.1 Strength

Eddie Brock has a strong personality when he becomes venom. It can be seen in the scripts of the movie when he is about to come out of the building he is trying to say

that he does not want to fight the FBI who are going to arrest him. But the FBI group still insists on arresting Eddie Brock. Because of this, finally Eddie changes his form to Venom. He becomes a strong creature.

SWAT LEADER : Hands! On the ground! Now!
Eddie Brock : Guys, you do not want to do this. Trust me.
SWAT LEADER : Mask! Copy!
Eddie Brock : All right, have it your own way.
...Mask!
VENOM : Copy.
-OFFICER 1 : What the hell is thing?
(OFFICERS SHOUTING INDISTINCTLY)
(SNARLING)
-OFFICER 1 : What the hell?
-OFFICER 2 : Hold your fire!
-OFFICER 3 : Flares!
-OFFICER 4 : He's there! He's there! Reload! Anybody see him? (OFFICER GRUNTING)
(GROWLS)
-OFFICER 5 : Does anyone have eyes on him? (OFFICER 5 SCREAMING)
(OVER RADIO) Switching to thermal. Seeking target.
(01:06:00)

The following scripts show that Eddie Brock who becomes Venom is strong even though he could actually loses against Carlton Drake who changes his form into Riot, but Eddie Brock / Venom still tries to fight Carlton Drake / Riot, so they fail their attempt to destroy the contents of the earth.

RIOT/DRAKE : (RIOT GRUNTING) You have a strong host.
(GROWLS)
But not strong enough.
AUTOMATED VOICE : T-minus two minutes, 30 seconds.-
VENOM : Eddie.
EDDIE : Drake, stop!
(GROWLS) (ROARS) (HIGH-PITCHED RINGING) –
(STRAINED GRUNTING) (FEEDBACK RINGING)
ANNE WEYING : Told you I could fight ugly.
(HIGH-PITCHED RINGING CONTINUES)
-AUTOMATED VOICE : T-minus one minutes-
DRAKE : You're too late. This is the next stage...
(WATER SPLASHES)
EDDIE : You talk too much. (STIFLED GASP)
(SNARLS) (01: 22: 09)

4.2.2 Bravery

Brave is another personality of Eddie Brock when he becomes venom. He does not feel fearful about anything. He faces all the obstacles in front of him. It is proved when Eddie Brock transforms himself into venom. He sees Cartoon Drake become Riot trying to get into the sky and aiming to destroy the universe. Eddie Brock tries to block

Drake from fighting and destroys the rocket. They are about to climb into space. And finally Carlton Drake/ Riot's goal fails. This shows that Eddie Brock has a brave character against Carlton Drake even though Eddie / Venom will lose against Carlton Drake / Riot. It is obvious in the following scripts.

(ROARS)

EDDIE : Oh, Jesus!

You can take this guy, right?

VENOM : He has got shit. You have never seen.

EDDIE : What does that mean?

What are our chances?

VENOM : Hmm. Pretty much zero.

EDDIE : Oh, fuck it. Well, let's go save the planet.

(PEOPLE SCREAMING)

RIOT/DRAKE : Venom. Get in the rocket.

VENOM/ EDDIE : No. We won't let you destroy this world.

RIOT/DRAKE : Then die. (RIOT SNARLS) (GASPS)

EDDIE/VENOM : Holy shit! Told you (GRUNTS)

-AUTOMATED VOICE: T-minus three minutes.-

(01:21:04)

4.2.3 Evil

Eddie also becomes evil when he is transformed into venom. The below scripts show when Eddie Brock is hit by Treece, Carlton Drake's guards; Brock fights them. Eddie then eats their heads without guilt and at that time, he also beats up Carlton Drake's people wildly. Eddie Brock turns into a bad guy when he becomes Venom.

TREECE : You have been s serious pain in the ass for me, Eddie.

(STRAINED)

EDDIE : Well, you know, I am to please.

VENOM : Eyes, lungs, pancreas. So many snacks, so little time.

-(SLURPING) (GRUNTING) (GUNSHOT) (THUDS) (TREECE

GRUNTS)-

OFFICER : SFPD. Don't move! Get off the car!

-(TIRES SQUEALING) (OFFICER INDISTINCTLY) (GROANS)-

EDDIE : My leg. Oh my God, my legs were broken.

What is happening?

(SIGHS)

EDDIE : (WHISPERS) What the hell are you?

VENOM : I am Venom. And you are mine.

EDDIE : You bit somebody's head off.

(58.00)

5. Conclusion

Based on the analysis of *Multiple Personality in Venom Movie*, some conclusions are drawn:

1. Eddie Brock is actually an ordinary person who works as a journalist.
2. Venom is a kind of symbiote.
3. As a journalist, he has three personalities: weak, afraid and kind.
4. As venom, he has also three personalities: strong, brave and evil.

5. The personalities that Eddie Brock has when he is a journalist are opposite to the ones he has when he is a venom.

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INTIMATE LANGUAGE STYLE IN NICHOLAS SPARKS' MOVIE SCRIPT *THE NOTEBOOK*

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Abstract

This research is aimed at analyzing the intimate language style used by the characters in Nicholas Sparks' movie script, *The Notebook*. In this research, the characteristics of the intimate language style used by the characters and the factors that influence these figures using intimate language styles in the movie would be revealed. The researchers apply a descriptive qualitative design. The research data are in the forms of film transcripts. The main theory used in this research is the theory proposed by Martin Joos. The results show that the researchers find 22 intimate language style utterances. In detail, the 22 intimate language style utterances include Addressee with 6 data, Extraction with 4 data, Jargon 3 data, Close relationship with 5 data, and Family relationship with 4 data. In addition, it is also found that there are four social factors that influence the characters to use intimate language styles. The first factor is the participants. The film's participants have very close relationships such as Family members or Close friends. The second factor is topic. The topics discussed in this film are privacy and love. The third factor is setting. Conversations in the film are often completed in several informal and private places such as beaches, houses and so on. The fourth factor is function. The speech functions produced by these characters vary; however, most of them have the same aim; that is to convey or show their intimacy to each other.

Keywords: intimate language style, addressee, extraction, jargon.

1. Introduction

Language is central to social interaction in every society, regardless of location and time period. Language and social interaction have a reciprocal relationship: language shapes social interactions and social interactions shape language. In the society people use language to communicate with each other. As human beings, we need language to express our feeling, ideas, emotions, and thoughts to people by using sound, gesture and signal that have pattern. Language is both a system of communication between individuals and a social phenomenon. The area of language and society is intended to show how our use of language is governed by such factors as class, gender, race, etc.

There are many experts that have different statements about kind of language style. The most famous expert who has the statement about language style is Martin

Joos. In his book under the title *The Five Clocks* (1976), he explains that language style can be divided into five types: frozen, formal, consultative, casual, and intimate language styles.

Based on Joos' five types of language styles, the writers focus the research on intimate language style. Intimate language style is the most casual style in communication. It is usually used between family members, close friends, couple, and all of relations that show intimacy. According to Joos (1976: 155), intimate language style is an utterance to avoid giving the addressee information outside of the speaker's skin.

In this study, the researchers analyze the characteristics of intimate language styles used by the characters in *The Notebook movie* and the factors influencing the characters using intimate language style based on the theory proposed by Joos (1976). Besides, the researchers also apply the theory of social factor proposed by Holmes (1992) to know the factors that make the characters use intimate language styles in their utterances.

2. Literature Review

As mentioned earlier, one of the two kinds of language variety based on the use is style. Language style is the choice among the other alternatives in using language (Ducrot and Todorov: 1993). There are some factors, which influence language to have variations. Region, social status, and culture play roles to make language variation. Besides, the language itself, which is used for many purposes such as business, education, newspaper and many more, also play roles to make the language have variations and styles. According to Hudson (1996: 2) in Sulistyorini (2008) a variety is a set of linguistic items with the sense of mutual intelligibility, which means that among people who are in communication with one another they will understand each other. The variation of language can be seen from the form of language, vocabulary, grammar, style, etcetera. In this research, the language variation that will be observed is speech style based on degree of formality. The formality would be viewed from the form, grammar and vocabulary in the utterances produced by the characters of *The Notebook Movie*.

2.1 Speech Style

Speech style is the form of language that a speaker uses and it is characterized by the degree of formality (Joos, 1976: 156). The analysis of English style is offered by Martin Joos in his strangely titled book, *The Five Clocks* (1962). The 'clocks' are levels of formality in spoken and written English, which Joos labels 'frozen', formal', 'consultative', 'casual', 'intimate' (Coupland, 10: 2007). The speech style helps the speaker to choose the suitable style when they are talking. It will help the speaker deliver a speech more effectively. Labov in Bell (2007: 91) devises means for eliciting different styles of speech from people within compass of single interview. As well as seeking answer to questions, the interviewer has informants carry out several language tasks, designed to focus increasing amount of their attention on how they are speaking.

2.1.1 Frozen Style

Frozen style is speech style that is usually used in very formal situation. The characteristic of pronunciation is monotone. It is called "Frozen" because it already has a pattern and cannot be changed. In written language, frozen style can be found in

historical documents, laws, anthems, bible, and marriage ceremonies. Frozen style has a long sentence than the others. The utterance of this style must be accepted seriously by the listener. Frozen style is more elaborated than the other style. It is structured in planned over still longer spans, often-whole declamation (Sulistyorini:10).

The examples of this style:

“Your voice can change the world”

“We are all one nation”

2.1.2 Formal Style

This style is usually used in literary book, president speech, etc. The pattern is standardized and cannot be changed individually. For the patterns, it seems like a standard language that only used in formal situation. So, for conversation between friends, it does not use this kind of language style. The vocabulary is also more extensive. This style is usually used in speaking to medium or large groups. The speaker must plan ahead, framing whole sentences before they are delivered. It is also used in speaking to a single hearer.

The examples of formal style:

“Mr. Edward, do come in..”

“Please take a seat, your Majesty”

“How are you, Mr. Jacob, nice to see you”

2.1.3 Consultative Style

Based on Joos theory, Chaer explains (2007) this style which is often used in conducting business or discussion. It is such kind of language used in the meeting, at school, or in the production meeting. This style can be used in formal situation and informal situation. In consultative style, pronunciation is explicit. Word choice is careful and sentence structure is complete but the sentence tends to be shorter and less well planned. The speaker constantly watches the listener’s verbal and non verbal responses in order to decide whether too much or not enough information is being transmitted. Chaer (2001) explains that this style is the most operational among other styles. The listener usually responds to the speaker by simple signal, “uh, I see, well, Mr. Lionel, I think it’s good”.

2.1.4 Casual Style

Casual style is an informal communication between friends and insider who have something or background information to share. When people use this language, it is usually shortened so that we can find this style in chats, phone calls and daily conversation. The vocabularies are full with dialect, regional dialect and seldom use proper structural morphology and syntax. Another characteristic of this style is sometimes the sentence is less on grammar. This style is used for relaxed situation such as with close friends, acquaintances, insiders in social setting.

The examples of casual style :

“Comin’ over tonight? Be there at eight”

“What’s up man?”

“Freaking out” (getting scared)

2.1.5 Intimate Language Style

Intimate language style is usually used by participants who have very close relationship, like between family members, between close friends. This language can be identified by the use of incomplete language, short words, and usually with unclear articulation. This happens because participants have already understood each other. This style is characterized by what Joos calls "extraction". In this style, intonation is important than wording or grammar. The speaker sometimes uses private vocabulary. As Joos explains that intimate style is characterized by a stable list of words with private meanings shared only by a small group- usually in pair, in family situation.

The examples of Intimate style:

"You have to believe me, Dear",

"Just try to be brave as your father, boy",

"Betty, you can do this, talk to me as friend"

2.2 Characteristics of Intimate language Style

According to Joos (1976: 157), there are five characteristics of intimate language style, namely addressee, extraction, jargon, close friend relationship, and family relationship.

2.2.1 Addressee Characteristic

Addressee is the first characteristic. The speaker's relationship to the addressee is crucial in determining the appropriate style of speaking. The better addressor and the addressee know each other the more informal language style that they use. On the opposite, if the addressor and the addressee do not know each other well, they will use the more formal speech style. However, both of the participants have close relationship. The example of addressee is Dad, Mom, Honey, special nickname, and so on.

Examples:

Allie : "Yes, Daddy I love him"

Allie's Daddy : "He is not suitable for you baby"

The Notebook Movie (2004)

2.2.2 Extraction Characteristic

The second characteristic is extraction. Extraction happens when the speaker extracts a minimum pattern from some casual sentence. Sometime, people use incomplete sentence in their conversation, but the hearer still can get what is the purpose of speaker utterance. In this occupation, the participants of conversation have close relationship, so both speaker and hearer can easily understand about the purpose of the conversation.

Example

Alex : Yeah, yeah...

Rossie : Oh, my God, is...

Alex : Is that? Bethany ?

2.2.3 Jargon Characteristic

The third characteristic is Jargon. Jargon is a type of shorthand between members of a particular group of people, often with words that are meaningless outside of a certain context. Jargon is technical vocabulary associated with special activity or

group. Jargon is used to show the secret language on the several circumstances. In other words, jargon must not be understood by other people. Examples:

Alex : For a minute there, I thought you might be in love with me or something.

Rossie : Alex, you will forever be the boy. **Who wiped bogeys on my favourite party dress, OK?**

Alex : Don't flatter yourself

2.2.4 Close Relationship Characteristic

The fourth characteristic is close relationship. Close relationship characteristic is a private language among friends, that the meaning is understandable by close friends that show intimacy. People have their own way to convey something to their close friends. In this case, the topic being discussed is usually an informal thing like love, life and sometime about a secret known only by close relationship.

Example

Allie : "I need you to tell him that **I love him and tell him that I'm sorry for everything, okay?**"

Fin : "Look I was up all night with him, Allie. I've never seen him so low. It's over don't make it any harder than it already is"

2.2.5 Family Relationship Characteristic

The fifth characteristic is family relationship. This characteristic occurs among family. This characteristic is almost the same as close friend characteristic. The difference lies on the participants of the conversation. Participants in this characteristic are family members.

Examples:

Allie's Dad : "Allie..."

Allie : "Daddy, **Oh Daddy you are. I did not see you there. You kinda scared me.**

Allie's Dad : "Becoming friendly with that boy down there"

Allie : "Yes"

Allie's Dad : "Bring him to the house on Sunday. **I want to meet this young man**"

Allie : "Okay, Good Night, Daddy"

3. Research Method

In this study, the researchers use descriptive qualitative method as the researchers analyze the data in the form of words descriptively. Therefore, the qualitative is the appropriate method to complete this research because the researchers do not use the numeric or statistic forms in data analysis. Qualitative research is used to describe and analyze what usually happens in daily activities. In addition, descriptive research is used to obtain information about existing conditions. Creswell (1994: 1) states that the qualitative research is an inquiring process of understanding a social or a human problems in a natural setting. Then Bogdan and Biklen (1998:77) states that in qualitative research, the human investigator is the primary instrument for the gathering and analyzing the data. The research needs data. A researcher gets the data from the movie entitled "The Notebook". The primary data of this research are the characters' utterances suggesting intimate language style. Data sources of this research are movie transcripts.

4. Discussion

4.1 The Characteristics of Intimate Language Style

In this part, the researchers analyze the data of intimate utterances which are produced by the characters of the movie based on Joos' (1976: 155) theory of speech style in which he claims that intimate language style has five characteristics: Addressee, Jargon, Extraction, Close Friend Relationship, and Family Relationship.

4.1.1 Addressee

The first characteristic of intimate language style is addressee. This characteristic takes place when the speaker produces the utterances which are directed to a certain person. People who have close relationship usually have a special addressee such as Dad, Mom, Honey, and so on. The various examples of the intimate language used by the characters of the movie are presented below.

Data 1

Sara : "Hi Fin!"

Fin : "Hi Honey, look I won you a prize"

Sara : "Oh...Fin, thank you"

The conversation above occurs between Fin and Sara, and the setting is at Carnival. In the conversation, Fin wants to show something (doll) to Sara, his girlfriend. Fin says "Hi Honey, look I won you a prize". This utterance is categorized as addressee characteristic since Fin calls Sarah with special name, "Honey". Fin uses the special name "honey" because Sara is his girlfriend. Therefore, it shows that both of the characters have close relationship.

Data 2

Allie : "Yes, **Daddy** I love him"

Allie's Daddy : "He is not suitable for you **baby**"

The conversation above happens at home when Allie argues with her father. She tells her feeling to her father, and calls her father by using the word "Daddy", and in the same case, his father also uses the word "baby" to call her daughter, Allie. Both Allie and her father use the intimate language style to address each other. That is why the data is categorized addressee characteristic because the utterance contains lovely call.

4.1.2 Extraction

Extraction occurs when the speaker extracts the minimum pattern or produces incomplete sentence in their utterances. This characteristic often appears when people talk about secret. The various intimate styles with extraction characteristics are presented below.

Data 1

Allie : " Say I'm a bird"

Noah : "No, Don't do it"

Allie : "Say I'm a bird"

Noah : " Stop it, stop it now, you are not"

Allie : "Say it"

Noah : "You are a bird"

The conversation takes place when Allie asks Noah to enjoy the beach and the wave. When Noah asks Allie, “what are we doing?”, Allie thinks about their life in another life. Allie says, “Say I’m a bird” and forces Noah to say she is a bird. This extraction does not reduce the full message of conversation because the interlocutor can catch the full meaning of the speaker. It occurs among close friends who have an intimacy in relationship. Therefore, this utterance is called intimate style with extraction characteristic.

Data 2

Allie : “ Oh My God Mama”

Allie’s Mom : “Yeay..!”

The conversation above happens in the restaurant when Lon is with Allie’s parents, and he is proposing Allie to marry him. Allie accepts Lon’s proposal, and everyone is so happy at the time. Allie is screaming to her mother by expressing “Oh My God Mama”, and her mother who knows about the proposal can understand the purposes of her utterances and she happily welcomes his daughter and gives her a hug. This extraction does not reduce the full message of the conversation because the listener can catch the full meaning of the speaker. It occurs among family members who have an intimacy in relationship.

4.1.3 Jargon

Jargon is type of language that is used in a particular context and may not be well understood outside that context. The data of the intimate styles with jargon characteristics used by the characters of the movie are presented below.

Data 1

Allie : “Oh hell, well if you're going to do it...”

Noah : “Come here”

Allie : “No, don’t touch me”

The conversation above occurs when Allie is getting angry at Noah. Noah tries to persuade Allie, but Allie still gets angry and says, “Oh hell, well if you're going to do it...” The dialogue above is categorized as jargon characteristic. It is clearly seen when Allie says, “Oh. Hell”. The utterance above shows an intimacy since Allie says the word “hell” which actually implies another meaning that the word “hell” really means. In other word, the word “hell” is not the real meaning (a place regarded in various religions as a spiritual realm of evil and suffering), but it implicitly describes the worst condition.

Data 2

Allie : “Mama, look, the Governor's coming.”

Allie’s Mom : “He better. Let me see. Oh, boy.”

The conversation above occurs when Allie is fitting on her wedding dress with her friends and her family members. When her friends and family members show her the latest news about her wedding, Allie’s mother takes the newspaper. In fact Allie reads another newspaper that her mom is surprised and says, “oh.boy”. In other words, the word “oh boy” is not the real meaning (a male child or young man), but it implicitly describes “God”.

4.1.4 Close Relationship

Close Friend Relationship is a private language among friends, between a boyfriend and girlfriend and also life partners that the meaning is understandable by close relationship. The data of the intimate style with close relationship characteristics are presented below.

Data 1

Allie : "I need you to tell him that I love him and tell him that I'm sorry for everything, okay?"

Fin : "Look I was up all night with him, Allie. I've never seen him so low. It's over don't make it any harder than it already is"

The conversation above happens at the lumber yard, the place where Noah works. Allie wants to meet him because she will go to New York and leave the town, but she does not meet him so she meets Fin and tells everything about what happens the night before. The dialogue above employs intimate style with Close Relationship characteristic. It is proved when Fin says, "Look I was up all night with him, Allie. I've never seen him so low..." It explains how his friend, Noah is so low.

Data 2

Allie : "You saying you want to break it off?"

Noah : "What I'm saying we see how it goes later on"

Allie : "Are you breaking up with me?"

Noah : "I don't see, how it's gonna work"

Allie : "I see...Please don't do this."

The conversation above happens in Allie's Yard when Allie's Parent disagrees about the relationship between Allie and Noah because Noah is a poor man that he is not suitable for Allie, who is wealthy. The dialogue above employs intimate language style with close relationship characteristic. It is proved when Allie says, "Are you breaking up with me?". That sentence shows that Noah and Allie have close relationship for long time. Therefore, this utterance is called intimate language style with close relationship.

4.1.5 Family Characteristic

The last characteristic is Family relationship. This characteristic occurs between family members. The language of the conversation is informal among family relationships. The various examples of intimate style with family relationships are presented below.

Data 1

Allie's Dad : "Allie!"

Allie : "Daddy. Oh, Daddy you're...I didn't see you there. You kinda scared me"

Allie's Dad : "Becoming friendly with that boy down there"

Allie : "Yes"

Allie's Dad : "Bring him to the house on Sunday I want to meet this young man"

Allie : "Okay, Good Night Dad"

Allie's Dad : "Good Night"

The dialogue above happens in Allie's House. This conversation occurs between the father and his daughter. When Allie comes home late at night and her father talks to

her about the man who becomes friendly with his daughter. The dialogue above is categorized as family characteristic. It can be seen when father **“Bring him to the house on Sunday I want to meet this young man”**, in this statement her father wants to know about the boy who is close to his daughter because her father is afraid if Allie falls in love with the wrong guy.

Data 2

Allie’s Mom : “That child's got too much spirit for a girl of her circumstance”

Allie’s Dad : “Nah, it's just summer love”

Allie’s Mom : “Trouble is what it is”

The dialogue above happens in Allie’s garden. This conversation occurs between his parents that worry if Allie takes his relationship with Noah seriously but her dad says **“Nah, it's just summer love”**. His parents really disagree about that because Noah is poor and they are worried the one and only their daughter will have bad future. The dialogue above is categorized as family characteristic.

4.2 Factors Influencing the Characters to use intimate style

After knowing the characteristic of intimate style of the characters in the movie to communicate with interlocutor, the researchers explore the factors that influence the characters to use intimate language style. To reveal this case, the researchers consider the social context which is involved inside the communication. The researchers notice three aspects influencing the characters using intimate style based on Holmes theory. As stated by Holmes (1992:1), the way people talk is influenced by the social context. It involves who can hear us and where we are talking, as well as how we are feeling towards our interlocutor. The social factors are Participants, Topic, Setting and Function.

The first factor is Participant. Almost all of the characters are involved in conversation with intimate language style. Allie and Noah have very close relationship. They always understand about what are their talking about. Even sometimes they are using incomplete sentence, jargon, or something different, they can understand each other. This case indicates that there is a good comprehension between the speaker and interlocutor that causes the intimate style. The examples when Noah says “Would you stop thinking about what everyone wants? Stop thinking about what I want, what he wants, what your parents want. What do you want? What do you want?” Noah repeats the question **“What do you want?”** And it feels so basic. In life, most of us often forget one important thing. That is to be ourselves, to be what we want to be. We're busy acting out who they want to be, being what they think is good for us, becoming what we don't want to be, which ultimately leads us to unconsciously choose what they want us to choose. Oh well, if that's the case, then our lives are a lie.”

On the other hand sometimes they use incomplete sentences to show their feelings, but the interlocutor or hearer can easily understand. The examples are when Allie’s Mom says **“Allie...Here, I hope you make the right choice.”** although her Mom completes her utterance, Allie can understand the purposes of her mother’s utterances.

The second factor is Topic. This factor has an important impact because it tells what is being talked and discussed about. It relates with the relationship and interaction among participants. This kind of relationship can impact the topic that they are talking about. It can be seen when Noah explains to his daughters about his feelings toward

their Mom Allie. He says **“Look guys, that’s my sweetheart in there, I’m not leaving her this is my home now. Your mother is my home”**. This conversation can be classified as intimate language style because the topic is about love or intimacy.

The third is setting. This factor also has a big influence on intimate style use. Holmes (1992:30) states that setting is related to the way people select an appropriate code or variety. For example when Noah is teasing Allie in the street saying **“Yeah, sure, Mr. Underwear, was it?”**, he uses the word underwear without the real meaning of underwear but more like the word “the weird guy”. That utterance can have different meaning when the setting is not in the street (informal situation), for example in the market the word underwear can have the real meaning. From this example, we know that different places or settings can make the meaning of the sentences change.

The fourth factor is function. The functions of the utterances produced by the characters are varied because they have different purposes in different utterances. However when one employs intimate language style, the function of the utterances is to show their intimate relationship. For example when Noah’s Dad says “I Love you” to his son, the function of this utterances is to show that the father loves his son.

5. Conclusion

The researchers manage to prove that the characters of the movie truly use intimate language style in their conversation. In the movie, the characters produce five characteristics of intimate language style such as addressee, extraction, jargon, close relationship, and family relationship. There are 22 utterances that contains intimate language style. There are six (6) utterances of addressee characteristic, four (4) extraction, three (3) jargon, five (5) Close Friend Relationship, and four (4) Family Relationship Characteristic. Dealing with the second research question, there are four social factors that influence the characters to use intimate style. The first factor is participant. The participant of this movie has very close relationship such as family member or close friend. Close relationship is an aspect of using intimate language style. The second factor is topic. The topic discussed in this movie is about private topics, deep, and sometimes talking about love. The third is setting. The conversation in the movie is often settled in some informal and private places such as beach, house and so on. The fourth is function. The function of the utterances produced by the characters are various. But most of them are to convey or to show their intimacy on each other.

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WOMAN'S BRAVERY AGAINST GENDER INEQUALITY IN DANIELLE STEEL'S NOVEL *THE RIGHT TIME*

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Abstract

This research is to analyze the bravery of a woman in facing gender inequality in Danielle Steel's Novel *The Right Time*. Alexandra Winslow is a young woman who has a dream to be a crime thriller story writer. During the journey of realizing her dream as a writer, she should be brave to face discrimination from male crime thriller writers and gender inequality from society. This research is completed by the use of descriptive qualitative method. The data are obtained by quoting related quotations from the story of the novel. Then, the data analysis is conducted by classifying the data related to the research problems of this study. The results show that there are three types of bravery done by the main character: bravery to fight against marginalization, abolish stereotype and thwart violence. Winslow's ability to write is not in doubt. Those who know Winslow closely and have read her writings find Winslow's writing to be extraordinary. Thanking to the support of the people around him, Winslow dares to continue her dream of becoming a famous writer even though she has to hide behind the identity of a man.

Keywords: bravery, identity, gender inequality.

1. Introduction

Bravery is one of the keys to success in life. Many times success starts from bravery, such as being brave to realize dream, and to face existing risks. According to Paul (2003: 10), bravery is a character to defend and struggle something which is reputed as the right thing for facing all forms of danger and difficulty. Bravery is a trait that can be possessed by anyone. Generally, bravery is considered only possessed by men. However, women may have bravery, especially in terms of expressing opinions, fighting for equal rights, and getting the same opportunities as men. Gender inequality refers to the imbalance of access to scarce resources in society. Important resources include the power of material goods, services provided by others, prestige, medical care, personal autonomy, opportunities for education and training, and freedom from coercion or physical abuse (Chafetz, 1991: 75). Comparably, woman's bravery against gender inequality can be in the form of being brave to express opinions or protest. Needless to say, the woman's bravery is used to instill equality values such as equality of opportunity, and intellectual equality.

The subject matter of this research is limited on the bravery of the woman facing inequality in the novel and what makes the woman in the novel brave to fight, to abolish and to thwart the gender inequality. These trigger the researchers to analyze in detail the woman's bravery to face inequality and what factors make her brave.

The storyline goes as this. Alexandra Winslow is a girl who has a dream to become a mystery novel writer. However, the dream is hindered by regulations that make Winslow's dream difficult to fulfill. Still, she never gives up fighting for her dreams. Winslow wants to keep getting the opportunity to make her dreams come true and to prove that she is worthy and able to take responsibility for the dreams she has in mind. It should not be easy for Winslow to fight gender inequality to realize her dream. There is a struggle that she has to go through to develop her career as a mystery novel writer because at that time, there is gender discrimination against woman who wants to write mystery stories. People think that only male writers are allowed to write mystery stories because mystery stories are generally attached to the soul of men, not women.

2. Literature Review

2.1 Bravery

Bravery is a quality of maintaining and fighting for what is considered right by facing all forms of danger, difficulty, pain, and so on. Bravery is a dashing character, never afraid and scares of challenges to maintain an attitude that has been believed to be an obligation and responsibility, even it is not approved or even actively opposed by the environment. In a positive perspective, bravery is aimed at defending the truth. Bravery is an act without hesitation to fight for something that is believed to be true. According to Paul (2003: 10) bravery is a character to defend and struggle something which is reputed as the right thing for facing all forms of danger and difficulty. A brave person is not someone who has no fear, nor is someone who is overcome by fear. It is someone who can control fear and act in harmony with a sense of duty or rational judgment. Furthermore, Budiyono (2007: 81) suggests six things that are called brave: (1) in matters of kindness, he looks lightly on something that is inherently heavy, (2) he is patient with frightening problems, (3) he looks lightly on something that is generally considered heavy by others, so he is willing to die in choosing the most serious main problem, (4) he is not grieving for something he cannot achieve, (5) he is not being upset when he receives various trials, (6) if he is angry and takes revenge, then his anger and retribution are carried out according to the size, object, and time required. Budiyono (2007: 94) then describes the characteristics of the value of courage, namely as follows: thinking carefully before the act, being able to motivate others, always knowing yourself, being humble, and filling the soul and mind with new knowledge in the right direction, acting in real spirit of creating progress, being ready to take risks and being consistent. With the above points, it is concluded that the value of courage is a set of beliefs aimed at something that does not know fear to maintain an attitude and defend the truth which is an obligation and responsibility that must be carried out.

The synonym of bravery is courage. Courage is an emotional strength that involves the desire to achieve personal goals even though there are obstacles, both internal and external in achieving them (Peterson and Seligman, 2004: 199). Furthermore, According to Irons (2003: 5), courage is an act of fighting for something that is considered important and being able to face everything that can get in the way even though there are obstacles because you believe the truth. Courage is meant to be based on truth and formed with consideration, not courage in the sense of being ready to

fight or challenge anyone regardless of being on the right or wrong side; nor is it brave in the sense of indulging lust.

2.2 Gender Inequality

Gender inequality is usually caused by cultural influences by society in daily life such as in terms of education, work, economy, health, and literature. According to (Chafetz, 1991: 75), gender inequality refers to the imbalance of access to scarce resources in society. Important sources include the power of materials, goods, and services provided by others, prestige, medical care, personal autonomy, opportunities for education and training, and freedom from coercion or physical abuse.

Manifestations of gender injustice are well socialized to men and women, resulting in injustice, and in the end, it is believed that gender roles seem to be natural and are finally accepted (Handayani and Sugiarti, 2008: 13-14).

Gender injustice is a system and structure that support both men and women to become victims of this system. Gender differences are the cause of various gender injustices, both for men and especially against women. Gender injustice is manifested in various forms of injustice, namely marginalization or the process of economic impoverishment, subordination, or the perception of insignificance in political decisions, the formation of stereotypes or through negative labeling, violence, longer and more burden of work, and socialization of value ideologies gender roles (Fakih, 2013: 12-13).

2.2.1 Causing Factors of Gender Inequality

Fakih (2013) describes the factors of gender inequality:

a. Marginalization

The marginalization of women does not only occur in the workplace, but it also occurs in the household, society, or culture, and even the country. Marginalization of women has occurred from the household in the form of discrimination against male and female family members (Fakih, 2013: 14-15).

Marginalization means a process due to sex differences that result in poverty. Many ways can be used to marginalize a person or group. One way is to use gender assumption, such as assuming that women function as additional income earners. When they work outside the home (public sector), they are often judged by this assumption. If this happens, the impoverishment process has actually taken place on the grounds of gender. This marginalization occurs in various aspects, from government policies, economics, beliefs, religious interpretations, traditional beliefs, habits, or even scientific assumptions.

In the economic sector, for example, many women only get jobs that are not very good, both in terms of salaries, job security or status, and employment. Not only that, the marginalization of women also occurs in the household for the position of male and female family members. This is then reinforced by customs and religious interpretations such as the proportion of inheritance rights between men and women where the share of boys is greater than that of girls.

b. Subordination

Subordination due to gender occurs in all kinds of different forms from place to place and from time to time. There is an assumption that women do not need to go to high school, later they would go to the kitchen too (Fakih, 2013: 15).

Subordination is an assessment or assumption that a role performed by one sex is lower than another. It is known that, the values applied in society, have separated and sorted gender roles, men and women. Women are considered to be responsible and have a role in domestic or reproductive affairs, while men are in public affairs or production. Meanwhile, public roles and domestic roles are given different rewards in society, thus perpetuating gender injustice.

The assumption that women are weak, unable to lead, crybaby, and so on, results in women being second only to men. The assumption that women have the main duty as servants of their husbands results in the subordination of women's education as something normal.

c. Stereotypes

One of the stereotypes comes from a gender perspective, that is, society has the opinion that the main task of women is to serve their husbands. This stereotype has a very natural result if the education of women is given priority (Fakih, 2013: 16).

The stereotype is the giving of a standard image or label/stamp to a person or group based on a false or heretical assumption. Labeling is generally done in two or more relationships and is often used as an excuse to justify an action over one group and another. Labeling also indicates the existence of an imbalanced or unbalanced power relationship that aims to conquer or control other parties.

Labeling in the family is to glorify the existence of boys as heirs, not girls. Boys are considered more entitled than girls. In a family, girls do a lot of house chores while boys do not do the house chores.

Negative labeling can also be done based on gender assumptions. But often negative labeling is assigned to women. For example, women who come home late at night, or until early in the morning, have bad fame. Such women will quickly be labeled as bad and can even be labeled as prostitutes.

d. Violence

Gender violence is caused by the inequality of power in society (Fakih, 2013: 17). Women are the most vulnerable to violence, where it is related to marginalization, subordination, and stereotypes above. Rape, sexual harassment, or robbery are examples of violence that are mostly experienced by women. Gender roles have distinguished the characters of women and men. Women are considered feminine and men are masculine. This character then manifests in psychological characteristics, such as men being considered dashing, strong, brave, and so on; on the other hand, women are considered gentle, weak, obedient, and so on.

Actually, there is nothing wrong with that distinction, however, it turns out that this distinction of character gives rise to acts of violence. Assuming that women are weak, it is interpreted as an excuse to be treated arbitrarily, in the form of acts of violence.

e. Double Burden

Among poor families, a very heavy burden must be brought forth by the women themselves. Moreover, if the woman has to work, then she bears a double workload (Fakih, 2013: 21).

Double burden means the workload received by one gender is more than the that of the other gender. Meanwhile, the duties and responsibilities of women are heavy and

continuous; for example, a woman, apart from serving her husband (sex), is pregnant, giving birth, breastfeeding, and she also has to look after the house. Besides, sometimes she also makes a living (at home), which does not mean eliminating the above duties and responsibilities.

The reproductive role of women is often considered a static and permanent. Although there has been an increase in the number of women working in the public sphere, this has not been accompanied by a reduction of their burden in the domestic sphere. Their effort is to substitute the work for domestic helpers or other female family members. However, the responsibility still rests on the shoulders of women. As a result, they experience multiple burdens.

3. Research Method

The design of this study is by the means of descriptive qualitative method. According to Bogdan and Taylor quoted Moleong (2001: 1), in a book "Qualitative Research Methods" it is stated that qualitative research method is a research procedure that produces descriptive data in the forms of written or spoken words from people and observed behavior. The data of the research are quoted from the script of the novel related to the subject matter concerned. Then, they are analyzed by classifying the respective data based on the theory adopted in this research.

4. Discussion

4.1 To Fight Against Marginalization

Alexandra Winslow's first experience of marginalization is when she enters a writing competition in elementary school. She writes a short story on six pieces of paper on the genre of crime thriller. Winslow's teacher thinks that an eleven year old girl should not write crime thriller. It is not common for a girl to write creepy story because it might scare other students at school.

"Do you realize how shocking it is for a girl of eleven to write something like that?" Mr. Farber said sternly in accusing tone. "How she can even imagine violence of that nature is something for a psychologist to analyze. Were you aware that she has such morbid thoughts?" he asked Eric reproachfully, who looked stunned for a moment." (Steel, 2017: 41).

The quotation proves that Winslow finds resistance to be a crime thriller writer or mystery story writer. It is said that crime thriller is not a woman's style. In other words, Winslow is limited or bordered in achieving her dream to be a crime thriller or mystery story writer. This makes dauntless to achieve her dream in any way.

"Maybe that's a skill, and not an aberration. Apparently, her father encouraged her and shared his favorite books with her. According to my cousin's husband, who knew him, her father thought she had real talent." "She does, unquestionably." Sister Xavier agreed. "It's just disturbing to think that comes out of her head. She looks so innocent." (Steel, 2017: 90).

The above quotation shows that to be a creepy writer is a matter of skill and to be a crime or creepy story writer needs real talent that might be developed and not be hampered. Winslow becomes more confident with her abilities and she will fight against

marginalization of woman, especially concerning her dream to be a famous crime thriller writer

At the age of nineteen, Winslow ventures to find an agent to publish her first book, entitled "*Blue Steel*". At the beginning, Winslow is brave enough to take steps to fight against the marginalization that exists in society. She then hides her identity as an author of crime thriller as suggested by her father.

"I read *Blue Steel*." "Thank you," Alex said, holding her breath. "It's terrific. I'd like to represent you. It needs some editing; we can talk about that later. I think I can sell your book. I'm going to have it retyped and send it out next week. I'll mail you the agency agreement, and if it meets with your approval, sign it and send me back one copy, and keep the other for yourself. You can have an attorney look at it for you, if you have one." "I do," Alex said, stunned by everything she had just said. "And what name are you going to publish under, if we sell it? Are you still determined to publish under male pseudonym?" "Yes. Alexander Green," she said, off the top of her head." (Steel, 2017: 119).

The quotation shows that Winslow is able to publish her first book because of hard work and abilities. An initial step for Winslow to make her dream comes true, showing that women can also have the soul of crime thrillers or mystery story writers. She convinces herself that she has a great talent to be a female writer.

4.2 To Abolish Stereotype

Women often get stereotype such as being labeled as a group of people who are weak, whiny, unable to protect themselves and always needing others. Society also thinks that women do not need to have education, dreams, and bright careers because the main task of women is to serve their husbands and their families.

"If I write under my own name, men won't want to read them." She had heard it from her father and believed it. She trusted his word and judgment completely. He hadn't liked female crime writers, and would only buy a thriller written by a man. "It's still a men's club, but not entirely," Bert conceded." (Steel, 2017: 130).

The quotation shows another problem that Winslow must face to achieve her dream. She must be brave enough to abolish the stereotype that women cannot have souls as writers of crime thrillers or mystery writers because women are weak. The readers think that women's writing is boring and will not be as good as men's writing because women cannot imagine the violence that dominates the crime thriller or mystery story genre. The readers do not read crime thriller or mystery stories written by women.

"Beware of writers, my friend," Bert said to her as they finish lunch. "They're a jealous lot, particularly men. They usually don't want women stealing their thunder or their turf. You're a hell of a woman and a hell of a writer. There are going to be a lot of angry men in your life," he predicted." (Steel, 2017: 152).

It shows that men do not want to be rivaled by women. Winslow must dare to face the notion that she is the enemy of male writers. Winslow must prove that women also deserve writing opportunities.

4.3 To Thwart Violence

Violence is commonly done to women either physically or mentally. It is not uncommon for women to experience verbal abuse, such as harsh words, insults, or other expressions that can lower a woman's self-esteem.

“He had been jealous and had abuse his position to put her down and make her feel terrible about herself. She felt betrayed, justifiably, and when he called her that night to see her, she said she was busy and couldn’t make it. She didn’t care anymore about what he’d said about her writing, but she was irate about what he had tried to do to her, to crush her and shake her confidence in herself.” (Steel, 2017: 149).

It is shown that Scott seems to pretend to like Winslow, but he actually does not like Winslow's writing skills. Scott insults, speaks harshly, and hurts Winslow. Winslow then does not want to have a relationship with Scott anymore, she prefers to save herself from the verbal abuse from Scott.

“All you care about are the grades. You don’t give a damn about the quality of the writing. You won’t get anywhere that way. All you’ll ever write is junk. You’re pathetic,” he said with a look that told her how little he taught to her, or jealous he was, or both. It was shocking to realize that he hated her for the way she wrote, which was a gift.” (Steel, 2017: 150).

Winslow is badly treated by Scott, a teaching assistant at her college. Scott gives her low grade for her writing because he is jealous of Winslow's outstanding writing skills. Scott's jealousy towards Winslow proves that Scott's writing quality is far below Winslow's. It is a violence for her. Knowing that Scott gives her writing a low grade and Winslow's Professor thinks that her writing is excellent and extraordinary makes Winslow feel a sense of humiliation by Scott.

“By the way, how did that book turn out?” “Which one?” He was puzzled for an instant. “*Blue Steel*, by that new guy, Alexander Green.” “It was superb. That’s writing of a caliber you’ll never reach, not like the crape you write.” He wanted to hurt her one last time since she’d dismissed him, for reasons he would never understand or admit to. She was on him now. And he wasn’t throwing bombs at her anymore. He was throwing praise at Alexander Green, whose work he thought was “superb.” “I’ll have to buy the book,” she said with an evil grin. “Don’t bother. You won’t learn anything from it. You’re kiss-ass, Alex, that’s the only reason she gave you the grades. You make me sick.” “Maybe you should read Green’s last chapter again. It might help you finish your book. See ya”

The quotation above explains that Winslow is not a weak woman. She dares to face Scott's insult, though done indirectly. At least she is proud of herself on writing as Alexander Green in return for Scott's insults against her. This is also a form of

Winslow's bravery to thwart violence that women cannot write crime thriller or mystery stories.

5. Conclusion

Bravery is the main key to break any obstacles that hamper one's dream to come true. Someone without bravery may be underestimated by other people related to goal or achievement. Women do not always have to be born as servants to their husbands and families, women can also have dreams and make those dreams come true. Based on the results of the analysis, it is proved that a woman could be as good as man; a female writer is as good as a male one, even better. To obtain gender equality in all social aspects, a woman should be brave. Three forms of bravery are shown the main character of the novel: to fight against marginalization, to abolish stereotype and to thwart violence.

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AUTONOMOUS MOTIVATION OF PROTAGONIST'S SELF DETERMINATION IN NICHOLAS SPARKS' *THE BEST OF ME*

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Abstract

Nicholas Sparks' *The Best of Me* is a novel that tells the story of a love journey between Dawson Cole and Amanda Collier, who is forced to be blocked by Amanda's parents who do not approve of their love because of differences in social class so that in the end they have to separate. However, after being separated for so long they are reunited with different circumstances. The strength of this novel is the moral value of the main character. This study aims to examine the self-determination that exists in the protagonist. In examining this novel, the writers adopt descriptive qualitative research. There two forms of self-determination. They are autonomous motivation and controlled motivation. The study is focused only on the autonomous motivation of the protagonist's self determination in the novel. Two aspects are found as the protagonist's autonomous motivation. These aspects happen to the protagonist's love story in the novel. The first is loyalty and the second firmness of love. The protagonist shows his self-determination by means of two aspects.

Keywords: Self Determination, Autonomous motivation, Controlled motivation.

1. Introduction

The Best of Me is a romantic novel by Nicholas Sparks, an American novelist. *The Best of Me* was published in 2011. This novel talks about Dawson Cole and Amanda's pair of lovers when they are in senior highschool. After 20 years, they meet again in a house where their memories are in senior high school and that is Tuck's house. Tuck is an old man who meets Dawson accidentally when Dawson tries to escape from his father.

Dawson gets into Tuck's old garage and that is where they get to know each other. They live together. Tuck is a good man and takes care of Dawson. One day, Dawson has grown up and discovers that Tuck has died. Dawson is sad because only Tuck he has at the time. Finally, Tuck hands over the little house to Dawson along with the beautiful garden of Tuck's wife relic. Dawson family has been famous since his grandfather has moonshiners business and his family is known as a cruel criminal family.

Dawson's love is when he can spend all his time with Amanda. From this novel, it is found that the protagonist shows self determination, that is the determination to

love a woman by giving the best of him to Amanda and until the time he dies he only loves one. The one is Amanda.

Nowadays, it is rare to find a personality like the one possessed by the protagonist of this novel. It is not an easy thing to stand firm in our position. There are many obstacles, reproaches and even temptations that make us fall and change direction. Such obstacles also happen to the protagonist of the novel. He is a loyal person and firm in his stance. The protagonist shows self determination in his own love.

In life, self determination is very important. Even a lot of success comes from self determination, not only in the world of love, but also in the world of education, business, and even government. All success starts with determination. Finally, this leads to this study. This study is focused on the protagonist's self determination. Hopefully by reading the results of this research, useful moral values can be picked and this study may contribute other variables taken from the novel to analyze.

The analysis focuses only on the autonomous motivation of the self determination of the protagonist without discussing anything else about the character and also the self determination of other characters. Actually, there are two forms of self-determination. They are the autonomous motivation and controlled motivation. However, this study only discusses the autonomous motivation of the protagonist's self-determination in the novel. Theoretically, it is hoped that this study can be used as helpful reference in order to understand the novel *The Best of Me* by Nicholas Sparks.

2. Literature Review

Self-determination is a vital piece of psychological well-being; as you may expect, people generally like to feel in control of their own lives. According to Deci and Ryan quoted by Pintrich and Schunk (2002), self-determination is the process of utilizing one's will.

Self-determination requires that people accept their strengths and limitations, be cognizant of forces acting on them, make choices, and determine ways to satisfy needs. Will and self-determination are linked: To be self-determining, people have to decide how to act on their environment.

Another definition of self determination given by Little, et al in Wehmeyer and Abery (2013) is that Self-determination is a general psychological construct within the organizing structure of theories of human agentic behavior. Then, Wehmeyer et.al in Wulan, et. al. (2019) defines self determination is a complex process the ultimate goal of which is to achieve the level of personal control over life that an individual desires within those are as the individual perceives as important.

It is nearly the same as Ackerman's description (2019). Self-determination theory is a general theory of human motivation that emphasizes the extent to which behaviors are relatively autonomous (i.e., the extent to which behaviors originate from the self) versus relatively controlled (i.e., the extent to which behaviors are pressured or coerced by intrapsychic or interpersonal forces). SDT defines motivation as psychological energy directed at a particular goal. Many theories of human behavior account for the direction of behavior, but fail to account for how that behavior is energized. SDT has thus emphasized the importance of motivational quality in addition to its quantity. It has also offered a particularly comprehensive approach to studying health behavior via its conceptualization and measurement of autonomy, perceived competence, relatedness to others, and its emphasis on the role of the social context in supporting or thwarting optimal motivation.

SDT (Self Determination Theory) differentiates between autonomous motivation and controlled motivation. Autonomous motivation includes internal drives that motivate us to be have in certain ways, including our core values, our interests, and our personal sense of morality. Controlled motivation is external sources and results in external rewards. Such sources include grading systems, employee evaluations, awards and accolades, and the respect and admiration of others. (Deci and Ryan 2008 quoted by Wulan et. Al., 2019).

Sebire et. al in Wulan et. al (2019) describes the more self-determined types of motivation (i.e., intrinsic motivation, integrated & identified behavioral regulation) are broadly grouped as autonomous. Intrinsic motivation is based on the inherent satisfaction or enjoyment that accompanies a given behavior. The other forms of autonomous motivation are extrinsic in nature and involve undertaking a behavior for a reason other than its inherent satisfaction. Integrated regulation is where a person aligns their engagement in a behavior with their broader self (e.g., seeing being active as part of one's identity) and identified regulation represents motivation which is driven by a valued outcome such as health benefits or making new friends.

Thus, this study concerns to the autonomous motivation of the protagonist's self-determination in the novel, and the above description becomes the literature background of this study.

3. Research Method

Study research are plans and procedures for research that span the decisions from broad assumptions to detail methods of data collection and analysis (Creswell, 2009: 3). Therefore, research design adopted in this study is descriptive qualitative because the process of the analysis and the finding are accomplished descriptively. This study explores and understand the racial problems found in the novel.

There are steps conducted to gather the data wholly. In this study, the procedures are reading the data carefully, collecting the data obtained, identifying any account (data) from the study that are categorized the problems of this study, classifying the data into the points included in the subject matter of this study.

In analyzing the data, the writer needs procedure to the data collected as indicated: rereading the data, doing the analyzing systematically, taking the relevant quotations in accordance with the topic, analyzing the quotations to make them linked with the essence of the study.

4. Discussion

The first kind of self determination is autonomous motivation that includes internal drives that motivate us to be have in certain ways, including our core values, our interests, and our personal sense of morality. In this novel, the autonomous motivation of the protagonist is one of the strongest parts to encourage the protagonist who has self-determination. This autonomous motivation of the protagonist self determination includes two aspects. The first is loyalty and the second firmness. These loyalty and firmness are dedicated to the protagonist's love.

4.1 Loyalty

The first aspect of autonomous motivation found in the novel is loyalty. Loyalty is dedication; knowing that you're devoted solely to each other. That all of the choices

and decisions you make have been considered with your partner and the impact on your relationship in mind. Your commitment never wavers and your bond is unbreakable.

The first part is the protagonist who has a loyal streak from being proven apart for 20 years he has never been interested in or dated any other woman. Such protagonist loyalty is presented below.

“What about when you go out? There are lots of great places to eat in New Orleans.” “I hardly ever get to the city.” “Even on a date?” she quizzed between bites. “I don’t really date,” he said. “Ever?” He began to cut his steak. “No.” “Why not?” He could feel her studying him as she took a sip, waiting. Dawson shifted in his seat. “It’s better that way,” he answered. Her fork paused in midair. “It’s not because of me, is it?” He kept his voice steady. “I’m not sure what you want me to say,” he said. (Sparks, 2011:90)

The quotation above shows that Dawson is a loyal figure, and even after being separated for decades from Amanda. He keeps loving Amanda with all of his life while separating from Amanda. He has never dated any women because he has only loved Amanda so far. Moreover, the saddest part is when Amanda has become someone else’s wife and mother of Jared.

A love story that is so sweet and extraordinary. Their love story is not about unrequited love. They are two human beings who love each other, as evidenced by the loyalty they have. Twenty years apart is not a short period of time; it is quite a long time, generally that long to let go or forget someone is a normal time. But it is different for them. Dawson loves Amanda sincerely, throughout his life Dawson still loves Amanda even though in the end he really did have to be separated forever from the woman he loved so much.

Not only in love, Dawson, the protagonist is also loyal to his friendship. He saves Alan’s life, and he also has saved Amanda’s kid, Jared. Besides, Dawson always tries hard to give his best to Amanda. The following shows it.

“How about a quick hug,” she said, “before we go inside?” Jared rolled his eyes, but he opened his arms anyway. “I love you, Mom,” he mumbled, pulling her close. Amanda closed her eyes, feeling the steady rhythm in his chest. “I love you, too.” (Sparks, 2011:387)

From the quotation above, it explicates that Dawson is really loyal to Amanda. Even, also with her child “Jared”. While Jared has terrible accident and need a heart donor, Dawson is the person that gives his heart to Jared in order to keep him alive. Dawson loses his life to save Amanda’s child is the proof of his forever love to her. All the above has proved that Dawson’s loyalty keeps until his death.

4.2 Firmness of Love

The other form of autonomous motivation in the novel is firmness of love. Firmness in adults it is defined as a likelihood stable in the individual to strive for and use closeness with someone or certain people who give a potential subjective taste safe and protected against physical or psychological.

Then the protagonist's autonomous motivation in this novel is firmness in love; the protagonist only loves a woman until the end of his life, he loves sincerely without expecting anything in return. It can be seen in the quotation below.

“Now, sitting on her porch as the late afternoon sun slanted through the trees, she closed her eyes and sent a silent message to him. She remembered his smile and the way his hand had felt in hers, she remembered the weekend they’d spent, and tomorrow, she’d remember it all once more. (Sparks, 2011:384)

The quotation above shows the firmness of Amanda and Dawson’s love in the novel. It is seen when Amanda keeps remembering Dawson; she still remembers how she feels about him. She never meets a person as loyal as Dawson as his loyalty is everything in her life. It stays with her even when they have been separated and Amanda has new life with her family.

“I want to wake up with you beside me in the mornings, I want to spend my evenings looking at you across the dinner table. I want to share every mundane detail of my day with you and hear every detail of yours. I want to laugh with you and fall asleep with you in my arms. Because you aren’t just someone I loved back then. You were my best friend, my best self, and I can’t imagine giving that up again.” He hesitated, searching for the right words. “You might not understand, but I gave you the best of me, and after you left, nothing was ever the same.” (Sparks, 2011:267)

The above quotation also shows their firmness of love. When Amanda and Dawson meet they still show their love to each other. Amanda is crying while she tells her imagination about their relationship. How if they are still being together it will be so good. All of this would not happen; all of these problems. Even when Dawson has gone for a long time, their love still remains the same.

“Here and now, though, in the quiet yellow light of an abandoned garage, he wasn’t so sure. He’d loved Amanda once and he’d never stopped loving her. (Spark, 2011:101)”

From the quotation above, Dawson recognizes that he still loves Amanda and never stops loving Amanda even though at that time they have been separated. Dawson feels himself unworthy for Amanda because of the limitations he has, and he decides to leave Amanda's life. In front of Amanda, Dawson might be able to lie, but his heart and his feelings cannot be avoided. Dawson only loves Amanda.

Based on the analysis of the autonomous motivation of the protagonist’s self-determination in the novel *The Best of Me* by Nicholas Sparks, there are some findings which can be presented. The analysis shows that self determination is found in the novel. The first factor of the protagonist’s self determination is autonomous motivation. There are two forms of autonomous motivation of the protagonist’s self determination: loyalty and firmness in love.

Dawson is a loyal figure, even after being separated for decades from Amanda. He keeps loving Amanda with all of his life while being apart from Amanda. He has never dated any woman because he only loves Amanda so far. Moreover, the saddest

part is Amanda has become someone else's wife and mother of Jared. Dawson is really loyal to Amanda. When Jared has a terrible accident and needs a heart donor, Dawson is the person that gives his heart to Jared in order to keep him alive. Dawson loses his life to save Amanda's child and this proves of his forever love to her.

All the above data prove that the protagonist shows his own determination in his love, and this self determination is because of his loyalty and firmness in his love. These two aspects belong to autonomous motivation.

5. Conclusion

Having done the analysis of protagonist's self determination portrayed in the novel *The Best of Me* by Nicholas Sparks, the writers come to the following conclusions. From the analysis, The autonomous motivation in the novel is when Dawson has loyalty and firmness of love. First, it is found that Dawson is a loyal figure, even after being separated for decades from Amanda. He keeps loving Amanda with all of his life while being separated from Amanda. He has never make a date with any woman because he has only loves Amanda so far.

And, then firmness of love is also shown by the protagonist in the novel. Dawson recognizes that he still loves Amanda and never stops loving Amanda even though at that time they have been separated. Dawson feels himself unworthy for Amanda because of the limitations he has, and he decides to leave Amanda's life. Dawson only still loves Amanda. Therefore, there are two aspects of autonomous motivation of the protagonist's self-determination in the novel. They are the protagonist's loyalty and firmness in love.

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BRAVERY IN EKA KURNIAWAN'S *BEAUTY IS A WOUND*

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Abstract

In *Beauty Is A Wound*, Kurniawan portrays three kinds of bravery: physical bravery, social bravery, and moral bravery. These three kinds of bravery are constructed through the roles of the protagonist during the Japanese invasion in Indonesia. The protagonist uses her physical bravery to fight back against anybody who wants to hurt her or the people she loves. The second is social bravery; the protagonist has courage to have dispute with the person who wants to take advantages and threaten her; her action disfigures her image in front of many people. In her moral bravery, the protagonist does not expect any respect from anyone; even for a debt payment and she finally must do a disgusting work to find out her grandmother's treasure she buries in a septic tank pipe. The method used to do the analysis is descriptive research method due to its suitability for describing the data properly. The result indicates that the protagonist acts bravely to defend her and her friends' rights despite living as a prisoner; she is willing to prostitute herself for her and her friends' safety; she then morally struggles to pay all her debt. Three kinds of bravery are found in the novel.

Keywords: bravery, physical bravery, social bravery, moral bravery.

1. Introduction

One of the media that reflects social problems in our life is literature, whether they are individual problems or the problems within a society group by pouring it into a form of writing. Literature, then, is connected to a social problem like bravery, either it is physical bravery, social bravery, or moral bravery and the three kinds of bravery are brought into discussion. Bravery is a characteristic that is formed inside of human mind. Bravery characteristic is used by humans as an instrument to make risky decisions.

According to McCain and Salter (2004), bravery is described by overcoming fears for no purpose other than the act itself; in this case, women, known to be the weakest creature in society for their soft and kind characteristics. However, they also have bravery within themselves. This characteristic is formed either from the teaching of their parents, religion, society, or their own culture. Their act of bravery can be seen from a group of women who embraces the beliefs of feminism; they convey their feelings about fighting against the patriarchy system that presumes them as subordinates or inferior race.

In *Beauty Is A wound*, Dewi Ayu, the protagonist, is described as a very beautiful woman born from a mixed blood between Dutch and Indonesian. Ayu is also described as a smart woman when she is left behind by her parents and without knowing where they go while she is still a baby. Kurniawan writes the story by mixing some inner elements such as love, courage, and struggle. Besides her beautiful face and nice body, Ayu is also a very brave woman, though, unfortunately, she is forced to become a prostitute for the Japanese imperial army who colonizes Indonesia at that time. Ayu lives when the second world war occurs where chaos is everywhere all across Indonesia. The war between the Dutch and the Japanese army is so tense that forces many Indonesian people to be evacuated to another country, and some men are forced to enter the conscription including Ayu's grandfather, Ted Stammer, who has to become a militia to defend the country from the enemy. When her grandmother asks her to follow her to be evacuated, Ayu refuses it; she insists on staying at home. Thus, she is left alone by herself facing all kinds of hardship and fate that is unknown to her. Nevertheless, she has bravery to face the worse things that happen to her.

2. Literature Review

A protagonist plays an important role to run the plot of a literary works such as novels, movie, and also drama. Baldick (2001: 112) states the protagonist is the principal actor in a drama. Abrams (1999: 233-234) also has a similar definition about it. A protagonist is a main character either in a plot or a play. A protagonist is always become the opponent of the antagonist. As Beckson and Ganz (1990: 217) say a protagonist is the first actor who plays the leading and double part in some minor roles. A protagonist refers to the first actor in a play thence the principal character or actor. Consequently, a protagonist can be said to be the first actor in literary work, and the protagonist should not always be a man; a woman is often made as a protagonist in a story.

Besides the views on the protagonist, bravery has priority to discuss in this section. As McCain & Salter (2004: 13) say, bravery 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. Putman (1997: 1-11) defines bravery as facing fears associated with the loss of psychological stability. Worline and Rafaeli (2002) defines bravery with respect to fear, the ability to act for a meaningful (noble, good, or practical) cause, despite experiencing the fear associated with perceived threat exceeding the available resource.

Some researchers also argue that bravery can be divided into some kinds, like what Lopez et.al. (2003: 185-197) say that physical bravery is a virtue that has been a topic of human thought since the ancient times. Primarily, it is understood as a characteristic of a good soldier and is attributed mostly to male population. Weber et al. (2002: 263-290) also say there is a bravery called social bravery, social bravery is a courageous behavior in which the risks involved could damage the actor's esteem in the eyes of others. Bierhoff (2002: 67-69) describes moral bravery as a prosocial behavior with high social costs and no (or rare) direct rewards for the actor.

Furthermore, there are three kinds of bravery that respectfully need to be described in this section i.e. physical, social, and moral bravery. Firstly, physical bravery is a virtue related to human thought. Primarily, it is understood as a characteristic of a good soldier and is attributed mostly to male population (Lopez et al. 2003: 185-197). Most recent definitions distinguish physical bravery from moral and

psychological bravery, and describe it as voluntarily confronting a risky situation despite the fear arising from possible negative outcomes of the situation, such as severe physical injuries or even death (Lopez, et al., 2003: 185-197; Putman, 2001: 463-470; Rate, 2010: 47-66). Some studies show that parachute jumpers, soldiers, and demolition man are more persistent in their actions and physiologically recover sooner from a demanding or dangerous situation, in which the perform courageous actions (Cox, Hallam, O'Connor, & Rachman, 1983: 107-117; McMillan & Rachman, 1988: 373-378; O'Connor, Hallam, & Rachman, 1985: 187-197; Rachman 1984: 109-120, 2004: 149-176). Physical bravery can also be seen and found in a high-risk sports. Breivik (1995) says the main characteristic of high-risk sports is the high possibility of suffering severe injuries or death during the activity.

Secondly, social bravery is a courageous behaviour in which the risks involved could damage the actor's esteem in the eyes of others (Weber et al. 2002) Social bravery can be displayed by two main types of behaviors. The first type includes those that could damage the actor's relationships (Schilpzand et al. 2015: 52-77; Worline et al. 2002: 295-330); for example, when confronting a co-worker's problematic behaviors, the co-worker may become hostile and angry. In turn, this could damage the relationship between the actor and co-worker. The second type includes actions that could damage the actor's social image, also called face-loss costs.

Thirdly, moral bravery is a prosocial behavior with high social costs and no (or rare) direct rewards for the actor Bierhoff. (2002: 67-69). Moral bravery is the expression of personal views and values in the face of dissension and rejection. Moral bravery as then a brave behavior accompanied by anger and indignation, which intends to enforce societal and ethical norms without considering one's own social costs.

However, even though none of the authors divide the term bravery into categories, some notes still can be taken to support its distinction. Therefore, to reconcile this shortcoming, it is necessary to state that the three kinds of bravery are described by different authors, and certainly, there is no author who writes these kinds in a bound volume or book that shows a pack of information about bravery. On the other hand, those kinds of bravery are found in the novel, and become the points to be made under discussion.

3. Research Method

This paper discusses protagonist's bravery in *Beauty Is A Wound* by Eka Kurniawan, and focuses on the acts of her bravery to come out from threatening, killing, and serving men with no mercy or sympathy; respectfully, by having bravery, Ayu is able to ward all the problems she faces. To do the analysis, descriptive research method is the most appropriate method to be used. Nazir (1988: 63) says that descriptive research is method that is used to analyze a group of humans, an object, condition, thought, or an event that is currently happening. Therefore, the descriptive method is set up to do the analysis, and accomplishes this paper descriptively. Then, in collecting the data for the analysis, there must be some procedures conducted, as collecting some theories, opinions, or arguments relating to the subject matter of the discussion, generating the data from the novel, classifying the data, and organizing the whole data. At last, the data obtained from the novel are specified for the discussion in the next section, covering the three types of bravery i.e. physical bravery, social bravery, and moral bravery.

4. Discussion

4.1 Physical Bravery

The author describes the protagonist as a beautiful and brave woman. The protagonist, Ayu, is always the first person who takes a step forward to face any kind of problem that she and her friend face. She always does some brave actions to save either herself or her friends from getting troubles, as indicated in the quotation below:

“For a whole half century, she was pregnant once again. Just as with her other children, she did not know who the father was, but unlike the others she had absolutely no desire for this baby to survive. So, she had taken extra-strength paracetamol pills that she got from a village doctor and washed them down with half a liter of soda, which was almost enough to cause her own death but not quite.”

(Kurniawan, 2002: 6)

As depicted, the protagonist is brave enough to kill herself and her child by taking a deadly drug, but it is not enough to kill the child and she ends up injuring herself. Aside from being a brave woman, the protagonist is also a skillful person. There is one time when she rides a horse to pursue Ma Gedik who runs away because of a trauma after she is informed by one of the house guard.

“He ran away screaming like he had seen the devil, miss”

“You didn’t catch him?”

“He was running so fast, just like Ma Iyang ran sixteen years ago” replied the guard. “But Mr. Willie chased him with the car.”

She ran into the stable and joined the chase on horseback.”

(Kurniawan, 2002: 54)

Beside being brave, Ayu seems to be so skillful. She chases Ma Gedik and finally finds him standing on top of a hill wanting to end his life so that he can meet with Ma Iyang in heaven. In addition, the protagonist is also marked as an extreme woman by her neighborhood as she always tries something absurd that could endanger her life. She orders her maid to buy her a shroud and wrap herself in it and acts as if she has already died.

“Buy me a burial shroud,” said Ayu. “I have already given four girls to this accursed world. The time has come for my funeral procession to pass by.” (Kurniawan, 2002: 7)

Though Ayu looks so brave, yet she looks foolish, as she really wants to die because she is tired of giving birth to a child. She never expects the child, but she must have it due to the Japanese immoral deeds. Apart from this, she shows her physical bravery by eating a boiled leech that she cooks as her dinner and share it with all of her friends in the prison. It is very disgusting indeed.

“We’re not eating leeches, but cow’s blood” Ayu explained. She split open the leeches with a small knife, pulled out the clots of cow blood inside them, stabbed them with the point of the knife, and swallowed them.” (Kurniawan, 2002: 65)

To survive inside the prison needs a sacrifice, including eating all of those disgusting living things that should not be eaten. Ayu is brave enough to make a

decision to sacrifice her stomach when feeling hungry as she does not want to eat the food that the Japanese army gives. However, she chooses to eat her own handmade food. Even if the food is disgusting, and can make her stomach hurt.

4.2 Social Bravery

Social bravery is an act where the actor makes a decision which sacrifices his or her image towards another person, either it is a respect or an exclusion in a group of society. In social bravery, the actor only needs to make a decision or an act which involve a group of society to reach the group or the actor's goal. In the novel, social bravery occurs when the protagonist makes a joke out of an order from a Japanese officer who tells her to follow a set of rules when she is imprisoned by the Japanese.

“Inside again, a few women, afraid of careless errors, quickly taught their children the orders. Their shouts of *Keirei!* And *Naore!* Made Ayu double up the laughter. “you are the way more vicious than the Japanese!” she exclaimed.” (Kurniawan, 2002: 67)

The quotation above points out that Ayu is not bothered by the Japanese strict order; what she does instead is to make a light joke that relieves both herself and her cellmates. Even then, Ayu shows some other social bravery when the people inside the prison are starving, because there is no food to eat for dinner. Ayu boils some leeches that are filled by cow's blood and says something to motivates her cellmates.

Ayu also has some leadership skills. She manages to raise her cellmate morally by encouraging them saying that they are not going to die. Ayu is also brave enough to face anybody inside the prison involving the officer who guards the cell or even the commandant. Even before she is captured by the Japanese soldiers she already mocks some of them. It can be seen in the quotation:

“I know you guys,” said Ayu, “You're the photographers who used to work at the bend of the road!” “Yeah, that was fun. We got photographs of every single dutch person in halimunda” answered one of the soldiers. The other spoke: “Prepare yourself, miss” “You mean madam,” said Ayu. “I'm a widow now” (Kurniawan, 2002: 58)

This indicates that not even a man in an armored jacket can scare her. Despite the soldiers threatening her, she chooses to stay calm and mock the two soldiers before they take her away with them. Ayu is quite famous around her neighborhood when she is still young. When she is on the truck, she recognizes some of her friends and starts telling a joke to them despite the situation that they are currently facing.

No matter how dire the situation is, the protagonist always remains calm and is not showing any sign of fear in front of the people around her. The protagonist is socially brave enough to keep calm and can still casually talk in such dire situation. Ayu always acts more mature than many other women of her age. Even the elders respect her maturity and leadership skill. She often becomes a role model for the younger girls so that they can be just like her. Her bravery in taking a decision is very remarkable. At one time when both Ayu and Ola are about to be transferred into another prison, she tells Ola to leave her younger sister at the current prison because she knows that if the three of them are separated, there might be a chance that one of them could make it out alive until the war ends.

"I have to bring Gerda," said Ola "No," said Ayu. "If we die, at least she will survive." "or the other way around?" "Or the other way around" (Kurniawan, 2002: 75)

The quotation verifies how Ayu decides to leave Gerda to stay at the current prison, and surely takes Ola with her to be transferred to the new prison, rather than to let the three of them dying as nobody knows what kind of place is that new prison is or where it is located. After they arrive at their new prison, it turns out to be a big house with a sweeping yard full of trees and bushes. A middle-aged native woman suddenly appears from inside the house, wearing her hair in a bun and a loose-fitting gown with the belt untied at her waist. Ayu then bravely approaches her and asks whether this is her house or not.

"Is this your house miss?" Asked 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 than during the day" (Kurniawan, 2002: 77)

While no other women are brave enough to approach Mama Kalong to ask about the place. Ayu steps up and approaches the owner and asks the question on behalf of all the women. The women then find out that they are going to be turned as prostitutes by Mama Kalong. None of those women could accept the truth except Ayu, the one who accepts it without any problem.

"Don't you feel like something strange is going on? Aren't you worried about anything?" "worry comes from ignorance," said Ayu. "So you think you know what is going to happen to us?" asked Ola "Yes," she replied, "We are going to be made into prostitutes." They all knew it, but only Ayu was brave enough to say it." (Kurniawan, 2002: 82)

It seems that Ayu is both mentally and socially brave enough to accept her fate as a prostitute for the Japanese soldiers other than any other women in her group. She does not care about how they are going to be treated by the Japanese soldiers nor does she care to find an escape route to run away from the house. Ayu seems to be like a heartless woman for all the other women, but she actually cares about her friends. What she does is for the sake of her friends. She tells them a few ways so that they would not be ravished by the Japanese soldiers every night.

"Lie down like a corpse, until they get bored," she said. But the girls found that to be even more dreadful. To lie quite while someone assaulted their body and fucked them, none of them could imagine it. "Or try to find a guy out of all of them who you like a little, and service him with your full attention, and make him addicted to you so that he will come back every evening and pay you for the entire night. Servicing the same person over and over is way better than sleeping with lots of different men" (Kurniawan, 2002: 90-91)

It points out that Ayu is quite respected by all the women in her group. She is considered as the leader of the group. All of the women follow her suggestion even though it will not work. Ayu even gains some trust from the owner of the house, Mama Kalong. Both of them become acquaintances in just a week because of Ayu's calm demeanor. While everybody wastes their time chatting and entertains themselves with

funny story, Ayu spends most of her time talking to Mama Kalong. She tells Ayu that she owns another brothel at the end of the wharf, and consider them all as lucky women for being transferred into this house, but Ayu gives her a very brief respond.

“You all are lucky not to be doing it day and night,” said Mama Kalong. “Plus the low-ranking officers are way bigger assholes.”

“there’s no differences between low-level officers and the emperor of japan,” said Ayu. “they all target female genitalia.”

(Kurniawan, 2002: 91)

The quotation sets out that Ayu does not care about what Mama Kalong says about them being lucky for being transferred into her house. For her, all the Japanese soldiers are the same, whether they are low or high ranked. All of them just want to ravish all the women to increase their morale, and let out their frustration. As week goes by, Ayu finds out that she is pregnant, but she does not even bother thinking about it. Instead of crying and stressed out because of her pregnancy, she sews some clothes for her baby and even still is able to make a joke out of it.

“As always, during the middle of the day they had a lot of free time.

The girls would gather to gossip and chat. Some played cards and others helped Ayu sew small clothes for her baby. They were thrilled that one of them was going to give birth, and their hearts pounded in anticipation as they waited for the baby’s entrance into this vicious world. Sometimes they talked about war. There was a gossip that the allied troops would attack certain pockets of the Japanese military and the girls hoped that Halimunda would be one of them.

(Kurniawan, 2002: 92-93)

It can be seen that the women are all very happy to hear about Ayu’s pregnancy. They even help her sew small clothes for her baby and laugh at Ayu’s joke about the baby’s father being Japanese. This shows that Ayu is not bothered with her pregnancy after getting ravished by the Japanese soldier. She happily accepts the fact that she is pregnant and still able to make all of her friends laugh with her joke.

4.3 Moral Bravery

Often, this act of bravery can be seen in our daily live when someone is trying to protect his or her friend from being physically or verbally abused or even bullied by other people. This act forces the actor to have a strong mental and physical bravery within themselves, for this act does not give the actor a direct reward for the thing that they do. In *Beauty Is A wound*, the author shows how the protagonist applies moral bravery in living her daily life, as verified in the quotation below:

“I have family treasure,” replied Ayu, “Before the war I buried all of my grandmother’s jewelry in a secret place and no one knows about it except me and the god.” “and what if god stole it?” “then I’ll come back and whore for you to pay off my debt.” (Kurniawan, 2002: 104)

Ayu will do anything to achieve her goal, even though she has to sell her dignity to Mama Kalong to pay her debt. The author also shows how Ayu dismantling the septic tank pipe inside the bathroom in her house. She works with several people, who

are willingly helping her, to dismantle the pipe in order to find the treasure that she buries within the pipe, but then the result disappoints her.

“Ayu was sure that they had already removed all the excrement and soil that she had stashed there. There were no necklaces or golden bracelets--there were only mounds of rotting earth, brown and humid she didn't believe that the jewellery could have rotted away with the shit so she abandoned her work and gave up, grumbling “God stole it.”” (Kurniawan, 2002: 106)

Being a brave woman, she is not afraid of doing such a dirty work, even though she knows that it will damage her social image towards other people who help her. All that she really cares is to find the treasure that she buries inside the septic tank pipe, which she will use to pay both the wages of her maid and gardener, also her debt to Mama Kalong. She never thinks of running out from responsibility for what she has done before; it is her duty to pay them all.

5. Conclusion

It is interesting to note that Ayu shows her physical bravery to all of her inmates to get survive throughout the war by eating everything she can find in the prison. She boils a leech that is filled with cow blood in it and then drink it. By her social bravery, the novel depicts that Ayu calmly answers the question of one of her friends who is asking where they are going when the Japanese army captures them as a prisoners of war. She also shows her moral bravery when she speaks to Mama Kalong begging her to lend Ayu some money to feed her children. In return, she will pay it back with the treasure she buries deep within her old house, and if she cannot afford to pay it she has to work for Mama Kalong for her life time. By this it is obviously proved that the three kinds of bravery: physical bravery, social bravery, and moral bravery are found in the novel and conducted by the protagonist.

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