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HUMAN VALUES IN TERE LIYE'S NOVEL *BIDADARI-BIDADARI SURGA*

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Abstract

The research is based on the reality depicted in the novel *Bidadari-Bidadari Surga* by Tere Liye that the human values of the millennial generation are currently starting to fade. Human value is a basic trait that humans have to love each other and not be concerned with self-interest. This study aims to provide input to the community, especially millennial generations, that human values must be maintained to obtain a harmonious life. Humanitarian problems arise when a sense of concern and tolerance for others suffers a setback due to the non-functioning of the institution optimally. The method used is descriptive qualitative showing the phenomena of human values in society by collecting written data in the forms of words, phrases and sentences containing human values in the novel. The data collection is done by means of note-taking method, referring to the topics of discussion. The results show that human values in the forms of love, sacrifice and tolerance are depicted in the novel *Bidadari-Bidadari Surga* by Tere Liye. The results of this study are expected to raise awareness among the millennial of the importance of human values for the continuity of peaceful and harmonious life to improve lifestyle quality on an ongoing basis.

Kata Kunci : humanity values, love, sacrifice, tolerance

1. Introduction

Literary works, especially the fictions, are currently much loved by young people or the millennial. At the present time it is not hard to find and read a novel as everyone could get any literary work, either in physical form or obtained from various applications using gadgets. However, the fact is that there are still many who read novels with the intention of just looking for entertainment without understanding the meaning conveyed by the author. In the novel *Bidadari-Bidadari Surga* by Tere Liye, there are many written and implied human values to be used as guidelines for society, especially the millennial. The human values in the novel give inspiration, particularly to the academicians to conduct further researches by linking human values with literature. The linkage is by involving the values of life in society with human values in literary works. In this case, literature is a reflection of society and is seen as a medium to represent life, not only presenting the romance of lovers, but also a life story about human values that can change the perspective and life of the readers.

Tere Liye in his works talks a lot about human values. *Bidadari-Bidadari Surga* is a novel that tells about the existence of human values described by the author in a monologue style and easy to understand. Human Values are universal and can be developed to shape human character. These human values consist of truth, virtue, peace, compassion, non-violence, sacrifice, and tolerance. Human values are concerned with human behavior and actions in accordance with norms and respect to human dignity. The values of truth are the same as human values, the qualities of things important or useful in life (Gulliver, 2014).

The novel *Bidadari-Bidadari Surga* tells about human values, interesting and important to analyze more deeply because it contains educational values that can be imitated to be applied in everyday life. This novel tells the story of a girl named Laisa who works hard to be able to send her four younger siblings, Dalimunte, Ikanuri, Wibisana and Yashinta, despite the fact that Laisa has no blood ties to them. Laisa has to quit school to fight for the education of her younger siblings. Her patience in dealing with the mischievous attitudes of two of his younger siblings is something that deserves appreciation and to be made example of running a happy life.

Based on the descriptions above, the purposes of this study are as follows:

1. Exposing human values; love, sacrifice and tolerance.
2. Providing moral education to readers, especially the millennial about the importance of human values; love, sacrifice, and tolerance to be applied in social life so as to produce a generation of high and noble character.

2. Literature Review

Human values generally mean moral, referring to the generally accepted understanding of good or bad regarding actions, attitudes, and obligations. In relation to literary works, a novel contains the application of morals in the attitudes and behavior of the characters in accordance with their views on morals.

Through the stories, attitudes, and behavior of the characters, readers are expected to be able to take lessons from the moral messages conveyed. Moral in literary works can be seen as mandate and message, usually reflecting the author's view of life, his views on the values of truth, and that is what he wants to convey to the reader; in other words, a literary text generally contains human values. There is the word 'human' in the phrase, human values meaning that these values are unique to human beings and not to animals, and human values must be universal which means that they do not depend on race, group, tradition and culture. Therefore, human values are values that must be understood and practiced by all human beings and every student can learn the social aspects and human values by reading some literary text (Balaji, 2014).

Humans are creatures that have sense and character while the human value is the basic nature of humans to love each other without tending to selfishness. This is in line with Al Syaibany in (Hidayat, 2019) stating that by having values, humans will surely share love to each and every creature and by this will get rid of beastly nature. This is a factor that influences human behavior to be adjusted to an environment.

This research is conducted on the focus of human values: love, sacrifice, and tolerance. Sacrifice is a moral awareness based on sincere intentions to do something for the benefit of others or a group of people. Sacrificing attitudes do not have any thought of reward; the result of everything done is not assessed based on the advantages or other material values. (Murray: 2016). The attitude or act of sacrifice is certainly in line with compassion to the others being done with sincerity. The essence of love itself lies in an

effort to make other people better. Love is a necessity and also the basis of human life. (Buss: 2018). Sacrifice and love will eventually direct someone to have a high taste. Tolerance is basically an attitude of mutual respect or respecting one and another and the attitude is applied to a situation in which there is a difference with the aim of obtaining a whole and harmonious unity. Tolerance bridges differences so that conflicts can be avoided. Tolerance must be applied in all lines of social life (Doorn: 2014). Therefore the three subject matters are interrelated.

3. Research Method

The research was conducted using a qualitative descriptive method (Moleong: 2010) which explains a phenomena and the value of a concept in detail and clearly. The data source is obtained from the novel *Bidadari-Bidadari Surga* by Tere Liye and the data are in the forms of words, phrases, sentences and dialogues found in the novel. To get the meaning of human values in the novel, the researcher carried out several stages, including conducting library studies. Library studies were carried out to obtain information about human values by reading references related to these matters, then recording all data related to discussion points. The above steps used the note-taking method (Sudaryanto: 2015: 207). The references were in the forms of books, journals and theses as well as research reports, followed by analysis procedures after all the data had been collected. All data were analyzed based on the points discussed systematically.

4. Discussion

In the novel *Bidadari-Bidadari Surga*, Tere Liye focuses more on human values and there are several points of human values that can be described in the novel *Bidadari-Bidadari Surga* including, the values of love, sacrifice, and tolerance, then these values are described clearly by the author, so that the readers can easily find them because the words, phrases, sentences and dialogues between and among the characters in the novel show human values clearly. The use of beautiful diction also adds to the artistic value in this novel so that it adds a deep impression to the reader, so that the readers are able to capture the deeper emotional outbursts of the characters.

1. Value of Love

The value of love possessed by humans is one of the heavenly gifts and this then becomes the basic nature. When someone has the value of love, he or she will spread love to others so as to create a peaceful life. This should also be owned by everyone, especially the young generations so that they will be happier in living their lives.

Liye (2008: 19) reveals how Laisa is unwilling to stop Yashinta, who looks so happy with a shining smile when approaching the beaver's nest when Laisa takes Yashinta and her sisters to the forest to see the beaver. However, suddenly Yashinta runs from her hiding place behind the bushes and approaches the beaver's nest. Laisa wants to stop her, but she is unwilling, to ruin the sweet smile on her beloved sister's face. Here it is seen that Laisa truly loves her sister. This is the part that conveys the message that today many of us are always sacrificing the happiness of others for our personal gain.

There is also a part of the novel showing the value of love for others. Ikanuri finally regrets that he then falls down and could not hold back his tears when he thinks of his sister who is lying because her illness is getting worse and he realizes how much Laisa stands as a true sister who has given all her love to her younger siblings even

though they are at times very naughty as kids and do not want to listen to the words of their mother and sister. Because Laisa's love for them is so great they have become what they are today; they have succeeded in achieving their goals.

From the description above, it can be seen that the message conveyed is that by giving and spreading love to others, it is not something that is detrimental, but something extraordinary that can change life from bad to something beautiful. This should be imitated by the readers, especially the millennial, who at this time are still many lacking of love for others; by this all forms of conflict can be avoided.

2. Value of Sacrifice

Value of sacrifice is an action that is done with a sense of sincerity for the benefit of others. This is something that is worthy and must be owned by every human being along with the value of love they have because finally, sacrifice and love will be in line towards the same point, namely peace and harmony.

Sacrifice is easy to say but hard to do. Sacrifice is synonymous with love, in true love there must be sacrifice, it can be a small or big. We could say that sacrifice is a consequence of love itself. Sacrifice is an action that goes beyond our obligations, an action that is not obligatory on us, an action that no one can demand us to do. However with the willingness and sincerity we want to do things for others. People who make sacrifices think that their small or big sacrifices will be very useful and meaningful to the person who accepts the sacrifice.

For now sacrifice is rarely done by the community, because at this time people only think about themselves, without thinking about others; actually sacrifice is a very noble act because sacrifice can help someone change their life for the better. Sacrifice is an act of sincere and moral awareness or can also be interpreted as a person's willingness to do something that is usually shown to someone who has a purpose or meaning from his action, in the form of help and does not expect a reward from an action or willingness, purely sincere. Sacrifice is submitted sincerely without any strings attached, without any agreement, without any transaction, whenever needed.

Sacrifice knows no end. Sacrifice is a necessary thing in life. Sacrifice demands nothing of us. No one in this world has never made a sacrifice. A mother sacrifices herself even her life while pregnant and giving birth to her child. A father sacrifices his time and energy to earn a living for his family. A child may sacrifice his will for the sake of his parents. There are sacrifices everywhere and at all times.

Laisa has sacrificed her childhood to her teenage years to work to help her mother support and pay for her younger siblings' schools. For that Laisa has to stop schooling for the happiness of her younger siblings to realize their dreams. In this part there is also a dialogue where little Yashinta thinks that a woman does not have to go to school. This view is because she sees that her older sister Laisa does not go to school without knowing the truth that Laisa gives in to her younger siblings so that they could continue to attend school. Since their father died, Laisa has decided to stop her schooling to help their mother earn a living (Liye, 2008: 29, 63).

The sacrifice that is even greater from a Laisa is that she is a person who never complains even in the most difficult circumstances. She is always disciplined and works hard to help her mother support and educate her younger siblings even though she is not related to them by blood. She is willing to not marry during her life for the sake of her beloved siblings. An extraordinary sacrifice when someone does things that are very big and meaningful for others without regard to their own interests. This message is

conveyed by the author to the readers that sacrifices must be made sincerely and will certainly bring a blessing and benefit to others. This is what Laisa has done (Liye, 2008: 27, 84).

Another of Laisa's sacrifice shown in the novel is when Laisa has to immediately help her sick sister even though it is already night and there is no more public health center open in their remote village in Lahambay Valley. With all her strength she traverses the difficult and rocky paths among the valleys in order to seek help from students who are doing college tasks in their village. She does not care about the weather; it is raining and so cold that makes her shiver. She does not care about the rocks that cause her leg to hurt until the ankle is shifted for his sister's recovery. But her sacrifice is not in vain. Laisa manages to bring a student to her house to help her sick sister (Liye, 2008: 66, 67, 68)

It is conceivable that if everyone has a sense of sacrifice like this, it is certain that every human being will have bonds and feelings of mutual love and protection for each other so as to create a harmonious life. This is very important for the millennial youth to have so that they will have the nature of sharing and being willing to sacrifice for others. When a person has love, he will then be willing to sacrifice selflessly for others. The message can be captured from the monologue presented by the author in this novel as a precious teaching for everyone of us.

3. Value of Tolerance

Tolerance is a commendable attitude in which a person can accept every difference; differences are not the basis for conflict. Through the value of tolerance, differences do not lead to forcing something on others. Differences must be respected because every individual is different.

Etymologically, tolerance means patience and restraint. Meanwhile, in terms of terminology, tolerance is an attitude of mutual respect, expressing opinions, views, beliefs to fellow human beings who are contrary to oneself. Based on the linguistic meaning, tolerance can be interpreted as the ability of each person to be patient and refrain from things that are not in line with them. With an attitude of tolerance, conflicts and cleavages between individuals and among groups will not occur. Many people refer to tolerance as the main key to peace that should be maintained. This is important to note because each community has diverse backgrounds, ranging from beliefs, ethnicities, races, to skin colors.

The implementation of the attitude of tolerance must be based on an attitude of generosity towards others by paying attention to the principles are held by themselves, namely without sacrificing their own principles.

In interpreting tolerance, there are two points of the concept. First, the negative interpretation stating that tolerance is sufficient requiring an attitude of letting and not hurting other people or groups, whether different or the same; while the second is a positive interpretation stating that tolerance is not just like the first, negative interpretation, but there must be help and support for the existence of other people or other groups.

It can be stated, that tolerance is the attitude of a person who is able to let gracefully, appreciate, acknowledge, respect something without holding grudges. Given the importance of the value of tolerance, we have to remind ourselves that tolerance must be applied in everyday life. This effort is made to avoid conflicts that occur due to lack of respect and appreciation for others. What is needed in society is not just looking

for similarities and agreements that are not easy to reach; what is most important in diverse societies is mutual understanding. The purpose of developing an attitude of tolerance among the community and other social groups is as a vehicle for training to be implemented and developed widely in people's lives.

By respecting human rights to exercise their rights and freedoms, we mean that tolerance has been created, as the essence of tolerance is to respect anything contrary to personal principles. Without tolerance, conflict and cleavage can occur. Tolerance is the basis for creating a peaceful environment. Tolerance is an important concept that everyone should learn, understand and master. The understanding of tolerance must be understood by everyone to build a society that is free from hatred and cleavage. Tolerant people show strength because they can face different opinions and perspectives. Tolerance is very important in living life together.

Laisa is has a high tolerance value. She still accepts and forgives her siblings' mistakes even though their words have hurt her; in fact she has been the one who has been helping her mother to support their family life. Due to her high tolerance, she does not want to get angry with her siblings who have different views from her, although sometimes they use harsh words directed at her. She never expresses her anger openly to her younger siblings. For her everything that is best should belong to the younger siblings. Even if something bad happens, let it be hers (Liye, 2008: 36).

As humans we cannot impose our personal will on the common good even though we feel something is very important. Here, it is told that the flight attendant on the flight where Ikanuri is one of the passengers asks her to turn off her cell phone, but as s receives a message from Mamak Laisa is sick, she does not heed the rules and continues to force her will to contact her mother who is in the village. Of course, the flight attendant persists in not giving permission to Ikanuri until the debate is won by the flight attendant. The message conveyed by the author is that we must prioritize the interests of the people more than our own interests even though we think it is something very important for us because the interests and safety of the people are more important than our personal interests (Liye, 2008: 10).

In the next paragraph, there is a message of tolerance shown to us. Laisa's sisters do not show their tolerance to Laisa by saying that they are different from her. Laisa has a short body with black skin and dreadlocks, while her younger siblings have white skins and straight hair. However, Laisa is not angry at her sister's words. She has a high tolerance for what her sisters say about their differences. She does not mind her sister's intolerance, she responds with tolerance and love (Liye, 2008: 43).

There is a message that we should have tolerance values for the differences that other people have. In fact, it is these differences that make life more complete and meaningful. If the millennial also have a high value of tolerance for one another, divisions and differences among them do not occur so that frequent brawls between teenagers can be avoided so that millennial teenagers can focus more on their education to reach a bright future.

5. Conclusion

From the explanation above, it can be concluded that there are human values in the forms of love, sacrifice, and tolerance depicted through the characters in the novel *Bidadari-Bidadari Surga* by Tere Liye. The three items of human values have close relationships with one another. When a person has the value of love, he will be willing to sacrifice anything for the sake of others so that these two things lead him to tolerate

all differences in order to lead to better things in the future. This research is expected to provide teaching about human values to the millennial generation to cultivate human values in themselves, so the description of the struggles and attitudes of the main characters in this novel can provide input for the development of literature and of other studies on norms or values of life. This research is also expected to increase appreciation, tolerance for others, and increase a sense of concern for those who are more in need so that the a generation with high moral values and noble character is born; thus a harmonious and peaceful life can be achieved.

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PERCEPTION OF SPEECH USING AUDIO VISUAL AND REPLICA FOR STUDENTS OF SULTAN AGENG TIRTAYASA UNIVERSITY

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Abstract

This paper examined the perception of speech using audio visual and replica for students of Sultan Ageng Tirtayasa University. This research was aimed at discussing face-to-face conversation or speech felt by the ears and eyes. The prerequisites for audio-visual perception of speech by using ambiguous perceptual sine wave replicas of natural speech as auditory stimuli are studied in details. When the subjects were unaware that auditory stimuli were speech, they only showed a negligible integration of auditory and visual stimuli. The same subjects learn to feel the same auditory stimuli as speech; they integrate auditory and visual stimuli in the same way as natural speech. These research result suggests a special mode of perception of multisensory speech.

Keywords: Perception, Audio Visual, Replica, ambiguous perceptual, natural speech, multisensory speech

1. Introduction

Speech perception is whether speech is perceived as all other sounds or whether a special mechanism is responsible for encoding an acoustic signal into phonetic segments. "Speech mode" refers to a speech module that is structurally and functionally packaged selectively on articulatory movements, or a perceptual mode that focuses on cues. Phonetics in speech signals.

Interesting demonstration of speech mode uses a sine wave speech replica that varies over time. A stimulus wave consists of a sine wave positioned at the center of the three or four lowest formant frequencies, namely the vocal tract resonance of natural speech. The resulting sine wave replica lacks all of the other cues typical for natural speech such as regular pulsations of the vocal cords, aperiodicities, and broadband formant structures. The naïve subject perceives wave stimulation primarily as a non-speech whistle, bleep or "computer sound". When other groups of subjects are instructed about the speech-like nature of the wave stimuli, they can easily assign the linguistic content to the same stimuli.

In face-to-face conversations, speech is received by the ears and eyes. Watching congruent articulatory movements improves the perception of degraded acoustic speech stimuli by presenting them in noise or by reducing them to replica sine waves. In some cases, observing a speaker's articulatory movements incompatible with acoustic speech

can alter auditory perception, even when the acoustic signal is clear. For example, when subjects see an articulating face / ga / and are simultaneously presented with acoustic / ba /, they usually hear / da /. This provides an example of multisensory integration in which the subject combines visual articulatory information with acoustic information unexpectedly at a high level of complexity. An example of non-speech is the audio-visual integration of the "plucks" of cello playing. This suggests that not only speech, but also ecologically valid combinations of auditory and visual stimuli can integrate in a complex manner. Although audio-visual speech perception has been suggested to provide evidence for specific modes of speech perception, to date there is no conclusive empirical evidence to suggest that this type of integration would be specific to speech.

2. Literature Review

This study examines whether the subject's expectations about the nature of auditory stimuli have an effect on audio-visual integration. Sine wave replicas of non-speech language are presented to the subject either alone or dubbed into a visual display of a congruent or inappropriate articulate face. In Experiment 1, in non-speech mode, subjects were trained to classify wave stimuli into two arbitrary categories and were not informed of their speech-like nature. In speech mode, the same subjects are trained to feel the same wave stimuli as speech. We studied whether subjects integrated acoustic and visual signals in the same way in these two modes of perception. Our hypothesis is that if audio-visual speech perception is specific, then integration will only occur when the subject perceives the wave stimuli as speech. In comparison, natural speech stimuli are also used. Subjects were asked to always report how they heard auditory and audio-visual only stimuli. Audio-visual integration is defined here as the amount of visual influence on auditory perception (Calvert, 2001) although we are aware that this definition may not apply if the integration mechanism is very high. Non-linear (Massaro, 2000) mention that performance is measured by calculating the percentage of correctly identified auditory portions of stimuli (hereafter "correct identification"). For unsuitable audio-visual stimuli, a low percentage of correct identification will indicate strong integration because integration will lead to illusory perception. Experiment 2 is designed to ensure that learning effects cannot explain the results of Experiment.

3. Research Method

The method used with the experiment, Experiment 1 sample of ten students of Sultan Ageng Tirtayasa University. All normal hearing is reported and vision is normal or corrected to normal. Neither of the subjects had previous experience with wave stimulation. Two subjects were excluded from the subject pool because they reported seeing wave stimuli as speech before being instructed about their speech-like traits.

1.1.2. Stimulus

Four auditory stimuli (natural / omso / and replica sine wave) and digital video clips of articulating / omso / and / onso / male faces were used. These stimuli were chosen because, for natural speech, inappropriate audio-visual combinations of / m / and / n / have been shown to produce such a powerful effect that the visual component modifies the perception of auditory speech. In addition, based on an informal pilot study, the inclusion of fricative / s / enhances the peculiarity of sine wave speech stimuli. The natural sound token produced by one of the authors was recorded in a silencer using condenser microphones and digital video cameras. The audio channel was

transferred to a microcomputer (digitized at 22,050 Hz, 16 bit resolution) and a sine wave replica of / omso / and / onso / was created by Praat software with a script provided by Chris Darwin (http://www.biols.susx.ac.uk/home/Chris_Darwin/Praatscripts/WAVE). The script creates a three-note stimulus by positioning a time-varying sine wave at the center frequency of the three lowest formants of the natural speech token.

Four audio-visual stimuli are created for natural speech and WAVE conditions by dubbing auditory stimuli to articulate faces using the video editing software FAST Studio Purple by replacing original acoustic speech with natural audio tracks or waves: two unedited / omso / congruent and / onso / stimuli in which the face and auditory signals are the same, and two incompatible stimuli, where auditory / onso / are dubbed visual / omso / and auditory / omso / are dubbed visual / onso /. In addition, for visual control tasks only, two visual stimuli of the articulating / omso / and / onso / voiceless faces were created.

1.1.3. Procedure

An experiment consists of six tasks which are always performed in the following order:

1. Training in non-speech mode. Subjects are taught to categorize two sine wave speech tokens into two non-speech categories without any knowledge of speech traits of sound. Subjects are told that they will hear two different auditory stimuli (it may sound strange). They were asked to press the button labeled "1" if they heard stimulus number one (sine wave replica / omso /), and "2" if they heard stimulus number two (sine wave replica / onso /). Both voices are played back several times and at each presentation the correct response code is demonstrated. When the subject feels that they have learned the correspondence, classification performance is tested by presenting both stimuli 10 times randomly. All learning subjects classify stimuli accurately.
2. Waves in non-speech mode. Self-presented or audio-visual waves with congruent or inappropriate visual articulation state that each stimulus was repeated 20 times. The subject's task is to focus on the mouth movements of the faces displayed on the computer screen and listen to what is playing on the loudspeaker. Subjects were never told that the mouth movements were actually articulatory movements, but were only told that they would be looking at a face with a moving mouth. They were instructed to indicate by pressing a button whether they heard a stimulus "1" or "2". After the test, the subjects were asked about the nature of the stimulation of the waves to find out if they spontaneously sensed the presence of phonetic elements in the stimuli of the waves. Two subjects reported hearing speech sounds / omso /, / onso / or / oiso /, and they were excluded from the subject pool.
3. Natural speech. The same tests as in the second task were performed but now natural auditory stimulation / onso / and / omso /. Subjects were asked to indicate using the keyboard whether the consonant they heard was / n /, / m / or something else.
4. Training in speech mode. Similar training sessions as in the first phase in non-speech mode were given but now the subjects (eight still under the impression that the wave stimuli are non-speech sounds) are taught to categorize the wave stimuli as / omso / and / onso /. Learning is tested by presenting both stimuli 10 times randomly. All subjects are studied to categorize the stimulus waves as / omso / and / onso /. They

were also asked how they heard the stimuli, and all reported that they now considered them to be speech sounds.

5. Wave is in talk mode. The same test as in the second task was given but the subjects responded as in the third task.
6. Only visual. Only articulate faces are presented with instructions to try to speak reading what the faces are saying. The number of alternative responses is not limited. As in assignments 3 and 5, / omso /, / onso / or "something else" is given as an example of a response.

4. Result and Discussion

Responses (percentage of correctly identified auditory portions of stimuli) were subjected to a two-way repeated measure of variance (ANOVA) analysis with two factors in the subject, Three-level conditions (waves in non-speech vs natural speech vs speech mode) and Type of stimulus with three levels (auditory only vs. congruent audio-visual vs. unsuitable audio-visual). The result is shown in Figure 1.

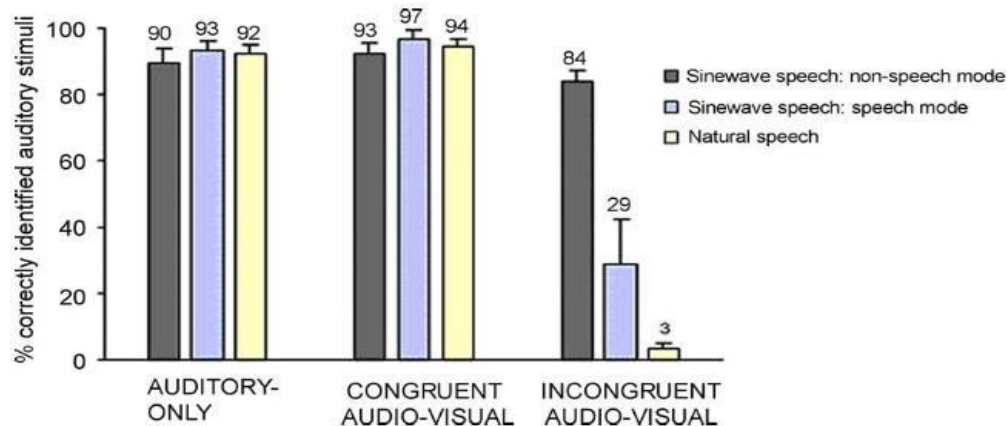


Figure1. Experiment 1

Picture1. Experiment 1: Percentage of correctly identified auditory stimuli (standard error C of the mean) for auditory-only stimuli, congruent audio-visual stimuli (visual / onso / C auditory / onso / and visual / auditory / omso / C auditory / omso /), and inappropriate audio-visual stimuli (visual / onso / C auditory / omso / and visual / omso / C auditory / onso /). The gray and light blue bars indicate wave identification in non-speech and speech mode respectively, and light yellow bar identification for natural speech. A low percentage of correct auditory identification with inappropriate audio-visual stimuli indicates strong audio-visual integration. revealed the main effects of both Conditions ($F(2,14) = 12.922, P < 0.001$), due to higher correct identification scores for wave stimulation in non-speech mode, and Type of Stimulus ($F(2,14) = 148.959, P < 0.001$), due to lower identification scores for inappropriate stimuli, and the significant interaction of these factors ($F(4,28) = 227.958, P < 0.001$). The significant interaction effect was followed up by performing one-way ANOVA separately for the condition and type of stimulus factors.

The results of the analysis showed no significant difference between conditions in the presentation of auditory-only and congruent stimuli (both $F = 1$) but a significant main effect in incompatible stimuli ($F(2,14) = 226.504, P > 0.001$). The post hoc t-test shows that this effect is due to the fact that the identification performance with the

incompatible wave stimulation in the non-speech mode (84%) is significantly better than the wave in the speech mode (29%, $t(7) = 2.71$, $P = 0.004$) and natural speech (3%, $t(7) = 224.177$, $P = 0.001$). The identification scores for wave stimulation in speech and natural speech modes did not differ significantly from each other ($t(7) = 1.769$, $P = 0.120$, n.s.). Separate comparisons of conditions across stimulus types reveal the main effect across all conditions (waves in non-speech mode: $F(2,14) = 28.739$, $P = 0.003$; waves in speech mode: $F(2,14) = 226.285$, $P < 0.001$; natural speech: $F(2,14) = 2522.901$, $P > 0.001$). In all conditions, the patterns were similar: identification of mismatches, but not of congruent stimuli, distinct from auditory-only baseline stimuli (all $P < 0.001$ except for wave stimuli in non-speech mode, $P = 0.012$).

Thus, the results show that strong audio-visual integration effects occur only when auditory stimuli are perceived as speech. The integration effect was also observed in the non-speech mode, but its magnitude was minimal (decreased from 90 to 84%) compared to wave stimulation in speech mode (decreased from 93 to 29%) and natural stimulation (decreased from 92 to 3%).

Table Wave Mode

F	Nilai P
F (2,14)	$P > 0,001$
F (2,14)	$P > 0,001$
F (2,14)	$P > 0,001$

4.1 Experiment

In Experiment 1, different tasks were always performed in the same order, so that the non-speech mode always preceded the speech mode for wave stimulation. The reason for this is that once the subject "enters speech mode" it is impossible to hear the wave stimuli as non-speech. However, this procedure may have created a learning effect with the subject becoming more accustomed to wave stimulation. Then at least part of the observed large integration effect with inappropriate stimuli could be due to this learning effect. To control for this, we presented new subjects with wave stimulation in speech mode as the first block, and reasoned that if the subjects showed comparable performance without prior extended exposure to WAVE stimuli, then a large integration effect could not be caused by learning. For comparison purposes, we also present natural speech stimuli.

4.2 Method

4.2.1. Subject

Thirteen students of Sultan Ageng Tirtayasa who did not participate in Experiment 1 were studied. All had normal hearing and vision normal or were corrected to normal. Neither of the subjects had previous experience with wave stimulation.

4.2.2. Stimulus

The same stimulus material was used as in Experiment 1.

4.2.3. Procedure

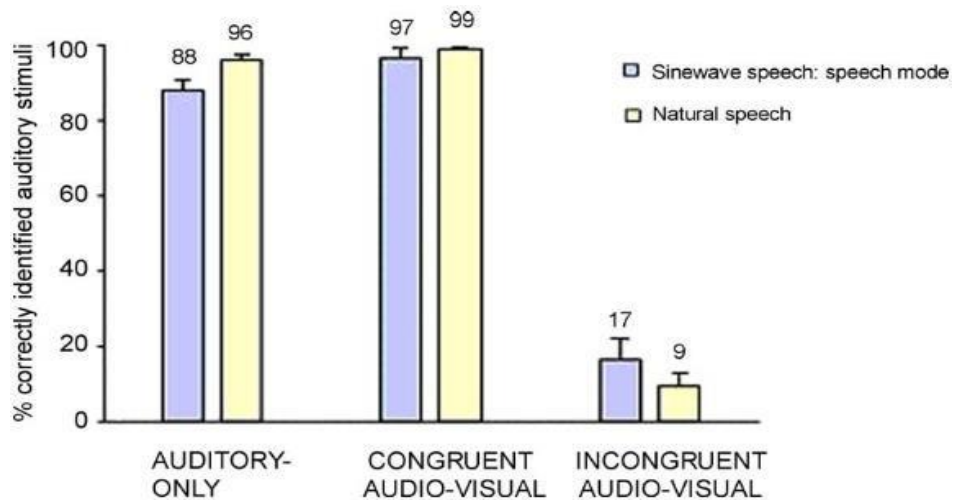
Experiments consist of four tasks with the same instructions as in Experiment 1. However, the order of the tasks is different from Experiment 1. The tasks are always performed in the following order:

1. Training in speech mode.
2. Wave is in talk mode.
3. Natural speech.
4. Only visual.

4.3 Result

Fig. 2 shows the results of Experiment 2 which replicate the findings of Experiment 1 that the waves in speech and natural speech modes provide the same and low number of auditory responses to inappropriate audio-visual stimuli, indicating strong and similar audiovisual integration.

Direct comparison of identification performance with wave stimulation in speech mode and with natural stimulation between Experiment 1 and Experiment 2 was carried out by performing three-way ANOVA with Experiment with 2 levels (first vs second) as a factor between subjects, and conditions with two levels (waves in mode natural speech vs. speech) and three levels of stimulus type (auditory only vs. congruent vs. out of sync) as a factor in the subject. The results showed the main effect of stimuli.



Type (F (2, 34) Z428, 273, P <0.001), due to lower identification score of inappropriate stimuli, and interaction between Stimulus Condition and Type (F (2, 34) Z8, 492, PZ 0.001) in the same way as in Experiment 1. Most importantly, there are no main effects of Condition (F (1, 19) Z2, 773, PZ0.112, ns) or Experiment (F! 1), and no interactions involving Experimental factors statistically significant. This pattern of results indicates that SWS stimulation in speech mode (and natural stimuli) was identified in the same way in Experiment 1 and Experiment 2. Thus, the large integration effect observed in Experiment 1 was not based on the learning effect due to the order in which the stimulus conditions were presented.

Our results show that acoustic and visual sound is strongly integrated only when the receiver interprets the acoustic stimuli as speech. If SWS stimuli are always processed in the same way, the effect of visual speech should be the same in both speech and non-speech modes. These results do not depend on the amount of exercise with listening to wave stimulation as confirmed by the results obtained in Experiment 2. We suggest that when wave stimulation is considered non-speech, acoustic and

1. Conclusion

Visual tokens do not form naturally multisensory objects, and are processed almost independently. When wave stimuli are perceived as speech, acoustic and visual signals are naturally combined to form phonetic perception. We interpret our current findings to be strong evidence for the existence of a specific audio-visual perception mode of speech. We have previously shown that visual speech has a greater influence on the perception of audio-visual speech when the subject pays attention to the speaking face. Here we propose that attention is also involved in the current case, albeit in a very different context. It has been suggested that attention can guide which features of the stimulus bind to the object during the perceptual process (Treisman & Gelade, 1980). Hence, depending on the perceptual mode, a different set of features may become the focus of attention. While in speech mode, attention may have increased the processing and binding of these features in our stimuli which form phonetic objects. When the same stimulus is considered non-speech, attention may have focused on some other feature (such as a certain frequency band containing prominent acoustic energy) that can be used to distinguish the stimulus. The features in the voice or face that are less important for speech perception are not expected to have a major influence on audio-visual speech perception and Hietanen, Manninen, Sams, and Surakka (2001) for the effects of speaker identity and facial configuration on speech perception, and Kamachi, Hill, Lander, and Vatikiotis-Bateson (2003) to show that speaker's identity can be extracted from visions and auditions by matching faces to sentences). Indeed, the difference between the spatial location of acoustic and visual speech has only a slight effect on the strength of the McGurk effect (Jones & Munhall, 2002), and the effect also occurs even when male voices are dubbed into female faces and vice versa. Speech will thus guide attention to the special features of speech in both auditory and visual stimuli, producing integration only when they provide coherent information about phonetic objects. Our account can be seen as an extension of the object-based theory of selective attention in vision to the multisensory domain. When a visual object is attended, the processing of all the features belonging to that object is enhanced, and this increase affects all areas of the brain where the relevant visual features are processed. In this experiment, when the subject perceives wave stimuli as speech, attention is focused on the phonetic object. The processing of phonetic objects in the auditory domain may have enhanced the processing of phonetically relevant visual features, resulting in strong audio-visual integration. It should be noted that we also observed a small integration effect in the non-speech mode, which is minutes in magnitude compared to the talk mode. One possible explanation is that the effect is due to the weak integration of the non-sound features of acoustic and visual stimuli. Features that can be integrated in non-speech mode can include the size of the mouth opening and the loudness of the auditory stimuli. In conclusion, our results support the existence of a special speech processing mode, which also operates in audio-visual speech perception. We suggest that an important component of the mode of speech is the selective and enhanced processing of these features in acoustic and visual stimuli relevant to phonetic perception. Selectivity and enhancement can be achieved through attention mechanisms.

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THE STYLES OF JAVANESE POLITICAL LEADERSHIP IN PRAMOEDYA ANANTA TOER'S NOVEL *AROK DEDES*

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Abstract

The research is focused on the styles of Javanese political leadership revealed in the novel *Arok Dedes* written by Pramoedya Ananta Toer. The Javanese leadership style is a cultural heritage and deserves to be maintained and revitalized and to be adjusted to the changing of times. Javanese people live side by side in harmony with cultural norms and values and lifestyle becomes an ethnic identity. The objectives are to find styles and how the styles of Javanese political leadership are revealed in Pramoedya Ananta Toer's novel *Arok Dedes*. A theory of Javanese leadership style, with its slogan of 5Ms is used as a base and the whole research is conducted by means of descriptive qualitative method revealing the individual personality. The results show that the 5Ms of style are found in the novel: 1) *melek/awas* (awareness), 2) *melik* (sense of ownership), 3) *muluk* (poverty solution), 4) *melok* (aspiration realization), and 5) *meluk* (accommodation), all of which are performed by a leader of Tumapel district, named Ken Arok.

Keywords: cultural norms, ethnic identity, Javanese, leadership, individual personality

1. Introduction

Literary works have two important aspects, namely content and form. The content is in the form of human life experience, while the form is in the form of a way of assessment, namely the way of writers using beautiful language to accommodate the content (Semi, 1989). Meanwhile, Pradopo (2003) argues that literary works are created by authors inseparable from society and culture and in this case, writers often highlight the cultural richness of the people, ethnicity, or nation.

Other form of relation between literature and human existence is that the relation of literature to the psychological aspects. Literature and psychology are two branches of sciences that study human soul. Psychology deals to human behaviors and their effects while literature depicts human behavior through fiction. These two branches of social science studying human behavior are interrelated and mutually beneficial (Emir: 2016).

The psychological phenomena are also found in the novel *Arok Dedes* by Pramoedya Ananta Toer. The author creates the story based on the society and culture of the Javanese community of Indonesia. This novel takes its plot at Pekuwuhan Tumapel led by an *Akuwu* 'district leader', named Tunggul Ametung. The influence of Javanese tradition gives a great effect to the conflict found in the novel. At a glance, the

characters in the novel such as Ken Arok, Ken Dedes, Tunggul Ametung remind us of the history of Singosari, one of the great kingdoms in Indonesian tradition history. The novel *Arok Dedes* is a story that raises the names of characters from the real world.

Arok Dedes, selected as the object of study, focused on the styles of Javanese political leadership, is based on the premise that this novel is the work of Pramoedya Ananta Toer which is very monumental and is considered a reflection of the history of domestic politics for many years. Arok leads Tumapel as a leader with his leadership skills which are inseparable from the concept of the philosophy of leadership in the Javanese people, after a coup against Tunggul Ametung, a leader considered a tyrant. Arok brings Tumapel to be a large kingdom called Singosari. Arok's leadership in the novel reflects his toughness as a leader. He embraces all components of society from the *Shudras* to the Brahmins to jointly fight for their rights as humans. This topic is related to the current political situations of the world.

2. Literature Review

This study, then, is conducted under the theory of psychology of literature related to the leadership in Pramoedya Ananta Toer's novel *Arok Dedes*, specifically on the Javanese leadership characteristics in the political aspects. Leadership connects to the ability of a leader in leading his followers, and there should be concept of style that a leader uses to do so.

2.1 Psychology of Literature

A literary works gives value to psychology in the form of presenting characters, particularly in expressing the moods, and bringing the reader into the psychological dimension of human reality. By this way, psychology and the study of literature share their focus on the emotions and human soul. Literature contains several phenomena related to the human soul. The author reflects the phenomena through characters in literary works. Literary psychology is defined as a discipline that views literary works as some events of human life played by imaginary characters or even factual characters (Sangidu, 2004:30).

Other close relationship between literature and psychology can be described in the way that psychology helps to clarify some literary problems, and literature presents insights to psychology. Further, according to Cohen (1997) in the effort to gain deeper understanding, literature can be studied by various approach including psychological approach. Conversely, Cohen (1997) assumes that the psychologist's manner of conceiving and representing the personality is supported by the intuitive representations made by novelists, dramatists, and other creative writers. Thus, psychological approach reflects the effect that modern psychology has had upon both literature and literary criticism.

Psychology and literature has deep connection in human life, since both of them deal with the human behaviors, expression, thought, and motivation. Kartono (1980) describes psychology as the science of human, broadly defined, as the scientific study of behavior, both external observable action and internal thought. In literary study, psychology can be used to explore, explain, and describe things and phenomena of human life by implementing the principle of psychology in the literary work. By using psychological approach, the relation among components found in the literary works can be chosen as topic for literature study. However, psychology is only preparatory to the act of creation, and in the work itself, psychological truth is an artistic value only if it

enhances coherence complexity, in short; it is art (Wellek & Warren, 1977). Psychology of literature then becomes a base for this study, since the explorations of leadership are linked with personality.

2.2 Leadership

A definition of leadership that would be widely accepted by the majority of theorists and researchers is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. The major points of this definition are that leadership is a group activity, based on social influence, revolving around a common task. Although this specification seems relatively simple, the reality of leadership is very complex. Interpersonal factors (i.e., thoughts and emotions) interact with personal processes (i.e attraction, communication, influence) to have effects on a dynamic external environment. Each of these aspects brings complexity to the leadership process. (Chemers, 2014)).

Leadership itself has a specific function which is expected to gain benefits for human welfare, since leadership is an activity or art of influencing other people to want to work based on that person's ability to guide others in achieving the various goals desired by the group. Basically leadership is the science and art of influencing people or groups to act as expected in order to achieve goals effectively and efficiently. In this case, someone influences and motivates others to do something for the sake of achieving common goals. In other words, leadership is the art of influencing and mobilizing people in such a way as to gain moral obedience, trust, respect, and cooperation to complete common tasks that include the process of influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture.

The leader's character basically comes from the leader himself, the aura of the leader. Leadership's aura is an abstract thing that is difficult to explain, but can be seen in a leader. It is a combination of personal, interpersonal, and emotional intelligence qualities that are properly integrated within a person. The result of this combination will be seen in the work performance of the leader, and it sometimes does not have to be associated with fashion, title, or great work performance, but through self-confidence, poise, credibility, and charisma.

The confidence that a leader has can be used to more easily motivate and convince others, and even make them willing to take risks. However, there are times when someone is also experiencing a crisis of self-confidence; therefore, a special strategy is needed in maintaining self-confidence. Being elegant and taking control of communication is a strategy that can be done when someone loses self-confidence. Being elegant here means being able to appear calm and in control in an uncomfortable situation by understanding the reactions of others. In communicating, the credibility of a leader can be seen through the way he communicates, which can be seen from his body language which is in tune with verbal messages when speaking. With the ability to communicate, a leader can collaborate and provide motivation to followers. This ability can also be used to gain participation from followers and provide direction to them in achieving common goals.

2.3 Character Values of Javanese Leader

The development of psychological aspects of Javanese leaders is influenced by the Javanese cultures. The basis and thought in Javanese power are always related to

leadership because that power lies very much with the leader. Power will cause the leader to have authority. Culture and leadership are very close and need each other. Endraswara (2013) argues that the cultural element is the most important variable in understanding the political development of a nation or society influenced by the values that exist in a particular society or nation. Further, culture in this case is the whole system of ideas, actions and human work in the context of social life which make the property of humans through the learning process. Culture itself has universal elements which are also the contents of the overall meaning of culture itself, namely: (a) religious systems and religious ceremonies, (b) systems of social organization, (c) systems of knowledge, (d) language systems, (e)) an art system, (f) a livelihood system, and (g) a technology and equipment system (Endrawarsa, 2013).

Based on this framework, a discussion of the concept of leadership from the point of view of Javanese culture is conducted. This Javanese leadership style is used as a tool also to analyze the Javanese leadership style based on the fact that in political science, leadership and the symptoms associated with it are very important, because leadership shows the activities, behavior and attitudes and decisions of actors, groups, or organizations, more visible in the decision making to determine policy in leadership.

Since political leaders are elected rather than appointed, acting as representatives, they require consent from those whom they govern and serve. They have a duty to serve all their constituents and protect the interests of future generations, rather than simply those who support them. This should include the elderly and disadvantaged groups, as well as those who do not have the power to vote, such as children. These are typical differences in comparison with non-political leaders, but political leaders also operate under different structures of accountability and scrutiny. In addition, they have formal legal responsibility for a broad range of issues: health, law enforcement, taxation, education, legislation and the economic sphere. The networks within which they act have regularities but are also fluid. Political leaders gain authority through the ballot box initially but their authority is potentially subject to challenge on a daily basis, from: their political party, opposition, politicians, the media, their constituents, and other bodies.

2.4 Javanese Political Leadership

If viewed from a western point of view, that is the trait of leadership, then according to Davis (2003), there are 4 main characteristics that have an influence on leadership success in an organization, namely: a) intelligence, b) social maturity and broad social relationships, c) self-motivation and encouragement achievement, and d) human relationship attitude. While the characteristics of the leader according to Soetopo (2010) are: 1) symbolic leadership which has the characteristics: friendly, honest, passionate, creative, stoic, wise, intelligent, humorous, gentle, and some consider body shape. 2) formal leadership (because of position, title, title, top of hierarchy, power) and 3) functional leadership (because of the role, function, and benefits for the group).

The characteristics of Javanese power are attached to the leadership, so that someone becomes leaders will have high authority. The hallmarks of Javanese leadership in terms of succession, are among others (a) a replacement for the leadership must be purified for the sake of seeping honey, it means that heredity is very much considered. Breed is the main requirement in the world of Javanese leaders; (b) elected by the previous leader, by way of appointment, providing the criteria. The appointed leader cannot refuse, but must *sendika dhawuh*, which means that you must follow

orders, (c) without periodical leadership, depending on whether the person concerned will step down or not. Further, Endraswara (2013) states that the characteristics of Javanese leadership are: monocentrum (single figure), metaphysical (revelation, *pulung, drajat*, descent / *nunggak semi*), pragmatic (nominating a leader with *broto* / male / ritual behavior), ethical (which is desirable to distinguish between good and bad), and syncretic (taking the concepts from various religions, namely Islam and Hinduism).

A figure who can lead Javanese people has 3 attitudes, namely: (a) protection (*ngayomi*) from various safety and comfort, (b) welfare (*Ngayemi*), all residents should always live sufficiently, not lacking of property, (c) *ajur ajer*, merging with the people. Javanese leader has a style. Style is a condition of cultural meaning which forms a new identity. Every leadership styles have different categorical values. That category also depends on conditions. The Javanese leadership styles are divided into 3 levels: (1) *nistha* (2) *madya*, and (3) *utama* (insult-middle-main). The most qualified one is the *utama* level. The virtue of the Javanese leader will be favored by the people. Javanese leadership style is known by the slogan of 5Ms, namely: 1) *melek/awas* (awareness), 2) *melik* (sense of ownership), 3) *muluk* (poverty solution), 4) *melok* (aspirations realization), and 5) *meluk* (accommodation) (Endraswara, 2013).

3. Research Method

This study is conducted by using descriptive qualitative research with text analysis design. Fraenkel and Wallen (2000) defines that descriptive method is a method used to explain, analyze and classify something through various techniques, survey, interview, questionnaires, observation, and text. So, in this study words, phrases, or sentences related to text of the topic of analysis found in the novel entitled *Arok Dedes* by Pramoedya Ananta Toer are used as the source of data. This qualitative design is used to describe the Javanese political leadership found in the novel as the major topic of analysis. The scripts of the novel are the primary data of the study, while the secondary data is other sources such as books, journal articles, and other related sources.

The data collection procedure is conducted by reading the novel, understanding the novels related to the Javanese political leadership, investing data (words, phrases, and sentences) related to the topic of analysis and classifying data according to the forms and the ways of how styles of Javanese political leadership are implied in the novel based on the concepts of leadership. In the data analysis procedure, three activities are conducted: data reduction, the process of selecting, identifying, classifying and coding the data; data display, referring to the process of simplifying the data in the form of sentences, or narration and conclusion drawing, based on validity and consistency criteria.

4. Results and Discussions

A discussion of the concept of leadership from the point of view of Javanese culture is presented here, based on the consideration of the assumption that the current system in Indonesia, especially the Indonesian political system, is almost completely influenced by the political system and the traditional power of Javanese culture.

4.1 Melek/awas (Awareness)

Melek means 'to see'. In addition, *melek* is to open the eyes, looking carefully, also meaning to be always alert. This style reflects the leader as a supervisor (controller)

in order to bring his heart closer to the people. It also means that a leader must know and understand very well the conditions and problems faced by his people, so that he is able to find effective and precise solutions. By being *melek*, a leader also becomes an extraordinary recorder. In other word, *melek* also means wanting to know the developments in other parts of the world.

Melek style reflected by Ken Arok in the story is implied in monolog and dialogue. All of the expressions are based on Ken Arok personally. This shows his quality of awareness of his surrounding and also people around him. Arok's awareness not only implies big things, but also small things. Even he seems to have ability to know someone's intention by examining what is spoken or done by people around him.

"My opinion, unequivocally now, is: Father Mahaguru Dang Hyang Lohgawe does not like Sri Sultan Kretajaya, especially his *akuwu* in Tumapel, Tunggal Ametung ..." (Toer, 1999: 64)

Arok reveals his teacher's intention about Sri Baginda Kretajaya, and his *akuwu* of Tumapel, Tunggal Ametung. Arok has observed his teacher's statement about Sri Baginda Kretajaya and gives his conclusion that his teacher does not like his leadership of Kediri, especially his *akuwu* of Tumapel, Tunggal Ametung.

In another situation, Arok shows his *melek* quality during a meeting among the *Mahaguru* about their rebellion to the leadership of Tumapel. For Arok, what has been done by *Mahaguru* all this time has no sense.

"Interesting description, just no move without conclusion", Arok judged (Toer, 1999: 86)

Arok's awareness is also seen in protecting his soldiers. In the story, once Arok is sent to Tumapel under the order of his teacher, Lohgawe, to protect *Prameswary* of Tumapel, Ken Dedes. There is a situation when Arok orders his soldier not to give respond to anyone outside his side. It is because Tunggal Ametung starts to accuse Ken Arok as the man who starts a rebellion in Tumapel. Arok realizes that the people in Tumapel are suspicious of him and will use his men as a tool to find information about him. That is how Arok shows his *melek*.

Arok ordered all his men not to answer questions from strangers and those who were not from his own line. Precisely because of that order they were astonished to see how many people tried to talk to them (Toer, 1999: 37).

This action is also a solution to the problems in his group to avoid stumps of Ametung's suspicions of him and his soldiers. In other words, Arok is very aware of the threats that will occur in the group he leads, and tried to find solution of the situation.

As it has been stated that *melek/awas* does not only mean to open the eyes, looking carefully, but it also means to be always alert. The context of *melek* is very important to bring the hearts of leaders closer to the people. This situation is also implied by Arok in his style of leading and controlling his men. He does believe that whatever he does is because of *Hyang Yama* and does not violate the rules. That is what makes his soldiers so close to him and no one betrays him.

Until then, he still maintained his opinion: everything he had done so far has had violated Hyang Yama. The proof was that all of his friends were loyal to him. No one had ever betrayed him (Toer, 1999: 90).

When Arok leads his troops in an attack in the southern area of Tumapel, there is a Tumapel's soldier who begs Arok's forgiveness and wants to join his army, but Arok does not accept it. For Arok, the soldier is a traitor, and a traitor is an enemy who must be watched at all times, and he does not need traitors in his army. This situation is implied in the dialogue between Arok and his army.

"They are Tumapel soldiers when they come to me. They have remained soldiers of Tumapel before joining Mundrayana. We are peasants, needing nothing but ourselves. He has to learn to understand" (Toer, 1999: 352).

4.2 *Melik* (sense of ownership)

The second style is *melik* (sense of ownership). *Melik* means a leader must have a sense of belonging to his blood and his people. *Melik* must be distinguished from *milik*. *Melik* contains a message of belonging, so that they want to protect their subordinates, *milik* is actually a bad behavior. *Melik* makes personal leaders want to dominate, but for the benefit of their subordinates. If a leader already has an awareness of it, then a leader must go all out in maintaining the integrity of his homeland, as well as property; dignity; even the lives of the people they lead. Usually this *melik* feeling can develop into a nationalist.

Arok's *melik* is shown by his actions and appearance. Arok wears the symbols of Gods united on the necklace and on the hands, sparkling the light of the bonfire when people see it. This appearance becomes a symbol for him and also for people around him to show how much Arok feels that he is going to spill his blood, as the resistance he does against the untrustworthy leader, not only wanting to enrich himself.

Seeing the symbols of the gods united on the necklace and on the hands, gleaming in the rays of the bonfire, people fell on their knees on the ground with the tops of their noses touching the earth.
(Toer, 1999: 24).

In the story, the symbols used by Arok are markers of his identity as a person who loves his homeland. This symbol is often a frightening specter for his enemies, symbolizing someone who is willing to do anything for the sake of spilling his blood. In a dialogue quoted, Arok openly states how he is not afraid to defend Tumapel, even if he has to sacrifice his own life.

"Don't think that you can control the entire army of Tumapel. Look at this, Arok, who keeps Tumapel. He and his army will defend to the last drop of blood, not for money, gold, silver and thrones".
(Toer, 1999: 467).

This dialogue also shows that Arok's *melik* has led to a sense of nationalism which is an important point in this *melik* concept itself.

4.3 *Muluk* (poverty solution)

Muluk means that a leader is able to relieve his people from poverty and suffering to the main welfare. *Muluk* in everyday Javanese means 'lifting' food with bare hands. *Muluk* also means a leader who strives for his community to be more famous. *Muluk* is also behavior to raise ignorance and backwardness into the glow of noble

civilization. More than that, a *muluk* leader must be able to raise the degree and dignity of his nation in the eyes of other nations in the world.

Arok has had a *muluk* sense since he is a student. Arok has his own concept of life, namely life is to be lived and to live. By this, he is recognized by his teacher as having the quality of a young man with a trident in hand who will be able to destroy the wrath, symbolized as the fusion of *brahmana* and *satris* who comes from this *sudra*.

"At the time Sang Hyang Mahadewa Bathara Guru sprinkled understanding on humans, at that time human life was lived. Yes, Supreme Master Father, then understanding was life, life was to love" (Toer, 1999: 67)

"Look at this," with the palm of his right hand he patted Arok's neck, "a young man, a Humalang, who with a trident in hand will be able to destroy Kunda. This is Arok, a man who knows how to deal with Tumapel Akuwu. Accept him, the fusion of brahmin and shatriya from this *sudra*" (Toer, 1999: 210)

After Arok is able to enter the Tumapel troops led by Tunggul Ametung, he slowly begins to rebel within Tumapel. When Arok is able to find a hidden gold mine belonging to Tunggul Ametung, he releases all the slaves employed in the gold mine. Arok raises their dignity with that freedom. The *muluk* sense shown by Arok further increases the people's confidence that Arok deserves to be a new leader in Tumapel.

"Hayam, follow them with your squad," Arok ordered. Then to all the slaves present, "From today on you are free..." (Toer, 1999: 301).

Once, an old friend of Arok's who has left him meets Arok in a battle. He questions about the stolen gold they have once obtained during the rebellion. He suspects Arok has taken the gold for his own benefit. He does this to influence Arok's soldiers to turn against Arok and go with him. In order to substantiate his pretext, he cooperates with a *brahmana*, but this *brahmana* is also not good, still greedy for worldly interests. Arok is not at all afraid to face this resistance. He loudly explains that the gold and treasures they have obtained during the rebellion have been channeled to the families of soldiers who have to survive and also to meet the needs of war such as weapons. He does not even take any of their gold or booty for his sake.

"You false Brahmin greedy for gold. Where did the spears and swords in all these people's hands come from? What do you think of the Brahmin Arya Artya? Who is helping their family, all these friends have left our brothers not our gold together? At least Arya Artya has never helped, even if it is only with a grain of rice. Do you think that only these people you can see need money?" (Toer, 1999: 397).

4.4 Melok (aspiration realization)

This style can be realized in the form of dialogues of Arok in the novel. *Melok* is implied in the forms of action. The dialogues occur when Arok gathers with his soldiers and followers. Arok shows how he is able to voice the aspiration of his people, how he reveals things without hiding something, and how he considers all demands of his people as a trust for him.

"That inability comes from self-governing, Dedes, inability to understand one's own subjects, their needs, their interests" (Toer, 1999: 254).

Arok explains to Ken Dedes about the inability of Tunggul Ametung as a leader who is unable to understand his people. By showing this, Arok indirectly shows that he has the ability to understand his people. For him, by understanding the people we lead, we will also be able to run the government well.

Furthermore, Arok's *melok* is also shown by not hiding the truth about the fact that his adoptive father is the one who has brought several people into slavery in the gold mine of Tunggul Ametung. Arok does not hide it at all and openly asks them to forgive each other, so those who initially argue with each other forgive each other then.

"So Ki Bango Samparan was also made a slave by other people. Henceforth it is no longer allowed, either because of gambling, debt or not being able to pay tribute. You understand? Sorry you guys, start today. Well, be friendly now with all the soldiers who have freed you!" (Toer, 1999: 303).

In addition, not hiding anything from the people being led is one of the main forms of attitude towards *melok*, where there is *melok* there must be an open system in leadership between the leader and the followers. This is a manifestation of the attitude that the people's mandate is a belief that must be guarded by a leader.

The realization of *melok* attitude is also shown by Arok in doing justice to anyone according to his abilities. This is a promise he makes to his followers. The justice given is not based on forgiveness and punishment, but according to the actions committed. If it deserves to be punished according to its people, it will be punished, and vice versa.

"Listen," Arok said to all present, as well as the soldiers who woke up from their slumber, "we do not give pardons and punishments. We give justice to everyone, to all to the best of our ability..." (Toer, 1999: 351).

Arok's *melok* style is also shown to Tunggul Ametung. In an attack to the south, Arok shows his striking style to his followers. At that time, Tunggul Ametung is being cornered because it is attacked by the rebels. Arok and his followers feel that Tunggul Ametung begins to suspect them as part of the rebels. Arok cleverly reasons by questioning whether the agreement between Tunggul Ametung and his teacher, Lohgawe, still serves as a diversion to Tunggul Ametung's suspicions towards him and his followers. Arok continues to show his *melok* style to his followers by asserting that if Tunggul Ametung no longer follows the agreement, he and his followers have no obligation to obey him. Arok takes advantage of Tunggul Ametung's condition, short of troops and wedges between the rebel and Arok's troops.

"Your Majesty has not yet passed the order. So, while my troops are on alert like this, I want to get confirmation: is there an agreement with His Holiness Dang Hyang Lohgawe that Your Majesty still respects or not? Otherwise, there is now no obligation for us to Your Majesty" (Toer, 1999: 429).

The word *us* refers to Arok and his followers. It shows that Arok's statement is not only his thought, but also of his followers. Arok *melok* is the aspiration related to the situation. This also reveals that Arok is really concerned with the demand of his followers as a trust for him. That is the point of *melok* style.

4.5 *Meluk* (accommodation)

The last style of Javanese political leadership is *meluk*, accommodating all people. *Meluk* is revealed by Ken Arok to people around him. He always shows his feeling and behaviors of sincere and deep love for his people. He shows a form of intimacy in leadership by bringing a sense of comfort, security, and peace to his people. *Meluk* is shown by Ken Arok to his teacher and followers. The *meluk* style shown by Arok is performed by paying attention to the person he respects. Arok thinks of all their interests in as much detail as possible. One of them is when he intends to visit his adoptive family, but at the same time the teacher is in trouble. Arok feels unable to leave his teacher in that condition. He then asks some of his friends to fulfill his promise to visit his adoptive parents by telling them to prepare all the needs his parents need, while Arok will stay to take care of his teacher's needs. In that way, every need can be resolved.

"One of you will leave early tomorrow morning for Kampundungan. In the past few days, Father Mahaguru ajan still needed me. I can't leave him. Tell them to keep working while I'm not around. And be careful. Well, go to sleep!" (Toer, 1999: 69).

Arok is very concerned about the safety of his friend by telling him to be careful on his journey later. This shows the closeness that exists between his friend and Arok who is mandated as the leader of his people by the members of his group.

Meluk style is also shown by Arok to other members of his adoptive family. Arok even asks one of his friends to keep his adoptive family from being dragged into slavery, even though it is only his adoptive family, Arok is so close and dear to them.

".....Tell the youths to protect Ki Bango. He cannot be dragged into slavery. And don't forget to tell Umang, I will come in a few weeks or months" (Toer, 1999: 97).

As a leader of the people, Arok shows his *meluk* style by not hesitating to mingle with his people. Every soldier who goes with him is so cared for, starting from the needs of clothing and food, to other needs, Arok has always shown a concern. Arok becomes a leader who provides a sense of comfort, security, and peace for his followers.

They set off, and Arok scrutinized the food and drink provided for himself and his guards (Toer, 1999: 351).

Arok not only cares about his own needs, but also the food and drink needs of each of his soldiers. Furthermore, Arok's *meluk* style is shown in terms of caste equality among the people when he is elected by acclamation as the leader of Tumapel after the fall of Tunggal Ametung. Arok tells his people not to fight with each other, even though they are *sudra*, *wisynu*, *syiwa*, even Buddha.

"I, Arok, am a sudra like all of you. Since it's all sudras, don't fight. Be it Vishnu, Shiva, Buddha, Kalachakra and Tantrayana, don't fight because different people glorify the gods..." (Toer, 1999: 547).

The dialogue above shows how Arok instructs his people not to fight each other because they are different in worshipping Gods. This method is used by Arok to accomodate 'meluk' of each of his people united in differences, with mutual respect.

5. Conclusion

The styles of Javanese political leadership in the novel Arok Dedes written by Pramoedya Ananta Toer refer to the Javanese political leadership known as 5Ms style: 1) *melek* (awareness) 2) *melik* (sense of ownership), 3) *muluk* (poverty solution), 4) *melok* (aspiration realization) and 5) *meluk* (accomodation). All of these data are sourced from one of the characters in the novel, Ken Arok, based on monolog or dialogue in the novel.

The styles of Javanese political leadership are also revealed by the character, Ken Arok in the forms of deeds and actions. This shows his personal quality as a candidate for a new leader in Tumapel. Arok shows his leadership style adapting the 5-Ms styles in concrete actions during his rebellion against Tunggul Ametung. Arok is a rebel leader who cannot be defeated by Tunggul Ametung. This is because his leadership attitude is highly respected by his soldiers, so his soldiers are obedient, and they do not dare to betray. In his actions, Arok tries to fulfill the interests of his group. In other words, the interests of the group are above his own. This is the quality of Arok as the new leader in Tumapel after the fall of Tunggul Ametung.

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IMPLICATURE IN SAIKIRAN'S STAND UP COMEDY SCRIPT *DARK SKIN AND GETTING MARRIED*

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Abstract

This research focuses on implicature in Saikiran's Stand Up Comedy Script *Dark Skin and Getting Married*, and the analysis is done to all types of implicature found in the script. The make up of this research strongly refers to the use of descriptive qualitative method to process the data, which are originally taken from the script. The analysis reveals two types of implicature: conventional implicatures and conversational implicatures. Conventional implicature is associated with the general meaning and also related to specific words (but, and, even); meanwhile, conversational implicature verifies two types: generalized conversational implicature and particularized conversational implicature. There are 13 data referring to conventional implicatures and 4 data to conversational implicatures (2 data generalized conversational implicatures and 2 data particularized conversational implicatures). The results of this research indicate that Saikiran uses those implicatures when he wants the audience to understand about his life condition in funny ways, and the audience will possibly find it difficult to understand if they do not know his utterances in the contexts.

Keywords: Stand Up Comedy, Script, Conventional implicature, Conversational Implicature

1. Introduction

Comedy is a kind of humor as a way to make the audience laugh and comfort for our daily activity, and it often becomes different from other stage performances because it has a specific goal. Comedy is intended to make the situation funny; it creates amusement or the ability to enjoy funny situations and to laugh at things. Wijana (2004: 37) describes that comedy or humor can be arranged as a means of communication in the form of stimulation which tends to spontaneously cause smiles and laughter of the audience. Comedy also has an important role in human life as an entertainment to release people's psychological tensions and burdens, but also as a means of social criticism against deviations that occur in society. Through comedy, social criticism can be expressed in harmonious language, and has a relaxed and intriguing impression for the audience.

Nowadays, stand up comedy becomes popular in Indonesia as the new way to entertain people. It is a kind of humor which can be performed individually or in a group. Yamazaki (2010: 67) says, "stand-up comedy is one of the common styles of

comedy performed on the stage where a comedian talks directly to the audience by cracking jokes and telling funny stories.” Moreover, stand up comedy is a kind of comedy which is monologue in which the audience will listen to what comics want to share. What makes stand up comedy different from other comedies is that the material or the topic in stand up comedy is truly exist in our life. The stand up comedians, or are usually called as comics always do some observation to support their opinion. Thus, it becomes a new thing in the kind of comedies. In stand up comedy, the things like aspiration, restlessness, opinion are freely to be shared. Furthermore, the comics intentionally share their restlessness when they are performing but they share it through funny ways. Thus, the comics always share their aspiration and restlessness implicitly.

Through this Stand Up Comedy Script *Dark Skin and Getting Married*, the comic, Saikiran shares about his life. He does not only focus on entertaining the audience, but also he wants to share about some issues which relates to his life and audience's. However, the audience will not only enjoy his performance by laughing, but they will get information by understanding the intended meaning from Saikiran's utterances.

In stand up comedy, language as a media of communication uses certain type of pronunciation that is inconsistent with utterance. Therefore, the proper media to discuss this matter is by introducing pragmatics. Pragmatics is a branch of linguistics that studies discourse and studies meaning. Pragmatics examines four things, namely deixis, presuppositions, speech acts, and implicatures – among these aspects, implicature is taken as a research study. Implicature is speech that implies something different from what is actually spoken. The term of implicature is used by Grice (1975: 44) to account for what a speaker can imply, suggest, or mean, as distinct from what the speaker literally says. For example: *The ceremony is so long; it could go on forever*. From this example, readers may understand that the statement shows how boring he/she is even he/she does not say it explicitly. Implicature can show what is intended to convey. Then, hearers may imply further information from what the speaker actually says.

With the above points in mind, the utterance of English language in youtube stand-up comedy contains the implicature. The variants of its utterance make it plausible to bring the implicature into a research since it grows an interest to other people about what they have said or what message they need to convey. For this reason, the research finally pertains to implicature from Saikiran's Stand Up Comedy *Dark Skin and Getting Married*.

2. Literature Review

One of the most important aspects of pragmatics, apart from deixis, presupposition, speech acts, etc. is implicature, and it is firstly introduced by Grice (1975: 44) to encounter the issue that there is meaning beyond what is merely conveyed in communication. Thus, to understand a speaker's message, a hearer should be able to guess the intended meaning because sometimes the speaker delivers information more than what she or he is really said. The speaker may deliver the message both explicitly and implicitly.

Implicature indicates the act of meaning, implying, or suggesting one thing by saying something else. So, what a speaker means is different from what the sentence used by the speaker means; it can be viewed as an implicature.

Grice (1989: 31) divides implicature into conventional implicature and conversational implicature. He indicates that conventional implicature is identified by

the conventional meaning of the words used. They are simply attached by convention to particular lexical items or expression. In general, everyone has known and understood the meaning of a case. Understanding this conventionally supposes the listener or reader to have general knowledge. Grice (1989: 31) verifies the relation of the basic statement in an utterance which can be used with conjunction such as *even*, *and*, *moreover*, *but*, *therefore*, *on the other hand*, or *yet*. For example, *Jack is rich but unhappy*. (The utterance which implies richness and unhappiness are not compatible, but they can be combined well by the use of the word *but* which always creates the implicature of a sense of contrast. So *Jack is rich but unhappy* conveys the meaning of *Surprisingly, Jack is unhappy in spite of being rich*).

Another example for this is that *He met a lady*. (The word *lady* contains implicature which produces specific information such as hair, lip, eyes and nose. It does not mean that *he met a lady who has nose, hair, eyes and nose*, but it is just related with the particular lexical item referring to conventional implicature.

Furthermore, conversational implicature, according to Grice (1975: 45), occurs in a conversation when the speaker implicates something in his/her utterance by observing the conversational maxims: maxim of quantity (be as informative as required), maxim of quality (be true), maxim of relevance (be relevant), and maxim of manner (be perspicuous), or at least the cooperative principle. Cooperative principle, as the basic rule of Grice's conversational implicature, says that participants of a conversation have to make their conversational contribution as required. It means that the speaker is expected to contribute what is required by the purpose of the conversation. In other words, the cooperative principle and its maxims are the indicators of conversational implicature.

Grice (1989: 31) divides conversational implicature into two types: generalized conversational implicature and particularized conversational implicature. Generalized conversational implicature appears without having any specific context, and it is made without showing any reference to a special context. For example:

A: I wish you sell your house and car.

B: I sell my car.

Here, the speaker B does not mean to sell the house, as the speaker A expects in the utterance.

Meanwhile, particularized conversational implicature needs a certain context (context-bound). Implicature of this type is made particular for utterances that are relevant only with respect to the particular topic or issue at hand. For example:

A: Now, John looks happy after his marriage.

B: That's fine. He has an Asian wife.

In this context, it shows that the speaker A confirms that John has happiness after he has got marriage. But in particular context, the hearer B answers by saying *He has an Asian wife*. The speaker A needs to interpret what the hearer B answers to get meaning of his friend's particular utterance by identifying that an Asian wife is a dedicated and workaholic wife.

The above description indicates that particularized conversational implicature may convey its meaning out part of the utterance so that hearer must have knowledge more to understand what speaker means. In other words, particularized conversational implicature is the inferences of hearer which only can work out, or be interpreted while drawing totally on the specific context of the utterance. Implicature and its types are

able to be used by speakers in order to create particularized context of utterances based on situations and conditions.

Context is one of the factors that gives an effect to people how they use the language. Yule (1996: 21) states that context simply means the physical environment in which a word is used. The importance of taking of context into account is also well expressed by Hymes (in Brown and Yule, 1983: 37) who views the role of the context in interpretation as, on the other hand, limiting the range of possible interpretation and, contrarily, as supporting the intended interpretation.

According to Grundy (2000: 72), context helps us to determine what is conveyed implicitly but not explicitly stated by the speaker. He also adds that context is not treated as given common ground, but rather as a set of more or less accessible items of information which are stored in short-term and encyclopedic memories or manifest in the physical environment. Macro and micro contexts are often drawn in the conversation analytic. Macro contexts are said to be 'distal' in the sense that they exist outside the talk exchange. In contrast, micro contexts are created within the micro domain of the talk exchange. So, whether talk is determined or constrained by distal context with context seen as presumptive or whether in fact it is talk which creates context (Grundy, 2000: 195).

A context can support a range of meanings. When a form is used in a context, it eliminates the meaning possible to that context other than those the form can signal: the context eliminates from consideration the meanings possible to the form other than those the context can support.

3. Research Method

As this paper is concerned with implicature, a design to do an analysis is strongly required by following what Creswell (2009: 3) describes that in the design, plans and the procedures for research involve the detailed methods of data collection and analysis become preliminary aspects of research. This paper is arranged to discuss about implicature in Saikiran's Stand Up Comedy Script *Dark Skin and Getting Married*, and uses the theory of implicature proposed by Grice (1975: 44) to find the types, and to describe meanings of conventional implicature and conversational implicature uttered by Saikiran in written form or script. To do the analysis, descriptive research method is the most appropriate method to be used. It follows what Bogdan and Taylor (2008: 4) says that research that produces descriptive data consists of written or spoken words from people. In this respect, the descriptive method is solely used to describe the data that are taken from written form of Comedy Script.

Searching for the data related to implicatures on the script and making a note on the selected data are specifically conducted to gain information about conventional implicature and conversational implicature. Then, collecting information from some references that support the subject matters of the discussion is also respectively prepared for completing the procedures. The analysis is then made by taking the utterances which contain all types of the implicatures found in the Comedy Script i.e. conventional implicature and conversational implicature covering generalized conversational implicature and particularized conversational implicature. At last, the meaning implied in each type of the implicature is made up under description.

4. Discussion

All of the types of implicature: conventional implicature and conversational implicature; generalized conversational implicature and particularized conversational implicature in Saikiran 's Stand-Up Comedy become the variables of analysis which are primarily based on Grice's theory of implicature, as described in the following sub-sections.

4.1 Conventional Implicature

Conventional implicature is associated with the general meaning and also related to specific words (*but, and, even*) and those words may carry additional conveyed meaning when they are used. In addition, implicature of this type is not based on pragmatic principles, or it does not need special context for interpretation. As described in the following from 1 to 13, Saikiran utters more on conventional implicatures in the Stand Up Comedy that imply additional conveyed meanings.

[01] *Most girls who see me for the first time don't like me
If only they spend some time with me
and get to know me better
They start truly hate me
even when I am silently walking on the road
(Saikiran, 2018: 1)*

The utterance is related to specific words *even* that means contrary to expectation when it is used. The utterance in *even when I am silently walking on the road* implies that although he does not do anything or disturb the women only seeing his appearance will attract their attention and guess him as a bad guy. The utterances imply that many women do not like men who have dark skin. There is additional conveyed meaning shown here. So, the utterances are suitable to be categorized as conventional implicatures.

[02] *Any woman coming in the opposite direction
Instinctively crosses to the other side of the road
and nowadays with all this news about violence against women.
The women see me
They start covering themselves with their saree pallus like this
One day I saw a girl do it and I just lost it
(Saikiran, 2018: 1)*

The utterance in *They start covering themselves with their saree pallus like this* implies that Indian women have a traditional fabric *saree pallus* which is always worn by them on left shoulder. The utterances imply that the women try to avoid and hide their face by using saree pallus when they suddenly see Saikiran on the road because he looks like a person who want to do criminal to woman as in the news. Then, *and* here is used to add meaning in the context, so the utterances are classified into conventional implicatures.

[03] *Like when I was born in the hospital
looking at me their first reaction was AIYYO
They said it so loudly
(Saikiran, 2018: 1)*

The utterance *AIYYO* implies that someone feels sorry for something happens. That utterance is a common expression in India to reveal distress. So, the utterances imply that Saikiran was born dark, and the doctor and nurse are shocked of seeing him for the first time and his family feels disappointed because their efforts are useless to make him fairer. The utterance has a general meaning in Indian language, and is classified into a conventional implicature.

[04] *My mom made it her mission in life
 to make me fairer
 She had a poster of Michael Jackson in the kitchen
 If his mom can do it, I can do it
 (Saikiran, 2018: 2)*

The utterance *She had a poster of Michael Jackson in the kitchen* implies that Michael Jackson as the famous singer in the world which has fair and handsome face. So, the utterances imply that when his mother was being pregnant, she believes that if she sees Michael Jackson's poster every time, she will make her baby (Saikiran) like him. The utterances are categorized into conventional implicatures.

[05] *That's why South India are obsessed
 with eating everything in white...
 Rice with Curd, Appam with Stew
 Idli with Coconut Chutney
 doesn't make a difference
 No matter the colour of what you eat
 The result is still brown
 (Saikiran, 2018: 2)*

The utterance *The result is still brown* implies that whatever you do, it will affect nothing at all. The utterance is general in society. So, the utterances imply that Indian people usually eat white food to make their skin fairer but the result is useless because medical sciences have proven that the colour of skin will not change only by eating something white. The utterances are classified into conventional implicatures.

[06] *Forget South Indian fair
 Forget North Indian fair
 Imagine an Afghanistani Albino
 That's how fair she was
 and they both got married
 (Saikiran, 2018: 2)*

The utterance *Albino* implies that people who are born without usual pigment. So, they look very pale skin, hair, and eyes. The utterances imply that Saikiran gives the example to audience which means how nice it would be if he had white skin like them. The additional conveyed meaning shown here is *and*. Thus, the utterances are categorized as conventional implicatures.

[07] *Because my grandfather was dark and rich.
 My grandmother was fair and poor
 now I am dark and poor
 (Saikiran, 2018: 2)*

The utterance *now I am dark and poor* implies that he gets bad condition from the descendant both his grandfather and grandmother who have the lucky one. The utterances imply that Saikiran feels sad because he is dark skin and not rich. The *and* here is an additional conveyed meaning. Therefore, the utterances are classified as conventional implicatures.

[08] *These fair skinned morons think that
if a cow stays in the sun for too long
It becomes a buffalo
but, forget animals
even gods cannot escape this discrimination in our country*
(Saikiran, 2018: 3)

The utterances imply that many words from white people demeaning blacks and this is common and inevitable in his country. There are additional conveyed meaning shown here i.e. *even* and *but* that indicate the meaning of contrary to expectation when it is used. In this respect, the utterances are normally referred to conventional implicatures.

[09] *So, in this country to whitewash brown skin
you need black money*
(Saikiran, 2018: 3)

The utterances are included as conventional implicatures. The utterance *black money* means tax has not been paid to the government. The comic implies that in India, to make skin fairer must spend expensive maintenance by using money which they have not paid to the government as tax and the deed is illegal. It is because their salary will not be enough to do it.

[10] *My face is red with anger
but you can't notice it because of my skin colour*
(Saikiran, 2018: 3)

The comic implies that when he looks very angry, it will not be known by people because of his dark skin which has covered the expression of anger. The word *but* creates sense of contrast as an additional conveyed meaning. So, the utterances are categorized as conventional implicatures.

[11] *NRIs take away the top 20 export quality girls
The next 20 go to the two eyes of India IITs and IIMs
Men like me don't stand a chance
so clearly wrote in my profile
I may not be an NRI or an IITian but I am healthy
I am a vegetarian. I do not smoke or drink.*
(Saikiran, 2018: 4)

The utterance *NRI or an IITian* implies that an Indian citizen who stays outside India for the purpose of employment or education. The utterances imply that there is no woman who wants to accept him as a partner because he comes from an unemployment and not a highly educated person although he is not like them, but he does not do anything bad. Nevertheless, the utterances are appropriately categorized as conventional implicatures.

- [12] *I thought many women will be impressed by someone like that
and I got five respons not from women
but from people requesting blood and organ donation
It was a bit painful but I took the money
(Saikiran, 2018: 4)*

The utterance is related to specific words *but* means contrast to the condition. The utterance *but from people requesting blood and organ donation* implies that he is on the stage at event in order to look for a fiancée to be married but women are not interested of him. Many people think that he wants to donate his organ. The utterances imply that Saikiran feels disappointed. Finally he does it and gets money from donation. The utterances are categorized as conventional implicatures with additional conveyed meanings.

- [13] *They gave me a free upgrade
to the fresh faces section
of second shaadi.com
and there on this website I saw all these familiar girls
who five years ago rejected me
got married had kids got divorced
and again on this website again rejecting me
Déjà vu
They say I am incompatible with their kids
If you agreed five years ago that would have been my kid
(Saikiran, 2018: 4)*

The utterance *Déjà vu* implies that the feeling has lived through the presents situation before. The utterances imply that Saikiran tries again in the same website to look for a fiancée but it happens again; no women are interested in him although the women are widow. The event is same as five years ago when he tried it for the first time and it repeats to himself. It seems that an additional conveyed meaning *and* is found here, and therefore, the utterances are categorized as conventional implicatures.

4.2 Conversational Implicature

Conversational implicature is divided into two types namely, generalized conversational implicature and particularized conversational implicature. The utterances containing conversational implicatures are four; two generalized conversational implicatures and two particularized conversational implicatures.

4.2.1 Generalized Conversational Implicature

Generalized conversational implicature happens when the hearer has no intention to have a special knowledge of the context to estimate the additional conveyed meaning. With this characteristic, there are only two generalized conversational implicatures in Stand Up Comedy, as verified in the following:

- [1] *I tell everywhere she is a great mother
but she isn't satisfied
She says "I don't want to be a good mother or a great mother"
make me grand mother
(Saikiran, 2018: 1)*

The utterances belong to generalized conversational implicatures. When the comic implied the utterances, the audience can understand the comic's intended meaning without having any background knowledge of context. There is a conversation between Saikiran and his mother in *She says "I don't want to be a good mother or a great mother make me grand mother"*. The utterances imply that Saikiran praises his mother in front of people but his mother does not need it. She just wants Saikiran to get married as soon as possible and give her a grandchild. So, without a special knowledge, the audience can understand what the comic's intent.

- [2] *Hey! What are you doing?*
 Do I look like a molester?
 She said no no no
 I thought you are a chain snatcher
 (Saikiran, 2018: 1)

The utterances are categorized as generalized conversational implicatures. There is a conversation between Saikiran and a woman in *She said no no no. I thought you are a chain snatcher*. The utterances imply that the comic feels uncomfortable with the way that woman looks at him as if he is a bad guy. In the context, the woman is afraid of Saikiran's style which looks like a person who wants to steal something from the woman. So, the audience can be easy to understand the utterances because the utterances do not need a special knowledge to explain about the context.

4.2.2 Particularized Conversational Implicature

Particularized conversational implicature is a conversational implicature which is in contrast with the generalized conversational implicature. This implicature happens when the comic is saying something and implicitly the audience are giving the response. So, the audience must be able to understand the comic's utterances based on the context. Based on this characteristic, there are two particularized conversational implicatures to be discussed as indicated in the following:

- [3] *Like.. I am a fully grown adult today but*
 My mom doesn't let me touch coffee or tea
 Saying drinking them will make me darker
 Boost and Bournvita also banned
 (Saikiran, 2018: 2)

The utterances cannot be understood well by the audience if the audience does not know the context. The conversation in *Saying drinking them will make me darker* implies that the particular context is some Indian people believe that the colour of food or drink will affect to your colour skin. Saikiran's mother tries hard to make him fairer when he was kid until adult. So, she forbids him to drink coffee or tea and *Boost and Bournvita* (kind of chocolate drink) because the colour is dark. For this reason, the utterances are categorized as particularized conversational implicatures.

- [4] *Oh. They make so much fun on me*
 ArRey, Saikiran you are such a lucky guy
 because you are dark
 Unlike us.. you can go out in the sun whenever you want
 as if my skin doesn't burn
 This is melanin not teflon
 (Saikiran, 2018: 2)

Here, the audience must recognize the background of knowledge of the utterance. What Saikiran says in *This is melanin not teflon* has a particular context which must have a special knowledge to understand the utterances. *Melanin* is a skin pigment in the body. Meanwhile, *teflon* is synthetic chemical made from carbon and fluorine atoms. The utterances imply that there is no effect if you have dark skin, you will not be burned by the sun. Saikiran gives an example that we all as human have same natural pigment skin or *melanin*. If it is stricken by the sun directly, it will affect to the skin not like a *teflon* as cooked equipment which can withstand from the sun. So, the utterances imply that the comic shares her feeling of anger because of his cousin's saying. The utterances are categorized into the type of particularized conversational implicatures.

5. Conclusion

The analysis indicates that there are two types of implicature in the Stand Up Comedy: conventional implicature and conversational implicature. It verifies that conventional implicature in Saikiran's utterances are more general in nature, and it can be said that the audience have already known the meanings of many certain things expressed in it. Specific words as *and*, *but*, *even* that may provide meanings in his utterances can be easily recognized because of some additional meanings that are distinctly acquired; meanwhile, in conversational implicature, Saikiran shows the two types of utterances i.e generalized conversational implicature and particularized conversational implicature. In generalized conversational implicature, Saikiran talks to his mother and her mother's reply is different from what he says to her; however, the audience may catch and understand directly what her mother means to him. Besides, particularized conversational implicature indicates that their conversations between Saikiran and his cousin have a completely different meaning from what is said, so the audience should have special knowledge to understand the utterance.

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SELF-CONFIDENCE IN ANTHONY McCARTEN'S MOVIE SCRIPT *BOHEMIAN RHAPSODY*

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Abstract

This research was aimed at conducting analysis on self-confidence in Anthony McCarten's movie script, *Bohemian Rhapsody*. The self-confidence was analysed by using the theory proposed by Lindenfield (1994) who states that self-confidence consists of self-confidence born and inner self-confidence. Self-confidence born allows someone to show confidence in what he will do. This confidence can make someone believe in himself to achieve what he wants. In confidence born, he claims that a person must develop skills such as communication, assertiveness and feeling control. Inner self-confidence is self-confidence that gives to the individual's feelings and suppositions that the individual is in good condition. There are three main characteristics that are distinctive to people who have a healthy inner self-confidence. The three characteristics are self-love, self-understanding, and positive thinking. This research used descriptive qualitative method because the discussion was descriptively accomplished. The descriptive qualitative method was applied to explain the self-confidence to get success from the quotations in the movie script. The result result shows that self-confidence born and inner self-confidence vividly played important role to make the protagonist's success come true.

Keywords: *self-confidence, inner self-confidence, self-confidence born, self-love, self-understanding, positive thinking.*

1. Introduction

A film is a work of art in the form of a series of live images that are played to produce the illusion of a moving image presented as a form of entertainment. The illusion of the series of images produces a continuous motion in the form of a video. Movies are often referred to as moving pictures. Film is a modern and popular art form created with the primary purpose of being for business and entertainment purposes. However, film is not only a means of entertainment, art or business because it is also a form of mass communication that conveys messages using audio and visuals. Films also serve to describe and reflect the realities of human life so that they can have a profound effect on the audience, and of course, can provide valuable moral lessons for the audience.

Bohemian Rhapsody is a biographical film of English rock band Queen, which tells about the life of Freddie Mercury and his confidence to get success. This film,

written by Anthony Mc Carten, was published in Great Britain on 24 October 2018 and in United State of America on 2 November 2018. This film constitutes the highest grossing musical biographical film of all time, earning more than the 2015 film *Straight Outta Compton* released.

Anthony Mc Carten, a novelist, filmmaker, and playwright, wrote script for *The Theory of Everything* (2014), *Darkest Hour* (2017), and the last script *Bohemian Rhapsody* (2018). Mc Carten, born and raised in New Plymouth, New Zealand, worked as a reporter for a couple of years on *The Tanakari Herald* before studying for an arts degree at Massey University.

In this research, the analysis focused on the protagonist's self-confidence to get success depicted in in Anthony Mc Carten's movie script *Bohemian Rhapsody*. The self-confidence was analysed by using Lindenfield's (1994) theory focused on the types of self-confidence, in which he states that self-confidence consists of confidence born and inner self confidence. Further, Lindenfield (1994) claims that *self-confidence born* allows someone to show confidence in what he will do. This confidence can make someone believe in himself to achieve what he wants. In confidence born, he claims that a person must develop skills such as communication, assertiveness and feeling control. Inner confidence is self-confidence that gives to the individual's feelings and suppositions that the individual is in good condition. There are three main characteristics that are distinctive to people who have a healthy inner self-confidence. The three characteristics are self-love, self-understanding, and positive thinking.

The protagonist of the movie, named Freddie Mercury, known for his spectacular voice and flamboyant stage persona, became internationally known as the lead singer of Queen with the release of the successful 1974 album *Sheer Heart Attack*. *A Night at the Opera* (1975), featuring the song "Bohemian Rhapsody," made him a star.

The researchers feel interested in analysing the self-confidence to get success in Anthony McCarten's movie script *Bohemian Rhapsody* since in this movie, McCarten has remarkably reflected the story of the protagonist by the name of Freddie Mercury to get his success. The ways in which he achieves his success in the long run are noticeably exposed, and it is mainly due to his self-confidence. The success of the protagonist mainly due to his self-confidence would be surely of valuable lesson for the readers. It would teach us that having real, true self-confidence is important because it is extremely difficult to go through life when we do not trust our own decisions or believe in ourselves. When we lack self confidence, we usually end up looking to others to make decisions for us instead of looking within. This can be dangerous because it means that other people will influence our decisions, rather than we being the primary decision maker in our life. Therefore, it is necessary to have genuine self-confidence and believe in ourselves; no task or goal seems insurmountable.

2. Literature Review

2.1 Self-confidence

Lenney (1981: 905) says self-confidence is defined as 'individuals' performance expectancies and their self-evaluations of ability and complete performance. Self-confidence has long been used as an business, marketing and ducation. Self-confidence is a trait character that must be possessed by everyone, both within the family and in the work environment. This trait brings positive things for all those who believe in themselves, and not everyone has it. There are those who tend not to be confident in

what they have done or on the contrary, they believe in themselves so that it leads to a better direction.

Self-confidence is a person's belief and attitude towards one's own abilities by accepting it as it is, both positive and negative in order to be happy. Self-confidence is related to how a person struggles for his desire to achieve something. A person's self-confidence has different levels for each human being. Some are not so confident in what they are going to do, while others are too confident for what they are going to do. Basically, every human being must have experienced failure in the efforts they do; however, a good human being is a human being who learns from his failure and struggles persistently and tries earnestly and confidently to rise from that failure, and is confident to achieve his success.

Freddie Mercury's confidence is that he believes that whatever he does will be successful and it is proven that whatever the work of Freddie Mercury is accepted by the wider community. One of his works is *Bohemian Rhapsody*, an opera song with the longest duration of a song ever created by him. At first the song was not accepted by their producers, but with his confidence, the song was still published and accepted by the public.

Barbara de Angelis (1997) said that confidence starts from a determination to yourself, to do everything we want and need in life. He is built from self-confidence, not from the work of other people even though the work is successful.

2.2 Concept of Self-Confidence

The concept of self-confidence is generally used as a guarantee in personal assessments, abilities, strengths, and others. A person's self-confidence will increase if someone succeeds in solving a problem easily and with strong confidence. This is a positive self-belief that actually someone will be able to easily achieve success with confidence.

Bandura (1988) defines self-confidence as "belief in one's ability to succeed in specific situations or accomplish a task and therefore is the term that more accurately refers to specific self-confidence.

A person's self-confidence is related to how person fights for his will to achieve something and related to a person's ability to deal with problems that hinder his struggle. Someone with good self-confidence will tend to conclude that he is bigger than his problem. Conversely, people who have low self-confidence will tend to conclude that the problem is much bigger than themselves. Lack of self-confidence will make someone hesitate to move for the better and excess self-confidence will create traits that are not good for him.

According to Tasmudji (1998) the main requirement is to be independent in all actions, namely if a person believes in his abilities and strength. That what they are doing is good and right. Without self-confidence there will be doubts in all his actions. Sometimes it can even cause the courage to do nothing, including completing a task without expecting help from others.

On the other hand, low self-confidence creates doubts about one's own abilities. A person will feel inferior or more susceptible to criticism by others who intend to demean. Someone who lacks self-confidence he will feel that even a small problem will look big on him, so he does not have the ability to solve these problems. While someone who has a high sense of trust, he feels that whatever problem he will experience will be easier to solve.

2.3 Types of Self-confidence

According to Lindenfield (1994), self-confidence consists of confidence born and inner self-confidence.

2.3.1 Confidence Born

Confidence born allows someone to show confidence in what he will do. This confidence can make someone believe in himself to achieve what he wants. In this self-confidence, a person must develop skills such as communication, assertiveness and feeling control.

1. Communication

The communication referred to here is that someone must have the courage to talk to anyone and dare to have discussions with other people. In communicating we also have to listen to other people's opinions so that the communication goes well and can argue in various ways.

2. Assertiveness

Each individual must have a definite character in him. The assertiveness of a person is functioned in arguing and compromising on anything that is well accepted, accepting criticism and giving constructive criticism, and making complaints effectively.

3. Feeling control

One must be able to control himself. If a person is able to control himself, confidence in himself will arise and will make him a person who believes in himself. But if a person cannot control himself then it is not a belief in him but excessive emotions and he feels that failure always comes to him.

2.3.2 Inner Self-confidence

Inner confidence is self-confidence that gives to the individual's feelings and suppositions that the individual is in good condition. There are three main characteristics that are distinctive to people who have a healthy inner self-confidence. The three characteristics are self-love, self-understanding, and positive thinking.

1. Self love

A confident person will love himself. whatever ability he has he will not compare himself with others. People who love themselves will always be grateful for what they receive and get. People who love themselves care about themselves because their behavior and lifestyle is to nurture themselves.

2. Self understanding

People with inner confidence are also very self-aware. They not constantly contemplating themselves but they are thinking their feelings and thoughts. The belief that is meant by self-understanding is that a person is aware of the weaknesses that exist within him which these weaknesses can be accepted by him. Because basically every human being must have their own weaknesses and strengths, it's just that not everyone is aware of them.

3. Positive thinking

Confident people are usually good friends fun, partly because they could see life from the sunny side and they hope and seek good experience and results.

3. Research Method

Research design is plans and the producers for research to detailed methods of data collection and analysis (Creswell, 2009: 3). This chapter discusses the research design that the researchers use in this research. It explain about the set of methods and procedures used to collect and analyze data. In exploring this research the researchers use descriptive method. The descriptive method is a method that is used to describes or analyze research result but is not used to make broader (Sugiyono, 2005).

Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989).

Data collection is how the researcher collected and got the data. This research used documentation method as Namawi (1991: 95) states that the documentation method is a method of collecting data conducted by classifying the written materials related to the problem of the research and used for obtaining the data by some variables such as magazine and books. In this research, the procedures that are conducted are collecting the data obtained, making important note based on the words, phrases, and sentences relating to this analysis, classifying the data into points include in the problem of this research, and finally, organizing the whole data.

The data in this research were obtained from the movie script. The data were analyzed by classifying the obtained data in two sub-topics related to the research problem. The data analysis is formulated into the aspects of self-confidence to achieving success in Bohemian Rhapsody movie script.

4. Discussion

In this part, an in-depth analysis of the topic is carried out. They are the types of self-confidence, which is divided into confidence born which is focused on communication, and inner-self confidence which is focused on self-understanding and self-love.

4.1 Confidence Born

Confidence born is supporting individuals to appear and behave in a way that shows the outside world that the individual believes in himself. To give the impression of confidence in the outside world, individuals need to develop three skill areas, namely: communication, assertiveness and feeling control.

4.1.1 Communication

Communication is the act of transferring information from one place, person or group to another. Every communication involves at least one sender, message, and receiver. This sounds simple and straightforward, but actually communication is a very complex subject. The transmission of a message from sender to receiver can be affected by many things. This includes our emotions, cultural situations, the media we use to communicate, and even our location. The complexity is why good communication skills are the desire of everyone, especially by people who are often involved or interacting with many people from various groups and other nations in the world. It should be

understood that accurate, effective, and unambiguous communication is actually very difficult, and is a skill that not everyone has.

By having a good foundation in the field of communication skill, the protagonist of the movie named Freddie Mercury makes use it in his attempt to materialise his dreamt success. Freddie Mercury wants to his song entitled *Bohemian Rhapsody* to be performed with the opera genre. Freddie wants the single song he wrote with his band could become one of the best singles on their album. They gave the song to Ray Foster the producer of music in the conversation there was a difference of opinion between Freddie Mercury and Ray Foster.

RAY FOSTER

It's--opera.

FINANCIAL OFFICER

It's opera.

JOHN REID

Opera.

ROGER

Seems to be an echo in here.

FREDDIE

Wait!

FREDDIE, as if conducting the orchestra, thrills to a particular passage (a coloratura) in the music - singing along with it -

FREDDIE

You see?!

(Mc Carten, 2018: 42)

The quotation clearly reflects that Freddie, the leader of the band Queen, gave his opinion about the new single they would release but with a different arrangement from their previous single.

FREDDIE

(quietly)

That's our concept--mix genres, no boundaries, dare to go anywhere. I can't think of anyone whose ever done that before.

RAY FOSTER

Precisely what worries me.

FREDDIE

I don't want us to repeat ourselves.
The same formula, over and over--How boring! We want to capture a hurricane! Paint pictures on an enormous scale, heavy rock foundation, ethereal vocals, different voices, rhythms, keys. Deafen 'em, blind 'em, and leave 'em wanting more.
We want to make the *greatest fucking album ever made*.

RAY FOSTER

Really? Trouble is, Freddie, that's exactly what *every* band who comes in here says - minus the "fucking".

(beat)

Because it's our feeling, here at EMI, that your biggest success was "Killer Queen", and it's *that* we'd like to see you get back to.

FREDDIE

Go backwards? It's not in our nature. You want us to go back?

RAY FOSTER

Not necessarily back, no. *You* stay here, we want you right here--just--bring sound...*forward*.

The BAND stare at FOSTER - not buying it.

FINANCIAL OFFICER 1

We really need a firm undertaking to that effect. John? If we are to take the risk one more time.

JOHN REID looks at the band, and then nods -

JOHN REID

I understand what you're saying.

FREDDIE glares at JOHN REID for this.

FEATHERSTONE

So--we are agreed? An album--in the vein of "Killer Queen"? Radio friendly? Top of The Pops?...Good?

Silence from the BAND, until -

JOHN REID

Absolutely.

(Mc Carten, 2018: 42-43)

This shows that they are talking about a new project that they will be doing in the near future. One of the projects they will be working on is releasing a new single with the opera genre. In the conversation they are discussing about the single they are going to perform. In this conversation, different opinion as well as idea between Freddi and Ray Foster taking place.

JOHN REID

It's a great album, Roy.

RAY FOSTER

I think--that what you have made here -

FINANCIAL OFFICER

- is the most expensive album ever made. That's official.

RAY FOSTER

And as for Bohemian -

JOE BASTIN
Rhapsody -
RAY FOSTER
What is that? It goes on forever - six
minutes! *Six* minutes?
FREDDIE
I pity your wife if you think six
minutes is forever. It's a *rhapsody*.
FINANCIAL OFFICER
It's a *travesty*.
FREDDIE
We want to release it as our single.
RAY FOSTER
Well, that's not possible. Anything
over 3 minutes the radio stations
won't program it. And what on earth is
it about anyway? Scaramouche, Gallileo
FINANCIAL OFFICER 1
- Figaro -
RAY FOSTER
And all that "ISSMILLER" business--
"ISHMILLER" -
FREDDIE
Bismillah.
JOE BASTIN
(reading lyrics)
"Bismillah, they will not let him go"
RAY FOSTER
What is that, anyway? "Bismillah"?
(McCarten, 2018: 57)

The quotation indicates that Freddie, John Reid, John Bastin and Financial Officer are arguing with Ray Foster about the album that would be released by Freddie and his band. Ray feels that the album is too long, so people will get bored when listening to it. According to Ray, the song played on the radio is only 3 minutes long; therefore, he feels that the *Bohemian Rhapsody* album will not be easily accepted by the public.

4.1.2 Inner Self-confidence

Inner self-confidence is a belief that gives feelings to individuals by assuming that they accept what is inside of them. Thus making the individual believe in himself. In this kind of confidence, self-understanding and self-love would be analysed in details.

4.1.2.1 Self-understanding

Self-understanding is a form of self-image effort someone about how the individual understands its advantages and disadvantages. Then the individual will build self-confidence that arises from self-understanding. Self-understanding is meant here

that a Freddie Mercury understands what is inside him, whether it is a deficiency of an advantage. He never hides anything from others, therefore he has a strong self-confidence to do anything and the people around him also accept his strengths and weaknesses.

FREDDIE grabs his coat -

PAUL PRENTER

With everything I know? With all the
photographs I have of Mr Freddie
Mercury?

FREDDIE

Careful! Be very careful! I used to
box in school--still have the trophy!
Do not! Mess! With me!

PAUL PRENTER

You're blaming me for everything?

FREDDIE

No, I blame *myself*! I made a monster,
used every trick in the book on myself
and I fell for it all - lights!
camera! action! - because, truth is, I
don't much like myself--so I made a
monster--but one so damn big I don't
have the strength to play him most of
the time! Blame myself for something
else too, for being *weak*--too weak to
realise the first thing you attract,
when you go rotten, is fruit-flies,
attracted by the decay, dirty little
fruit flies...

(Mc Carten, 2018: 125-126)

The lines quoted above show that Freddie understands the abilities he has. He felt weak to realize something he had done. He could not afford to do anything greater; therefore, he blamed himself for what mess that had happened.

PAUL PRENTER

How are you?

FREDDIE

I'm working too hard. Sometimes I feel
I could just give it all up. Honestly.
Tour, album, video, tour, album
video...

PAUL PRENTER

What you need to do? What you need to
do--is go solo.

FREDDIE

Not you now.

PAUL PRENTER

I'm serious. It's *so* clear. You're the star. You're *the leader* of Queen.

FREDDIE

Not "leader", no. The most important person perhaps.

PAUL PRENTER

Don't want control over your life?
Your schedule?

FREDDIE doesn't dismiss this...

(Mc Carten, 2018: 102-103)

The lines above illustrate that Freddie understands his abilities. In the quote above, Freddie realizes that he has tried to work hard to realize his dream in the world of music. However, sometimes he also feels tired and almost gives up on what he has been doing so far.

4.1.2.1 Self-love

Confident people generally love themselves, and this self-love is not something to be kept secret. It is clear to outsiders that they care about themselves because their behavior and lifestyle is self-defense. In the script for the film *Bohemian Rhapsody*, Freddie loves himself even though he realizes that he has many flaws, and he is very open about his situation.

FREDDIE

You *know* that. But -

The truth hits MARY in this moment -

MARY

(*anticipating*)

Say it. "But" what?

FREDDIE

Mary -

TEARS come to her eyes.

MARY

Say it. Say it. Go on. It's okay.

Freddie. It's okay. Go on.

FREDDIE

(*emotion breaking through*)

I'm. Bi-sexual.

MARY

No. I love you--but you're
fucking gay.

(Mc Carten, 2018: 81)

The quotation above shows that Freddie understands himself for the abnormalities that exist within him. Freddie says he is bi-sexual. He loves the flaws in him. He realized that he was bi-sexual and he did not hide it from anyone including his girlfriend, Mary.

After the types of self-confidence in the movie script, *Bohemian Rhapsody* are analysed, several findings can be presented. Self-confidence can bring success to every individual who has it. The two types of self-confidence proposed by Lindenfield namely confidence born and inner self-confidence are clearly conducted by the protagonist of the movie, and vividly reflected in the movie script. Self-confidence plays important role to materialize success.

5. Conclusion

After conducting analysis on the topic, several points can be concluded. Freddie believes in himself that he is able to show his ability in the world of music. Freddie and his friends worked together to build a band called Queen. In his efforts to get success, Freddie also gets supports from his girlfriend, Mary. Freddie is good at communicating in everything, one of which is at the time when Freddie brilliantly coordinates with his friends to show one of his works with his band. The result result shows that self-confidence born and inner self-confidence vividly played important role to make the protagonist's success come true. The story in this film is very interesting, and deserves to be recommended to others. This movie script contains important lessons especially dealing with self-confident in life. This story also motivates everyone to develop self-confidence. There are still many interesting and good topics or themes that can be analyzed from this movie script.

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PHILIA AS FRIENDSHIP IN NICHOLAS SPARKS' NOVEL *THE LONGEST RIDE*

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Abstract

This study is aimed at analyzing Philia as friendship in Nicholas Sparks' novel, *The Longest Ride*, published in 2013. The analysis is focused on the categories of *Philia* as friendship covering utility, happiness, and moral done by the major characters of the novel, namely Ira Levinson, Ruth, Luke Collins, Sophian Danko. The method used to analyze this study is a descriptive qualitative method. In this study, the researchers apply the theory of philia as friendship proposed by Aristotle. *Philia* is one type feeling of love in the Christian and Greek traditions based on friendly relations. Other types of love that are also in Christian theology are *eros*, *agape* and *storage*. The results show that the categories of Philia as friendship: utility, happiness and moral are reflected and done by the major characters. Utility is seen from Ira and Ruth with strong and healthy love relationship. Happiness is seen through Ira and Ruth who always feels happy when they see each other. Moral can be seen through the trust of Ira and Ruth who always share each and everything together.

Keywords: Philia, Friendship, Utility, Happiness and Moral

1. Introduction

The Longest Ride is a novel written by Nicholas Sparks. This novel is a romantic genre and has 398 pages. This novel was released in September 2013 and published by Grand Central Publishing in the United States. This novel has also been adapted into a film which was released two years after the release of the novel. In addition to the novel *The Longest Ride*, Nicholas Sparks released many bestselling novels such as *The Notebook*, *Dear John*, *Message in a Bottle*, *A Walk to Remember*, *The Last Long*, *The Lucky One*, *The Best of Me*. The major characters of this novel are Sophia, Luke, Ruth and Ira. In this novel, Luke is a former rodeo champion who suffers an injury. During the healing process, he meets Sophia, a beautiful student who is studying in New York. The seeds of love emerge and an affair is formed between them. One day, there is a car accident, and they both help a man named Ira Levinson. Ira, who lives alone after separating from his wife, Ruth, keeps many letters in a wooden box, which Sophia reads. From the accident, Luke and Sophia learn a lot from Ira, especially love issues. As she and Luke fall in love, Sophia finds herself imagining a future far removed from her plans, a future that Luke has the power to recreate, if the secret Luke has shut up does not destroy it outright. The couple has a lot in common, and they accumulate experiences by years. However, their lives will be met with unexpected pain, given that

even the most difficult decisions can result in extraordinary journeys: transcend despair, death, to become farthest from the human heart. *Philia* is love that leads to friendship. Friendship is built on good relationships and is not only mutually beneficial, but also based on trust and dependability and, *philia* tends to be non-lustful.

2. Literature Review

2.1 Literary Psychology

Literature is the product of human thought and may be affected by the environment of the author, and may even include the author's lifestyle. Literary works are the mirror of human life. In other words, literary works are the reflections of social reality. The authors talk about the feelings and things they face in their social life (Sangidu, 2004: 2).

Literature is also tied to psychology. Psychology is the scientific study of mind and behavior. The word "psychology" comes from the Greek words "*psyche*," meaning life, and "*logos*," meaning explanation. According to Murphy, "psychology is the study of the response given by living things to their environment". Psychology is a science that studies open and closed behavior in humans, both as individuals and groups, in relation to the environment. Open behavior is behavior that is psychomotor which includes speaking, sitting, walking and so on, while closed behavior includes thinking, belief, feeling and so on (Syah, 2014).

Literary psychology with *philia* theory is closely related. The use of psychology in the study of literature involves intrinsic and extrinsic elements, especially characters and characterizations. Literature is considered as psychological phenomena that are studied through its characters. Literature is the discussion of life and society; everyone has love in his life; so, the discussion about love according to *Philia* can be studied with literary psychology (Wellek and Austin, 2012).

According to Wellek Warren (2012: 90), the term literary psychology has four possible meanings, namely: (1) study of the psychology of the author as a type or individual, (2) study of the creative process, (3) research on the types and psychological laws applied to literary works, and (4) research on readers. Literary psychology conducts literary research by treating literature as a psychological activity of authors and readers (Endaswara, 2018).). Literary psychology is an analysis of literary works using psychological considerations and relevance. This means that psychology should be used when analyzing literary works from the psychological perspective of the author, character and reader (Ratna, 2017: 350).

2.2 Love

Love is a universal human experience. It is viewed as a basic human emotion that may manifest itself in a variety of forms and lead to a variety of cognitive-affective responses and behaviors (Hatfield and Rapson, 2015). Another love taxonomy is proposed by social psychologist Robert Sternberg. In his triangular theory of love, Sternberg proposes that love is composed of three components: passion, commitment, and intimacy (Sternberg 2001: 119–135). The speed at which someone falls in love may be related to the target's physical attractiveness; people who fall in love quickly are more likely to do so if the target of their affection is physically attractive (Sangrador and Yela, 2000).

Love is one of the gifts that God gives to humans. Love can change anyone's life and love can also be interpreted as a feeling in humans due to its formation factors.

Love can make a person's life happier and more special and love can also make people unhappy. Basically, no one can clearly define love because it does not have a pattern. That is why it is difficult to explain but can be felt. Love is not selfishness which aims to possess a whole person but only God who possesses human beings as a whole. Love always brings happiness to owning the world that looks so beautiful to those who feel it.

2.3 Philia

Philia is one type feeling of love in the Christian tradition and Greek tradition which is based on friendly relations. Other types of love that are also in Christian theology are *eros*, *agape* and *storge*. *Philia* is an ancient Greek language and there is no exact equivalent in English, simply people know that *Philia* is concerned with love. *Philia* is also reflected in various forms (Roman, 2016).

2.3.1 Philia as Virtue

The use of friendliness as the corresponding characteristic of the soul has never caused problems for researchers, because Aristotle's use of the word "*Philia*" to refer to virtue is very contradictory. Aristotle provides a definition for this advantage, and he no longer names it by its similarities and differences with *philia* in another contextual meaning, friendship. For those who possess this kind of virtue, the people who correspond to this intermediate state, are what we call good friends.

2.3.2 Philia as Friendship

The content of *philia* as friendship can be carried out quickly and accurately, and this concept has always caused widespread controversy. The overall background of related research usually includes the range between two relative positions: all kinds of friendships are focused on the interests of others. *Philia* as friendship can be divided into three kinds, such as utility, happiness and moral.

2.3.2.1 Utility

The first kind of friendship is "for utility," where we seek help or benefit. This kind of friendship (1) "dissipates easily", that is to say, the required benefits are short-lived and relative to the "always changing" situation, and (2) does not require friends to "live together", which means, the communication itself is only temporary, provided that the participants are "useful to each other." The product appears to be alienated from the friend, that is to say, no matter what the object wants, the object may "not feel happy with each other." Both of these characteristics show the limitations of friendship at this level of interpersonal communication.

2.3.2.2 Happiness

The second kind of friendship is "for happiness". Unlike the first, this friendship seems to focus on the theme. For example, "These people do want to spend their days and lives together." However, it is as limited as temporary assistance. It only gives people the appearance of a shared life, because the passion for creating this situation is constantly changing. If we consider physical attraction to be a transient quality, then we find that the second friendship is the same as the first friendship.

2.3.2.3 Moral

The third kind of friendship is "moral", and its theme is "kind people", which also defines the characteristics of friendship. On the one hand, this friendship shares some common signs with the other two: utility and pleasure (these components not only exist, but are also necessary), on the other hand, its specific characteristics are also very different: (1) It is always constant, not accidental, because a person cannot make himself a moral person (in fact, the situation of a moral person produces stability, and "the wicked person is not one person, but many people, except himself, I am still a fickle person"; (2) There is no estrangement between the themes: "These desires are both good and beautiful with each other, which makes "moral". This brings us into the process of communication (including problems). A kind of moral egoism: philia or self-love), and here, kind guidance is revealed as a feature of the content.

2.3.3 Philia as a Naturally Inherent Quality

The supplementary term "friendship" allows us to define a conceptual residual, that is, content that cannot be reduced by virtue or specific forms of communication, which is a characteristic of active communication.

This type of irrationality refers to something more fundamental than virtue (state). "No matter what is in nature, nature does not have the ability to create excellence," our philosophers pervade the entire nature. Members of the same race feel this to each other.

In this case, it is completely easy to fall into the dilemma of "lexical and semantic mythology", the latter distinguishes the ancient love types in terminology, and begins to look for the difference between *Philia* and Eros, or conversely, excessive clarification "The Sorrow of Love" *philia*. "Actually, Aristotle's use of *philia* as a passion did not create any background to focus exclusively on this.

Philia is the love that leads to friendship. Friendship is built on good relationships, not only on mutual benefit, but also on the basis of trust and trust. Moreover, *philia* is often unflattering. Roman (2016) describes this ideas from Aristotle that friendship is divided into three types: kindness based on virtue, happiness based on pleasure and *philia* based on utility. The purest and best form of friendship is, of course, friendship based on virtue. This is kind friendship.

3. Research Method

The research method used is descriptive qualitative method. Qualitative research is a holistic approach that involves discovery. Qualitative research has also been described as an unfolding model that takes place in the natural environment, which enables researchers to develop a certain degree of detail through high participation in practical experience (Creswell, 2012). Qualitative method is also termed a scientific research that aims to understand a phenomenon in natural social contact with a deep interaction process between the researcher and the phenomena being studied (Haris, 2010).

The data collection procedures of this study are conducted by collecting the important data related to the subject matter of this study, searching for any theory related to the subject matter from books or websites and classifying the quotations based on the theories used to be analyzed. The next step is data analysis used to provide answers to research problems. The data obtained from these data are analysed based on

the points of discussions. Words, phrases and sentences oriented to the concepts of Philia are taken, analyzed and elaborated to get the linear meanings.

4. Discussion

4.1 Utility

Utility means goodness. Utility in the context of Philia as friendship means a relationship, especially a loving relationship, showing kindness to one another. Utility can be good communication, advice from a partner, and so on. Friendship as a utility can be seen through the quotation below.

I understood this intuitively, and for the next couple of months, neither of us pressed the other. We didn't speak of commitment, but we continued to see each other casually, perhaps two or three times a week. Sometimes I would take her to see a show or bring her to dinner, other times we would stroll downtown. There is an art gallery of which she'd grown particularly fond, and we visited regularly. Most of the artwork is unmemorable either in subject or in execution, but every now and then, Ruth would see something special in a painting that I could not (Sparks, 2013: 184).

The quotation above explains that friendship as a utility exists in this novel. It can be seen that the relationship between Ira and Ruth is a healthy love relationship. They do not press each other. Even though commitment looms over them, they stay relaxed and do not rush things. They are usual. Ruth gives Ira a lot of happiness, such as taking her to a show, having dinner, walking downtown. The kindness that Ira gives to Ruth is to let Ruth do her hobby, which is to see paintings in the gallery.

Friendship as a utility can be seen in the quotation.

Ruth gently revealed "we couldn't have children, careful not to place the blame entirely on me," though she could easily have done so. "I've always been thankful." (Sparks, 2013: 190).

The quotation above shows that friendship as utility exists in this novel. Utility characteristics are described through Ruth's behavior. Ira cannot have children. Ruth shows her kindness towards Ira by never mentioning or forcing hereditary issues. Even though Ruth could have been angry with Ira, she did not. Ira always feels grateful that Ruth always understands her.

Another friendship as a utility can be seen in the following lines.

"I close my eyes at her words. She is right, of course, right about all of it. Ruth always did know me better than I knew myself." (Sparks, 2013: 142).

The quotation above shows that friendship as utility exists in this novel. The quotation also explains that the relationship between Ruth and Ira is very strong. They already know each other more than anything so that in their love relationship, Ruth really knows their personalities more deeply, and Ira knows very well that Ruth loves her very much, and for Ira, Ruth is everything, so in any decision and conditions, Ruth is very important. Ira believes that Ruth is always right in everything.

4.2 Happiness

In this discussion, happiness is intended as part of friendship that is forged in a relationship. Happiness not only seeks through physical attraction because it only temporary, but it seeks through living and spending days together. In *The Longest Ride* novel, friendship as happiness exists and this can be proven through the this quotation.

“That she saw something special in me made no sense at all, but I am bright enough to seize the opportunity. After that, we spent most of our free time together, although there isn’t much left of it.” (Sparks, 2013: 82).

Through the quotation above, it can be seen that Ruth always feels happy when she is near Ira, and vice versa. In establishing a relationship, they are always attached to complement their respective shortcomings, Ruth always considers their relationship very special even though for Ira it is impossible and unreasonable, but the feeling of regret is attached because of the memories that so tortured Ira when Ruth finds out that he dies earlier, so that only the beautiful memories they spend together remain in Ira's memory.

Friendship as happiness can also be seen through the followings.

“Then I want you to hear what I am saying to you, Ira,” she says, her impatience barely in check. She leans forward. “I never once regretted that we married. You made me happy and you made me laugh, and if I could do it all over again, I would not hesitate. Look at our life, at the trips we took, the adventures we had. As your father used to say, we shared the longest ride together, this thing called life, and mine has been filled with joy because of you.” (Sparks, 2013: 92-93).

It can be seen that the power of love between the two of them is a very unique thing, because for them loyalty is proven here, where for them their marriage is a happiness and the longest journey ever. They go through together, they live in joy and a sense of happiness that have grown together so making them grateful for each other and never hesitate in the slightest to live their marriage together because of their very deep gratitude for being destined to meet and live together.

Friendship as happiness can be seen in the quotation below.

“By then, Ruth and I were busy in the kitchen, preparing dinner. Over a simple meal of spaghetti with meat sauce, the four of us sat around the table as her father talked about their day, the conversation somehow segueing as it often did into a discussion about art.” (Sparks, 2013: 226).

The quotation above explains that Ira is very well received by Ruth's family, starting from telling stories about what Ruth's parents dreaming about their happy marriage and also of Ruth herself, namely art so that conversations just flow like the conversations they often have at the dinner table, in fact not so but they are found by the same frequency so that the warmth of the conversation just blends in accidentally and unexpectedly.

4.3 Moral

Moral means giving kindness and care to others. Moral can also be defined as the character of friendship. The state of the virtuous person produces stability. In this novel, the characters Ruth and Ira give moral messages to each other. Friendship as a moral can be seen through the quotation below.

“Trust people,” he would tell me, “until they give you a reason not to. And then never turn your back.” (Sparks, 2013: 3).

The quotation above shows that trust is something precious. The quotation above explains that we can trust someone completely but one day it breaks our trust so we do not need to trust him anymore and even come back to him. The sentence "until they give you a reason not to", means until they give you a reason not to believe it. The word "give" here is not true, it means he gives a reason but it could be that he makes a mistake and accidentally we know it without his knowing. The point is never to turn to that person after he betrays our trust.

Friendship as moral also can be seen in the quotation below.

“I never told her about the cigarettes, for I know she would have disapproved. Ruth always hated their smell. It is lie of omission, but I long ago convinced myself that it is the right thing to do.” (Sparks, 2013: 140).

The quotation above shows that everything about Ira is true. Ruth always knows the good and the bad. This love story really has a very different story from the others, it can be seen that Ruth is really detailed in everything about Ira's health so Ira never tells her about the cigarette because Ira knows that Ruth will be very angry and disappointed because Ruth knows she really hates the smell of the cigarettes and Ira always knows what Ruth does not like too, very unique.

Another friendship as moral also can be seen in the quotation below.

“Mostly I am preoccupied with the question of whether someone will ever fine me... In this world, after all, I've become more or less invisible.” (Sparks, 2013: 227).

The quotation above shows a person's concern for himself. This quotation describes a person who is filled with questions about his worries about himself. Questions such as "Can a person find himself weak in this world? because after all the incidents that happen to him he feels increasingly weak and seems invisible in this world, asking again "Is there someone who is willing to stay by his side with his current condition?" This?". He needs someone who could look after and protect him. Worry and restlessness is what he feels, and the incident makes him feel even more helpless and worried that no one would be able to find him and accompany him.

What every last person failed to see is that it is not about money; it is about the memories they held (Sparks, 2013: 279).

The quotation above explains that in the end, Ruth and Ira realize that what is important in this world is actually the memories or the past that they have been through together, and not money. Money can still be found but memories cannot be found, because the truth is memories to remember and hold.

5. Conclusion

Through the analysis in Nicholas Sparks' novel *The Longest Ride*, the writers come to a conclusion that Philia as friendship can be seen from Ira and Ruth relationship. Philia as friendship can be defined as all kinds of friendship focused on the interest of others or only perfect friendships are in Philia. Then various forms come from Philia. The first is utility meaning kindness. Kindness in the context of Philia as friendship means relationship. Utility can also be defined as good communication, advice from other, and so on. In the story, utility can be seen from Ira and Ruth with strong and healthy relationship. It can also be seen through Ruth's behaviour towards Ira.

The second is happiness, intended as part of friendship that is forged in a relationship. Happiness is not only sought through physical attraction. Physical attraction is temporary. Happiness is sought through living and spending days together. Happiness in the story can be seen when Ruth and Ira always feels happy when they see each others. They share their dreams, worries and loyalty together

The third comes moral meaning giving kindness and care to each others. Moral is one of friendship features. The state of the virtuous person producer stability. In the story, moral can be seen through the trust that Ira and Ruth share things to each other. They think that trust is something precious in their relationship. Moral can also be found through Ira's behaviour. Ira always shares everything to Ruth. Because of that, Ira knows what is good and bad for Ira. Then for the summing up, all forms of Philia, utility, happiness and moral are found in the novel

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EFFORTS TO SURVIVE IN SCOTT NEUSTADTER'S AND MICHAEL H. WEBER'S MOVIE SCRIPT *THE FAULT IN OUR STARS*

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Abstract

This paper deals with the Effort to Survive in Scott Neustadter's and Michael H. Weber's movie script *The Fault In Our Stars*, and it refers to two topics of discussion i.e. pleasing herself and doing medication ; the protagonist's effort to stay alive is due to suffering from stage 4 thyroid cancer. In analyzing the two topics, the descriptive qualitative method is taken as most appropriate method to process the data. The analysis indicates that the protagonist encouragingly makes some efforts for her healthy treatments as to please herself involving meeting her lover, going for a picnic, and meeting her favorite author; as to do medication by doing some therapies and joining support group. The results shows that the protagonist has attempted so hard to survive by doing things for her recovery; her cancer disease needs to have psychological treatment that can please herself and by doing medical treatment, medical therapies to cure a rare form of cancer. All of these are the protagonist's efforts to live her life longer.

Keywords: survive, medication, movie script, effort

1. Introduction

The Fault in Our Stars is an American romantic film in 2014. It is directed by Josh Boone and produced by Marty Bowen and Wyck Godfrey. The script for the film is written by Scott Neustadter and Michael H. Weber based on John Green's novel *The Fault in Our Stars*. Eric Scott Neustadter is born in Margate City, New Jersey on 1977. He is an American screenwriter and producer. At age 25, Neustadter moved to study in Los Angeles, California and shortly thereafter moved to Santa Monica, where he currently resides. He often works with his writing partner, Michael H. Weber (Kaufman. 2008; wikiwand, 2021).

Weber is born in Great Neck, New York on January 13, 1978. He attended Syracuse University and graduated in 2000. Weber met his writing partner Scott Neustadter in 1999 at TriBeCa Productions when Neustadter hired Weber as his development intern. They started writing comedy together in their spare time, and soon after beginning writing a screenplay based on a failed relationship that Neustadter had experienced. When Weber and Neustadter heard that 20th Century Fox had purchased the rights to adapt *The Fault in Our Stars* a young adult novel written by John Green, about the romantic relationship between two teenagers with cancer into a film, they campaigned the company's president to hire them to write the screenplay (Kaufman. 2008; wikiwand, 2021).

The Fault in Our Stars tells about a teenager Hazel, who suffers from stage 4 thyroid cancer and always saw carrying an oxygen tank with a cannula on her nose for her to breathe. In order to survive, she does some efforts that can please herself and medical treatment. One of her efforts is doing some therapy and medication to cure her illness. She is also urged by her mother to attend a weekly cancer patient support group. Her mother hopes that Hazel's depression due to her illness can be relieved by attending the group. When she is attending the support group, she meets her lover, Augustus Waters, an osteosarcoma patient. They have the same hobby; both like reading books. Meeting her lover is a form of Hazel's efforts in living life. With the presence of Augustus (Gus), Hazel becomes more excited to live her life. Pleasing herself is also an effort in living life. Hazel wants to do things she had never done before. She decides to go for a picnic with Gus. They spend time together until the evening.

The major themes in the movie script that create much interest are pleasing herself and having some medications. Pleasing yourself is necessary in life and it is one way to survive. Pleasing yourself by enjoying the little pleasures in life without regretting oneself will make yourself also need to be happy. Another way to survive in life is by doing some medical treatment. The protagonist suffers from the thyroid cancer and does some effort to survive for the rest of her life.

2. Literature Review

Every human being, living on this earth, must make every effort for his/her life. Effort is an activity that exerts energy and thought to achieve goals. People make effort individually or collectively to lift heavy weights, to achieve dreams or desires, to concentrate, to solve problems, to convince others, or to earn money. All of these things can be used as the reasons for someone to do efforts. By making efforts, humans can also get what they want. According to Surayin (2001: 665), effort is an attempt to achieve a purpose. Every effort aims to prevent something that is deemed unnecessary or disturbing so that we can find a way out.

According to Massin (2017, 16), in his journal, effort can be explained as a primitive feelings and action. He also states that effort contains mental episodes which do not indicate anything. Effort may also refer to the category of feelings that can be compiled together with pains, tickles, and nausea. On the other hand, this primitive feeling can be viewed as the effort that belongs to the category of actions, not of feelings. Then, Massin (2017) classifies effort into six types as set out in the following:

1. Feelings are episodes. People have a feeling of pain, or a strong feeling for some persons. Meanwhile, efforts are made by us; we have feelings, but make efforts.
2. Second, efforts have many given purposes that feelings lack. Efforts are necessarily related to a goal, which its complete point is intended to reach, while feelings do not show such goal-directedness. This can be seen from at least two ways. First, someone may confirm that feelings have adaptive value – feelings do not definitely wish for something. Second, someone may think that feelings, such as the feeling of pain, call for some reaction—for example, pain should be avoided. Efforts do not in any sense call for the pursuit of an end: they are pursuits of ends.
3. Efforts are productive. One can lift weights, convince people or solve equations. One cannot do these things with feelings although feelings certainly do have other sorts of influences on our behavior.

4. Efforts have success conditions. When an effort achieves the goal it aims at, it is successful. If it does not achieve the goal, it is a failure. Feelings by contrast have no success conditions. However, feelings have accuracy conditions which efforts lack. Efforts cannot be veridical; feelings cannot be successful.
5. Efforts typically are accompanied by some resistance, which the agent tries to overcome. Things resist our efforts, but they do not resist our feelings.
6. The case of efforts is, under certain conditions, not clearly the case of feelings. When one praises a student for his efforts, we do not praise him for his feeling.

Efforts are primarily not feelings, in the same way that hardness, hotness, or pains are. Then, efforts, therefore, should be differentiated from feelings. Even if efforts are not feelings but actions, perhaps one of their essential components—their difficulty or unpleasantness—is necessarily felt (Massin (2017, 16–17).

Referring to some understanding of effort above, effort is made to solve a problem and to achieve the expected goals. The word “effort” is a noun which has meaning “a serious attempt” or “conscious exertion of power or hard work”. Effort can also be interpreted as a means or work that we make towards an activity. However, in doing some activity, everyone has problems in their life. As Kleinbaum and Klein (1996: 480) quoted from Braun, Linder and Asimov, they clarify that everyone always has problems in their life. Problems can be simple or difficult. Sometimes, they influence their problems. They then clarify an example to the condition of patients that resembles that of in *The Fault in Our Stars*. Kleinbaum and Klein (1996: 481) describe “a survival data in a study in which patients receiving radiotherapy for head and neck cancer may either die from their cancer or from some other cause of death. If all competing risks in a given study are different causes of death, then it is possible to have both competing risks and recurrent events in the same study.”

Furthermore, survival is derived from the word ‘to survive’ which means endurance or life support. Survive may also mean to maintain life. Anyhow, everyone who lives must have a strategy in his life. Meanwhile, ‘survive’ needs to be linked with the term ‘strategy’ to enable us to bring it into research or study. Survival strategy is a way to defend themselves so that humans can continue their lives. A survival strategy is a plan of action or activities carried out in order to survive in any situation. Strategy can be said as a plan that is built to achieve goals. According to Suharto (2009), in general, survival strategies can be defined as “a person's ability to apply ways to overcome various problems that interfere with life.”

It can be taken into account that the effort to survive is an activity or action which is carried out by a person with the aim of overcoming the problems that exist in his life, so that he/she can survive to continue his life. As depicted in the movie script, the protagonist survives owing to her eagerness to do psychological therapies as pleasing herself, and to have some medical treatments. In this respect, the psychological aspects is also applicable to analyze ‘effort to survive’ from literary psychology theory.

Literary psychology is a branch of literature that is used to approach (study) a literary work from a psychological perspective (Noor, 2004: 92). According to Hardjana (1985), the literary psychology approach is as a way of doing analysis based on psychological point of view, and starts from the assumption that literary works always discuss human life events as the reflections of living and responding to life. Here, the function of psychology itself is to make exploration into the inner soul carried out by

characters in literary works and to find out more about the intricacies of human actions and their responses to other actions.

Related to psychology, literature is an interesting study material, because literature is not just a tedious study of texts, but becomes a study material that involves the characterization or personality of characters in literary works (Minderop, 2005). Much of the behavior of humans and the activities they carry out can be explored by the psychological disciplines. To understand the various psychological forms experienced by characters in a literary work, a researcher can relate it with literary psychology. Literary psychology is a study that examines the psychological reflections in characters presented in such a way by the author, so that readers feel lulled by the psychological problems contained in literary works (Minderop, 2005).

3. Research Method

This paper is designed from the data encountered in movie script *The Fault in Our Stars* that shows the protagonist's effort to survive due to having thyroid cancer. It then takes Massin's (2017) distinction to 'effort' as a physical or mental activity required to reach something, and Suharto's (2009) description to 'survive' as the way to continue to live after coming close to dying. Descriptive research method is provided for processing and analysing the data, and this is related to what Bogdan and Biklen (2012) say, "qualitative is descriptive, where data are in the form of words or picture rather than numbers." The expression through words and picture is mainly the key to understand that the words in script can be made as the data analysis. The data are chiefly taken from the movie script and the others are from reference books containing some theories, opinions, or arguments related to the subject matter of the discussion. The analysis covers two major points i.e. pleasing herself pertaining to meeting her lover, going for a picnic, and meeting her favourite author, and doing some medication in line with doing some therapies and joining support group. To make the analysis running as expected, the whole data from the script are classified based on the points, and are organized and analyzed respectively.

4. Discussion

The discussion covers the protagonist's efforts to survive including pleasing herself i.e. meeting her lover, going for a picnic, and meeting her favorite author, and doing some medication i.e. doing some therapies and joining support group, as described the following sub-sections:

4.1 Pleasing Herself

4.1.1 Meeting Her Lover

Accidental meeting between man and woman often grows love, and this happens to Hazel, the protagonist, and Gus. Hazel, never thinks of any man that may fall in love with her anymore since she is diagnosed to have thyroid cancer. The reason is that she always feels that her life does not take a long time; the cancer has created depression in her mind and soul. However, when her doctor tells her to follow the support group to relieve her depression, there she meets a man who later becomes her lover.

GUS : Ooph.
HAZEL : Sorry!

A SUPREMELY BEAUTIFUL BOY (we will come to know him as Gus). Tall, lean, muscular, straight short mahogany hair, blue eyes. Hazel has never seen a better looking kid in her life.
GUS : My bad. No, it's ...
For a brief moment, the Earth stop. They stand looking at one another. Hazel is speechless.
HAZEL : Excuse me.
(Neustadter and Weber, 2014: 9)

The quotation above illustrates that Hazel accidentally nudges a boy when walking in front of the support group center; the boy looks taller than her. Anyhow, Hazel feels that she has never seen the boy in the group before. For a moment, they are standing and looking at one another, but Hazel does not try to talk to him. On the other hand, Hazel decides to leave that boy. Hazel shuffles off as fast as she can and go to the hall. The boy with a wan smile on his face continues to stare at Hazel who is moving away from him. Hazel's meeting with him is portrayed in the quotation below.

EXT OUTSIDE THE CHURCH - LATER
GUS : Literally.
Hazel turns to find the Beautiful Boy, Augustus, standing right next to her.
GUS : I thought we are in a church basement but apparently we are literally in the heart of Jesus.
(Hazel smiles).
HAZEL : Someone should probably tell him, don't you think? Jesus? Seems kinda dangerous keeping all these kinds with cancer in your heart.
(GUS laughs).
(Neustadter and Weber, 2014:12)

The data above verifies that Hazel is waiting for her mother to pick her up from the support group. When she is talking to her mother outside the church, Hazel is quite surprised because she suddenly hears someone talking towards her. She finds out where the voice is coming from; in fact, the voice is from the boy standing right next to her. He is Augustus Waters, a boy who later becomes her boyfriend. His eagerness to know her is so strong that he happily introduces himself to Hazel. His presence in her life creates very much pleasure to her.

GUS : What's your name?
HAZEL : Hazel.
GUS : No your full name?
HAZEL : (confused) Hazel Grace Lancaster.

Gus nods to himself, smiles. Still fixated on her.
HAZEL : What?
GUS : I didn't say anything.
HAZEL : Why are you looking at me like that?
GUS : Because you're beautiful.
Hazel is taken aback. No one's ever said that to her before.

Gus : I enjoy looking at beautiful people and I decided a while back not to deny myself the simpler pleasures of existence. Particularly given that, as you so astutely pointed out, we're all gonna die pretty soon.

HAZEL : I'm not beaut –
(Neustadter and Weber, 2014:12-13)

It seems that Hazel and Gus get to know each other. Surprisingly, when they are talking, Gus cannot stop looking at Hazel, and certainly, Hazel feels strange with Gus' attitude – always keeping her smile at her. It reveals that Hazel is a quite beautiful girl, Gus' simple pleasure is just to enjoy seeing a nice girl in front of him. However, Hazel feels that she never stand for regarding herself as a beautiful girl because there are many girls in the support group who are more beautiful than her.

4.1.2 Going for a Picnic

The idea to go for a picnic comes from Gus. He regards that this way can arise Hazel's desire to please herself. Gus, therefore, invites her to spend their time together in a certain place. By taking her for a walk, it may reduce her burden for not just thinking about her harmful disease. Even then, it will bring about pleasure for both of them. He really hopes that it will embetter Hazel's feeling. For him, Hazel may calm down her worriness especially when she is going back from the hospital. Her happiness amazingly appears at the time she agrees with his offer, as indicated in the quotation below.

Hazel sees Gus, isn't expecting him.

HAZEL : Gus?

GUS : Hi Hazel. (BEAT)

How would you like to go for a picnic?

HAZEL laughs. Point made.

(Neustadter and Weber, 2014: 38)

This conversation happens in Hazel's house after Hazel and her parents return home from the hospital. Whatever Gus does is just to please Hazel. That is why he earnestly asks Hazel to enjoy the time. Gus believes that Hazel may relieve her depression, and he also knows that Hazel wants to do something she has never done before in the rest of her life. Fortunately, everything he has planned runs as he expected. Hazel enjoys every single part on that day without thinking about her condition.

He grabs her hand, helps her walk up a tiny hill. Once up there, GUS lays a blanket on the ground. They sit, looking out over a rather odd SCULPTURE – a set of GIANT WHITE BONES where children can jump and play.

(Neustadter and Weber, 2014: 40)

They certainly spends their time in a small hill. Hazel, who always carries her oxygen everywhere, is helped by Gus to climb it up. They sit on the ground and see children playing happily without having felt any pain like them. Like a normal person Hazel enjoys a beautiful day together. Hazel forgets the fact that she is living the rest of her life. It is unlikely that Hazel would ever recover from her illness. Therefore, it seems

that going somewhere becomes a nice and good way to bring happiness as what Gus and Hazel have done.

4.1.3 Meeting with Her Favorite Author

It starts when Hazel talks about her favorite novel to Gus. The title of the novel is “An Imperial Affliction” written by Hazel’s favorite author, Peter Van Houten. The story of the novel is about cancer and Hazel feels the story is like what she feels right now. Hazel and Gus swap their favorite novels each other. Gus reads the novel and agrees with Hazel that they need an ending. Gus does something to please Hazel once again. Gus then tries to make her realize that he also has an interest to meet the author. In this respect, by meeting her favorite author is another way to please her, and this matter is clearly portrayed in the following:

She starts to realize.

Hazel : Are you saying—

GUS : I'm not gonna give you my wish or anything. But I too have an interest in meeting Peter Van Houten and it wouldn't make much sense to meet him without the girl who introduced me to his book, now would it?
(Hazel's eyes widen).

I talked to the Genies and they're in total agreement.

(Beat) We leave on May third.

(Neustadter and Weber, 2014: 42)

Gus finds it unreasonable to go to meet the author, Van Houten, without Hazel who has introduced him about the novel. Gus also knows that Van Houten is Hazel's favorite author. Hazel widens her eyes indicating that she is surprised to hear Gus' words and she thanks Gus for bringing her together to the author. They decide to meet the author early in May. Hazel’s meeting with the author is set out in the following quotation.

EXT. VONDELSTRAAT ROW HOUSES – LATER.

Gus and Hazel stand outside Van Houten’s white house.

HAZEL : I’m so excited I can barely breathe.

Gus : As opposed to other days...?

(Neustadter and Weber, 2014: 70)

Meeting a distinguished person is rather difficult. Hazel and Gus should stand outside Van Houten’s white house before they are allowed to come in. Anyhow, in a moment after they enter the house, Hazel acknowledges that she is very excited to meet him. This is like a dream for her. Hazel is quite happy to see him for the first time, and she never imagines that her meeting with him finally comes true. This is positively pleasing her heart as she shows it clearly in her words that she can barely breathe – it, therefore, becomes her sincere and straightforward expression.

4.2 Having Medication

4.2.1 Doing some Therapies

Hazel has been diagnosed to have cancer since she was 13 years old. She has a biopsy – a stage IV thyroid cancer. With such a condition, there is a quite small

possibility for her to recover from this illness. However, Hazel still insists on getting some medication through radiation and chemotherapy.

This poor little girl is taking a beating. And it's just getting started.

HAZEL (V.O.) : Then radiation...

- Having her head shaved by Frannie.

HAZEL (V.O.) : Then Chemo...

-With a PICC line in a chemo chair.

(Neustadter and Weber, 2014:17)

Hazel must have some medication for her recovery. The medical therapies that are familiarly done are by having radiation and chemo in her body. Normally, radiation is given through x-ray exposure, and it often relates with chemotherapy and surgical removal of the cancer. The ways how she gets the therapies are shown in the following.

Frannie : (through the tears). Are you ready, sweetie?

14-Year Old Hazel nods. Michael can't keep it together any longer. He completely breaks down.

HAZEL (V.O.) : But it isn't.

INT ICU – THE NEXT MORNING

The sun shines in the room. 14-year old Hazel eats ice chips, the color has returned to her cheeks.

HAZEL (V.O.) : The antibiotics kicked in. They drained the fluid from my lungs. And in time I got better. Stronger.

(Neustadter and Weber, 2014: 18)

Hazel is in the ICU and the therapy is done. At this time, Hazel struggles to breathe though her lungs are started filling up with water. In the next morning, the surgery is claimed to be successful. The radiologist has drained the fluid from Hazel's lungs. Hazel becomes better and stronger. Though Hazel believes that it is just an experimental trial, and works for a while, yet the radiologist states that, after he looks at an X-ray, this is a miracle for her to get safe from such a therapy. This miracle is depicted in the quotation below.

INT YET ANOTHER HOSPITAL ROOM – DAY

Slightly older Hazel is getting more intravenous medication. It's never ending.

HAZEL (V.O.) : I even found myself in an experimental trial. You know the ones that are famous in the Republic of Cancervania for not working.

-A SECOND RADIOLOGIST examines a second X-ray.

HAZEL (V.O.) : It's called Phalanxifor. Didn't work in over 70 percent of patients but, for some reason...

The Radiologist looks surprised.

HAZEL (V.O.) : ... it worked in me. They called it "The Miracle."

(Neustadter and Weber, 2014: 18)

At the first time Hazel believes that the therapy will not give any good effect to her body because she knows well that it does not work effectively in over 70 percent of patient. Anyhow, the radiologist looks surprised to see the result and finds out that the cancer looks shrinking. In other words, he has succeeded to bring a new life to his patient. Knowing the result, Hazel expresses much thanks to him; she feels definitely satisfied with their resistant work. Her happiness and pleasure cannot be paid with anything else. Certainly from this moment, Hazel does not spend most of her time in the hospital except for doing some therapies and medical checkup for sometimes Hazel lungs are still suck, but she is sure that it will be quite fine for her in a while.

4.2.2 Joining Support Group

Since thyroid cancer infects her body, Hazel looks depressed; thus, Hazel is advised by her doctor to join a group of people with cancer. Hazel does not feel necessary to join the group, but the doctor and her mother do. Their advice to take part in support group is just for psychological treatment to maintain her strenght so that she will have power to face whatever may happen to her later.

DOCTOR : Have you been going to that Support Group,
I suggested?

Instead of answering, HAZEL looks at her mom.

FRANNIE : She's gone a few times.

HAZEL : I'm not sure it's for me.

DOCTOR : If you're depressed —

HAZEL : (EXASPERATED). I'm not de—
(Neustadter and Weber, 2014:3-4)

The Doctor deliberately spares his time to talk Hazel and Frannie, Hazel's mother. He suggests that following the group may become one of the ways to evade the depression, and therefore, she should join the support group. Hazel feels that joining the group will make her bored with stories of cancer patients. However, anyone who gets cancer as Hazel is often reluctant to accept that she is as depressed as the doctors told her. Hazel is not sure that the group could help her, but Frannie and the doctor suggest it anyway.

DOCTOR: (IGNORING HER) —Support Groups are a great
way to connect with people who are...

HAZEL : What?

DOCTOR : (BEAT). On the same journey.

HAZEL : Journey? Really?

FRANNIE: Hazel.

DOCTOR : Just give it a chance, ok? For me.

Hazel rolls her eyes, know she's lost this battle.

DOCTOR: Who knows? You might even find it... enlightening.
(Neustadter and Weber, 2014: 4)

Hazel finally joins a support group that will provide her a healthy treatment. However, before she accepts the doctor's instruction, she feels slightly offended by the doctor's words. She rejects to be recommended to have the same journey with the people in the Support Group. Hazel thinks she is still fine without joining the group. In short, the doctor keeps asking her to take the opportunity in a support group. Her doctor

expects that there will be an enlightenment for her if she is willing to join the group. Finally, with a great awareness, Hazel finally relents and follows what her doctor and mother suggest.

HAZEL : I'm, uh, Hazel.
(BEAT) Thyroid originally but with quite the
impressive satellite colony in my lungs.
Not much more to say, Hazel is about to sit down.
PATRICK : And how are you doing Hazel
Hazel has no idea how to answer that.
HAZEL (V.O.) : You mean besides the terminal cancer?
But that's not what she says. She says:
HAZEL : Alright? I guess...?
ALL IN UNISON: we're here for you Hazel.
Hazel exhales. This is not at all helpful. A few more beats
EXT CHURCH – LATER
Frannie sits in the car in the parking lot, reading from a book,
waiting for Group to be over. She sees the church door open and
puts the book away. Hazel comes out. Frannie looks at her like “
well, is it great? “ Hazel just exhales and gets in the car.
(Neustadter and Weber, 2014: 5-6)

When she joins the support group, all she gets behind her expectation because the group is very unattractive for her. Hazel feels uninterested being in the group for she is chosen to share stories about her cancer. She finds it hard to tell them personally about her thyroid cancer. For her, it is not necessary to tell anyone about someone's disease. Consequently, to her disappointment, she deeply exhales because she gets nothing from the group. After the meeting ends, Hazel leaves the church and meets her mother in the parking lot. What her mother expects is not what Hazel feels. Her mother hopes everything would go well; meanwhile, Hazel argues that this group is not at all helpful, unlike what her doctor told her to do.

5. Conclusion

The analysis verifies that effort to survive in the movie script *The Fault in Our Stars*, which is categorized into two discussions i.e. pleasing herself and doing medication, can be noted as the protagonist's vigorous struggle to come to a new life after having been supposed to die a horrible death by the thyroid cancer. However, through her efforts guided by Gus, her boy friend; Frannie, her mother; and the doctor, Hazel's disease can finally be overcome, in spite of some further medical treatments that she should follow. Therefore, several things that Hazel does for her recovery are to please herself such as meeting her lover, going for a picnic, and meeting her favorite author, and to do medical treatment such as taking some therapies and joining support group. Meeting her lover is identified from Hazel's loving to Augustus, going for picnic from Hazel's trip with Gus (Augustus), and meeting her favorite author from Hazel's travel to see Peter Van Houten. Besides, doing some therapies can be sought from the time when Hazel is set out for some medical recovery, and joining some support group from her attendance in the group. When the doctor firstly diagnoses that she has to live with the cancer for the rest of her life, she imagines that soon she will leave this world

forever; however, when the doctor states that her cancer has been shrinking, she feels that she is still be able to live her life well.

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MORAL VALUES IN JODI PICOULT'S NOVEL *MY SISTER'S KEEPER*

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Abstract

This study deals with a study of moral values in Jodi Picoult's Novel *My Sister's Keeper*, published in 2004. Moral values are human actions in carrying out their life activities. It is raised through the characters in the novel. The purpose of this study is to find out the elements of moral values contained in the novel. The elements are basic moral principles and moral personality attitudes. The theory used to analyze this topic was put forward by Suseno. The qualitative research method is used in this study. It is a research procedure that produces descriptive data in the forms of written words. After doing the research, it is found that two elements of moral values are found in the novel, they are basic moral principles and moral personality attitudes. Basic moral principles cover good attitude and justice. These basic moral principles can be portrayed through the character, *Anna*. Furthermore, moral personality attitudes include willingness to take responsibility and moral courage. These personality attitudes are also presented when *Anna* wants to defend her rights.

Keywords: Moral Values, Good Attitude, Justice, Responsibility, Moral courage

1. Introduction

Literature is the class of writings in which imaginative expression, aesthetic form, universality of ideas, and permanence are characteristic features, as fiction, poetry, romance and drama (Webster, 1974). Literature has an important role in human life. It has given much of entertainment, inspiration, motivation, information, and etc. For many people, literature is as media to delivering messages to the other people. Welleck and Warren (1976: 197) states that literature is the mirror of human life that portrays human feeling, thought, imagination and perception which can be viewed based on personal judgment. Literature has a product called literature and one of the genres discussed in literary works is prose. There are several types of prose and one of them is prose fiction.

My Sister's Keeper (2004) is Jodi Picoult's eleventh novel. The novel was published in April 6, 2004. The story takes place in the fictional town of Upper Darby, Rhode Island. Jodi Picoult was born in Nesconset, Long Island, New York, in May 19, 1966. Jodi got married with Timothy Warren Van Leer in 1989. They met in college. They and their three children, live in Hanover, New Hampshire. She studied at Princeton University and graduated in 1987.

This novel tells the story of Anna who has to sacrifice herself for Kate's life. Kate had leukemia for a long period of time. Due to Kate's declining health, Sara and Brian, Kate's parents decided that they would have another child with the special purpose of making their new child suitable for Kate's blood and organ transplants. Thus, Anna Fitzgerald was born. Anna Fitzgerald was born with the goal of helping her sister in her recovery from leukemia by donating cells and organs and over the years she has been happy to give anything she can to help her deteriorating health. At first Anna does not blame her for helping Kate, but over time she becomes bored and does not want to obey her parents' requests any longer. Anna then hires a lawyer so she can escape her parents' demands. Campbell, Anna's lawyer, explains in court that she wants to get out of the house and gives up her parents' legal rights.

Before the end of this story, there is a plot twist. When Anna first finds out about the need for a kidney transplant, she would do it and has no problem with it. But Kate does not want to have surgery, she is sick of it all. He knows he would die without the transplant, but he could not go through with it all. Kate wants Anna to get a lawyer. The trial ends with the judge's decision in Anna's favor. She receives medical emancipation from his parents. Everyone is happy that the case is over, and no one is mad at Anna for doing what she does.

Moral values are objective descriptions of human actions in carrying out their life activities. In this case, the term morality refers to the actions of people or individuals who have positive values or goodness in life and the social environment. The moral values obtained in the novel *My Sister's Keeper* are good attitude, justice, willingness to take responsibility and moral courage.

This research is entitled Moral Values in Jodi Picoult's novel, *My Sister's Keeper*. This topic is chosen because the story contains moral learning. It shows a lot of life issues and the struggles of parents for their children to stay alive. There are many important and useful moral values to discuss. Basically, most people have reduced and do not care about the moral values that are around them. It is hoped that this study can provide motivation and information about moral value to readers.

Based on the background of the study, it is considered valuable to analyze the moral lessons in the novel. Thus, the objective of this study is to find out the elements of moral values in the novel. The analysis only concerns to the elements of moral values in. The elements cover basic moral principles and moral personality attitudes based on theory proposed by Suseno (2005). Dealing with basic moral principles, two points, good attitude and justice are focused. Furthermore, in moral personality attitudes, there are also two points to analyze. They are willingness to take responsibility and moral courage.

This research provides theoretical as well as practical significances. Theoretically it is expected that the readers can get information and enrich the knowledge of moral values. Practically, this analysis can be useful to the readers. In addition, it is also expected that this research is as a source of information for other researchers who are interested in carrying out their researches on the similar topic or in the same field.

2. Literature Review

The word moral comes from the Latin *Moralis* -mos, meaning “*moris*” custom, habit, way, behavior, or comes from words *mores* which means customs, behavior, character, morals, and way of life (Bagus, 1996: 672). As stated by Oxford Advances

Learner's Dictionary, moral relates to the standard or principles of good behavior. According to Hurlock (1997: 386), moral comes from the Latin Word mores that mean manner, customs, and folkways. This means that morality is trying to guide people to act rationally.

Gazalba (1981: 512) states that morals are compatible with his ideas generally accepted about human action, which is good and fair. She concludes that moral is an act according to the standard actions that are generally accepted by certain social or environmental entities. Suseno (1987: 20) say that the word moral is always referring to the good and bad of humans. The moral field is the field of human life in terms of its goodness as a human being. Moral norms are the yardstick for determining the correctness of an attitude and human action is seen in terms of the pros and cons of being human and not as actors in a certain and limited role. The moral issue is whether this human being is good or bad. From the description above, moral is something related to the principles of behavior morals, manners and mentality, which shape the character in a person so that can judge what is good and bad for life.

Djahiri (1985: 20) states that value is a belief that comes from a person's value system, about what a person should or should not do or about what is valuable and what is not valuable. Darmadi (2009: 27) says that value is something of good value by logical standards: really or wrong, aesthetics: good or bad, ethics: fair or unfair, religion: sin and become a reference for self-belief systems and life. In other sources, it is said that value is a set of beliefs or feelings as the identity to give a special style to patterns of thought, feeling, and connection as well behavior (Ahmadi et al, 2008: 202). Based on some explanation above, it can be concluded that value is an idea considered valuable to things. The value is believed to be an identity which gives a special pattern to a way of thinking, feeling, attachment and behavior. The value is closely related to the way people assess. Assessing means to consider human activities that connect something to something else, which is further to take a decision.

Wibawa (2013:173) says that moral values can be used as a reference standard for a person or a group of people to determine whether their attitudes and behaviors are good. Sorley (2014: 519) states that moral values are a full view of the worth of life must take all values into account, not merely those which, from their specific reference to character and volition. According to Hurlock (1990), moral values are behavior in accordance with the moral code of social groups. Moral means customs and habits. Moral behavior is controlled by the concept of moral concepts or code of ethics that have become habitual for members of a culture. From the description above, it can also be concluded that moral values are values that can encourage humans to act or do good deeds that guide human life in general.

According to Bertens (2001: 143-147) moral values have four characteristics. These characteristics are explained further below:

a. Responsibility

The definition of responsibility is human awareness of behavior or actions, whether intentional or not. A responsibility means a situation where you are obliged to bear everything. The attitude of responsibilities is formed along with the growth and development of a child because this attitude comes from within the heart and self-will to carry out its obligations.

A responsibility is one of the attitudes that every individual in the world must have. This attitude is very useful in living life and as learning to develop yourself. It is

characterized by values related to the human person responsible. Moral values make a person is said to be guilty or innocent, because he is responsible.

b. Conscience

Conscience is a cognitive process that produces feelings and associations rationally based on a person's moral view or value system. Conscience is related to a morality inherent in all human beings. Conscience is the norm of conduct related to guilt and is at the core of our hearts. Conscience can act as a guide in moral decision-making. Using conscience is the right of each individual. Realizing moral values is an "appeal" from conscience. One of the hallmarks of moral values is that only these values give rise to the "voice" of the conscience that accuses us of belittling or opposes moral values and praises us for embodying moral values.

c. Requirement

If someone does not have moral values, then humans will live as they please without having to follow the rules. So, all humans require moral values in their lives and require support from their environment so that they can live their lives with their moral values. It can be said that the absolute obligation attached to the values of Morality stems from the fact that these values are personal man as a whole, as a totality.

d. Formal Moral

We realize moral values by including values others in a *moral behavior*. Moral values do not have its own *content*, separate from other values. No moral values which is *pure*, apart from other values. That is meant *formal moral values*.

Moral value does not stand alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply study values. Moral values are nothing without other values. It is form of formal.

According to Suseno (2005), moral value has two important elements: basic Moral principles and moral personality attitudes.

2.1 Basic Moral Principles

Suseno (2005: 130) reveals that there are three basic moral principles. They are as follows;

a. Good Attitude

Good attitude is a person's good attitude and personality. Good attitude also concerns a person's attitude in interacting with other people and his family accompanied by a tendency to act in accordance with that attitude. Good attitude means looking at someone and something not only so far as it is useful to him, but wills, approves, justify, support, defend, allow, and support development.

Good attitude is not an attitude that is carried since a person is born, but is formed or learned throughout the development of the individual in relationships with others. Good attitude is not a fixed attitude, but can change. Attitude can be learned by someone or vice versa so as to make attitudes can change if there are certain conditions that make it easier to change attitudes in the individual.

b. Justice

Justice is something we should all be prepared to accept-for justice will always come, in some form, sooner or later. It is the law of the harvest and of cause and effect. Justice is a condition of ideal moral truth about something, whether it concerns objects or people.

The principle of justice essentially means that we give to whoever is entitled. Because basically everyone equal in value as a human being, then the most basic demand for justice is equal treatment towards everyone, of course under the circumstances the same.

c. Respect for Yourself

Respect refers to a term to describe the admiration we feel or show to someone or something that we consider to be of good quality. So, respect for yourself can be interpreted as a form of attitude to respect or consider ourselves important, because we consider ourselves to have good qualities.

This principle states that humans are obliged to always treat self as something of value in itself. This principle based on the understanding that humans are persons, centers of understanding and wills, possessing freedom and conscience, beings who intelligent.

2.2 Moral Personality Attitudes

Suseno (2005) also reveals that there are four moral personality attitudes. It is included several categories, namely:

a. Authentic values

Authentic means original. Authentic humans are humans who live and show themselves according to their authenticity, with a personality that in fact. Authentic values state that the authentic values of the real human personality and condition that they have in themselves are shown inhuman attitudes to behave in accordance with moral values.

b. Willingness to take responsibility

Willingness is an expression to express a willingness and readiness to do something and responsibility is the meaning of responsibility which shows that a person must carry out his duties and obligations. So, willingness to take responsibility is an action that is done, whether intentional or not, one must be responsible for what has happened.

Responsibility means an attitude towards a burdensome task us, we feel bound to get it done. People who are ready to be responsible will direct energy and ability when he is challenged to save something. He is positive, creative, critical and objective.

c. Moral courage

Courage is able to meet danger or endure pain or hardship without giving in to fear. Courage is arising from mastery of fear and intelligent use of faculties especially under duress. So, moral courage shows itself in the determination to maintain an attitude that has been believed to be an obligation, even though it is not approved or actively opposed by the environment. Every time we dare to maintain the attitude we believe in, we feel stronger and more courageous.

Moral courage is loyalty to the conscience that proclaims them in a willingness to take the risk of conflict. Moral courage means siding with the weaker against the strong, who treated him unfairly.

d. Humility

Humility is an attitude of being aware of one's own limitations and inadequacies, so that a person is neither arrogant. The last essential virtue of a steady personality is humility. Humility does not mean that we are condescending ourselves, but rather that we see ourselves as we are. Humility is inner strength to see oneself in accordance with reality.

3. Research Method

This research is analyzed based on theory proposed by Suseno (2005). The researcher applies qualitative research method to collect and process the data. Moleong (2006: 04) says that qualitative research method is a research procedure that produces descriptive data in the form of written words. Analysis in qualitative research tends to be done by inductive analysis and its meaning is essential.

In conducting research, data collection is important to consider. Data collection shows how the procedures for data collection and analysis are structured. In collecting data, the researcher uses library research. According to Zed (2008: 3) library research is a series of activities related to the methods of collecting library data, reading and taking notes and processing research materials. Most of the data are obtained from libraries and website. The procedures of this research are as follows:

1. Taking and marking some phrases and sentences related to the topic of the study. The data are taken from the English novel *My Sister's Keeper* by Jodi Picoult.
2. Searching and finding another sources, such as journal, books, literary theory, internet related to the subject matter in this research.
3. Classifying the data based on the elements of moral values i.e. basic moral principles and moral personality attitudes.

In analyzing the data, the data analysis procedures in this study are organizing the obtain data based on the research problems in this study, describing the obtained data in detail based on basic moral principles and moral personality attitudes explanations.

4. Discussion

Moral values are human actions in carrying out their life activities. In this chapter, the author focuses on discussing Moral Values in Jodi Picoult's novel *My Sister's Keeper*. Moral values are raised through the characters in the novel. The discussion is divided into four sub-chapters i.e. good attitude, justice, willingness to take responsibility and moral courage. This sub-chapter will be discussed further below.

3.1 Good Attitude

Good attitude is one of the elements of Basic Moral Principle. Good attitude is an action that exists in human life, usually used to help someone. Good attitude means looking at someone and something not only useful, but supports life and prevents death for its own sake. Good attitude is also a commendable attitude as some of the data below.

Kate has acute promyelocytic leukemia. Actually, that's not quite true—right now she doesn't have it, but it's hibernating under her

skin like a bear, until it decides to roar again. She was diagnosed when she was two; she's sixteen now. Molecular relapse and granulocyte and porta Cath — these words are part of my vocabulary, even though I'll never find them on any SAT. I'm an allogeneic donor—a perfect sibling match. When Kate needs leukocytes or stem cells or bone marrow to fool her body into thinking it's healthy, I'm the one who provides them. Nearly every time Kate's hospitalized, I wind up there, too. (Picoult, 2004: 10)

The data above illustrates Anna's good attitude towards her sister, Kate. Anna is an allergenic donor to Kate. Since Kate's parents and Anna find out that Kate is seriously ill, they decide that she would give birth to a child through a superior baby program through IVF so that Anna's body donor is suitable for Kate. After Anna was born, she helps cure Kate's *leukemia* by donating her umbilical cord and body cells.

Anna realizes that the purpose she was born for was to help her sister. Therefore, at first, she did not mind the frequent donations she made for Kate. Whenever Kate is in the hospital and she must be with Kate too. Anna's good attitude shows that Anna is doing well by helping her sick sister. Other good attitudes in this novel can be seen through the quotation below.

Thirty-six hours after Kate is officially diagnosed with APL, Brian and I are given an opportunity task questions. Kate messes with glitter glue with a child-life specialist while we meet with a team of doctors, nurses, and psychiatrists. The nurses, I have already learned, are the ones who give us the answers we're desperate for. Unlike the doctors, who fidget like they need to be somewhere else, the nurses patiently answer us as if we are the first set of parents to ever have this kind of meeting with them, instead of the thousandth (Picoult, 2004: 60).

The quotation shows the good attitude of the nurses at the hospital where Kate was treated. The quotation above describes the situation when Kate's father, Brian, wanted to ask about his daughter's condition. In contrast to the behavior of the doctors who are in a hurry and restless when handling and answering patient questions, nurses answer questions asked by the patient's family with great patience. They answered Brian's questions as if he were the first parent to ask. On the positive side, the behavior shown by this nurse provides some relief and provides support to the patient's family. This explanation shows that nurses have a good attitude towards their patients.

3.2 Justice

Justice is one of the elements of Basic Moral Principle. Justice it is a morally ideal condition of truth about something. Justice essentially means we give to anyone who is entitled, because basically everyone has justice for himself. Here, Anna asks for justice for herself from her mother. The right that Anna wants to achieve is her medical right. This can be seen in the quotation below.

I can be sure that opposing counsel won't try to use her living arrangements to her best advantages, Your Honour, and possibly pressure my client'. Campbell stares right at the judge, unblinking. Mr Alexander, there is no way I am pulling this child out of her home," Judge De Salvo says, but then she turns to her mother. "However, Mrs

Fitzgerald, you cannot talk about this case with your daughter unless her attorney is present. If you can't agree to that, or if I hear of any breach in that domestic Chinese wall, I may have to take more drastic action." (Picoult, 2004: 87)

The quotation above describes a situation where Campbell, Anna's lawyer, tries to give justice to Anna. Campbell pleaded with Judge De Salvo to grant Anna's rights. This debate took place in the courtroom and it was between Campbell and Sara Fitzgerald, Anna's mother who also served as attorney for the Fitzgerald family, during the first trial of Anna's lawsuit. From this trial, De Salvo gave a wise decision, namely, Anna will be assisted by her lawyer to decide her case, and Sara will not discuss Anna's case at home and will not pressure Anna. If Sara violates these rules, Judge De Salvo will give strict and drastic sanctions.

Other justice also can be verified through the quotation below.

She looks at me, and I nod, standing up with her. "At this time," Judge De Salvo says, "I'm going to declare you medically emancipated from your parents. What that means is that even though you will continue to live with them, and even though they can tell you when to go to bed and what TV shows you can't watch and whether you have to finish your broccoli, with regards to any medical treatment, you have the last word." He turns toward Sara. "Mrs Fitzgerald, Mrs Fitzgerald – I'm going to order you to meet with Anna dan her pediatrician and discuss the terms of this verdict so that the doctor understands he needs to deal directly with Anna (Picoult, 2004: 394)

Justice can also be seen from the quotation above. Judge De Salvo does justice to Anna. After a series of grueling trials, in the final trial of Anna's lawsuit, De Salvo gave Anna the justice she deserved. De Salvo finally decides that Anna deserves the freedom to decide her medical rights. Anna is free to refuse any medical treatment she does not approve of and her parents have no right to oppose her decision. De Salvo also reiterates to Sara that with respect to matters concerning Anna's medical decision, she must meet with the pediatrician and discuss the provisions relating to Anna. This decision implies that parents should not impose their will on children without thinking about their children's feelings.

3.3 Willingness to Take Responsibility

Willingness to take responsibility is one of the elements of Moral Personality Attitudes. Responsibility is a *fitrah* which means it has become part of life. Willingness to take responsibility is a person's willingness to accept everything that happens as a result of his actions or words. In this sub-chapter, the willingness to take on the responsibility is made by Campbell, Anna's attorney. This can be explained through the following quote.

"Anna," I say, at the exact moment as Sara Fitzgerald. It is my responsibility to explain to Anna that Judge De Salvo wants a few minutes in private. I need to coach her, so that she says the right things, so that the judge doesn't throw the case out before she gets what she wants. She is my client; by definition, she is supposed to

follow my counsel. But when I call her name, she turns toward her mother (Picoult, 2004: 82).

The data above explains that Campbell is responsible for Anna. Through Anna's behavior of refusing to respond to Campbell's call and instead walking towards her mother, it could be said that Anna's stance wavered a little after seeing her mother, Sara. But Campbell stood his ground. As Anna's lawyer, he explains the things she needs to do. Campbell wants freedom for Anna. When De Salvo said he wanted to talk to Anna privately, Campbell trained him to say the right things so the judge did not drop his case. In order to get what Anna wants, Campbell feels Anna needs to follow his advice.

Willingness to take responsibility also can be verified through the following quotation.

"Ask your mother. Ask Julia. Every time I turn around someone informs me that you don't want to go through with this." I look down at the armrest, where her hand sits-purple sparkle polish, nails bitten to the quick. "If you want to be treated like an adult by the court, you need to start acting like one. The only way I can fight for you, Anna, is if you can prove to everyone that you can fight for yourself when I walk away." (Picoult, 2004: 215).

The quotation above verifies Campbell's willingness to take responsibility for Anna's case. The quotation above takes place in Campbell's car and between Anna and Campbell. Through the quotation above, Campbell gave Anna advice and support. Anna always wavered about her decisions, especially when she talked to her mother. Campbell insists to Anna that only she can prove to everyone that she is entitled to her rights and that only Anna can fight for herself. And as a lawyer, Campbell will fight alongside Anna.

3.4 Moral Courage

Moral courage is also an element of Moral Personality Attitudes. Moral courage is loyalty to the conscience that proclaims themselves in a willingness to take the risk of conflict. Moral courage means siding with the weaker against the strong, which treated him unfairly. This can be seen in the data below.

"Fine, then. You can polish my doorknobs." It's not that I'm a particularly charitable man, but rather that legally, this case is a lock: she doesn't want to give a kidney; no court in its right mind would force her to give up a kidney; I don't have to do any legal research; the parents will cave in before we go to trial, and that will be that. Plus, the case will generate a ton of publicity for me, and will jack up my pro bono for the whole damn decade. "I'm going to file a petition for you in family court: legal emancipation for medical purposes," I say (Picoult, 2004: 22).

The data above shows the moral courage of Campbell. Campbell tells Anna that he is ready to become Anna's lawyer. Campbell will fight for his medical rights. He knows that Anna did not want to give any more of her body cells and organs to her sister, Kate. Campbell's decision shows the courage of the risks he will take. Campbell

realizes that he would not be paid dearly for this case, but because of instinct and moral courage, he finally accepted the case. Despite being interspersed with personal interests, such as publicity for her career, Campbell wants Anna to get her due and will soon register her case in Family Court.

Other moral courage can be seen through the quotation below:

My mother whacks her purse down, then her car keys, and then advances on me. "All right," she says, her voice so tight it might snap. "What's going on?" I clear my throat. "I got a lawyer." "Evidently." My mother grabs the portable phone and hands it to me. "Now get rid of him. "It takes enormous effort, but I manage to shake my head and drop the phone into the cushions of the couch. I duck my head. "I don't want to do it anymore." The thing is, I do have a choice. Which is exactly why I have to be the one to do this (Picoult, 2004: 51-52).

The quotation above shows Anna's moral courage. The situation above depicts Anna and her mother arguing in the living room. The quote above also illustrates that her mother was angry and told Anna to fire her lawyer. Despite the fear, Anna persists in her conviction that she would hire a lawyer to claim her medical rights. It took great courage to defend her will when her mother firmly rejects Anna's decision. Her mother tells her to stop whatever Anna is trying to do with the lawyer. But Anna still decides that she has the right to herself. She feels that he has the right to refuse to do things she no longer wants to do.

The situation above also illustrates Sara's selfish attitude which forces her will, and she does not try to understand Anna's feelings.

Another moral courage also can be verified through the data below.

"Can I ask you something?" "Sure," he says. "Does there have to be trial?" "Well... your parents can just agree to medical emancipations, and that would ever happen.

"On the other hand, once someone files a petition – like you have – then the respondent – your parents – have to go to court. If your parents really believe you're not ready to make these kinds of decisions by your self, they have to present their reasons to me, or else having me find in your favour by default. I nod. I have told myself that no matter what, I'm going to keep cool. If I fall apart at the seams, there's no way this judge will think I'm capable of deciding anything. I have all these brilliant intentions, but I get side-tracked by the sight of the judge, lifting his can of apple juice (Picoult, 2004: 85).

The above data shows Anna's moral courage. The event takes place in Judge De Salvo's room. Anna is currently meeting and talking to the judge. She wants to file a liberties lawsuit against her. Judge De Salvo very well explained all the possibilities and the rules that had to be done with the lawsuit that Anna wanted to file.

The data above also explains Anna's strong intentions through a nod. Anna promised herself, no matter what happened. She would stick to her point. Anna's intention to tell the judge was suddenly diverted when she sees the judge holding up his can of apple juice. Anna thinks about what the judge would say later, but she has to stay calm no matter what will happen. This can be shown by Anna in her moral courage.

5. Conclusion

Based on the analysis of moral values in Jodi Picoult's novel *My Sister's Keeper*, there are two elements of moral lessons found in the novel. The first element is basic moral principles. This element includes good attitude and justice. The second is moral personality attitudes. This consists of willingness to take responsibility and moral courage. Good attitude in the novel is presented from Anna's help for her sister, Kate. Anna's good attitude makes her more appreciative and helpful to her sick sister. Good attitude also can be found in the treatment done by the nurses at the hospital where Kate is treated.

Justice is found in Judge De Salvo's decision to give Anna her rights, and in Anna's struggle to get her rights. Anna demands the justice from her mother. She wants to live freely without having to sacrifice herself for her sister. Willingness to take responsibility can be shown from Campbell's responsibility to give Anna her rights. Anna's sense of responsibility towards Kate and her mother makes her care about herself and her family. Moral courage can be shown in Campbell's courage to take any risk to give Anna her rights. It can also be shown in Anna's courage to maintain her decision to take her medical rights. Anna's moral courage makes her a person who never gives up and fights all the decisions of her mother that are conveyed to Anna to help for the healing of her sister.

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TOXIC RELATIONSHIP IN ANNA TODD'S WATTPAD STORY *AFTER*

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Abstract

This study is conducted to analyze the context of toxic relationships and find out the characteristics and negative impacts of toxic relationships in a story, *After*, written by Anna Todd, published in 2013. This study uses a descriptive qualitative method because the process of the results and discussion are accomplished descriptively. One of the significant theories used in this research is proposed by Glass (1995) who claims that toxic relationship is any relationship between people who do not support each other, there is conflict and one seeks to undermine the other, a competition, and disrespect and a lack of cohesiveness. The characteristics of toxic relationships which are analyzed are excessive romantic jealousy, egoism (selfishness) of the partner, and lack of honesty. The negative impacts which are analyzed are disrespect and abuse. The results of this study are that toxic relationships are dangerous and should be avoided by a couple to get a harmony.

Keywords: abuse, disrespect, egoism, honesty, toxic relationship.

1. Introduction

Love is one of the most profound emotions known to human beings. Many people seek its expression in a romantic relationship with a compatible partner. For these individuals, romantic relationships comprise one of the most meaningful aspects of life, and are a source of deep fulfillment. However, relationships are not always romantic. There are also toxic relationships. Even though they are based on love, these relationships tend to have negative impacts on the couple.

After is a young adult romance of Wattpad story written by American author Anna Todd in 2013. Anna Todd, the creator of *After*, was originally known on Wattpad under the name of Imaginator1D. Anna Todd's writing of the story was inspired by the music and fandom of One Direction, a pop boy band originating from London. The story *After* has been read millions of times on Wattpad and has been booked into a novel. And also has been adapted into a movie that was released on April 12, 2019.

After is the most famous Wattpad story by Anna Todd. This story is about Tessa Young, an incoming freshman at Washington State University. Tessa is a dedicated student, dutiful daughter, and loyal girlfriend to her high school sweet heart. Entering her first semester of college, Tessa's guarded world opens up when she meets Hardin Scott, a mysterious and brooding rebel who makes her question all she thinks she knows about herself and what she wants out of life.

Tessa then has a relationship with Hardin, but their relationship has negative impacts on Tessa's life. In the story, it is found that the impacts of toxic relationships are attractive enough to be analyzed.

The subject matter that is analyzed in this study is the toxic relationship experienced by Tessa in the Wattpad story *After*. The reason why the toxic relationship is analyzed in this study is the impacts of toxic relationship result in many conflicts experienced by Tessa. In addition, this story has hundreds of millions of readers after almost a year on Wattpad. This story has been printed into a novel and published in October 2014. This story has also been translated into over 30 languages and adapted into a movie in 2019.

2. Literature Review

A relationship is defined as an enduring association between two persons (Reis, 2001). A relationship is characterized by a stable pattern of interaction between at least two individuals (Asendorpf and Banse, 2000). Two people are said to be in a relationship with one another if they impact on each other and if they are interdependent in the sense that a change in one person causes a change in the other and vice versa (Kelly, 1983).

The Interpersonal Theory of Psychiatry (Sullivan, 1953) suggests that relationships form the essence of personality. The theory proposes that personality is the relatively enduring pattern of recurrent interpersonal situations that characterize a person's life. Sullivan, in his theory, further suggests that significant psychosocial threats to an individual's wellbeing are inherently social in nature. These threats, mainly, are loneliness, isolation, and rejection. Interpersonal loss or failure to form close, supportive relationships contributes to clinical symptomatology; thus, Sullivan locates healthy or unhealthy psychological development in reactions to one's relationships. Neyer and Lenhart (2006) suggest that relationships generate the social context of personality development, and that personality and relationships have a continuous interaction, which in turn may initiate or foster change in personality characteristics. In the long run, continuous reciprocal interactions have strong impacts on health in its broadest sense, including wellbeing, life satisfaction, and longevity. It is this aspect of relationships, as proposed by the interpersonal theory of psychiatry and that makes it compelling to explore individuals' evaluation of their relationships, which is termed 'relationship quality'. Relationship quality is an ambiguous term, potentially encompassing all objective and subjective measures of a relationship (Hardie and Lucas, 2010).

2.1 Toxic Relationship

Glass (1995), a California-based communication and psychology expert, defines a toxic relationship as "any relationship between people who do not support each other, where there is conflict and one seeks to undermine the other, where there is competition, where there is disrespect and a lack of cohesiveness."

Wulandari (2019) states that toxic relationship is most dangerous if experienced by young couples. Toxic relationship has negative impacts both psychologically and physically. Psychological impact for people who experience toxic relationship is becoming individuals who are inferior and pessimistic. Even they can be able to hate themselves as a result of negative treatment or words that their partner gives to themselves.

From the definition above, it can be concluded that toxic relationship is very dangerous for people, both psychologically and physically because of the negative treatments that their partner gives. It brings negative impacts for couples that can change someone's habit for doing bad things.

2.1.1 Characteristics of Toxic Relationship

According to Effendy (2019), a toxic relationship is a relationship that is not good both for self or partner by causing someone to feel worse. The characteristics of a Toxic Relationship, including excessive romantic jealousy, egoism (selfishness) of the partner, lack of honesty, giving negative comments or criticism, and feeling not safe in a relationship.

2.1.1.1 Excessive Romantic Jealousy

Excessive romantic jealousy is a complex affective emotion which is akin to the very human nature in intimate relationships; romantic jealousy is also indispensable for social order (Clanton, 1996). White (1981) states that set of thoughts, feelings, and actions follow a threat to self-esteem and / or threaten the existence or quality of the relationship. These threats are generated by the perception of a real or potential attraction between the partner and a (perhaps imaginary) rival" (p.24). Hart and Legerstee (2013) state that jealousy is a state which – depending on the context – can arouse emotions like sadness (loss), anger (treason), or fear or anxiety (loneliness).

There are different types of romantic jealousy. Buunk (1997), subdivides them into: a) reactive jealousy, caused by intimate behavior of a partner with a third party; b) anxious jealousy, focused on the possibility that the couple is sexually or emotionally involved with someone else; c) preventive jealousy, aimed at preventing intimate contact of the partner with a third party upon slight indications of interest.

While developing the Multidimensional Jealousy Scale, Pfeiffer and Wong (1989) argue that jealousy can be: a) emotional jealousy – reaction to the perceived threat; b) cognitive jealousy – concerns about the involvement of the partner in infidelity c) behavioral jealousy – monitoring behaviors.

2.1.1.2 Egoism (Selfishness) of the Partner

Egoism comes from the word ego, which means the individual's perception of himself that affects his actions. So, the ego is the center of consciousness, the natural process of the individual, which is a combination of thoughts, ideas, feelings, memories, and sensory perceptions (Corsini, 2018). So, if someone always puts his own interests first, he is called a selfish person.

The most obvious characteristics of a selfish person, is prioritizing their own interests over the interests of others, difficulty accepting suggestions as long as they are not beneficial to themselves, not cooperative, willing to win alone, little tolerance, lack of empathy, calculation, lack of understanding, stubbornness.

2.1.1.3 Lack of Honesty

To be honest means to speak the truth, even if it is difficult or gets you into trouble. Honest people communicate in an open, upfront way; they do not lie, cheat, steal, or manipulate information to conceal it from others. The exception is occasionally telling a "white lie" to protect someone's feelings (Djaba, 2009: 1).

Honesty in a relationship is a very real value that we should do everything in our power to keep alive. The health and longevity of the relationship depends upon it. Honesty in a relationship is vitally important because it gives us the assurance that we can trust and rely on the person we love (Khanam, 2013: 1). The lack of honesty in a relationship makes people cannot trust their partner, raises the suspicion, and makes the uncomfortable situation in a relationship. That is why honesty is very important in a relationship.

2.1.1.4 Giving Negative Comments or Criticism

According to Merriam Webster Dictionary, Comment is an observation or remark expressing an opinion or attitude; a judgment expressed indirectly. Giving negative comments means giving negative opinions to someone in order to judge or humiliate someone.

Negative criticism means voicing an objection to something, only with the purpose of showing that it is wrong, false, mistaken, nonsensical, objectionable, or disreputable.

2.1.1.5 Feeling Not Safe in a Relationship

Feeling not safe or in danger in a relationship is one of the fears of people that are trapped in a toxic relationship. Sometimes relationships can be toxic and leave a person feeling insecure or scared. In a toxic relationship, a partner can do physical abuse where your partner pushes you, hits you, or destroys your things. Also control you. Your partner tells you what to do, what to wear, or who to hang out with. They constantly check up on you or use threats (for example, to harm you or themselves) to make you do things. Or even give you pressure. Your partner pushes you to do things you do not want to do or are not ready for, including sex or using drugs and alcohol. They do not take “no” for an answer, and they use threats or ultimatums. (<https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships/>)

2.1.2 Negative Impacts of Toxic Relationship

Negative impacts of toxic relationship can affect a person both physically and mentally. In addition, toxic relationships can also affect someone's habits. Someone who is affected by the negative effects of a toxic relationship can do things that can harm themselves. A toxic relationship can consist of these various subcategories which are disrespect, inequity, lack of care, mental health issues, abuse, and lack of boundaries (Byrd, 2009). The negative impacts of toxic relationship are explained in the following section.

2.1.2.1 Disrespect

According to Oxford Dictionary (Merriem, 2001), the meaning of the word ‘disrespect’ is lack of respect or courtesy. Some synonyms of disrespect are dishonor, discourtesy, disesteem etc. Disrespect was also mentioned many times as an element and negative impact of a toxic relationship. When asked how to define an unhealthy relationship, that is about “Negativity, anxiety, disrespect”.

Disrespect occurs when there is evident contempt for one partner or between both partners in a relationship, such as hatred or feeling the other is unworthy or beneath themselves. These deal breakers include: Physical and verbal abuse, and infidelity.

2.1.2.2 Inequity

Inequity is another subcategory and referred to comments about control, wanting to please the other person, and subservience. Inequity in relationships is associated with distress and relationship dissatisfaction. One participant notes: “I think for unhealthy, I think back and there is that feeling of wanting to please the other person, like you did not really want to do something, but you felt a pressure, like to appease that other person.”

Equity theory proposes the winning formula of fairness in relationships: one partner’s benefits minus their costs, should equal another partner’s benefits minus their costs. If one partner perceives a relationship as unfair, they are going to be dissatisfied with it regardless of whether they are over-benefitting or under-benefitting. The longer this feeling of unfairness (lack of equity) goes on, the more likely a couple is to break up.

2.1.2.3 Lack of Care

Caring in intimate relationships is the practice of providing care and support to an intimate relationship partner. Caregiving behaviors are aimed at reducing the partner's distress and supporting his or her coping efforts in situations of either threat or challenge. Caregiving may include emotional support (expressions of care, affection, sympathy, and encouragement) and/or instrumental support (provision of information, advice, and tangible resources). Effective caregiving behavior enhances the care-recipient's psychological well-being, as well as the quality of the relationship between the caregiver and the care-recipient. However, certain suboptimal caregiving strategies may be either ineffective or even detrimental to coping.

Lack of care is the opposite of caring. In lack of care, the partner will not support each other. They will not provide affection, sympathy, or encouragement. They just let their partner through the dark time alone. Lack of care was also noted in responses to taking advantage of someone, taking someone for granted, and manipulating for one’s benefit.

2.1.2.4 Mental Health Issue

Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term “mental health” to mean the absence of a mental disorder.

The subcategory of mental health issues was mentioned many times and appeared as a subcategory under toxic relationships. Toxic relationship can cause mental health issues such as depression, anxiety, and obsession.

2.1.2.5 Abuse

Abuse as a subcategory represents emotional and physical abuse. Emotional abuse referred to responses about manipulation and tearing each other down. Emotional abuse is a way to control another person by using emotions to criticize, embarrass, shame, blame, or otherwise manipulate another person. In general, a relationship is emotionally abusive when there is a consistent pattern of abusive words and bullying behaviors that wear down a person's self-esteem and undermine their mental health. Physical abuse basically involves a person using physical force against people, which causes, or could cause, you harm. Physical abuse in a relationship often starts gradually, such as with a push or a slap, and then becomes progressively worse over time.

2.1.2.6 Lack of Boundaries

Lack of boundaries is represented by descriptions of dependence and loss of identity. Dependency is represented by participants' comments related to not finding strength within self. "A toxic relationship is like an 'A', with the people leaning against each other, and if one person is not there, they both fall." Loss of identity was present throughout with references to having to be a different person. Participants notes: "If you feel like you have to be a different person to have that person want to be with you or be around you, that is not good." "I think also enmeshment is unhealthy, when you define yourself through another person, and I think that is where a lot of problems stem from."

3. Research Method

This section discusses the study design that is used in this research. It explains the general procedure in collecting and analyzing the data. Study design is a statement of a general research approach or strategy that is adopted in one particular study or research (Aaker, 2001). In exploring this research, the descriptive method is used.

Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg and Gall, 1989). Therefore, the research design adopted in this study is descriptive qualitative because the process of the analysis and the findings are accomplished descriptively.

4. Discussion

4.1 Characteristics of Toxic Relationship

Based on the theory proposed by Effendy (2019), the characteristics of Toxic Relationship reflected in the story covers excessive romantic jealousy, egoism (selfishness) of the partner, and lack of honesty.

4.1.1 Excessive Romantic Jealousy

Excessive jealousy is one of the characteristics of toxic relationship. It can be caused by various things, such as intimate behavior of a partner with a third person, sexually or emotionally involved with someone else; intimate contact of the partner with a third person upon slight indications of interest. Excessive jealousy in this study is caused by the intimate behavior of a partner with a third person. It can be seen in the following quotation:

Hardin and Molly are sitting right in my eye range, I can see Hardin's entire face through the space between Steph and Tristan's shoulders. If I just look once, I couldn't hurt. I look at Hardin before I can stop myself and instantly regret it. His arm is hooked around Molly's shoulders. Why did I have to look? The pang of jealousy I feel is my punishment for looking at him when I shouldn't be. Of course they are probably messing around again, or still. They probably never stopped. I remember how comfortable she was straddling him at the party and I swallow the bile rising in my throat. Hardin is free to do whatever or whoever he pleases. (Todd, 2021: 42)

The quotation describes that Tessa is jealous of seeing Hardin with another girl named Molly. She was Hardin's closest friend before he met Tessa. Her jealousy is uncontrollable because she knows that Hardin once made out with Molly. It really hurts

her to remember that her boyfriend slept with another girl even before they met each other. In addition, when Tessa meets Hardin in the cafe, Hardin's position with Molly is so intimate. It makes Tessa feel uncomfortable. Moreover, Tessa's jealousy can be seen clearly in the following quotation:

"Thanks for the ride" I say sarcastically. "You might want to hurry and get back to Molly" I add as I climb out. I hope he didn't hear me, I am not sure why I even said that. "Yea I better, she sure is fun when she is drunk" he smirks. I try to hide the fact that I feel like he just punched me in the stomach. I lean down to look at him through the passenger window and Hardin rolls it down. (Todd, 2021: 44)

The quotation shows that Tessa's Jealousy is uncontrollable. She acts like she does not care about Hardin and Molly, but it also makes her uncomfortable to hear Hardin's answer when she asks Hardin to go back to the café so he can make fun of Molly without her. It is shown when she feels like Hardin has just punched her in the stomach.

4.1.2 Egoism (Selfishness) of the Partner

In toxic relationship, egoism becomes one of the prominent problems between partners. The selfishness that usually occur such as prioritizing their own interest over the interests of others, difficulty accepting suggestions if it has no beneficial to themselves, not cooperative, willing to win alone, little tolerance, lack of empathy, calculation, lack of understanding, stubbornness. The egoism in this study can be seen from the quotation below:

"I don't know. We haven't known each other that long. I had always thought I wouldn't live with anyone else until I was married." I explain. That's not only the reason, my mother is a huge reason along with the fear of having to rely on someone else. Even Hardin. "Married? That's an ancient idea you have there Tessa." He chuckles and sits down in the chair. "What's wrong with marriage?" I ask. "Not between us. Just in general." I add. "Nothing wrong with it, it's just not for me." He shrugs. This discussion has taken too serious of a turn. I don't want to speak about marriage with Hardin, but it does bother me that he says marriage isn't for him. (Todd, 2021: 83)

Egoism from the quotation above can be seen from what Hardin says that marriage is not for him. He just wants to live together with Tessa but does not want to marry her. In his opinion marriage is only an ancient idea. They can live together without marriage. But for Tessa, she just wants to live with anyone else until she is married. Hardin always says what he wants to do without thinking about Tessa's feeling. It is such an egoism that Hardin does to Tessa. Another egoism that Hardin does to Tessa can be seen in the following quotation:

Are you embarrassed of me or something? I mean I get it, I am not exactly the cool girl but I thought.." "What? No! Of course I'm not embarrassed of you. Are you crazy?" He huffs. I feel crazy at the moment. "Why did you introduce me as your friend? You keep talking about living together and then you tell them we are friends? What are you going to do, hide me? Not tell anyone? I won't be anyone's secret. If I am not enough for your friends to know we are together

then I don't want to be." I turn on my heel and walk away after my speech. (Todd, 2021: 85)

This quotation shows that Hardin is very selfish. Besides he does not want to marry Tessa, he also do not want to tell his friends that they are together. He just introduces Tessa to his friends as a friend. It exactly hurts Tessa's feeling and makes her think that she is not enough for him. Hardin keeps talking about living together but he is not only does not want to marry Tessa but also does not want to let his friends know that they are dating. He always wants to win alone without thinking about Tessa.

4.1.3 Lack of Honesty

Honesty in a relationship is a very real value that we should do everything in our power to keep alive. The health and longevity of the relationship depends upon it. In this study, the lack of honesty that Hardin has done is that Hardin is dating Tessa just for a bet in the first. But by the time it goes by, he really loves Tessa and wants Tessa to be his for real. However, he does not tell the truth to Tessa and just keeps it a secret. He cannot be honest to Tessa and finally Tessa knows it from Molly and it really hurts Tessa's feelings because she thinks that what they have done together all this time is not more than a bet. The lack of honesty that Hardin does can be seen in the following quotation:

"You're really taking this whole thing a little far aren't you?" Molly raises an eyebrow. "Molly I swear to god if you don't shut the fuck up.." Hardin threatens her. "What thing? What he is taking too far?" I can't help but ask. "Tessa, go outside." He commands but I ignore him. "No, what is he taking too far? Tell me!" I yell. "Wait.. you're in on it aren't you?" She laughs and continues, "I knew it! I told Jace you knew but he wouldn't believe me. Hardin you owe Zed some big bucks for this." She throws her head back and stands up. Hardin's face is completely pale, all the blood seems to be drawn from his entire body. My head is swimming and I am so confused. I briefly glance and Nate, Tristan and Steph but they are all focused on Hardin. (Todd, 2021: 100)

The quotation shows that Tessa is very confused about what Molly is talking about. She really has no idea of what is actually happening. Hardin keeps trying to keep Molly from telling the truth. This makes Tessa even more curious about what they are hiding from her and makes her keep pushing Molly to tell the truth. Tessa already knows that what they are hiding is not a good thing. Because at that moment, Hardin's face turned pale like a frightened person. His lie is finally exposed after Molly and Jace keep pushing him to tell Tessa the truth.

4.2 Negative Impacts of Toxic Relationship

Negative impacts of toxic relationship is also explained in this study. It includes disrespect and abuse.

4.2.1 Disrespect

Respect is an important component of a healthy relationship. People should treat their partners well to respect them. But in toxic relationship, there is no respect or often

called disrespect. Disrespect can take many forms, but typically has the same outcome. Disrespect often becomes the common reason for breakups. In this study, disrespect happens because of the rudeness of Hardin. He often talked rudely to Tessa. She realizes that, but she still tries to forgive Hardin until one day she feels tired of Hardin's very bad attitude towards her. This can be seen from the quotation below:

"I am difficult? You have to kidding me! What do you expect me to do Hardin? You are cruel to me, so cruel." I say and pull my bottom lip between my teeth. I will not cry in front of him. Noah has never made me cry, we have been in a few fights over the years but I have never been upset enough to cry. "I don't mean to be" his voice is quite. "Yes you do and you know it. You do it purposely. I have never been treated this poorly by anyone in my entire life" I bite my lip harder. I can feel the knot in my throat. If I cry he wins. That's what he wants. (Todd, 2021: 33)

From the quotation above, it describes how Tessa feels about Hardin's bad attitude towards her. She has never been treated as badly as what Hardin did to her. Hardin is very cruel. He likes to talk to Tessa rudely. He says that he does not mean to be like that, but he keeps doing it many times. It is so bad to be treated cruelly by someone that she loves the most. She does not even want to cry in front of Hardin anymore, so that Hardin never thinks that he wins because Tessa wants to cry over him after the cruel things he did.

Besides being rude to Tessa, Hardin's disrespectful treatment to Tessa has also been seen since the beginning of their relationship, where Hardin does not want to have a commitment with Tessa but only wants to be friends with benefit. It can be seen from the quotation below:

"We aren't that different, we are very similar. We like the same things, we both love books for example." He says. I can't wrap my mind around the idea of Hardin trying to convince me that we could be good together. "You don't date." I remind him again. "I know, but we could.. be friends?" There it is. We are back to square one. "I thought you said we couldn't be friends with you. I know what you mean by that. You want all the benefits of being my boyfriend without actually having to commit to me." His body sways and he leans on the table and loosens his grip of me. "Why is that so bad? Why do you need the label?" "Because Hardin, I have self-respect. I will not be your play thing, especially when it involves being treated like dirt. I am already taken Hardin." (Todd, 2021: 34)

The quotation explains that at the beginning of their relationship, Hardin does not want to have a commitment with Tessa. He just wants to be Tessa's friend but also takes the benefits just like they are in a relationship. Tessa refuses it because she has self-respect. She does not want a man to take the benefits from her without love, or commitment. Because Hardin thinks that the label "boyfriend" is not that important, but for Tessa, commitment is a form of respecting a partner.

4.2.2 Abuse

In this study, the kind of abuse that Hardin does to Tessa is emotional abuse. Emotional abuse is a way to control another person by using emotions to criticize, embarrass, shame, blame, or otherwise manipulate another person. Hardin often talks rudely to Tessa, insults, gives cruel critics that can make Tessa sad and feel low. It can be seen from the quotation below:

“I don't know why you got all dressed up just to go to my dad's when I am not even going. It's weird” he snaps out of nowhere. I roll my eyes and mentally bang my head against window. I knew this behavior wouldn't last. I ignore his insult and just wait for the next. (Todd, 2021: 49-50)

From the quotation above, it is shown how Hardin insults Tessa just because of Tessa wearing a good dress to attend a dinner at his father's house. He does not want to attend dinner, but then he humiliates Tessa to make her in a sour mood. Tessa feels bad for what Hardin says to her. It can be seen from the quotation below:

“Yes, it is. You have no reason to be upset with me and here you are insulting me and making fun of me. All I'm doing is trying to look decent to go to dinner with your family when you refuse to.” I breath. (Todd, 2021: 50)

It is shown that Tessa realizes how Hardin insults her, but he still wants to be upset with Tessa because Tessa wants to go to dinner with his family. She dresses up well to look good and decent in his family. It is the kind of respect that she does for his family even when he cannot respect Tessa.

5. Conclusion

After doing the analysis about toxic relationship including the characteristics and negative impacts, there are several points that need to be concluded. The conclusions can be described through the points below:

1. There are three characteristics of toxic relationship that can be found in the *After* story. They are excessive romantic jealousy, egoism (selfishness) of the partner, and lack of honesty.
2. The negative impacts of toxic relationship that can be found in the story are disrespect, inequity, lack of care, and abuse.
3. In the *After* story, the person most affected by a toxic relationship is Tessa.
4. Excessive romantic jealousy occurs because Tessa knows that Hardin once makes out with Molly, and when Tessa meets Hardin in the cafe, Hardin's position with Molly is so intimate.
5. Hardin just wants to live together with Tessa but does not want to marry her and introduces Tessa to his friends as a friend. It is such an egoism that Hardin does to Tessa.
6. Lack of honesty is the root of the problem that causes toxic relationship. Tessa is very disappointed because Hardin does not tell the truth that he is dating her just for a bet.

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POSITIVE IMPACTS OF LOVE IN WILLIAM A. WELLMAN'S AND ROBERT CARSON'S MOVIE SCRIPT *A STAR IS BORN*

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Abstract

This study aims to determine the positive impacts of love in the movie script *A Star Is Born*. This study is concerned with the types of love which imply the positive impacts. This study uses Fromm's theory of love. The types of love analyzed in this study are brotherly love, erotic love, and self-love. Next, the positive impacts of love found in this study are for health, for personal ties, and for relationship. This study uses descriptive qualitative method to explain the types of love that imply positive impact, and positive impact of love from the quotations in the script. This film tells the story of an ordinary woman with great talent who accidentally meets a male celebrity who is addicted to alcohol. The man is attracted to the woman who has a dream to conquer Hollywood. He pushes her become a star. The results of this study show that love can have a positive impact for health that triggers Jack to be released from drugs and alcohol. Besides, the self-love in this movie is presented when Jack helps Ally to be more confident and love herself; consequently, she can be a successful songwriter and singer. Jack always loves her as she is. Ally always supports his health. Both of them strengthen and heal each other.

Keywords: Love, Types of Love, Positive Impact of Love, brotherly love, erotic love

1. Introduction

In the course of human life, love will never be separated. Love will always exist in a dimension of human being. Love is a natural feeling that is felt by a person towards other people, especially towards the opposite sex. Feelings of mutual love, belonging, fulfilment, and mutual understanding that cannot be forced at all. Therefore, two people who love each other will make a relationship commitment to bind these feelings of love so that it becomes something that can bring happiness and peace to their lives.

A Star is Born is an American romantic musical drama film starring Lady Gaga and Bradley Cooper. Not only as a film star, Bradley Cooper also directed this film. This scene of the film was written by William A. Wellman and Robert Carson. The film was premiered at the 75th Venice International film festival on 31 August 2018 and was released in the United States on 5 October 2018 by Warner Bros. The story of the film *A Star is Born* is the fourth remake of the old film of the same name which was released in 1937.

In Bradley's version committed, *A Star is Born* received positive reviews from fans and film. In this film, Jackson Maine (Bradley Cooper) is a country musician whose career is fading. Jackson was addicted to alcohol and drugs. When he finishes performing in California, Jackson stopped by a bar. At the bar there was a live music performance and Jackson accidentally heard the sweet voice of a female singer. This female singer is Ally (Lady Gaga), a bar waitress whose voice has managed to rivet Jackson. Jackson and Ally then became acquainted; Jackson was increasingly amazed at Ally because it turned out that he was also tenanted in writing song lyrics.

Then, Jackson invites Ally to appear on a stage his music tour; they fall in love and date. Ally's appearance on one of the Jackson tours caught the attention of record producer, Rez (Rafi Gafron). Rez then offered Ally a record contract as a pop singer. Even though Jackson objected, he still supported Ally in pursuing her dream as a professional singer. However, Ally's busy work on the new album slowly took her away from Jackson, and they had disagreements. Jackson decides to come to Ally's house, they make up and Jackson proposes to Ally.

Based on the story of the movie script, it shows dominantly the positive impacts of love played by the characters, Ally and Jack. The story, which at first moves slowly and carefully, then rolls freely. "I like writing songs, but it's better not to sing them. Because, people like my voice but not my big nose," Ally confided in Jack. However, Ally and Jack rejected it. For them, music is an escape that can only be perfect if you can sing well and loose, without the shadow of the industrial hand. Music is a time when you can be yourself. That's what Jack was trying to live with. However, Ally, who was initially reluctant to serve the industry, was forced to give up. After being frequently asked to contribute songs at music concerts with Jack, Ally is looked at by star-scorer manager Rez Gavron (Refi Gavron). This dominant thing is what I make the problem in my research which is summarized in the statement of the problem below.

There are three reasons to analyze this script. The first reason is no one has done research on this script before; the second is knowing and understanding the positive impacts of love that exist in the script; and the last, this script is interesting from the beginning to end.

2. Literature Review

In general, love is an emotion or positive feeling (kindness, compassion, affection) within humans which is directed at other humans or other objects around them. Stenberg (1988: 48), states that love is the deepest and most desirable form of human emotion. Humans may lie, cheat, steal and even kill in the name of love and it is better to die than lose love. Love can pervade everyone and of all ages. Meanwhile, according to Hendrick and Hendrick (1992: 533), there is no single phenomenon that can describe how love is; in the end, love is a complex set of emotional and mental states. Basically, the types of love experienced by each individual have different forms and different qualities.

Love is an attitude directed by a person towards other people who are considered special, which affects the way they think, feel and behave.

According to Libowitz (in Wortman, 1992: 65), love is a strong positive feeling that we feel towards someone and is the strongest positive feeling we have ever experienced. In any type of love, the element of caring for the loved one is very important. Without an element of pure caring, what is called love may be just desire. Apart from the element of attention, the element of respect is also needed. Respects that

will make individuals respect the identity and integrity of loved ones so as to avoid problems of exploitation. From the definitions mentioned, it can be concluded that love is a complex set of emotional and mental states affect the way a person thinks, feels and behaves.

Love is one of the famous things in the world. Love is a feeling interest to others which guide a person to make a decision in a relationship. Based on theory of love from Erich Fromm (2005: 10), Love is a dynamic interaction lived in each of our lives. So, love is everywhere. Love is an active activity. Therefore, love has the freedom to determine itself and to love is to give freedom for the growth of a loved one. Thus love is not a passive influence. The most obvious activity in the activity of love and love is giving. (Fromm, 2005: 11). According to Fromm, so far there have been extraordinary mistakes in the act of "giving". Giving is often equated with "giving" something or sacrificing something. Giving here according to Fromm is not just giving material, but self, the presence, beyond that the existence, the spirit of life and the feeling of being together. Strictly speaking, the act of giving lies not in material matters, but in human realism itself.

Based on several definition of love mentioned above, this study uses the concept of love given by Fromm (2005). He explains that love is active. It means love can brings about something including its impact. Such love is portrayed in the movie *A Star Is Born*.

2.1 Types of Love

Love is an attitude oriented character and personal relationship with the world as a whole, without being limited by the object of love (Fromm, 2005: 6). However, Fromm added that love has different types depending on the object it loves. Then, Fromm classified love into five types namely:

a. Brotherly Love

This love is for all human beings based on the experience that we are one. Differences in skin color, talent, intelligence or knowledge can be ignored when we think about the core identity of humanity. This type of love is the most fundamental of all types of love. Loving blood is not an achievement, because animals also love their blood and flesh; take care of her children. The poor love the rich because their life depends on them. Only love that has no "interest" will become true love. He gave an example such as loving poor people, foreigners, orphans, enemies and others. (Fromm, 2005: 47).

b. Motherly Love

Motherly love for a growing child, love that wants nothing for her, this is perhaps the hardest to achieve. But it was precisely because of this difficulty that his love lasted. Maternal love according to Fromm is considered the highest type and the most sublime emotional attachment. Uniquely for Fromm, if another love wants union, but in this kind of motherly love, a mother loves her child to separate from her dependence at a later dates. (Fromm, 2005: 49).

c. Erotic Love

Erotic love is love that craves fusion and union with another. Fromm does admit that sexual relations are the actualization of love in this type of erotic love, but

love that is emphasized is productive love which contains elements of care, responsibility, respect and understanding. (Fromm, 2005: 52).

d. Self-love

Self-love is egocentric. Self-love as long as it doesn't interfere with other love is a positive actualization. However, when he enters the area of egoism which tends to behave in a self-beneficial manner, or narcissism, this love will turn negative.

Loving one means actualizing and concentrating his strength on loving others. If this is the case, he becomes a productive person. (Fromm, 2005: 57).

e. Love for God

In all theistic religions, whether polities or monotheists, God is the ultimate, most coveted reality. The specific meaning of God depends on what a person longs for most. This kind of love is the same as love for parents. Love to Allah begins with a helpless attachment to Him who is maternal (matrilineal), then attachment and obedience to Him who is fatherly (patrilineal), until one day the person incorporates the principles of truth and justice in himself, so that he becomes one with Him, and finally got to the point where it transferred the divine qualities to him. (Fromm, 2005: 63)

2.2 Elements of Love

Fromm identified four elements which are common to all forms of love. The four elements are:

a. Care (attention)

Care is one of the attitudes that humans must have when they love other people. Indispensable in a behavior called love in order can understand life, progression back and forth, good or bad, and how is the well-being of the beloved object.

b. Responsibility

Responsibility required in having a relationship. Because without responsibility there will be no equal distribution. The responsibility here is not for dictate beloved object at will we, but how involvement in the life of a beloved object.

c. Respect

Respect here means the ability to see someone as they are, by realizing all the uniqueness that exists in that person. Respect means caring for others so that they grow and develop according to themselves. The beloved figure is allowed to grow and develop in its own way and for its own sake, not being forced to develop for the passion and ambition of the person who loves it. If we love, we feel at one with the person as they are.

d. Knowledge

The knowledge here is a deep understanding that can penetrate the core of the problem. This kind of knowledge is only possible if we can go beyond paying attention to ourselves and then see others in their own context. In love, we can only know through understanding what is alive in humans - by experiencing oneness, not through the knowledge imparted by the mind.

2.3 Positive Impact of Love

According to Kamus Besar Bahasa Indonesia (1997), impact means collision; strong influence that have consequences (both negative and positive). The writer concludes that impact is everything that arises the result of an event or development in society and produce changes that have a positive or negative effect against survival. Positive impact means showing change for the better, while the negative impact means indicates a change for the worse.

Falling in love definitely has an impact on a person, such as a positive or negative impact. Because the theory discussed by Fromm does not deal with the positive impact of love, then another theory was taken to support the analysis. The theory taken is proposed by Alan Behrens.

According to Behrens (2018), love makes the world go around; love for one another, love that we profess towards our family and friends, or even love for ourselves. When it comes to defining this love, we often find it hard to do in simple terms. But it is a powerful motivator one that can affect us both physically and emotionally. It underscores all the relationships that we form in the course of our natural lives but it comes with its own baggage. This is why we need to take a closer look at some of the positive impact of love.

- a. Love for health is that various studies have indicated that loving someone or having someone to love can help contribute to good health. Each time we express our love to that person, our brain release serotonin which is a feel-good hormone. So, with more love to go around, our health is bound to improve over the long run.
- b. Love for personal ties is that love can help us form close personal bonds with others. As a species, we are quite sociable and often form various relationships in the course of a single life time. And that's why love or feelings of deep mutual affection that we share with others can help us cement that relationship and even help make it permanent.
- c. Love for relationship is that love can help cement relationships and this is one of the reasons why most married couples are advised to renew their vows after a certain period to affirm their love for each other.

3. Research Method

Qualitative method with narrative approach was conducted in this study. Narrative research is a strategy of inquiry in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives. This information is then often retold or restored by the researcher into a narrative chronology. In the end, the narrative combines views from the participant's life with those of the researcher's life in a collaborative narrative (Clandinin & Connelly, 2000). Data collection in this study is documentary study techniques. This technique is used to describe data in the form of documents for research studies. The study is conducted by classifying the obtained data in two sub-chapters related to the research problem.

4. Discussion

Types of love are presented in the movie script. They imply positive impact. All are described in the following.

4.1 Types of Love in the Movie Script

The types of love which imply positive impact that emerge from this research are brotherly love, erotic love, and self-love. These three types are based on the theory presented before.

1. Brotherly Love

Brotherly love means love for all human beings. If our love has developed the ability to love, it means inevitably we must love our brothers. In brotherly love, there is experience of unity with our fellow human beings, experience of peace, and solidarity between people. In the script *A Star Is Born*, Bobby is Jack's older brother and his manager who loves him. It can be seen in the following quotation:

BOBBY

(interrupting)

The doctor said it's the only way to manage this thing, Jack. You're not gonna get back what you lost. It's the only way we can manage what you still got. (Wellman and Carson, 2018: 46)

The quotation describes that Bobby, Jack's older brother and manager come to outdoor amphitheater stage. He approaches Jack who is practicing singing. He walks over to him and holding up a device for his ear. He says that Jack had to put his hearing aid in his ear but he refuses because he wants to perform without it. Bobby cares about his situation and states that this is a way to keep what he still had.

BOBBY

What did you think, that I was gonna fucking take care of it while I'm fucking cradling your ass all over the goddamn world?
(Wellman and Carson, 2018: 71)

It shows that they get into a fight when Jack knows that Bobby sold their father's land. Jack hits Bobby until he fell. Then, he tries to get up and explains that it is actually already told by him but Jack is not aware because at that time he was very drunk. Bobby grabs Jack's face, pulling him close, nose-to-nose and feels sad because his brother dared to hit him even though he had raised him from a young age become famous as he is now.

BOBBY

(re: Jack's hearing) Is it getting worse?

JACK

Nah, I've just been with my wife... It's going real good. (beat)
Funny to run into you 'cause, uh, I was thinking about asking you to come back out with us.

BOBBY

I gotta say, it's easier without you.

BOBBY

Listen. You run into any trouble... call me.
(Wellman and Carson, 2018: 114-116)

The quotation explains that Bobby's sincere love for his brother makes them reconcile when Bobby decides to stop being Jack's manager. After that fight, they never meet again. But accidentally, at the backstage, they meet again. They are there because

Jack accompanies his wife, Ally, on a gig while Bobby has been working for Willie. They greeted each other even Jack has asked Bobby to return being his manager again but he does not want to. He says that if Jack had a problem, he can call him.

2. Erotic Love

Erotic love is a love that craves a total smelting and personal union with another. In essence, it is exclusive and not universal. In the script *A Star Is Born*, erotic love occurs when Jackson proposes to Ally with a ring that he made with guitar strings. It can be seen in the following quotation:

ALLY
(laughing)
Are you kidding?
JACK
(quietly)
Well, that's a stupid thing I just did.
ALLY
(quietly)
No. It's not stupid.
(Wellman and Carson, 2018: 101)

The quotation clarifies that when at Noodles' house, Jack's friend, he makes a ring out of guitar strings. He gives it to Ally as a sign that he is serious about a relationship with her. Ally is in disbelief and asks if this is a joke. The two who meet through music made them know each other and built a relationship so that they will unite their love with marriage bond.

3. Self-Love

Self-love is a state of appreciation for oneself that grows from actions that support our physical, psychological and spiritual growth. Self-love means taking care of your own needs and not sacrificing your well-being to please others. In the script *A Star Is Born*, self-love occurs when Jack helps Ally to love herself. It can be seen in the following quotation:

JACK
Hey, I got a gig. You wanna come?
ALLY
When?
PHIL
We're headed to the airport now. (Wellman and Carson, 2018: 39)

It shows that after telling many things and getting to know each other in that night, Jack drives Ally home at that moment. When they get to her house, Ally should probably get out of the car but they do not want to leave each other. Having seen a talent for singing and songwriting, he asks her to come with him to the concert that he was attending.

JACK
(into mic)

Thank you very much. That was great... There's a friend of mine, who came a long way to be here... She wrote a great song, and I'd just like her to sing it. I think it's pretty fucking good.
(Wellman and Carson, 2018: 55)

The quotation describes that unexpectedly, Ally and his friend, Ramon leave work and they go to attend Jack's concert. They go by private jet. When they arrive at the outdoor amphitheater, they are greeted by Gail, a coordinator. She asks them to follow her towards the stage. They are beside the stage to watch Jack. After finishing, he introduces her to the audience and asks her to sing a song that she has composed with him at a concert. As it turned out, Ally's songs are liked by concertgoers.

JACK

All right, listen to me. Here's what we're going to do. You're going to do the song that I said that I wanted you to do, remember? The one that I love. (Wellman and Carson, 2018: 77-78)

The quotation above explains that after performing a concert with Ally yesterday, Jack invites her again to come with him to Arizona to attend a music festival concert. They sing a duet there. After singing, Jack gets the idea that he will ask Ally to sing a solo by singing a song that she composes while at the Arizona restaurant. At first, she refuses but Jack assures her that she has to do this. She agrees and then he invites her to bring the original song. Unexpectedly, it is successfully glimpsed by music producer.

4.2. Positive Impacts of Love

Impact is a collision, an influence that has both positive and negative consequences. The impact contained in this study is a positive impact. Positive impact is the desire to persuade, convince, influence, or impress others with the aim that they follow or support the good wishes. The positive impact in this research such as for health, for personal ties, and for relationship.

1. For Health

Falling in love can make a person feel always happy and cheerful in life. So that, if two people who love each other will always provide positive energy in it. In the script *A Star Is Born*, Ally's presence can provide positive energy for Jackson's health.

ALLY

I don't know, I guess I wondered without the booze, you know, if you would want to come home. 'Cause when you met me you were drinking and now you're not. (Wellman and Carson, 2018: 144-145)

The quotation describes that Ally and Jack meet at rehab facility. They meet there because Jack is in a drug rehab program. They ask each other how they are and their activities. Ally says that she misses him and waits for him to come back home. She asks if he will be back home when he has done and she feels sad because of thinking of what if he is without booze but he has to do this because he needs to stick with her.

2. For Personal Ties

As social beings, bonding with other humans is vital to our mental and emotional well-being. Especially if they love, support, give a motivation and there are for each other. When we feel positive from within, we will radiate positivity, which in turn will make us more creative and productive in life. In the script *A Star Is Born*, Jack always gave a motivation for Ally that she can become a famous singer.

JACK

You know, I had a thing when I was little. I was born with this thing in my ear. Couldn't hear... What do I wind up being? A singer. So you never know... (then)

Look... Talent comes everywhere, everybody's talented. I bet you, fucking everybody in this bar is talented in one thing or another, but having something to say, and a way to say it so people listen to it, that's a whole other bag. And unless you get out there and you try to do it you'll never know. That's just the truth. If there's one reason we're supposed to be here, it's to say something so people want to hear it. (Wellman and Carson, 2018: 26)

The quotation above points out that Jack tells Ally about his life that he has tinnitus and was born with a thing in his ear could become a famous rock singer. He says that no one knows what a person's fate will be like because everyone has talent. He also motivates her that to be a successful person is not always seen from the physical but also from the talent she has.

ALLY

(apologetic)

I've never sang with a track before.

JACK

Listen, you know what I think it is -- I think it's because you need your piano. I think if you're playing it and singing it... and then with the rhythm... (Wellman and Carson, 2018: 84-85)

The quotation above clarifies that Jack is accompanying Ally recording in the studio. Since she is used to sing on the piano, she feels awkward when she only sing to the rhythm of the music. The rhythm does not fit so the producer asks her to repeat. Jack immediately advises her to sing by playing the piano because it will make it easier for her.

JACK

You've been nominated for three Grammys and it's fucking great.

ALLY

Thank you. How did you find that out?

(Wellman and Carson, 2018: 119)

The quotation distinctly describes that in the morning, Ally comes home after recording. She meets with Jack and asks how her husband is. After that, Jack plays with his dog. Then, he goes into the room and sees Ally is in the bathroom. He meets her and sits down on the bath's edge. He congratulates Ally on her three Grammys nominations. He is proud that she has managed to become a famous pop singer.

ALLY

(into mic)

Oh, wow! Oh, my gosh! I can't believe I'm holding one of these. Thank you to Rez Gavron, my manager. Thank you for believing in me and telling me to get back from behind the piano and onto the stage.

ALLY

(placating)

Yeah, I do.

(then; over speakers) I started out singing with this beautiful man and I'll sing with him for life.

(pulling Jack back together) Right, baby?

(Wellman and Carson, 2018: 136-137)

It shows that Ally feels grateful that she manages to get the award. This victory feels like a dream to her. She is grateful to Rez Gavron, her manager who has trusted her in singing and she is also grateful to Jack Maine, her husband who always provides motivation, support, and enthusiasm to realize her dream of becoming a great singer. She also says that she started singing with a man who always supports her from the beginning until now.

3. For Relationship

In a relationship, it is normal to have each other's opinion. Likewise with partners, we will surely find every flaw in the relationship process because no human being is perfect. However, this deficiency factor is the key so that couples can understand and complement each other. In the movie script *A Star Is Born*, for relationship occurs when Ally hates herself. The following quotation proves for relationship:

ALLY

Um... Well, 'cause, like, almost every single person that I've come in contact with in the music industry has told me that my nose is too big and that I won't make it.

JACK

Your nose is too big?

ALLY

Yeah.

JACK

Your nose is beautiful.

(Wellman and Carson, 2018: 23)

The quotation explains that Ally tries to contact the music industry but she is rejected. So, she begins to lose her enthusiasm for pursuing her dream. She hates herself because of her physique that does not sell. In fact, Jack does not judge Ally's beauty from physical alone. He loves her just the way she is.

JACK

(crying)

I'm sorry I did that.

ALLY
It's okay. It's not your fault. It's a disease.
JACK
(crying)
No, but I embarrassed you. I embarrassed you.
ALLY
I'm not embarrassed of you.
(Wellman and Carson, 2018:147)

In the above-mentioned quotation, it illustrates that while in rehab, Jack apologizes to Ally for what happen during the Grammys nominated awards night. He feels that he has embarrassed her because at that moment he is very drunk and passed out. She already knows that he was an addict, but she does not leave him, she even supports him to get well.

5. Conclusion

Having conducted the analysis on the positive impacts of love, it can be concluded that there are three types of love found in the movie. The three types of love imply positive impacts. The positive impacts of the love in the move involve for health, for personal ties, and for relationship. Jack gets support and loves from his next brother. Jack and Ally love music and never stop fighting for their dreams. The two who meet through music make her a star so that they are united by marriage bond. Love for health occurs when Jack's way of loving himself is wrong at first, but he begins to open up when he met Ally. He sees hope and awareness of wanting to be free from the entanglement of drugs and alcohol. Self-love occurs when Jack helps Ally to love herself so that she can love herself and develop into a successful songwriter and singer. Love for relationship occurs when Ally hates herself because of her physique that does not sell, Jack does not actually judge Ally's beauty from her physical appearance alone. He loves her just the way she is. Likewise with Ally, after finding out that Jack is an addict, she does not leave him, she even supports him to get well. The two of them together strengthen and heal each other. Love for personal ties occurs when Jack says that she can make her dream come true so he motivates and supports her.

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STRESS IN ALEX MICHAELIDAS' NOVEL *THE SILENT PATIENT*

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Abstract

The study focuses on the stress experienced by the protagonist, Alicia Berenson. The main purpose of this study is to determine the types and the impacts of stress experienced by the protagonist by the name of Alicia Berenson, based on the theory of stress proposed by Priyoto (2014). In analyzing *The Silent Patient*, the researchers use qualitative research method to process and arranges the data. The data collected are divided into two categories i.e. primary data and secondary data. The primary data is the novel *The Silent Patient* (2019), and the researchers find fifteen data to be included in the analysis. The secondary data are books and other sources related to the analysis such as books or journals of stress issues, literary theory, the author's biography, internet and other relevant information to the analysis of this research paper. The data are collected through library research and searched based on the explanation from types and the impact of Stress proposed by Priyoto. The results of the study show the following conclusion. First, Alicia suffers from chronic stress which can be shown through impaired social relationships and nervousness. Second, the behavioral impact is shown through changes in the behavior system to be silent, aggressive behavior and self-injured.

Keywords: Stress, Chronic Stress, behavioral impact, aggressive behavior

1. Introduction

The Silent Patient is a novel written by British-Cypriot author, Alex Michaelides. *The Silent Patient* is his debut novel and published by Celadon Books, a division of Macmillan Publishers, on 5 February 2019. *The Silent Patient* is a psychological thriller novel set in a psychiatric treatment facility, Grove. This story is narrated by a British psychotherapist, Theo Faber, dealing with a patient who becomes mute after killing her husband. The theme of this novel is developed from the protagonist, Alicia Berenson, who suffers from mental illness and the plot describes the suffering she experiences after the death of her husband, Gabriel. In this case, the problem to be studied focuses on the stress that occurs in the character, namely Alicia Berenson.

Stress is a depressed condition experienced by an individual due to demands or inconsistencies and the reaction depends on how the individual copes with it. According to Palupi (2004) stress is defined as the inability to cope with the threats faced by a human being mentally, physically, emotionally, and spiritually, which at one time can

affect his physical condition. Sarafino, et.al (2015) define that stress as a condition caused by interactions between individuals and the environment, causing a perception of the distance between demands that come from situations that originate in a person's biological, psychological and social systems. According to Spielberger (1979), stress is external demands on a person, for example an object in the environment or a stimulus that is objectively dangerous. Stress may also be interpreted as pressure, tension, unpleasant disturbances that come from outside a person.

There are several reasons why researchers are interested in researching the topic of stress in this novel. The first is because this topic is the main theme of this novel. In addition, many moral lessons can be learned from this research. Readers will understand the types of stress, the effects of stress and of course how to overcome and avoid stress.

Every person on this earth must ever encounter stress in their life and various factors can be its trigger. Stress is an unavoidable part and can affect every level of people regardless of age, gender, social status, occupation, religion and others. Stress can also be found anywhere, at school, at work, in friendships, in love relationships, and so on. Stress is a problem that can be faced by everyone. Every person on this earth must have stress in their life and various factors can be the stressor.

With the above points in mind, it is explained that Alicia suffers from stress that can endanger her life. Various characteristics of the types and impacts of Alicia's stress can be found in this novel. Thus, it seems that Alicia Berenson's stress problem is a very interesting topic to be researched. By reading this novel, the writer would like to analyze the theme which exists in this novel, namely stress and the researchers would like to analyze in detail.

2. Literature Review

Protagonist is the chief character in a plot, on whom our interest centre or alternatively the hero or heroine. (Abrams and Geoffrey, 1999). According to Fowler (2001), the protagonist is the main character in the story, novel, drama, of other literary work, the character that the reader or audiences emphasizes with.

Based on some understandings of protagonist above, a protagonist can be defined as the leading character or one of the major characters in a drama, movie, novel, or other fictional text. Basically, protagonist is a reflection of the story or theme raised by the author. Furthermore, the main character is often used as the conveyor of the contents of the story or the message that is implied. This shows that the protagonist is very influential in the course of a story, both in novels and in other literary works.

According to Jordan (1997), stress is any change in yourself, both internally and externally, which causes reactions from individuals. There are also those who mention stress as the body's reaction to situations that press, or threaten someone. Chaplin (2001) states that stress is a state of depression, both physically and psychology, but in general it can be divided into two i.e. facing it or running away from the situation. If a person faces it, then there are two possibilities, namely if the person is successful the stress will pass and end. But if the stress itself is too heavy, it continues, or the person chooses to face it but fails, then there can be physical problems, psychological changes (depression), changes in attitude that can increase anxiety, then increase to stress.

According to Priyoto's theory (2014), types of stress are divided into three: Acute Stress, Episodic Acute Stress and Chronic Stress. These types will be explained further below.

1. Acute stress is a stressor that everyone faces on a regular basis, such as lots of sleep, traffic jams, and criticism from superiors. Acute stress situations last only a few minutes or hours. The characteristics of acute stress are increased enthusiasm, sharp eyesight, increased energy but decreased energy reserves, increased ability to complete lessons, often feeling tired without cause, sometimes there are system disorders such as digestion, brain, and feeling not relaxed. Acute stress is useful because it can spur a person to think and try to be more resilient in facing life's challenges.
2. Episodic Acute Stress lasts longer than acute stress. Unresolved situations with colleagues, sick children, or prolonged absence from family members can be the causes of Episodic Acute Stress. The characteristics of Episodic Acute Stress are abdominal pain, mules, relaxed muscles, feeling tense, sleep disturbance, and the body feels light.
3. Chronic stress is a situation that has been felt by a person for a long time, which can last from several weeks to several months, such as continuous marital disputes, long-lasting financial difficulties due to no improvement, separation from family, changing places of residence, having chronic illnesses and including physical, psychological-social changes in the elderly. The characteristics of chronic stress are nervousness, anxiety, panic, frustration, difficulty in doing activities, impaired social relationships, difficulty sleeping, negativity, decreased concentration, fear of unclear, increased fatigue, inability to do simple work, increased system disturbances, increased fear.

According to Priyoto's theory (2014), the impacts of stress are divided into three categories, namely:

1. Physical Impact

The physical impact of stress includes three characteristics. First, disorders of hyperactive organs in one particular system. It is characterized by muscle myopathy (certain muscles tighten / weaken), increased blood pressure (damage to the heart and arteries), and digestive system (ulcers, diarrhea). Second, reproductive system disorders. It is characterized by amenorrhea (suspension of menstruation), ovulation failure in women, impotence in men, less semen production in men, and loss of sex drive. Third, other disorders, such as dizziness (migraine), muscle tension, boredom, etc.

2. Psychological Impact

The psychological impact of stress includes two characteristics. First, emotional overload (exhaustion), saturation, and appreciation are the first signs, and have a central role in the occurrence of burn-out. Second, decreased personal achievement, resulting in decreased sense of competence and a sense of success.

3. Behavioral Impact

The behavioral impact of stress includes three characteristics, i.e. silence, aggressiveness, and self-injury. Silence is caused by disorders of organs such as the throat, vocal cords, lungs, mouth, tongue, and so on. Someone who becomes silence that is not acquired from birth can be said as a change in behavior. Behavior is the result of all kinds of experiences and human interactions with their environment which are manifested in the form of knowledge, attitudes and actions. Behavior is an individual's response/reaction to stimuli that come from outside or from within himself. Krahe

(2005) argues that aggressive is any form of behavior that is intended to hurt or injure other living beings who are driven to avoid that behavior. According to Kartono (2000), aggressiveness is anger that overflows and people attack violently in an unnatural way. The aggressive behavior is behavior that aims to injure or hurt someone or something, both verbally and nonverbally, which causes hostility. Klonsky (2011), states that self-injury is a form of behavior carried out by individuals to emotional pain, this behavior is done very deliberately but the individual has no intention of committing suicide. Self-injury is also a form of self-defense mechanism that a person uses to deal with emotional pain, self-emptiness, loneliness, loss, and satisfying the desire to punish oneself by causing injuries to the body. According to Mazelis (2008) self-injury is intentionally injuring one's own body as a way of dealing with emotional problems and stress. People hurt themselves not to create physical pain, but to soothe deep emotional pain,

3. Research Method

"Protagonist Stress in Alex Michaelidas' Novel *The Silent Patient*" discusses stress experienced by the protagonist, Alicia Berenson. This research is analyzed based on *Konsep Manajemen Stress* proposed by Priyoto (2014). In conducting this study, the qualitative research method was used to process and to arrange the data. According to Walliman (2010: 71), qualitative research explores people's judgment, feeling of comfort, emotions ideas, beliefs etc, and it can be described in words. Therefore, the researchers present the analysis and finding from the discussion form.

The researchers conducted this study through some steps: quoting and marking some phrases and sentences related to protagonist's stress in the novel; finding and taking another data such as books or journal of stress issues, literary theory, the author's biography, and other relevant information to the analysis of this research; and classifying and reviewing data based on problem formulation criteria to find answers to problems.

4. Discussion

Stress is a common problem that occurs in human life. Now, the demands and pressures of life are getting heavier. This can cause a person to become stressed and various factors and reasons can be the stressor. For instance, tiring work, criticism from others, or unwanted events. In this chapter, the analysis discussion focuses on the stress experienced by the protagonist, Alicia Berenson.

4.1 Chronic Stress

Chronic stress is a situation that is felt by a person for a long time, which is from several weeks to several months (Priyoto, 2014). Based on the analysis of researchers in the novel, Alicia Berenson suffers from one type of stress, namely chronic stress. This can be shown in two characteristics, namely impaired social relationship and nervousness.

4.1.1. Impaired Social Relationship

Impaired social relationship is one of the characteristics of chronic stress. This can affect a person's behavior, causing problems in personal or interpersonal relationships. Stressful behavior can make a person be positive or negative. Negative stress behavior (distress) can cause an individual to do things that are not normal to his

environment. This abnormality causes the relationship between the individual and his environment to be problematic and ultimately rejection by environment occurs. Alicia has impaired social relationship and it can be seen in the following quotation.

She refused to visit me in my office, so I went to see her in her room. During the sessions, she simply sat on her bed and stared out of the window. She refused to speak, of course. She refused to even look at me.” He threw up his hands, exasperated. “I decided the whole thing was a waste of time.” (Michaelidas, 2019: 38).

The quotation above explains that Alicia Berenson refuses to visit her psychotherapist, Theo Faber. In the therapy session, Alicia does not even talk to Theo. She just sits on his bed and looks out the window. She does not notice Theo's presence. This explains that Alicia has an impaired social relationship. One of the characteristics of a good social relationship with the environment is to respond and appreciate when someone tries to talk to us. These traits cannot be shown by Alicia in her behavior.

4.1.1 Nervousness

Nervousness is one of the hallmarks of chronic illness. Nervousness is doing or saying in an uneasy state: stuttering, very hasty, and confused. It can also be defined as one of the body's natural responses to stress. It is a feeling of fear or worry about what's to come. The most common responses to nervousness are tension, fear, worry such as heart palpitations, shaking hands or feet, hesitation to act, dry mouth and cold sweat. Alicia experiences symptoms of anxiety as a result of the stress she suffers and these symptoms are shown in several paragraphs in the novel *The Silent Patient*. This can be seen in the quotation below.

Alicia hesitated. She glanced at him, then made a decision. She walked into the room, slightly unsteadily. She sat on a chair, silent as a cat (Michaelidas, 2019: 41).

Nervousness usually occurs when a person cannot control herself. Through the quotation above, it can be explained that Alicia has a nervous breakdown. The response to the nervousness experienced by Alicia from the quotation above is her hesitation to act. Just as she was about to enter to the room, Alicia walks unsteadily and looks hesitant. In the room, Alicia just sits quietly on the chair, scares like a cat.

4.2 Behavioral Impact

Behavioral impact is one categories of impact of stress. In this session, the writer only focuses on stress that has an impact on the behavior of the protagonist, Alicia Berenson. Through the author's research, there are several impacts that can be seen from Alicia's behavior, namely behavioral system change (silence), aggressive behavior, and self-injury.

4.2.1 Silence

Behavioral system change is one of the characteristics of heavy stress (Priyoto, 2014). Silence is one example that can be shown from the changes in the behavioral system experienced by Alicia. Alicia is silent because of her mental unpreparedness for the tragedy of her husband's death. This change in behavior is usually caused by shock or mental unpreparedness for an event. This can be seen in the quotation below.

The following day, she lay in bed in a private room in the hospital. The police questioned her in the presence of her lawyer. Alicia remained silent throughout the interview. Her lips were pale, bloodless; they fluttered occasionally but formed no words, made no sounds. She answered no questions (Michaelidas, 2019: 15).

The quotation above shows Alicia's behavior changing to being silent when the police questioned her. Alicia does not answer a single question. The quotation also explains that Alicia wants to say something but her lips tremble and ends up not making any sound. Alicia remains silent and never says anything. This explains that Alicia has a behavior change that was silence.

4.2.2 Aggressive

Aggressive behavior is one of the effects of changing the behavior of someone who is experiencing stress. Stress that is followed by anger produces negative behavior that causes aggressive behavior. Aggressiveness is anger that overflows and people attack violently in an unnatural way. Anger is a response to anxiety that is perceived as a threat. These aggressive behaviors are explained further through the following quotation.

Only one incident stood out. It took place in the canteen, a few weeks after Alicia's admission. Elif accused Alicia of taking her seat. What exactly had happened was unclear, but the confrontation escalated rapidly. Apparently Alicia became violent—she smashed a plate and tried to slash Elif's throat with the jagged edge. Alicia had to be restrained, sedated, and placed in isolation (Michaelidas, 2019: 45).

Through the previous quotation, stress followed by anger causes aggressive behavior. Alicia's aggressive behavior is clearly illustrated in the quotation above. Alicia's aggressive behavior occurs in the grove canteen. Alicia is angry that Elif accuses her of taking her seat, which then a confrontation quickly ensues. Alicia acts brutally by breaking her plate and tries to harm Elif by cutting her throat with a jagged edge. As an impact of her aggressive behavior, Alicia has to be arrested, sedated and placed in isolation. Alice's behavior is a manifestation of the threat directed at her and one way to fight this threat is to act aggressively.

4.2.3 Self-Injury

Self-harm is one of the behavioral impacts. This can be defined as the inability to overcome the threats faced by the mental, physical, emotional, and spiritual of humans, which at some point can affect human behavior. Excessive mental stress can make individuals do negative things, such as hurting themselves. Stress due to trauma can also be a trigger for self-harm. In this novel, Alicia attempts suicide several times after the death of her husband, Gabriel. This can be seen from the following quotation.

And then something glinted in the torchlight—a knife was on the floor by Alicia's feet. Another beam of light revealed the blood spattered on Alicia's white dress. An officer grabbed her arms and held them up to the light. There were deep cuts across the veins in her wrists—fresh cuts, bleeding hard (Michaelidas, 2019: 14).

The quotation above shows that Alicia hurts herself in an attempted suicide. This incident happens at Alicia's house. Police find Alicia with a slashed wrist and a knife lying next to her. Blood is splattered everywhere, not just Alicia's blood but Gabriel's as well. Fresh wounds that are bleeding profusely indicates that Alicia has just carried out the suicide attempt right after Gabriel's death. The tragedy of Gabriel's death puts a lot of pressure on Alicia and makes Alicia act impulsively.

5. Conclusion

Stress is a depressed condition experienced by an individual due to demands or inconsistencies and the reaction depends on how the individual copes with it. The chronic stress experienced by Alicia has characteristics, namely, impaired social relationships and nervousness. Impaired social relationship occurs when Alicia is reluctant to interact with her environment. Nervousness can be seen from Alicia's response to other people who try to interact with her, such as hesitation to act in front of others, wobbly walking, pale face, and shaking hands or feet. The type of stress that Alicia suffers from is chronic stress and the stress has an impact on her behavior.

As a result of stress affecting Alicia's behavior such as changes in the behavioral system to silence, aggressive behavior and self-injury. Alicia's silence has occurred since the death of her husband, Gabriel. This silence is Alicia's body's response to her mental unpreparedness for the incident. Alicia's aggressive behavior occurs when Alicia acts impulsively by brutally attacking other people. These actions include trying to slit Elif's throat during their confrontation in the canteen, and, strangling, slapping, and banging Theo Faber's head for trying to dig into his privacy. Self-injury occurs when Alicia tries to harm herself by attempting suicide. Alicia was seen slashing her hands many times after her husband's death.

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FACTORS OF PERSONAL MOTIVATION IN ERIC RAMIRO KIRSTEN'S MOVIE SCRIPT *MIDNIGHT SUN*

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Abstract

This study is conducted to analyze the factors of personal motivation in *Midnight Sun* movie written by Eric Kirsten. This study applies qualitative descriptive method since the process and the result of the research are accomplished descriptively. Then, the theory proposed by McClelland is used in this study. He mentions two types of factors of personal motivation. The factors include internal and external. This study is focused only on internal factors. It is stated that five factors belong to internal factors of motivation. After having analyzed those factors in the movie, only four factors are found in the analysis. They are need, hope, responsibility, self-esteem and achievement, while, job satisfaction is not found in the movie. The four internal factors happen within the protagonist himself. These factors emerge from the characters' personal motivation. By the internal factors, the protagonist can make his dream come true. In conclusion, the result of this study shows that to realize dream and to avoid adversity, we must have a motivation to make it happen.

Keywords: hope, responsibility, self-esteem, achievement, personal motivation

1. Introduction

Literary work is a product of the soul's wandering and intellectuality of an author destined through the various processes that underline it. Literary work means an essay that refers to the values of goodness written in general language about human, social, and intellectual problems in a unique way. According to Hurlock (1980: 74-75) a literary work will provide different information for different readers. Literary readers are allowed to interpret literary text according to their own insights. Literature is a creative activity, a work of art (Wellek and Warren, 2016: 3).

This study discusses one of from literary works, Drama. The Drama has been performed in the film. The film as the object of analysis is *Midnight Sun*. Drama is a mode of fictional representation through dialogue and performance. It is one of the literary genres, which is an imitation of some action. Drama is also a type of a play written for theater, television, radio, and film. Dramas depend heavily on spoken dialogue to keep the audience informed about the characters feelings, personalities, motivations, and plans. Since the audience sees characters in a drama living out their experiences without any explanatory comments from the author, playwrights often create dramatic tension by having their characters deliver soliloquies and asides.

Concerning the spoken dialogue in *Midnight Sun*, the researcher analyses the character's motivation which is unique to be discussed because motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve. This page explains more about this essential area, part of emotional intelligence.

According to Sadirman (2011: 75), motivation is the overall driving force within students that gives rise to learning activities, which ensures the continuity of learning activities and which gives direction to learning activities, so that the goals desired by the learning subject can be achieved.

Alma (2013: 89) says that motivation is the willingness to do something. While motive is a need, desire, impulse or impulse. A person's motivation depends on the strength of his motive. Motivation affects the changes that occur in a person that appears in changes in attitudes and feelings and emotions, so that can encourage someone to do an action due to a desire or a goal that must be achieved. Without the presence of motivation, a person will not be moved to start behavior because there is no determination to reach his target. The Drama "Circus Midnight Sun" was chosen as the subject of discussion in this research can be described by relevant reasons. The reason behind the researchers in conducting this research is because in the drama by Eric Kirsten is a drama that has its own uniqueness.

The motivation theory used in this study is taken from McClelland in Lili and Nasution (2005). The theory refers to a self-actualized being or personal motivation which is implemented in personal needs. Those needs are physiological, safety, love, esteem, and self-actualization. In which the factors are generally owned by humans, namely internal or personal motivation and external motivation. Internal or personal motivation is a motivational factor that comes from within the individual. The internal factors includes needs, hope, job satisfaction, responsibility, self-esteem and achievement. These factors are focused on this study.

External is a factor that comes from outside the individual. Internal motivation has five factors, namely individual perceptions of themselves, self-esteem and achievement, expectations, needs, and job satisfaction. External motivation has four factors, namely the work group, the type and nature of the job, the environmental situation, and the reward system. Unfortunately, these external factors are not discussed in this study.

2. Literature Review

2.1 Motivation

Human motivation is a complex and well studied field that has broad roots in a diverse collection of academic disciplines including psychology, sociology, education, political science, and economics. In simplified terms, motivation can be defined as what causes people to behave as they do (Denhardt, 2008: 146). Unfortunately, this simple definition hides the dynamic intricacies of the motivation literature.

There tends to be a general consensus as to the definition of motivation which reflects that (1) motivation is goal directed, (2) motivation outlines the achievement and pursuit of goals and (3) motivation is environmentally dependent (Campbell and Pritchard, 1976: 156). They defines motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior.

Because motivation is so difficult to define, it may help in determining what motivation is not. Denhardt (2008) outlines four examples. Motivation is not (1) directly

observable, (2) the same as satisfaction, (3) always conscious, and (4) directly controllable.

Motivation is not directly observable. "Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. It is possible to observe the outward manifestations of motivation but not motivation itself (Denhardt, 2008: 147). For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent for shelter, or acquiring high social status.

Motivation is not always conscious. Unconscious motivation is quite central to Sigmund Freud's theories of human behavior. Freud posits that most human behavior is the result of unconscious repressed memories, impulses, and desires that influence and drive many human behaviors Alma (2013). A manifestation of this idea is the "Freudian slip" where an accidental word slip actually betrays true internal feelings and intentions.

Motivation is not directly controllable. "Motivation is not something that people do to others. Motivation occurs within people's minds and hearts. Managers can influence the motivational process, but they cannot control it" Denhardt (2008: 147)

The purpose of this paper is to give a detailed review of the literature of motivation in a thematic and quasi-chronological fashion. This will permit the reader to gain a thorough understanding of the many facets of motivation theories in modern literature. A cursory view of the literature will show that there are two central categories of motivation theories: content and process theories.

Content theories are centered around the assumption that individuals all share a similar set of human needs and that we are all motivated to satisfy those needs. Process theories are centered around the rational cognitive process and say that while most people may have similar needs, the importance and placement of those needs is different for everyone; that it is something highly subjective.

Furthermore, the concept of the need for achievement is abbreviated with a symbol which later became very famous, namely: n-Ach. According to Malone and Lepper (1987) to make a job successful, the most important thing is the attitude towards the job. He has conducted extensive research on motivation in relation to the need for achievement since the late 1990s. The results of his research show that the ups and downs of countries and their cultures are closely related to changes in the need for achievement.

According to McClelland (2005) as quoted in the Scientific Journal of Psychology and Organization "The Influence of Achievement Orientation Leadership Behavior Patterns on Achievement Motivation and Organizational Culture Application" defines achievement motivation as an encouragement from within a person to perform an activity or task as well as possible in order to achieve achievement with the predicate commendable. This is in accordance with the opinion of Johnson et al. who argues that "achievement motive is impetus to do well relative to some standard of excellence."

Understanding achievement motivation can be interpreted as the impetus that exists within a person to carry out activities as well as possible in order to achieve organizational goals Mangkunegara (2008).

McClelland (2005: 67) verifies the theory of the need to get achievement or Need for Achievement N.Ach which states that motivation varies, according to the strength of a person's need for achievement. McClelland (2005) states that a person's behavior arises because of the influence of his needs. In McClelland's concept of

motivation. According to Latifah (2012) there are three basic needs in a person that drive behavior include need for achievement, need for affiliate, and need for Power.

2.2 Types of Motivation

By looking deeper into the multiple theories of motivation, one will find that there are two basic types of motivation i.e., intrinsic and extrinsic motivation. Intrinsically motivated behaviors are seen when there is no other apparent reward expect the activity itself. Malone and Lepper (1987) have defined it as “what people will do without external inducement. Examples of intrinsic motivation are hunger, a sense of duty, altruism, and a desire to feel appreciated. Extrinsically motivated behaviors are those where the controlling mechanism is easily seen. Examples of extrinsic motivation are money, rules and laws, and the physical environment.

Alma (2013) states that intrinsically motivated behaviors are innate and can result in creativity, flexibility, and spontaneity while extrinsically motivated behaviors are generally done as consequence of pressure and result in low self-esteem and anxiety. However, even the mere identification of intrinsic/extrinsic behaviors has been a topic of debate. Despite this, the distinction between intrinsic and extrinsic motivation is an important one given their impact upon each other.

There has been much research into the effects that intrinsic and extrinsic motivation have upon each other, especially in the field of education. It has been found that many students do not find studying to be intrinsically rewarding and that extrinsic motivation has the exact opposite effect on student achievement than is desired (Lepper & Hodell, 1989). In fact, Lepper & Hodell have shown that when individuals are asked to complete a task, mere verbal praise after successfully completing the task increases intrinsic motivation. Contrary to popular belief, the use of expected extrinsic rewards for completing the task actually produces a negative motivational effect for future task completion once the reward is removed. However, Cameron and Pierce also found that reinforcement, unlike reward, does not harm intrinsic motivation Cameron & Pierce (1994).

Taking these findings into the realm of motivation in organizations, we must now be cognizant of the fact that by simply applying extrinsic motivation methods without also addressing intrinsic factors, managers could be doing more harm than good. Also, managers must understand that by simply rewarding workers through extrinsic means, they are actually perpetuating a destructive cycle of continual reward and decreased intrinsic motivation. It is important to keep this in mind as we cover the myriad of theories and needs outlined below.

2.3 Content Theories of Motivation

Shortly after Fritz Roethlisberger published his 1941 book *Management and Morale*, outlining in detail the Hawthorn studies, Abraham Maslow published “A Theory of Human Motivation” in 1943. Maslow is considered the father of needs based motivation theory and his theory is “one of the best-known and most widely cited works on motivation” (Lili and Nasution, 2005).

Maslow (1946) proposes a five level hierarchy of needs which he outlined as necessary for the achievement of a completely satisfied individual; or in his terms, a self actualized being. Those needs are: physiological, safety, love, esteem, and self-actualization.

Physiological needs can be described as the most basic of human needs; those needed for human survival. These include breathing, water, food, and shelter. Safety needs are those needs which create stability and predictability in our lives: personal and financial security, health and well-being, and employment and access to resources. Love/belonging needs are centered around social interactions and interpersonal relationships: friendship, family, and intimacy. Esteem needs reflect our desires for respect, self-esteem and the need to belong McClelland in Lili and Nasution (2005).

Finally, self-actualization is the state which the individual achieves when all other needs have been met. Maslow identifies fifteen attributes that self-actualized individuals experience, and thus the exact definition of being “self-actualized” is difficult to summarize. Some of the characteristics include: the acceptance of self, others and nature; spontaneity; autonomy independent of culture and environment; and the mystic experience.

Feelings of limitless horizons opening up to the vision, the feeling of being simultaneously more powerful and also more helpless than one ever was before, the feeling of ecstasy and wonder and awe, the loss of placement in time and space with, finally, the conviction that something extremely important and valuable had happened, so that the subject was to some extent transformed and strengthened even in his daily life by such experiences. Each need, or level, is fulfilled in sequence and serves as motivation until all the needs of the individual are met in self-actualization. While Maslow emphasized that individuals will generally be motivated to seek each need in the order described, he also stated that the order of his hierarchy is “not nearly as rigid as we may have implied” and that in some individuals will seek needs in different order.

It is important to remember that McClelland in Lili and Nasution (2005) realized that his hierarchy of needs was more theoretical than normative; the present theory then must be considered to be a suggested program or framework for future research and must stand or fall, not so much on facts available or evidence presented, as upon researches yet to be done, researches suggested perhaps, by the questions raised in this paper.

2.4 Factors of Personal Motivation

A person's self-motivation can be influenced by several factors, according to McClelland (2005):

2.4.1 Internal Factor

Internal factors are personal motivational factors that come from within the individual. This motivation arises because of a person's desire to excel and be responsible for his or her life. Some of the things that include personal internal factors, are:

- a. Need, to most psychologists, is a psychological feature that arouses an organism to action toward a goal, giving purpose and direction to behavior. Human needs are commonly used to refer to the drivers of peoples' actions, the motives behind human behavior. They take the elements that contribute to achieving the goal of a good life such as jobs, income, health care, status as the requirements or needs for the realization of the goal.
- b. Hope is associated with many positive outcomes, including greater happiness, better academic achievement and even lowered risk of death. It is necessary ingredient for getting through tough times, of course, but also for meeting everyday goals.

- c. Job satisfaction tends to achieve higher productivity. Increased Profits – Keeping employees safe and satisfied can lead to higher sales, lower costs and a stronger bottom line.
- d. Responsibility means being dependable, keeping promises and honoring our commitments. It is accepting the consequences for what we say and do. It also means developing our potential.
- e. Self-esteem and achievement refer to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself.

2.4.2 External Factors

External personal motivational factors are motivational factors that come from outside the individual. This motivation arises because of the role and influence from outside, such as companies or organizations, which can change the behavior of individuals in their lives. Some of the things that include external factors, namely:

1. Type and nature of work
2. Interpersonal relations
3. Team work
4. Working conditions
5. Work safety and security

3. Research Method

This study uses the theory of repentance proposed by McClelland in Lili and Nasution (2005) to find the factors of personal motivation in the movie script *Midnight Sun*. Then, the qualitative descriptive method was applied to analyze the data. According to Creswell (2013) that qualitative research begins with assumptions and the use of interpretive or theoretical frameworks that inform the study of research problems addressing the meaning individuals of groups ascribe to a social or human problem.

4. Discussion

The analysis of this study focuses on internal factors of personal motivation *Midnight Sun* by Eric Kirsten. The analysis includes need, hope, responsible, and self-esteem. Each part is explained as follows:

4.1 Need

A need is something that is necessary for an organism to live a healthy life. Needs are distinguished from wants. In other words, a need is something required for a safe, stable and healthy life e.g. air, water, food, land, shelter while a want is a desire, wish or aspiration. As explained in chapter II 2.4.1 part a, it causes people definitely have desires in life. In the film, *Midnight Sun* need occurs when Charlie wants to take part in the swimming competition and win the competition. So, he can get a scholarship to Berkeley. Because this is a dream of Charlie. So in order to be able to realize his dream, Charlie trains swimming in earnest.

“I could they just take your scholarship away? Well, I had to have surgery. And they did not think I could ever swim again. And no more scholarship meant no more Berkeley. (Kirsten, 2018: 40 - 41).

The quotation above describes about Charlie who wants to follow a swimming competition in order to get a scholarship, but he suffered a injury to his shoulder which caused him to lose confidence by the Berkeley coach. Due to the Berkeley coach thought that Charlie did not swim because he had injured in his shoulder. That makes Charlie not excited. Even though Charlie has been training hard so that he can win a swimming competition and get a scholarship to Berkeley.

“So, what are you gonna do this year, now that you are not going to Berkeley? Well, I’m first get a new truck. And then I’m gonna drive acrosss the country.” (Kirsten, 2018: 43).

The quotation above explains that Katie asks Charlie what he will do for he does not go to Berkeley. Then Charlie explained that he needed a new truck so he could travel around the country in his new truck. Because Charlie felt that he had been in the column all his life, to practice swimming seriously but what happened he had an injury to his body and that prevented Charlie from participating in the swimming competition. So Charlie needs a new truck to drive across the country.

4.2 Hope

In the film *Midnight Sun*, hope occurs after suffering from an injury to his shoulder, which prevents him from participating in swimming competitions. Charlie wished that he could take Katie around the harbor and enjoy the sunset together, because Charlie thought he could not take part in the swimming competition so he had plenty of time to ask Katie out. And then the Berkeley coach contacted Charlie that one of the participants was out and Charlie could replace him. So Charlie hopes to reach the total before the competition starts and win the competition so he can continue his scholarship to Berkeley.

“You wanna see something cool? Ta-da! This is yours? No. But it is something I’m taking care of for the summer. It is a Jepersen 53. Wow. One fo these days we could take her for a sail around the harbor, we can watch the sunset. That’s sounds perfect.”
(Kirsten, 2018: 43).

Charlie had brought Katie to see the ship that Charlie was taking care of. And Katie was amazed at the sight of the ship. Since Charlie could not take part in the swimming competition, so Charlie hope he and Katie could sail with Katie around the harbor and watch the sunset. Charlie does not want to be sad about not being able to take part in the swimming competition, so he looks for other things to do by taking care of someone else's ship.

“Are you okay? The Berkeley coach called my house the other Night. Really? Yeah, I mean, I guess one of the other swimmers Transferred out and another spot opened up. Wow. That is so crazy.”
(Kirsten, 2018: 49-50).

It is described that Charlie tells Katie that the Berkeley coach calls her home. The reason the Berkeley coach called was because one of the swimmers had transferred out, so Charlie gets hope for a swimming competition and proves that he deserves to be a winner in a swimming competition and get a scholarship to Berkeley.

“Wait, where is this place? We’re here. Charlie, what is this place?

It's your surprise. Charlie, my man. I thought Seattle was my surprise." (Kirsten, 2018: 39).

The above part illustrates that Charlie asks Katie to go to a party because Katie never knew what a party was like. And Katie wished she could come to the party and experience what it was like. So Charlie asked Katie to show her what a party was like. Katie never goes to parties because her father always forbids her to go out, the reason Katie's father does this is so that Katie avoids socializing that can ruin her. And because of Katie's illness, Katie does not have many friends to play with. Katie only has one friend. So Katie can only play guitar at home, and write in her diary. That is all she does every day. When Charlie asked her to go to a party, Katie was happy to know how the party was and she did not forget the moment.

"You know, you have to do something with your music. No, I could not. You have to, Katie. It was amazing." (Kirsten, 2018: 41)

Charlie hopes Katie can do with his music to make everyone know that Katie has a hidden talent. But Katie does not want to do so. Though Charlie feels that Katie has a sweet voice to listen to. In addition, Katie also creates her own songs. This is what makes Charlie hope that Katie can develop her talent in singing.

4.3 Responsibility

Being responsible means being dependable, keeping promises and honoring our commitments. It is accepting the consequences for what we say and do. It also means developing our potential. People who are responsible do not make excuses for their actions or blame others when things go wrong. As describe in chapter II in 2.4.1 part d. In the film *Midnight Sun*, Charlie still maintains his swimming qualities even though he has an injury and cannot participate in swimming competitions. But he still kept his technique in swimming and did not forget, it shows that Charlie is responsible for what he does.

"Are you ready? For what? To go swimming. No, Katie, you know I do not swim anymore. Yes, you do. You just have not swam in a while. And I have never swam in this water before, so you're gonna take me. Uh-huh. Come on! No, I'm serious. I'm not swimming. But you made me sing and I did not want to. That was totally different. No it's not! Okay, do you have any idea how cold that water is? Charlie. We could have either come all the way to the beach under the beautiful stars and not go swimming, or we could jump into that water and continue to make this best night of our lives. I do not have a swimsuit. Neither do I. Katie. You coming? Hurry up! Oh, my god. It's so cold. Put your arms forward and then push. The breast stroke? It seems like a trick. Kinda. See, this is not so bad. You do not hate the water." (Kirsten, 2018: 63-64).

The quotation above shows that Katie takes Charlie for a swim though Charlie initially refuses. In the end, Charlie agrees to swim. Katie's goal in taking Charlie swimming is to find out if Charlie still has the technical ability to swim or not. Finally, it turns out that Charlie still has good swimming skills. It also proves that Charlie does not hate water. In this section, Charlie teaches Katie how to swim properly. And Katie is

sure that Charlie could win the swimming competition and get a scholarship to Berkeley.

“Go, Charlie! Push it! Go Charlie! That’s it, Charlie! Come on! Charlie, let’s go! Whoo! Whoo! Go, Charlie! Come on, Charlie! Go! Go! Whoo hoo! Yeah! Yeah!” (Kirsten, 2018: 80).

The above quotation describes the support given to Charlie who is struggling to become a winner in the competition. Charlie tries to do his best. He does not want his hard work in swimming practice to go without result. Moreover, Berkeley coach comes to see it live. So, Charlie has to show his skills and impress the Berkeley coach. Charlie thinks he should not miss the chance to get a scholarship to Berkeley.

“I’ve waited my whole life to feel this.” (Kirsten, 2018: 88).

Katie states she enjoys sailing around the harbor with Charlie and enjoying the sunset together. Katie has an illness (XP). Someone who suffers from XP disease cannot be exposed to direct sunlight. If that happens, it will have a bad impact on the sufferer of the XP disease and it can cause death. Because XP is a rare disease. That is why Katie never goes out during the day, and at night she can go out. So Charlie keeps his word to take Katie around the harbor together and enjoy the sunset. Charlie knows Katie never does activities outside the house during the day. So this is something that Katie has been waiting to experience of how is like to be out in the sun.

4.4 Self-esteem and Achievement

In the film, Charlie wins the swimming competition and coach Berkeley gets impressed with him. Finally, Charlie can realize his dream to get a scholarship to Berkeley. Charlie tells Katie to do the recording. He hopes that Katie can develop her talent. And Katie’s song is blowing up on YouTube.

“The Berkeley coach was impressed and they promised to keep in touch. In touch is good. They will be in touch. I’m so proud of you, honey. Ahh. So good. Hey, I will be right back. Sure. Hey, Charlie. Hi. The rumors are true. Congrats. Thank you. You were great in there. Thank you for letting Katie come. I could not have stopped her.” (Kirsten, 2018: 54).

It is Charlie who wins the swimming competition and impresses the Berkeley coach. Charlie finally manages to get a scholarship to Berkeley. Charlie's efforts are not in vain. It is the support from those closest to him that makes Charlie feel excited about participating in swimming competitions and getting a scholarship to Berkeley.

“Come on. Come on. I’m so confused. What are we... what is this? It’s for you. Is this Katie? Yeah. Let’s do this. No. Oh, my God, no. Katie. Katie, yes. No, I can not. I can not. Yes, yes, yes. Yes. Yes. This is so crazy. How... did you even pay for this? Do not worry about it. Charlie, your truck money? I can not let you... Katie, it’s already done. Okay, you helped me figure out my dreams and now it’s payback time. I can not play anymore. Then just sing.” (Kirsten, 2018: 55).

The quotation above shows that Charlie rents the recording studio for Katie. Charlie feels that Katie has helped him to realize his dream by always supporting him.

She is sure that Charlie could do it. Even though Charlie has to pay a fortune to rent the recording studio and uses the money that would actually be used to buy a new truck, Charlie did not think so. Charlie does this to repay Katie for helping her to fulfill her dream.

“[Man on radio] Coming up next, we have a song that is blowing up on YouTube with over two million views in just two weeks.”
(Kirsten, 2018: 61).

It is described that Katie's song is blowing up on YouTube with over two million views just for two weeks. Charlie is so happy because he does not expect that Katie's song can be popular. Unfortunately, Katie finally is dead because Katie has step disease.

“So, how did you do it? How did you hurt yourself? It was just a freak accident. You know, I fell down some stairs and... And that is not true. That is kind of what I tell everybody. I got really drunk one night at Owne's house. And my friends dared me to jump off the roof into the pool.. and I clipped the edge with my shoulder. I'm such an idiot. I do not wanny be that guy you know?” (Kirsten, 2018: 41).

Katie asks Charlie how he gets his shoulder injured. Then Charlie tells her why he gets the injury. Charlie feels sorry that he has accepted the challenge from his friends to jump from the roof into the pool. As a result, he becomes desperate because he could not enter the swimming competition. She realizes that her dream of getting a scholarship to Berkeley is impossible to happen. Charlie is embarrassed and he does not want to be like an idiot. Charlie proves that he is not so kind as the guy by winning a swimming competition and getting a scholarship.

“There is this huge meet coming up next month, and the Berkeley coach is coming down to watch. But I'd have to get in shape by then, which is probably impossible. And then I'd have to swim, like, my best time ever to show that I'm fully rehabbed... You can totally do it.” (Kirsten, 2018: 35).

The above quotation talks about Charlie's feeling. He is desperate because there is no way to be fit before the competition starts. He has to swim as well as he could to show that he is fully recovered. Charlie was hesitant at first but katie tells him that he can totally do it. Furthermore, Charlie thinks that he should be able to win the competition so that he will not be underestimated by his friends.

5. Conclusion

From the analysis, there are several points to be concluded. Four internal factors of personal motivation can be found in the movie script. The factors of personal motivation includes need, hope, responsible, self-esteem and achievement. However, one internal factor cannot be found the movie. It is job satisfaction.

Needs become the first internal factor of Charlie's personal motivation. The need deals with his desire to enter a swimming competition in order to get a scholarship to Berkeley. Hope arises when Berkeley coach contacts him to enter a swimming competition because one of the other swimmers transfer out. This is his hope to take part in a swimming competition and realize his dream to get a scholarship to Berkeley.

Then, the responsibility comes after Charlie has felt hopeless when he could not participate in the swimming competition because he suffers an injury which causes him to have to rest completely. But it does not last long. Finally, he is contacted by the Berkeley coach for a swimming competition. Even though at first he is desperate, he still maintains his swimming quality and still remembers his swimming technique. Last but not least, self-esteem is described when Charlie jumps from the roof into the pool and hits his shoulder against the pool wall. This causes him to injure his shoulder and is unable to participate in swimming competitions. He proves that he keeps trying to join the competition. Finally, the achievement comes after Charlie manages to impress the Berkeley coach by winning the swimming competition. In conclusion, he is able to fulfill his dream due to the internal factors coming within himself.

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RACE DISCRIMINATION IN TONY KUSHNER'S MOVIE SCRIPT *LINCOLN*

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Abstract

This research is concerned with the race discrimination in Tony Kushner's movie script *Lincoln*. A story of four months of struggle of Lincoln and the Republican party and its supporters to pass the 13th amendment which formally abolished slavery in the United States passing the Senate on April 8, 1864, and the House on January 31, 1865 and approved by President Abraham Lincoln on February 1, 1865. The analysis focuses on the types of race discrimination: the direct and the indirect of race discrimination and the negative impacts of race discrimination adopted from Liliweri. This research used descriptive qualitative research. The one adopted in the research is proposed by Khotari and Bogdan & Taylor. The finding shows that the direct race discrimination is an act of limiting a job based on race. It comes from black soldiers. There is also a tendency to discriminate between groups and beliefs with human law itself. The negative impacts of race discrimination are slavery and civil war. Furthermore, race discrimination also causes heavy casualties between whites and blacks by taking over place the territories of the minority.

Keywords: direct race discrimination, indirect race discrimination, slavery, civil war.

1. Introduction

United States is inhabited by various racial groups in almost all sectors of life, but it is dominated by white citizens. They are the Caucasian race. White people oppresses African and American immigrants who come from the Nigger race. It is place of black people at the lowest position in the racial and ethnic strata based on the degree of dominance. Nigger races are also separated from white citizens in social facilities and are limited in their scope of movement in the political field. Race viewed from a biological point of view is human population that is divided into social classes according to heredity characteristics that distinguish one group or human group from another (Marger, 1994: 19). This phenomenon is situation that initiates the author

Lincoln is a 2012 American biographical historical drama movie directed by Tony Kushner's. This movie tells the story of four months of struggle of Lincoln and the Republican party and its supporters to pass the 13th amendment until his death. The 13th amendment, which formally abolished slavery in the United States, passed the Senate on April 8, 1864, and the House on January 31, 1865. On February 1, 1865, President Abraham Lincoln approved the Joint Resolution of Congress submitting the proposed amendment to the state legislatures. The necessary number of states ratified it

by December 6, 1865. The 13th amendment to the United States Constitution provides that neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

In this research, the researchers analyze race discrimination in Tony Kushner's movie script *Lincoln*. It is very interested to be analyzed because discrimination is an oppression which has negative impact to the minority. Therefore, the researchers would like to know what the reason and the impact of discrimination reflected in movie. Hopefully, this analysis will give contribution to the readers of this research either practically or theoretically. Therefore, the readers of this research might avoid doing discrimination to other people individually or collectively.

2. Literature Review

Quillian (2006) states that discrimination is distinct from racial prejudice (attitudes), racial stereotypes (beliefs), and racism (ideologies) that may also be associated with racial disadvantage. Discrimination may be motivated by prejudice, stereotypes, or racism, but the definition of discrimination does not presume any unique underlying cause. Reskin (1998:32) states that differential treatment occurs when individuals are treated unequally because of their race. Disparate impact occurs when individuals are treated equally according to a given set of rules and procedures but when the latter are constructed in ways that favor members of one group over another. The second component of this definition broadens its scope to include decisions and processes that may not themselves have any explicit racial content but that have the consequence of producing or reinforcing racial disadvantage and beyond more conventional forms of individual discrimination, institutional processes such as these are important to consider in assessing how valued opportunities are structured by race.

What is meant by discrimination is any restriction, harassment or exclusion that is directly or indirectly based on human differences on the basis of religion, ethnicity, race, ethnicity, group, class, social status, economic status, gender, language, political beliefs, which results in the reduction, deviation or elimination of the recognition, implementation or use of human rights and basic freedoms in both individual and collective life in the political, economic, legal, social, cultural and other aspects of life. It is supported by Theodorson and Theodorson (1979: 258-259) stating that discrimination is an unfair treatment to the individual, group or community based on something. Customarily it has categorical, special attribute such as: race, ethnic, religious, and social class. It should be underlined that discrimination means unequal treatment of a group of people, which is essentially the same as a group of perpetrators of discrimination. The object of discrimination actually has some of the same capacities and services, which are universal. Whether discrimination is considered illegal, depends on the values held by the community concerned, or rank in society and the stratification of society based on the principle of discrimination. Fulthoni (2009) says that the types of discrimination that often occur are as follows:

- a. Discrimination based on ethnicity, ethnicity, race and religion. Racial and Ethnic Discrimination is any form of distinction, exclusion, limitation, or election based on race and ethnicity, which results in revocation or reduction of recognition, acquisition, or implementation of human rights and basic freedoms in an equality in the civil, political, economic, social and cultural fields.

- b. Discrimination based on gender. Gender discrimination is a condition where there is gender inequality or inequality that makes both women and men victims. This usually happens because the community or a group has an understanding to defend or oppress community groups based on their gender due to misunderstanding of goals and objectives. In this discrimination there are usually differences of opinion based on the position and position of men and women. Women who incidentally are weaker than men in terms of strength, usually often receive pressure and discrimination in the form of oral and treatment.
- c. Discrimination against people with disabilities. Discrimination against people with disabilities is based on their physical condition or disability. So far, society treats people with disabilities differently based on assumptions or prejudices that people with disabilities have conditions because they are considered unable to carry out activities like other people in general. From a medical point of view, disability is a biological (pathological) condition, which means that this condition is something that a person is born with (not caused by the environment). In this case people with disabilities are rated as sick and dependent on medical services. People with disabilities are seen from a moral point of view, people with disabilities are associated as people with sin and crime. This kind of discriminatory treatment can be seen clearly in the field of employment. Employers are mostly reluctant to accept a person with a disability as an employee. They assume that a person with a disability will not be able to do a job as effectively as other employees who are not disabled. So for job providers, employing people with disabilities is similar to providing opportunities for companies to lose because they have to provide several tools to make it easier for people with disabilities to carry out their activities.
- d. Discrimination against people with HIV/AIDS. Stigma that often appears to people living with HIV/AIDS often leads to discrimination which can eventually lead to human rights violations against sufferers and their families. Some examples are hospital or prison staff who refuse to provide health services to people living with HIV and there are layoffs or refusal of employees and people who are assumed to have this disease.
- e. Discrimination because of social caste. This form of discrimination because of social caste (in this case is social stratification) is a form of discrimination that is currently happening at many levels of society. Those who feel they have do not want to share with those in need due to a feeling of lack of equality between the two parties or more. This usually happens because of the perspective of most people who look down on the status of society between one group and another.

2.1 Types of Race Discrimination

According to Liliweri (2018: 398) there are two main types of race discrimination:

1. Direct Race Discrimination

Direct discrimination occurs when laws, regulations or policies clearly state certain characteristics, such as gender, race, and hinder equal opportunities. Direct discrimination happens when you are treated differently and worse than someone else for certain reasons. Direct race discrimination can be because of:

- a) Age
- b) Disability
- c) Gender reassignment

- d) Marriage or civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sexual orientation.

2. Indirect Race Discrimination

Indirect discrimination occurs when neutral regulations become discriminatory applied in the field. The examples of indirect discrimination include the following:

- a) The distinction between the black race and the white race.
- b) Different treatment is carried out by the government towards one area, where the government only focuses on the development of certain areas and does not look at other areas.
- c) Choose to choose friends who are of the same religion as him and don't want to hang out with friends of different religions.
- d) In the world of work, there are differences in the provision of wages or salaries to an employee. Even though the two employees are in the same position and class.

2.2 Negative Impacts of Race Discrimination

Race discrimination from a social perspective are isolated from the general public. In America, social discrimination has resulted in a profound divide between blacks and whites. Violence and intimidation are an integral part of the lives of black people in America. According to Feagin (1995), the negative impacts of race discrimination are:

1. Slavery

One of the negative impacts of racial discrimination in the movie script *Lincoln* is slavery. Black people made slaves to work for white people for low salary. They are forced to work tirelessly. White people's treatment of black slaves was inhuman.

Krout (1971: 128) states that slavery that occurs in the United States is a social institution where slaves are bound by a number of rules imposed on slaves and must be obeyed. Slavery practices show the existence of an exploitation of fellow human beings. Slaves are considered property that is fully controlled by their owners, so they are easy to trade. It became increasingly widespread with the development of cotton and sugar cane in this region in the last decades of the 18th century.

Castells (2011) says that status as immigrants and low-wage recipients for hundreds of years made the black group as a slave. The white community felt that the black group was not part of their group, so that various struggles emerged in the name of the emancipation of the black group to fight against the discriminatory order in society. Simply put, to escape the existing stigma, black groups must develop their potential to be balanced with white groups. Interestingly, not all opportunities are given equally to black groups due to the existence of white privileges that apply socially, as if there are restrictions on black groups to develop their potential, especially in the economic field.

Shenton and Rodney (1975) state that black people find it difficult to develop their economic capabilities due to the giant pressures of the United States and Europe, as well as social class that puts black groups at a disadvantage. This is in line with the political economy analysis that the author has explained earlier as a form of the success

of the United States and Europe in cornering the existence of Africa and black groups economically, socially, and politically.

2. Civil War

Civil war has a lasting impact. Although slavery was successfully abolished after the defeat of the South in America, discrimination of skin color still persisted until the middle of the 20th century. Soetopo (2010: 39) says that war has left a legacy of local hatred which has been sharpened by harsh reconstruction policies following the victory of the North.

This civil war caused an impact in all fields, especially the negative impacts to the labor which causes bloodshed and loss of property such as loss of houses, livestock and means of transportation.

According to Powel (2006), there are some negative impacts caused by civil war. They are:

- (a) The collapse of the South's economy, this is due to the destruction of plantations due to the war that lasted for 4 years. When the war takes place, it is not uncommon to have damaged the nature around the battlefield. For example, in communities in South America, whose economy depends on nature, there is a big problem as money and federal bonds are no longer valuable.
- (b) The war that lasts for 4 years has consumed manpower and caused bloodshed and lost property such as the loss of houses, livestock and transportation equipment. The death toll from the federal side is around 360,000, which is roughly the same as the victims of World War II.
- (c) The separation of 11 states in the South at the outbreak of war. This is because the soft reconstruction carried out by Lincoln is opposed by congress on the grounds that if those who broke away must be punished severely.
- (d) The emergence of a sense of hatred from the Southern United States towards Negroes who have equal status with white people.

3. Research Method

In conducting research, researchers need research design. Research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Descriptive qualitative method is concerned with describing the characters of a particular individual or of a group situation (Khotari, 2005: 37). Sherman and Webb (1988) assume that qualitative research is concerned with meaning as they appear to achieved by persons in lived social situations. Meanwhile, Bogdan and Taylor (1975: 4) state that qualitative method refers to research procedures which produce descriptive data. The researchers use descriptive method to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. The researchers use selected movie script *Lincoln* directed by Tony Kushner.

In a research, data collection is one important consideration. Data collection shows how the researchers collect the data that will be analyzed. There must be some procedures or steps taken by the writer to gather the data. The data of this research is collected through some steps, namely reading the script repeatedly, understanding the content of the script, collecting the data related to the research problem, making notes of the collected data. Then, they are classified based on the category based on the problem of the research. Furthermore, the data is interpreted and described in accordance with

the theory adopted in this research. Finally, conclusion is drawn after fulfilling the analysis.

4. Results and Discussion

4.1. Result

This research finds that:

1. The direct race discrimination is shown as an act of limiting a job based on their race. It comes from black soldiers. There is also a tendency to discriminate between groups and beliefs with human law itself.
2. The indirect race discrimination is shown when there are some practices, policies or rules which are applied to everyone.
3. The first negative impacts of race discrimination shown in *Lincoln* is slavery. It is shown in the United States 13th Amendment.
4. The second impacts of race discrimination is Civil wars that causes heavy casualties between whites and blacks and took place in their territories.

4.2. Discussion

4.2.1. Direct Race Discrimination

The first direct impact of race discrimination in the movie is the act of limiting a job based on their race. The black soldiers come and talk loudly to Lincoln about what black people had to do in terms of their race to get a decent job, it seen in the following quotation:

LINCOLN

What'll you do after the war, Corporal Clark?

IRA CLARK

Work, sir. Perhaps you'll hire me.

LINCOLN

Perhaps I will.

IRA CLARK

But you should know, sir, that I get sick at the smell of bootblack and I can't cut hair. (Kushner, 2012: 6)

The above quotation shows that Ira Clark as a soldier is angry with what happens after the war. Clark does not get the job he wants because his skin color is hated by white people.

FERNANDO WOOD

We shall oppose this amendment, and any legislation that so affronts natural law, insulting to God as to man! Congress must never declare equal those whom God Created unequal!

(The Democrat cheer. Mary watches with concern. Mrs. Keckley is angry and uncomfortable).

THADDEUS STEVENS

Slavery is the only insult to natural law, you fatuous Nincompoop!

GEORGE PENDLETON

Order! Procedure! Mr. Speaker, Mr. Wood has the floor!
(To STEVENS)

Instruct us, oh Great Commoner, what is unnatural, in your opinion?
Negro casting ballots? Negro representative? Is that natural,
Stevens? Intermarriage? (Kushner, 2012: 66-67)

The quotation describes that the amendment should not be implemented in America because Fernando Wood opposed the contents of the amendment which states that all human beings are equal like white people should be equal to black people. However, there is discrimination from physical and also race. Natural law is one of the reasons why Fernando and George agree that humans should not be equated with slavery, which has been happening since their ancestors.

An event that is usually found in reality, there is a tendency to discriminate between groups and beliefs with human law itself. It is seen in the following quotation:

THADDEUS STEVENS

The true purpose of the amendment, Mr. Wood, you perfectly-named,
brainless, obstructive object?

FERNANDO WOOD

You have always insisted, Mr. Stevens, that negroes are the same as
white men are.

THADDEUS STEVENS

I don't hold with equality in all things only with equality before the
law and nothing more.

FERNANDO WOOD

(Surprised)

That's not so! You believe that Negroes are entirely equal to white
men. You've said it a thousand.

THADDEUS STEVENS

I don't hold with equality in (stands) All things, only with after the
decades of fervent equality before the law and advocacy on behalf of
the nothing more. Colored race.

GEORGE PENDLETON

You have long insisted, have I don't hold with equality in you not,
that the dusk all things only with equality colored race is no different
before the law and nothing from the white one more.

(Kushner, 2012: 139-141)

The above quotation explains that Stevens considers not to recognize equality between blacks and whites in the amendment. But in the eyes of the law that is what must be equal in all respects without any classification with negroes. George also stresses to Stevens who is angry with him not to forget his defense that Stevens has always believed that black people were equal to white people.

ROBERT

I have to do this! And I will do it and I don't need your permission to
enlist.

LINCOLN

That same speech has been made by how many sons to how many
fathers since the war began?

I don't need your damn permission, you miserable old goat, I'm gonna
enlist anyhow! And what wouldn't those numberless fathers have

given to be able to say to their sons, as I now say to mine. I'm commander in chief, so in point of fact, without my permission, you ain't enlisting in nothing, nowhere, young man.

ROBERT

It's mama you're scared of, not me getting killed.

(Kushner, 2012: 150)

The quotation explains that these sons have double anxiety because apart from dealing with work problems. They are also faced with deprivation of rights that often occurs in families between children and parents. Robert has a desire to become a soldier because he is concerned and cares about a country that is going through a civil war. Lincoln also shows concern for his son. He does not want the choice that Robert chooses will result in the loss of his life because his wife, Mary hates her husband. If Lincoln can not stop what their child wants, Robert will be killed by the decision he makes.

Direct race discrimination is seen from the scope of his own family, the right to develop oneself, without discrimination personally or collectively, to build society, nation and state.

4.2.2 Indirect Race Discrimination

The indirect race discrimination is seen when there's a practice, policy or rule which applies to everyone in the same way. But it has a worse effect on some people than others. It is seen in the following quotations:

FERNANDO WOOD

We are once again asked nay, command to consider a proposed thirteenth amendment which, if passed, shall set at immediate liberty four million coloreds while manacling the limbs of the white race in America. If it is passed but it shall not pass!

THADDEUS STEVENS

A point of order, Mr. Speaker, if you please? When will Mr. Wood

FERNANDO WOOD

Mr. Speaker, I still have the floor and the gentleman from Pennsylvania is out of order!

THADDEUS STEVENS

When will Mr. Wood conclude his interminable gabble? Some of us breathe oxygen, and we find the mephitic fumes of his oratory a lethal challenge to our pleural capacities. (Kushner, 2012: 64)

The quotation shows that the contents of the amendment are disputed by Fernando Wood, one of the members of the democratic party who opposed the plan that had been drawn up by Lincoln. It will be indirect discrimination when a party has certain policies that harm people from racial groups. He does not approve of the policies created by Lincoln, if the amendments are implemented and passed then the government will be filled with black people who are troubling white people in America. Fernando strongly forbids and insists that the proposed 13th amendment be canceled. The debate in the conference of party groups whose contents are white people and there are no black people at all in the conference.

In this movie script, it forbids black people from interfering with their policies and ways of working. Black people can only be slaves. Fernando Wood hated negroes so much if the contents of the amendment were passed. But it would not be passed by most white people.

4.2.3 Negative Impacts of Race Discrimination

The negative impacts of race discrimination found in the movie script *Lincoln* are slavery and civil war.

4.2.3.1 Slavery

Although some people of free color exist as well, the status of slaves usually coincides with those of Negroes creates a system and tradition in which race plays a very influential role. Slavery in the United States lasted legally until the United States 13th Amendment was adopted. It is seen in the following quotation:

LINCOLN

(to Harold Green)

How long've you been a soldier?

HAROLD GREEN

Two year, sir.

LINCOLN

Second Kansas Colored Infantry, they fought bravely at Jenkins' Ferry.

HAROLD GREEN IRA CLARK

That's right, sir. They killed a thousand rebel soldiers, sir. They were very brave.

(hesitating, then)

And making three dollars less each month than white soldiers.

HAROLD GREEN

Us 2nd Kansas boys, whenever we fight now we

IRA CLARK

Another three dollars subtracted from our pay for our uniforms.

HAROLD GREEN

That was true, yes, sir. But that changed

IRA CLARK

Equal pay now. Still no commissioned Negro officers.

(Kushner, 2012: 4)

The quotation shows that when the Negroes discusses wages in the Infantry with Lincoln, Clark and Harold receive the minimum wage compared to the whites. Discrimination at work makes them grumble about the results and positions they receive. Sometimes in these conditions their low salary are deducted for reasons of wages wearing uniforms.

LINCOLN

Two years ago I proclaimed these people emancipated, then, thenceforward and forever free. But let's say the courts deside I had no authority to do it. They might well decide that. Say there's no amendment abolishing slavery. Say it's after the war, and I can no

longer use my war powers to just ignore the courts decisions, like I sometimes felt I had to do. Might those people I freed be ordered back into slavery? That's why I'd like to get the Thirteenth Amendment through the House, and on its way to ratification by the states, wrap the whole slavery thing up, forever and aye . As soon as I'm able. Now. End of this month. And I'd like you to stand behind me. Like my cabinet's most always done. (Kushner, 2012: 49-50)

The above quotation shows that Lincoln is angry with his cabinet members because they as white people do not support the contents of the amendments declaring freedom for black slaves. Continuous slavery still has many effects before or after the war ends. For example, the slaves were generally exploited to work as contract servants or labor in the production of crops such as tobacco and cotton.

TAD

Why do some slaves cost more than others?

ROBERT

If they're still young and healthy, if the woman can still conceive, they'll pay more.

LINCOLN

Put em back in the box. We'll return them to Mr. Gardner's studio day after next. Be careful with em, now.

(tugging at his gloves)

These things should've stayed on the calf.

TAD

(to Slade, putting the plates away)

When you were a slave, Mr. Slade, did they beat you?

WILLIAM SLADE

I was born a free man. Nobody beat me except I beat them right back.

ELIZABETH KECKLEY

Mr. Lincoln, could you come with me.

WILLIAM SLADE

Mrs. Keckly was a slave. Ask her if she was beaten.

ELIZABETH KECKLEY

(To Ted)

I was beaten with a fire shovel when I was younger than you.

(To Lincoln)

You should go to Mrs. Lincoln. She's in Willie's room.

(Kushner, 2012: 93-94)

The quotation explains that Keckley working as a servant of Mrs. Lincoln feels the bitterness of life from childhood because of discrimination by white employers. Keckley said she was beaten with a fire shovel. It means that slavery controls the lives of others as property through coercion and restriction of movement. A person who is enslaved is not free and is forbidden to leave with white employers. Black slaves are really treated like trading commodities, like cattle and subjected to inhumane treatment.

4.2.3.2 Civil War

Civil war as a conflict of high intensity, often involving regular armed forces, is continuous, organized conflict in great scale. Civil wars can result in heavy casualties and significant resource consumption. It is seen in the following quotations:

SECOND WHITE SOLDIER

(he recites, fast and mechanically)

Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

LINCOLN

That's good, thank you for

FIRST WHITE SOLDIER

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are, we are, we are met on a great battlefield of that war.

LINCOLN

Thank you, that's.

SECOND WHITE SOLDIER

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is...(He chokes up a little)

FIRST WHITE SOLDIER

His uncles, they died on the second day of fighting.
(Kushner, 2012: 9)

The quotation shows that the negative impact of civil war can cause a lot of casualties between white people and black. The point is that the civil war felt by the soldiers resulted in the loss of those closest to them. White soldiers are fed up with the protracted civil war.

5. Conclusion

Based on the analysis of Race Discrimination in Tony Kushner's Movie Script *Lincoln*, some conclusions can be put forward. Race discrimination is of two kinds, namely direct race discrimination and indirect race discrimination. Race decimation always makes a difference among fellow social beings. It always gives negative impacts such as civil war and slavery, and can lead to disintegration.

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THE INTERNAL AND EXTERNAL FACTORS OF THE PROTAGONIST'S REPENTANCE IN THE MOVIE SCRIPT *SECOND ACT* BY JUSTIN ZACKHAM AND ELAINE GOLDSMITH-THOMAS

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Abstract

This research is conducted to analyze the internal and external factors of the protagonist's repentance from *Second Act* movie written by Justin Zackham And Elaine Goldsmith-Thomas. The internal factors of repentance are self evaluation, self-motivation, self-control, knowledge, regret, hatred towards the sin, and returns to god's power and will. The external factors of repentance are peer support, social support, intense guidance, and stimulus. It is in accordance to the theory proposed by Fachitiandi. This study uses qualitative descriptive method because the process and the result are accomplished descriptively and the focus goes to the analysis of social phenomena conducted and experienced the main character. Repentance is not only found in a literary text but also in social reality, therefore this research is important enough for the readers to maintain a good life by avoiding things contrary to social norms. After the analyzing, it is found that internal factors of the Protagonist's repentance in the movie script are self-evaluation, self-motivation, and knowledge, while, the external factors of the protagonist's repentance are peer of support and social of support.

Keywords: repentance, internal factors, external factors

1. Introduction

Second Act tells a woman in her forties who successfully pursues a second chance at a corporate career after a friend creates a fake resume and credentials for her. *Second Act* is a 2018 American *romantic Second Act* comedy film was directed by Peter Segal and written by Elaine Goldsmith-Thomas and Justin Zackham. It stars Jennifer Lopez, Leah Remini, Vanessa Hudgens, Treat Williams and Milo Ventimiglia. The film received mixed reviews from critics, with praise of Lopez's performance, and grossed over US\$72 million worldwide. This comedy drama genre film tells the story of women's struggles to change their own destinies. *Second Act* is an inspirational comedy starring Jennifer Lopez as Maya, Forty-year-old woman who struggles with frustration at not achieving more in her life. As an experienced, responsive, perceptive employee, she does not get a job promotion, simply because she does not have a college degree. She is an employee in a large shop who is reassembling her life and lifestyle. All of

which allowed her to prove to Madison Avenue that smart, experienced, self-taught field woman were worth a bachelor's degree. With the help of social media and an attractive resume, Maya has managed to take advantage of new opportunities in her life by applying for and becoming a very influential executive position.

The researchers prefer to analyze the internal and external factors of the protagonist's repentance in the movie "*Second Act*" by Justin Zackham because the researchers are interested in digging into the daily life of the protagonist which cause her having repentance in her life. Another reason why the researchers choose to analyze this Second Act story is that she is eager to know the moral lesson that might be obtained after analyzing the protagonist's repentance in the movie. Therefore, the subject matter that would be analyzed in this research is limited on to the internal and external factors of repentance of the protagonist. Surely, every human being has made mistake in his or her life and repentance always come to those who meets the factors that make him or her realize about his or her sin. The factor itself might come from internal force or external force.

2. Literature Review

According to Abdullah (1999), repentance is a human character and obligation to Allah SWT. Individuals must repent so that they do not return to despicable acts. The decision to repent must be taken in order to remain in the path of Allah SWT. Repentance is a form of virtue that must be done by man to ask forgiveness of Allah SWT to escape from sin. In the process of repentance, the individual can return to sin. Repentance is a form of benevolent that humans must do to ask Allah SWT forgiveness for their sinful acts that have been committed. Decision making that is carried out requires a strong determination from within the individual.

Repentance in Islam means *tawba*. Al-Ghazali (2013) defines *tawba* as turning away from the sin you have committed, preventing yourself from repeating it in the future, and correcting the mistakes that you have made due to not performing good deeds in the past. *Tawba* concerns the act of leaving God's prohibitions and following His commands. Repentance means that humans strive to purify themselves and to return to their original disposition in a sinless state (also known as *fitra*).

The pillars of *tawba* show the sincerity of repentance. A person who truly repents shows remorse for the thoughts and bad deeds they have committed and are determined to put aside those wrong doings. Al Jauziyyah (2014) identifies six characteristics of a repentant person: (1) maintaining relationships with pious people and avoiding those who have negative influences; (2) improving their behavior; (3) overcoming sin and accepting virtues with an open mind; (4) feeling constant fear of God's wrath and punishment; (5) detachment from worldly desires and the tendency. Towards divine values; and (6) being mindful of their thoughts and actions.

There are certain conditions that should be satisfied for one's repentance to be accepted. Al-Utsaimin (2015) defines five such conditions of repentance. First, the performance of *tawba* should be solely intended to expect repentance and forgiveness from Allah instead of for other reasons (e.g., expecting praise from others). Second, one should feel remorse for having committed acts that are prohibited in Islam. Third, there should be a sincere intention to stop committing misdeeds. It is the most important requirement of *tawba*. Fourth, someone should have the determination not to repeat the sin in the future. If a person intends to repeat it again once they have a chance, then their

repentance will not be accepted. And fifth, *tawba* should be performed before it is too late.

The psychological dynamics of repentance are divided into two stages. The first stage is intention formation. At this stage, participants realize that the difficulties in life they experience are a consequence of past sins. Then, the participant compared his life the situation with other people who he thought had a better life. Participants then concluded that they will get a better life if they repented of their sins. That conclusion gave the participants the intention to repent. The second stage is the emergence of repentant behavior. Repentant behavior appears after receiving support from peers and routine religious education. If both are not there, then the individual will return to committing immorality, especially if he gathers with friends of the immoral perpetrator.

Certain causes that trigger individuals to repent according to Lewin and Keller (1992) are problems. Problems can cause fear in individuals. This fear then makes the individual change their behavior. Based on preliminary research data, it was found that fear makes people aware of their mistakes and sins that have been committed. There must be some factors causing repentance.

Fachitiandi (2018) finds there are two factors of repentance, it is internal and external factors. Internal Factor of repentance is divided into 4 categories: self-evaluation, self-motivation, self-control, and knowledge. External factor of repentance is divided into 4 categories: peer support, social support, intense guidance, and stimulus.

2.1 Internal Factors of Repentance

Internal factors are factors that come from within the individual and support the repentance process to become a better person Setiana (2017). According to Fachitiandi (2018) the internal factors have 4 sub-categories they are self-evaluation, self-motivation, self-control, and knowledge.

1. Self-Evaluation

Individuals will know their mistakes and shortcomings after realized, then will plan to change their behavior and mistakes into right actions. Individuals will evaluate themselves when individuals get learning from experiences that make individuals aware of their shortcomings Fachitiandi (2018).

Iqbal (2012) states that core self-evaluation is a personality trait that includes self-evaluation, their abilities, and control over their abilities. Individuals with high self-evaluation will feel confident and think positively of themselves while people with low self-evaluation will be less confident.

Judge and Bono (2003) states that individual will able to influence people's judgments about themselves, the world and others, and do so consciously. Individuals with positive self-evaluation will be more effective in overcoming obstacles, using better problem-solving strategies. In addition, they will be more effective in positions requiring positive interpersonal relationships or stress tolerance.

2. Self-Motivation

According to Latham and Locke (1979) motivation will improve if people have demanding but agreed goals and receive feedback. Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways. The term 'motivation' can refer variously to the goals individuals have,

the ways in which individuals chose their goals and the ways in which others try to change their behavior. In general, motivation means something that encourages action. Motivation is all verbal, physical, or psychological things that make someone do something in response. Motivation also means Individuals who have self-motivation to do good deeds and learn to be self-capable will continue to experience intellectual development which will be able to change their behavior to be good. Motivation is a want and will drive power that eventually someone acts or behaves. He added that every motivation has a specific goal to be achieved.

3. Self-Control

According to Calhoun & Acocella (1990) individuals who have self-control will avoid things that can trigger bad deeds so that they will be on the right path. Self-control is useful for individuals in the environment or group to restrain their desires so as not to deviate from the values that exist in individuals so that individuals can control themselves to avoid deviant behavior. Self-control is often defined as the ability to organize, guide, regulate and direct forms of behavior that can lead to positive consequences. Self-control means self-regulating one's own behavior.

Self-control means being fully aware of what to do. Self-control also means being able to put off short-term pleasure to get something better for the long term. In fact, self-control is the ability to restrain appetite or desire to limit the benefit of the egocentric (self-centered) which is excessive. Self-control can be seen in difficult situations that involve emotions (Srijanti, 2007). Srijanti also explains that anger is the most difficult mood to control. When someone gets angry, his or her mind is filled by self-justification so that he or she has very convincing reason to vent anger. In a situation of being angry, someone will vent his or her anger with various forms of both positive and negative actions.

According to Ghufroon and Risnawati (2011) self-control is a behavior control activity, behavior control means taking considerations before deciding something to act. The situation here concerns a very broad range of events and all the things that will be caused by these events. In that sense, people who have self-control can anticipate, interpret and make decisions related to the event.

4. Knowledge

The knowledge gained will make individuals evaluate self-deficiencies and the consequences of a behavior that can lead to new attitudes to behave, and can make individuals obey the prohibitions and rules of Islamic teachings conveyed by a teacher who will form norms in individuals. Knowledge is the result of a series of how we process raw data into useful information. Data and information are further filtered based on facts, truths, beliefs, judgments, experiences, and expertise of the recipient (Ajzen & Madden, 1986).

Furthermore, Knowledge is a combination of instincts, ideas, rules, and procedures that direct actions or decisions. Information combined with past experience and expertise will provide valuable knowledge (Mulyanto, 2009).

2.2 External Factors of Repentance

External factors are factors that come from outside that support the repentance process to become a better person (Setiana, 2017). According to Fachitiandi (2018) the

external factors have 4 sub-categories they are peer support, social of support, intense guidance, and stimulus.

1. Peer Support

Mead, et.al (2001) say that peer support is a process of giving and receiving assistance based on mutual respect, sharing of responsibility and providing mutual support that is helpful. Peer support is also a condition in which a person develops due to his decisions, feels accepted and supported to achieve his goals.

Furthermore, according to Samsunuwiyati (2005) states that peer support has a strong influence on behavior change. If his or her friend is bad, then the individual will be bad. However, if his/her friend is good, then the individual will be good. Peers who have the same behavior can provide encouragement to behave and can involve relatively large cohesiveness.

Meanwhile, Solomon (2004) explains that peer support is a form of social support that is done to make someone better and become a desirable person. Peer support is also like information from other people who in this context are peers, that someone is loved and cared for, valued and has valuable values.

2. Social Support

Solomon (2004) explains that social support is the existence of other people who can be relied on, who care, are valuable and love someone. Social support can come from family members, friends, colleagues and the religious community that is followed. Social support can be in the form of information provided direct recommendations and directions. Meanwhile, according to Cohen (2004) social support is support provided to make someone better, both in the form of psychological support and material support.

Furthermore Taylor (2009) states that social support is a relationship process formed from individuals with the perception that someone is loved, valued and loved, to provide assistance to individuals who experience pressures in their lives. Social support is information from others to be loved and cared for, respected and appreciated, and is part of communication and mutual obligations. Social support can come from parents, spouses, family, friends, the social environment and society. Individuals with high social support will tend to be able to cope with stress when they face stressful experiences and may be successful in coping.

Meanwhile, according to Cohen et.al (2004) the term social support refers to social resources that are available to a person or that are actually provided to that person by non-professionals, either in the form of support in groups or mutual assistance between individuals. People with high social support believe that they are loved, valued, and part of social networks, such as family or community organizations, which can help when needed.

3. Intense Guidance

To carry out the plan for repentance requires someone who can guide and teach individuals to act in real ways such as teaching prayers and read the Al-qur'an. Guidance must be continuous until the individual can take an action. Education and learning under intense guidance have major benefits and effects on changes in behavior, intellectual abilities, emotional and spiritual abilities (Suderajat, 2001).

Guidance is the process of providing assistance carried out by an expert to a person or several individuals, whether children, adolescents or adults so that the person

being guided can develop their own abilities and independently by utilizing individual strengths, existing, facilities and can be developed based on prevailing norms. Intense Guidance itself is a process of giving assistance performed by a skilled person to an individual or group of people in order to develop their self-ability based on the prevailing norms (Prayitno and Amti, 2004). Guidance is assistance given to individuals or groups of individuals in avoiding or overcoming their life's difficulties, so that individuals can achieve prosperity in their life. In relation to education, guidance is an integral part of any educational program (Walgito, 2005).

4. Stimulus

When the individual is aware of his or her shortcomings and mistakes, the individual will look for an action or a way out to solve the anxiety, which will then act real. Lewin & Keller (1992) state that in the theory of change, there are three main phases in the change process, namely the Unfreezing (Disbursement) stage, it is the stage to change conditions that cause anxiety and imbalance.

When planning has been made, but when there is no stimulus to encourage a change response, it cannot be implemented. With the stimulus given to individuals, individuals who have planned will be encouraged to respond or carry out their plans. When received by the individual, a strong stimulus will generate a response to action (Walgito, 2010).

3. Research Method

Study design is a master plan a framework for action and methods as well as specific procedures and analyzed the research or information need (Maryani, 2015). In this research, the researchers use qualitative descriptive method to analyze the data. Qualitative descriptive method is to analyze the form of description, not a number or coefficient of relationship between variables. Therefore, the research design adopted in this study is descriptive qualitative because the process of the analysis and the findings are accomplished descriptively (Aminuddin, 1990). The data is obtained from the script of the movie in the form of quotation which then is analyzed descriptively in accordance with the theories adopted in this research.

4. Discussion

Internal Factors of the Protagonist's repentance that is found in the movie script are self-evaluation, self-motivation, and knowledge. While, the external factors of the protagonist's repentance that is found in the movie script are: peer of support and social of support.

4.1 The Internal Factors of Repentance

The internal factors of repentance related to the story including self-evaluation, self-motivation, and knowledge.

4.1.2 Self-Evaluation

Self-evaluation is when someone knows and evaluates himself or herself from previous mistakes which then he or she gets life teaching from their shortcomings. The protagonist in this film does experience what is called self-evaluation. It happens when she tells honestly what she had actually done in the past in front of many people. What

she had done was a mistake. This was done because she has evaluated herself for her mistakes. It can be seen in the following quotation:

“Thank you, Zoe. Anderson. Thank you for giving me a chance. Not everyone in corporate America does that. There are people out there who were never given an opportunity because they couldn't afford the right college, and never got that degree that would open the door. And you're right, Zoe, maybe I did get where I am today because I wasn't afraid to tell the truth. Even if it hurts. And the truth is ... the truth is ..., The truth is ”

..... For the past fifteen years I was a checker then assistant manager at the local Value Club, in Forest Hills.....I invented my resume. My degrees. And my accomplishments.It's what i thought I needed to do to get in the door. To be good enough. I thought none of you would have looked at me if you knew the truth.

..... So I gave you a version of me. But no relationship built on a lie can ever survive.....So, for better or worse, I have to be who I really am. And ... I'm Maya from Queens. That's the real me. What I did was wrong. I'm sorry. I shouldn't have lied to any of you. Chase? Ariana? It's all yours.
(Zackham, 2017: 108-110)

The quotation above describes that Maya had a bad experience in her past. It was when she was forced to make a fake resume when she was finding a job. If she made the real resume, she would not get the job, therefore, she had to lie. She made a new version of her own resume which showed that she graduated from Harvard University with cum laude predicate and was fluent in Mandarin. With the fake resume, she finally got a job at a large company engaged in the beauty sector. In the last quotation she made a public speech, she said that she had made a mistake by falsifying her resume to get the job she wanted, and finally she realized that it was wrong. Her consciousness of her mistake shows that self-evaluation happens to the protagonist.

Furthermore, she gets so sorry about her past fault in making a fake resume. This happens when she realizes that it gives bad impact to her occupation. The following is the quotation:

That was F&C. They want to hire me.....I am. Except for the whole lying about every last part of my life thing.
..... I admit that the way I got in was less than honest, but what I did in that roomI can do this.
(Zackham, 2017: 26-27, 30)

All of it. I don't make products, Zoe. That's not really what I do.
(Zackham, 2017: 105)

The quotation above explains that Maya really does self-evaluation, especially on her fake resume. She feels guilty and regrets her actions over the fake resume. Finally, it has an impact on the performance she produced at the company where she was working. She was hired by the company because of the fake resume she made. She

realizes that all result of her duty is also fake because she got her duty because of fake resume.

Another form of Maya's self-evaluation can also be seen when she regrets her action in leaving her child in an orphanage. It is explained in this following quotation:

4.1.3 Self-Motivation

The protagonist always does self-motivation in her life. She always motivates herself every day she wakes up from her sleep. She also always says to herself to take the opportunity or any second chance that come to her life. No one can stop her or him except himself or herself. This is proved by the following quotation:

Every day you wake up and have a second chance to do whatever you want, to be whoever you want. The only thing stopping you, is you.
(Zackham & Thomas, 2017: 116)

The quotation above emphasizes that we are the only people who can stop us and motivate us not others. Motivating yourself is very important to do because to achieve what we want requires strong self-motivation. We should always take any second chances coming to our life.

Self-motivation also occurs when Maya is challenged by her boss to make something new. She accepts the challenge. Then, she motivates herself to do the challenge.

ANDERSON

I've tasked two teams with two different challenges. Zoe's team set out to create a slightly more organic alternate to an existing product line, while Maya's task was to create a completely new one. A totally green line. Zoe? (Zackham& Thomas, 2017: 96)

MAYA

Well, my partners, Chase Iskowitz, Ariana Ng, and I have challenged ourselves to think outside the box. And in keeping with that theme, we'd like to move our presentation outside.
(Zackham & Thomas, 2017: 97)

I think I just wanted to try it to prove to myself that I could.
(Zackham& Thomas, 2017: 105)

The quotation above shows that her boss gave Maya the challenge of producing a product that was actually made from 100 percent natural ingredients. It was not an easy challenge because it was very difficult to find a natural formula for the product. Still, Maya did not want to give up even though the challenge from her boss looks tough, she believed that she can do the challenge.

4.1.4 Knowledge

Knowledge is a combination data, information, ideas, and procedures that will provide valuable knowledge. Maya has knowledge of how a product is produced and so that the product is in demand in the market. Due to the experience of Maya who has worked as an assistant manager for decades in a department store, she could fulfill what her boss asked.

It's close enough. you don't want your consumers to lose faith in you. i'm just saying aim higher. you can't say "all-natural" on the front of bottle, then have a list of parabens, and other chemicals on the back. People don't want to "probably not" get cancer from skin cream. (Zackham& Thomas, 2017: 40)

Okay, let's start with our goal:(writes)"Face cream. Moisturizer. Sunblock." It's gotta be one hundred percent organic. (Zackham& Thomas, 2017: 46)

Forget the numbers. That's what got us in this mess in the first place. I got a good feeling about this. We're making one product that does everything. Rejuvenates, blocks the sun, moisturizer the whole body. I mean think about it, how ridiculous is it that we have a different cream for everybody part. It's stupid. (Zackham& Thomas, 2017: 80)

From the quotation above, it is explained that Maya and her team started to make several products namely face cream, moisturizer, and sunblock. All those products must be made of one hundred percent natural ingredients because she did not want the buyers of their products to get skin cancer because of deceptive product claims. She wanted to make a new breakthrough by combining these three products in one product but had three benefits at the same time, namely rejuvenating, moisturizing the whole body, and blocking sunlight. It is emphasized with the following quotation:

When I was a little girl, my grandma gave me this potted plant and told me this story. After we dropped the bomb, the military sent a team to Japan to make sure the radiation had depleted. The only thing they found that hadn't been destroyed was one single living tree. The leaves were already growing back. A month later it flowered. The citizens built a temple around it, and the soldiers took clippings from it. One of those soldiers was my grandpa. The Japanese call it *gin kyo* which means silver apricot. (Zackham & Thomas, 2017: 90)

I think F&C has an opportunity to double our market share by giving people what they want, what they need; *one* organic product that does it all. And that product comes from this very Ginkgo tree. All-In-One Ginkgo Cream. It's a revolutionary idea that we think. And signify a new era in skincare. (Zackham & Thomas, 2017: 99)

The quotation above explains that when Maya was challenged by her boss to make a product using 100 percent natural ingredients, she remembered that her grandmother had given her a plant called ginkgo. Ginkgo leaf is believed to be radiation resistant and is the only plant that can grow after the city of Hiroshima was destroyed by a nuclear bomb. Ginkgo leaf is also good for skin. Then, Maya and her team made a research on ginkgo. They got the result that the ginkgo leaves can be extracted to be the main ingredient in the manufacture of their natural products. With this revolutionary

invention they won the challenge and made the natural product of the ginkgo tree, the latest invention in natural beauty products.

4.2 The External Factors of Repentance

The external factors of repentance related to the story including peer of support, and social of support.

4.2.1 Peer Support

Peer of support is process of giving and receiving assistance from other people who in this context are peers such as someone is loved and cared for, valued and has valuable values. Maya has a peer, Joan, who always supports her in sad and happy situations. Maya and Joan always share whatever stories they experience in their lives. Joan always gives advice and suggestion to Maya, especially when Maya has to be moved to a lower position in the company. Joan encourages Maya not to give up because Maya has the ability to get another job elsewhere.

JOAN

Relax. He used your legal ... Maria de la Rosalinda de la whatever name, and put you up for some jobs.

MAYA

I didn't ask him to.

JOAN

So blow it off. Become the knight of laxatives.
(Zackham& Thomas, 2017: 18)

The quotation above explains that Joan gives Maya the spirit not to give up and helps Maya create the fake resume. Joan is the closest person to Maya. They always share their life stories one each other. Joan is a person who is always there and always provides solutions for Maya when she is in trouble. Joan has a son named Dilly, when Maya is transferred to a lower position in the company where she and Joan work. Joan is the one who grieved the most about it. She tells his son Dilly to make an attractive fake resume even though they have to forge a Maya's identity because Maya does not have an academic degree. They created a fake resume in such a way that she could be accepted in a big company.

The lie opened the door, but it was you who got that job. You know you can do this, and we both know you may never get another chance.
(Zackham& Thomas, 2017: 27)

Oh, right - it's way better to lug your past around like a cross and bury your self-esteem in your career than ever forgive yourself for things that happened when you were practically a child.
(Zackham& Thomas, 2017: 46)

The quotation above reaffirms Joan's form of peer support. Joan convinces Maya to follow her advice to create a fake resume even though Maya initially refuses it because she knows that it is wrong. Joan tells Maya if she does not apply for the job with the fake resume, she will not get a second chance to get another job. Moreover, Maya does not have an academic degree, and considering that Maya is 40 years old, it is very difficult for her to find a job. So, it is the only choice Maya has, to be able to

survive in the midst of the rigors of life in New York City. Although the social support provided by Joan to Maya is a form deviation. However, it is given to help her.

4.2.2 Social Support

Social support is support which can come from family members, friends, colleagues and the religious community that provide assistance to individuals who experience pressures in their lives. Social support can be in the form of information providing direct recommendations and directions.

ZOE

So, we hired a woman who has achieved her success not by going by the book, but by using her gut. (she looks to Maya) Someone not afraid to tell the truth, even if that truth hurts. Ladies and Gentleman, Maya Vargas. (Zackham & Thomas, 2017: 108)

The quotation above explains that when Zoe introduces Maya to the audience. She is very proud of Maya for having achieved success not by just reading a book, but by using her instincts. Maya is also not afraid to tell the truth, even if the truth hurts. Zoe always gives Maya positive support. Zoe is actually Maya's daughter whom Maya once left in an orphanage. They both do not know this, and finally the truth is revealed when Maya works at Zoe's place as the deputy director of the company.

5. Conclusion

After doing the analysis about the protagonist's internal and external factors of the protagonist's repentance, there are several points as the conclusion of this research. They are presented below:

1. Someone might have repentance due to two factors. They are internal factor and external factor.
2. Dominantly, a success is obtained after some challenges come to one's life. The challenge looks very difficult to achieve but a strong determination will trigger a person to succeed.
3. Generally, to get a good job, we must need a good academic degree or academic resume.
4. Distress might trigger a person to do something undesirable.
5. Every human being might have trouble in their life but solution must be there.
6. Every human being must struggle in their life to achieve what she or he dreams.
7. Repenting and evaluating ourselves are very important in our life even though we have committed major sins.

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STRUGGLE IN H. G. WELLS' NOVEL *THE ISLAND OF DOCTOR MOREAU*

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Abstract

This study constitutes an identification of the protagonist's struggle in H. G. Wells' novel *The Island of Doctor Moreau*. This study discusses the story of an English shipwreck survivor named Edward Prendick who is rescued from an accident and taken to an unnamed island to be mended by Montgomery. He is a man of science who works for Doctor Moreau in the island. The story deals with Prendick's struggle to maintain his sanity due to Doctor Moreau terrifyingly peculiar works of vivisection practices. This study focuses on Doctor Moreau through Prendick's point of view. Prendick, as the protagonist, experiences both internal and external struggle. He has to choose between saving his life or to obey Dr. Moreau to do his evil bidding. Otherwise, he has to keep his composure to blend with the island people. This study adopts descriptive qualitative method to characterise the mental struggle experienced by the protagonist. The study concludes that the protagonist experiences significant amount of both internal and external struggle throughout the story. The recommendation of this story is a moral lesson. The lesson is to face struggle head-on so you can defeat it. Hopefully, this study can be of relevance in future studies regarding the topic discussed in this study.

Keywords: struggle, protagonist, sanity

1. Introduction

Humans are bound to face adversities in life whether we like it or not. Some might say that adversity will present to us at some point in life. It is like saying that water is wet, an undeniable truth. But, on every stormy cloud, there will always be silver lining where the beautiful sun is taking a peek at us ready to shine its warm sunlight towards earth. There is not much differences between that and adversity. It is right to say that facing adversity or struggling is not as sweet as one might presume how winning a huge lottery feels like. But it is important to see life through positive perspective. Every setback has its reason and purpose. Every failure is followed by learning curve. To struggle is to evolve. To evolve is to improve. In the end, that is what we need to do in life if we want to be the best version of ourselves.

Struggle is one of a few ideas displayed throughout the novel used for this study. In this novel, struggles are one of main aspects that affect the protagonist, and in extent, to everyone. Therefore, this study is to help identify the struggles that often come at someone. The protagonist's struggle is chosen because this novel is a narrative from the

protagonist's point of view. As a result, the protagonist's struggle has the broadest sample which can help maximise the analysis in this study.

This paper limits the scope of the study to stay relevant with the chosen topic. In this study, the writer focuses the identification only on the protagonist's struggles. The struggles experienced by the protagonist in the novel revolves around his experience living in an island with a grotesque vivid section specialist called Doctor Moreau. Topics other than struggles are not discussed in this study.

2. Literature Review

2.1 Protagonist

A protagonist is the main character whose story is being told, often playing the role of hero or heroine. The word "protagonist" comes from the Greek word *protagonists*, meaning "first combatant," and refers to the leading character, aided by the chorus in classical Greek tragedy.

Hull (2013) says that protagonist is who the story is about. He also stated that protagonist pursues the goal of the story who, sometimes, is played by the main character. In other words, protagonist and main character are often the same. Fowler (1987: 32) adds that the protagonist is the main character in a story, novel, drama, or any literary work, the character that the reader or audience empathizes with.

According to the definitions above, it can be said that a protagonist represents the positive things in the story. The role of the character is likely to be a figure that is usually favoured and of noble identity and causes or at least the character that keeps the audience invested in the story because the quality of a literary work can be encapsulated by the quality of the protagonist themselves.

2.2 Struggle

Colins (1968: 26) defines that struggle is not easy, sometimes it also needs sacrifice in order to get purpose. Although, happy ending will not always come as the result of the struggle. Everyone wants to be the best version of themselves by standing upright in the face of adversaries. Difficulties come with certain struggles as struggle is one part of difficulties we tend to face in life.

Burleson (1964: 30) says that struggle is one of ways to reach the better life in the future and to increase the prestige. It means that any hope will be achieved through struggling. In relation with Burleson, Krishnanada (1989: 34) adds struggle might be fulfilled in various ways. It is due to different barriers and limitation faced by everyone in their lives. In addition, someone who has different dream may have different struggle. However, one who really wants to achieve their goals in life, they will struggle hard to face any obstacles coming towards them.

Life is a series of achievements, and every path we take in our lives leads towards different results or outcomes. To struggle is to progress with difficulty, to make a strenuous effort or to be engaged with a problem. Struggle is done in overcoming our difficulties. Every strand of our lives has its own sets of difficulties, whether it is work related, relationship, or interpersonal. Facing difficulties means that we as human being struggle. If we walk past it victoriously, we are nothing but evolved as a human being. Even if it's only mentally evolving, every achievement needs to be cherished. It means we matured, grew, and improved.

2.2.1 Internal Struggle

An internal struggle is the struggle occurring within a character's mind. Things such as the character views for but can't quite reach. As opposed to external conflict, in which a character is grappling some force of themselves, such as wars or a chain-breaking off a bike, or not being able to get past a roadblock. The dilemma posed by internal struggle is usually some ethical or emotional question. Indicators of internal struggle would be a character's hesitation or self-posing questions like "what was it I did wrong?"

Internal conflict is a conflict within a figure. This conflict was called mental conflict because a character against itself to determine and resolve something that exposes itself. (Nurgiantoro, 2010:124).

2.2.2 External Struggle

External conflict is a struggle that takes place between the main character and some outside force. Therefore, it is outside the body of the protagonist. Usually, it occurs when the protagonist struggles against the antagonist, a character that opposes the protagonist in the main body of the story. Other types of external conflict could also arise due to some other factors such as the forces of nature, and society in which the protagonist lives.

2.3 Differences between Internal and External Struggle

In a nutshell, internal struggle is the struggle that comes from within such as feeling scared or any negative feelings whatsoever. On the other hand, external struggle is the struggle that comes from outside your being like feeling thirsty because there is no water nearby, or something as simple as getting splinter on the tip of your finger. Of course, both kinds of struggle affects each other, but the main difference is the source.

3. Research Method

This study is conducted by using qualitative method. Koul (1984: 1990) adds that qualitative research method is conducted by studying the organised material in order to discover inherent facts. The content analysis, inductive analysis, and logical analysis are mostly used in the analysis of qualitative material. Yin (1989: 29) also adds that in principle, any research design can use any type of data collection method and can use either quantitative or qualitative data. Furthermore, the study is presented in descriptive form.

In a study, data collection is to make main purpose of the study easier to achieve. Data collection shows how the writer collects the data to be analyzed systematically. This study uses library research. According to Herbert (1990: 18) library research is a research to collect ideas, theories, and reported empirical data within the context of scholarship in the library. Therefore, this method is adopted in this study to gather the data.

4. Results and Discussion

4.1 Internal Struggle

The data and analysis of the study based on the approach used to analyse the novel are presented to reveal the answer of the problem identification. The following quotations show how the problem of this study are described.

The protagonist is experiencing internal struggle so desperate that he thinks of drinking sea-water to hydrate himself that leads to his death. But, sadly he is unable to do it because he has not enough power even to walk towards the sea. This is the instance of internal struggle that affects external struggle greatly. The quotation below describes the situation.

I lay across one of the thwarts for I know not how long, thinking that if I had the strength I would drink sea-water and madden myself to die quickly. (Wells, 1896: 11)

Then, the following part is taken from the novel. It shows that the protagonist finds struggle to speak. The struggle to speak is very hard for the protagonist in the novel. He cannot express anything by showing it through his facial expression. This shows the deep state of internal struggle as if trying to recollect his own memory is something difficult for him.

I think I said I felt all right. I could not recollect how I had got there. He must have seen the question in my face, for my voice was inaccessible to me. (Wells, 1896: 13)

The protagonist also gets mental attack from his health condition. Because of his sickness, his mental is so brittle. It makes him separate. Therefore, he tries hard to survive. This is shown in the following quotation.

"You were nearly dead," said my interlocutor. "It was a very near thing, indeed. But I've put some stuff into you now. Notice your arm's sore? Injections. You've been insensible for nearly thirty hours." (Wells, 1896: 14)

The quotation above tells us that the deterioration of the protagonist's health condition makes him have a conversation with himself inside his mind. This is the example of internal struggle that affects one's own brain, rendering him hallucinating.

At last I must confess my voice suddenly broke in the middle of a vigorous threat. I felt a gust of hysterical petulance, and went aft and stared dismally at nothing. (Wells, 1896: 31)

The paragraph above describes that the threat chasing after the protagonist really surprises him to the point that even before that he was unable to utter anything vocally, suddenly he is able to do so. This is an example of an internal struggle that is overridden by his external struggle.

I was alternately despairful and desperate. Once or twice as I stood waiting there for things to accomplish themselves. I could not resist an impulse to laugh at my miserable quandary. I felt all the wretchedness for the lack of a breakfast. Hunger and a lack of blood-corpuscles take all the manhood from a man. (Wells, 1896: 32)

Based on the quotation above, it is shown that the struggle of the protagonist is very harsh. He is very low in energy. He is so desperate of the situation that he cannot think of anything or other than waiting for time to solve the problem by itself.

Presently that work was finished, and then came a struggle. I was hauled, resisting weakly enough, to the gangway. (Wells, 1896: 32)

From the quotation above, the terrible conditions of the protagonist seem to never end. From one bad circumstance follows another one. This is an example of seemingly prolonged internal struggle that affects him externally.

Abruptly the cruelty of this desertion became clear to me. I had no means of reaching the land unless I should chance to drift there. I was still weak, you must remember, from my exposure in the boat; I was empty and very faint, or I should have had more heart. But as it was I suddenly began to sob and weep, as I had never done since I was a little child. The tears ran down my face. In a passion of despair I struck with my fists at the water in the bottom of the boat, and kicked savagely at the gunwale. I prayed aloud for God to let me die. (Wells, 1896: 33)

The quotation above describes about how desperate the situation is for the protagonist. He thinks of letting himself die. This shows that his struggle is so great that he thinks being dead is not so bad.

I had, as it were passed the limit of terror and despair. I felt now that my life was practically lost, and that persuasion made me capable of daring anything. (Wells, 1896: 71)

When he is hiding behind a bush and then he senses that there is another thing chasing him. The thing makes him unable to rest because of the fear. This is an example of internal struggle that is magnified by his external struggle.

I had to act with the utmost circumspection to save myself from the suspicion of insanity. My memory of the Law, of the two dead sailors, of the ambuscades of the darkness, of the body in the canebrake, haunted me; and, unnatural as it seems, with my return to mankind came, instead of that confidence and sympathy I had expected, a strange enhancement of the uncertainty and dread I had experienced during my stay upon the island. No one would believe me; I was almost as queer to men as I had been to the Beast People. I may have caught something of the natural wildness of my companions. They say that terror is a disease, and anyhow I can witness that for several years now a restless fear has dwelt in my mind, --such a restless fear as a half-tamed lion cub may feel. (Wells, 1896: 173)

The quotation above describes that the protagonist is very aware of what happened on him, and he doubts when he returns to his home people will believe in his stories.

4.2 External Struggle

The quotation below tells that the protagonist is able to survive from that moment because the threat coming after him is not as bad as the other character who suffers a lot worse. This shows the variety of external struggles experienced by the

I say luckily for us he did not reach us, and I might most say luckily for himself; for we had only a small beaker of water and some soddened ship's biscuits with us, so sudden had been the alarm, so unprepared the ship for any disaster.
(Wells, 1896: 10)

The protagonist and the other members of the drifter suffered of terrible hunger because the only things that they have in that moment are a small number of biscuits and a small portion of drinkable water, which can only save them for a short moment. After that they must struggle with hunger. An external struggle of limited resources.

We drifted famishing, and, after our water had come to an end, tormented by an intolerable thirst, for eight days altogether.
(Wells, 1896: 10)

After the first day we said little to one another, and lay in our places in the boat and stared at the horizon, or watched, with eyes that grew larger and more haggard every day, the misery and weakness gaining upon our companions. The sun became pitiless. The water ended on the fourth day, and were already thinking strange things and saying them with our eyes; but it was, I think, the sixth before Helmar gave voice to the thing we had all been thinking. I remember our voices were dry and thin, so that we bent towards one another and spared our words. (Wells, 1896: 10-11)

The quotation above tells that the group of hungry and thirsty men lost almost their sanity and energy. They are even barely able to utter their voice. The example of external struggle due to limited supplement to survive the day.

I remember how my head swayed with the seas, and the horizon with the sail above it danced up and down; but I also remember as distinctly that I had a persuasion that I was dead, and that I thought what a jest it was that they should come too late by such a little to catch me in my body. (Wells, 1896: 12)

The quotation above describes about how desperate the situation is for the protagonist that he thinks he is already dead and then his body will get caught by the beasts. The example of external struggle that renders the protagonist incapable of differentiating between living and dying.

At the same time my eye caught my hand, so thin that it looked like a dirty skin-purse full of loose bones, and all the business of the boat came back to me. (Wells, 1896: 13)

From the quotation above, it shows the struggle of finding food is eminent. Because of the lack of food and water, the protagonist couldn't consume anything for many days that his body is burnt out, resulting in a very skinny body. He notices that extreme change when he looks at his own hand.

I was too faint, what with my long fast and the sun beating down on my bare head, to offer any assistance. (Wells, 1896: 34)

The protagonist, in the quotation above, is too exhausted that he cannot provide anything to help with the work. The external struggle of limited food and drinks is making him difficult to think about some solution of how to escape the situation.

It was some time before I could summon resolution to go down through the trees and bushes upon the flank of the headland to the beach. At last I did it at a run; and as I emerged from the thicket upon the sand, I heard some other body come crashing after me. At that I completely lost my head with fear, and began running along the sand.
(Wells, 1896: 61)

So long as I live, I shall remember the terror of that chase. I ran near the water's edge, and heard every now and then the splash of the feet that gained upon me.
(Wells, 1896: 61-62)

The quotations above describe the struggle of the protagonist when he is hiding behind a bush and then he senses that there is another thing chasing him which makes him unable to rest because of the fear.

My last remaining strength slipped from me, and my head fell forward on my chest. I think he found a certain satisfaction in giving me brandy.
(Wells, 1896: 63)

He asked me no questions, but gave me some more brandy and water and pressed me to eat. I was in a state of collapse.
(Wells, 1896: 64)

From the quotations above, the protagonist was in the verge of his consciousness, when suddenly someone gives him brandy and water and food. This is an example of external struggle that can be solved externally.

Even as that fear came back to me came a cry from within; but this time it was not the cry of a puma. (Wells, 1896: 66)

The quotation above describes the struggle of the protagonist when he is hearing another cry from a creature but it's not the same sound as before. The external struggle that makes him dreadful of not knowing what's out there lurking at him.

I stretched my limbs, sore and painful from the pricks of the spiny plants, and stared around me at the trees; and, so suddenly that it seemed to jump out of the green tracery about it, my eyes lit upon a black face watching me. (Wells, 1896: 71)

From the quotation above, it tells that the protagonist struggles from facing one creature to another, after he manages to run from one, another one shows up. This is an example of overcoming one struggle only to find the next one.

"Let go," said I; and the body of Montgomery vanished with a splash. Something seemed to tighten across my chest. "Good!" said I, with a break in my voice; and they came back, hurrying and fearful, to the

margin of the water, having long wakes of black in the silver. (Wells, 1896: 151-152)

The quotation above describes the struggle of the protagonist when he is hiding behind a bush and then he senses that there is another thing chasing him which makes him unable to rest because of the fear. This is an example of external struggle that affects his mind.

I was anxious to be alone, to think out the position in which I was now placed. A dreadful thing that I was only beginning to realise was, that over all this island there was now no safe place where I could be alone and secure to rest or sleep. (Wells, 1896: 153)

The quote above tells the struggle of the protagonist when he realises that there is no safe place in that island because of the abundance of the beasts, he cannot even rest even for a while. This is an example of constant external struggle, knowing he cannot be safe even for a while.

Then I came round to the Hyena-swine. I felt sure that if I did not kill that brute, he would kill me. (Wells, 1896: 154)

The quotation above describes when another threat shows up in front of the protagonist, and this time it's a ferocious Hyena-swine creature. He is sure that running away will not secure his life, so he is thinking of a way to kill it.

Towards noon certain of them came and squatted basking in the hot sand. The imperious voices of hunger and thirst prevailed over my dread. I came out of the bushes, and, revolver in hand, walked down towards these seated figures. One, a Wolf-woman, turned her head and stared at me, and then the others. None attempted to rise or salute me. I felt too faint and weary to insist, and I let the moment pass. (Wells, 1896: 155-156)

Edward's struggle, based on the quote above, comes to the time when he meets another type of beast in the shape of Wolf-woman. But this time he is too exhausted to even budge, so he just keeps himself as where he is and decides not to do anything.

I heard something breathing, saw something crouched together close beside me. I held my breath, trying to see what it was. It began to move slowly, interminably. Then something soft and warm and moist passed across my hand. All my muscles contracted. I snatched my hand away. A cry of alarm began and was stifled in my throat. Then I just realized what had happened sufficiently to stay my fingers on the revolver. (Wells, 1896: 157)

Another threat is looming upon the protagonist. The quotation above tells that there is another beast coming from behind and touches his hand. Edward is terrified and alarmed.

After analysing the data, there are some findings that can be presented. First, it is found that there are internal and external struggles carried out by the protagonist in H.G. Wells' *the Island of Doctor Moreau*. The struggles are illustrated when the protagonist has to overcome his fear of Doctor Moreau, he could escape him; when the

protagonist has to face the beast people in the village, he knows they dislike him being among them and being in constant amount of dread the entire time the protagonist is with them. Second, it is found that the protagonist carries out the struggle by running, fighting, and facing different people and beings. It means that the protagonist is virtually in constant state of struggle, both internally and externally. Finally, it is quite often to find internal struggle that affects the protagonist externally. For instance, he is being so scared to spend the night that he got sleep deprived. Then, the external struggle affects him internally. As an example, he is being so hungry that he cannot operate his brain to think right.

5. Conclusion

The study concludes that the topic of this study is present in almost every chapter of the novel. It is also concluded that the protagonist experiences internal and external struggle in almost every step of the way the story proceeds. Some struggle is more severe than the other; whereas, other examples of struggle affect the other kind. The internal struggle affects the protagonist externally, and vice versa. The final conclusion of this study is that both internal and external struggle is an aspect of a character in the story that cannot be ignored. It cannot be omitted out of the story.

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SPEECH ACTS IN THE VIDEO SCRIPT OF AN ATHEIST CONVERTING TO ISLAM BY LAMPU ISLAM YOUTUBE CHANNEL

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Abstract

This research was conducted to examine speech act in the video script of *Lampu Islam* Youtube Channel. The edition of the video is entitled *An Atheist Converting to Islam*. This study aims to answer the problem about the classification of speech act found in the video script. This research applied the theory of speech act proposed by Austin and further developed by Searle. There are three types of speech act. The classification involves locutionary, illocutionary and perlocutionary acts. The result of the research shows that all the type of Speech Act can be found in the video script. The utterances which belong to locutionary act reach four (4) occurrences. For illocutionary, there are two (2) utterances. Then, the utterances of perlocutionary acts occur most dominantly with sixteen (16) occurrences. Perlocutionary act reaches 62.5% occurrences in the video script. From the analysis, it can be concluded that the script is intended to give an effect to the listeners of the channel and to offer ideas to other people.

Keywords: pragmatic, speech act, locutionary, illocutionary, perlocutionary.

1. Introduction

Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Henry Sweetan, English phonetician and language scholar, stated that language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences. This combination answers that of ideas into thoughts.

Language interacts with every aspect of human life in society. It can be understood only if it is considered in relation to society. Language can be used in a speech or utterance. The study of language is called linguistics. Pragmatics is a part of linguistics. Pragmatics is related to speech acts, where pragmatic is the study of language and its users, while speech act is the study of speech and action.

Based on the topic of the paper it is concerned with speech acts viewed from video script of *lampu Islam* youtube channel an atheist converting to *Islam*. This topic will be elaborated according to the theory given by Austin and Searle, but the writer will stress on the theory given by Searle (1979), because he has developed his theory more than Austin's.

Austin (1975) is the first person who introduces speech act and divides speech act into three classification such as locutionary act, illocutionary act, and perlocutionary act. And then Searle (1979) develops illocutionary act into five classification, such as representatives, directives, commissives, expressives, and declaratives. Finally, the theory proposed by Austin dan developed by Searle is applied in this study.

This video is a video featuring a speech from a speaker about his journey to *Islam*. This study is purposed to understand the meaning contained in the utterances that are described by the speaker in the video trough the classification of speech act.

2. Literature Review

2.1 Speech Act

Speech-act theory was introduced in 1975 by Oxford philosopher J.L Austin in *How to Do Things With Words* and further developed in 1976 by American philosopher J.R. Searle. It considers three levels or components of utterances: locutionary acts (the making of a meaningful statement, saying something that a hearer understands), illocutionary acts (saying something with a purpose, such as to inform), and perlocutionary acts (saying something that causes someone or the hearer to act or give response).

Speech acts are acts that refer to the action performed by producing utterances. People can perform an action by saying something. A Definition of Speech acts is an action that performs through language is called as speech acts. Austin (1975) defines speech act as the actions performed in saying something physical action merely through words and phrases. Aitchison (2003: 106) defines speech acts as a number of utterance behave somewhat like actions. It is important to know the relationship between utterance and meaning. Speech acts are something expressed by an individual that not only presents information but performs an action as well. This analysis is important to make the readers know how words or expressions cooperate with act. Speech act is a subfield of pragmatic, which Pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances.

Any speech acts is really the performance of several acts at once, distinguished by different aspects of the speaker's intention: there is the act of saying something, what one does in saying it, such as requesting or promising, and how one is trying to affect one's audience". Speech acts serve their function once they are said or communicated. These are commonly taken to include acts such as apologizing, promising, ordering, answering, requesting, complaining, warning, inviting, refusing, and congratulating.

Speech acts, a variety of verbal communication and also a subdivision of pragmatics, often takes place in verbal and nonverbal communication. Yule (1996) states that speech acts are a study of how the speakers and hearers use language. Bach and Harnish (1979) explains that an action in verbal communication has message in itself, so the communication is not only about language but also with action. There are certain aims beyond the words or phrases when a speaker says something. Austin (in Tsui, 1994: 4) explains that speech acts are acts that refer to the action performed by produced utterances. In line with this, Yule (1996: 47) states that speech acts is action which is performed via utterances. Stating the same idea, Birner (2013) also says that uttering something means doing something. The conveyed utterances are paramount to the actions performed. In conclusion speech act is the utterance that occurs and act refers to an action.

2.2 Classification of Speech Act

There are three types of acts in the speech acts according to Austin, they are locutionary, illocutionary, and perlocutionary.

a. Locutionary Act

Traditional sense (Austin, 1975: 108). In line with this, Cutting (2002: 16) states that locutionary act is what is said. Also proposed by Yule (1996) who states that locutionary act is the act of producing meaningful utterances. The example of the locutionary speech act can be seen in the following sentences:

1. It's so dark in this room.
2. The box is heavy.

The above two sentences represent the actual condition. The first sentence refers to the lighting of the room and the second sentence refers to the weight of the box.

b. Illocutionary Act

The illocutionary act is performed via the communicative force of an utterance, such as promising, apologizing, offering (Yule, 1996:48). This act is also called the act of doing something in saying something. The most significant level of action in a speech act is the illocutionary act because the force, which has been desired by the speakers, determines this act. Illocutionary act can be the real description of interaction condition. For example:

1. It's so dark in this room.
2. The box is heavy.

Based on the examples above, the first sentence shows a request to switch the light on and the second sentence shows a request to lift up the box. Further, Austin (1962: 150-151) classifies illocutionary acts into five major classes as follows:

- a. Verdictives are typified by the giving of verdict, as the name implies, by a jury, arbitrator, or umpire. However, they need not be final; they are, for example, an estimation, reckoning, or appraisal. It is essential to give a finding to something-fact or value-, which is for different reasons hard to be certain about.
- b. Exercitives are exercise of power, right, or influence. The examples are appointing, voting, ordering, urging, advising, and warning.
- c. Commisives are typified by promising or otherwise undertaking. They commit the hearer to do something, but include also declaration or announcements of intention, which are not promise, and also rather vague things, which can be called espousal, as for example siding with.
- d. Behabitives are very miscellaneous group and have to do with attitudes and social behavior. The examples are apologizing, congratulating, condoling, cursing, and challenging.
- e. Expositives are difficult to define. They make plain how utterances fit into the course of an argument or conversation, how words are use, or in general are expository. The examples are „I reply”, „I assume”.

Searle (1979) classified types of illocutionary act into five, they are representatives, directives, commissives, declarative, and expressive.

- a. Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation. When someone says "she's beautiful", the speaker can state the sentence based on the fact or just give his or her own opinion about physical condition of a person. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. For example when someone says "The earth is flat", it represents the speaker's assertions about the earth. The speaker has opinion that the earth is flat. Representatives speech act can be noted by some speech acts verb, such as: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude. Representatives mean the speaker in uttering a representation converge his believe that some propositions are true. Example: the sun shines on the east. Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples.
- b. Directives are a speech acts that speaker uses to get someone else to do something. These speech acts include requesting, questioning, command, orders, and suggesting. For example, when someone says "Could you lend me a pencil, please?" the utterance represents the speaker requests that the hearer to do something which is to lend him a pencil.
- c. Commissives are speech acts that the utterances commit the speaker to some future course of action, these include promising, threatening, offering, refusal, pledges. For example when someone says "I'll be back", represents the speaker's promise that he/she will be back.
- d. Expressives are speech acts that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. For example, when someone says "don't be shy, my home is your home." Or "how big this mosque!" The utterance represents the speaker's expression that he/she welcomes someone.
- e. Declaratives are speech acts that the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra- linguistic institutions. These speech acts include excommunicating, declaring war, christening, firing from employment. For example, "you are dead to me."

c. Perlocutionary Act

Hufford and Heasley (1983:250) states that perlocutionary act is the act that is carried out by a speaker when making an utterance causes in certain effect on the hearer and others. Perlocutionary act is also the act offering someone. Perlocutionary act refers to the effect the utterance has on the thoughts or actions of the other person. A perlocutionary act is specific to the circumstances of issuance, and is therefore not conventionally achieved just by uttering that particular utterance, and includes all those effects, intended or unintended, often indeterminate, that some particular utterance in a particular situation cause. For example:

1. It is so dark in this room.

2. The box is heavy

Based on the example it can be inferred that the first sentence is uttered by someone while switching the light on and the second sentence is done by someone while lifting up the box.

On the other hand, speech acts may have relationship with Pragmatics, why? Because pragmatics is subfield of speech acts and also the study of meanings based on the context and the meaning is not structural meaning but what the speaker means or based on the situation or condition where the speaker used the language.

2.3 Relationship between Pragmatics and Speech Act

Speech act theory is a subfield of pragmatics that studies how words are used not only to present information but also to carry out actions. Many philosophers and linguists study speech act theory as a way to better understand human communication. Speech act is a part of pragmatics where there are certain aims beyond the words or phrases when a speaker says something. Speech acts are acts that refer to the action performed by produced utterances. Through speech acts, the speaker can convey physical action merely through words and phrases. Pragmatics is the study of meanings in relation to speech situation. The specific relationship between speech acts and pragmatics is related to language contextually, and aims to understand the intent of the utterances spoken through actions that can influence others.

2.4 Context of Situation

A situational context or context of situation is an important element in communication. As stated by Leech (1983: 13), context has a great influence and also effect in understanding the meaning of an utterance. Through the context, the speaker and the addressee share their background in understanding the utterances. Malinowski (in Halliday and Hasan, 1986: 6) defines context of situation as the environment of the text that includes the verbal and the situational environment in which the text is uttered. Holmes (2001: 8) explains that there are some components, in any situation, will be generally reflected by the linguistic choices. They are the participant, the setting or social context of interaction, the topic, and the last is the function.

3. Research Method

The method in this research is qualitative research. Qualitative research is a scientific method of observation to gather non-numerical data while focusing on meaning-making. Qualitative research approaches are viewed from pragmatic meaning about speech act. This is a social phenomenon in the form of linguistics.

Qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Shank (2002) defines qualitative research as “a form of systematic empirical inquiry into meaning”.

4. Discussion

4.1 Classification of Speech Act

The data is taken from the Video Script of *Lampu Islam* Youtube Channel entitled *An Atheist Converting to Islam*. The video used as the material for analysis is a video featuring a speech from a speaker who tells his journey to know *Islam*. This area of study is concerned with the ways in which can be used not only to present

information but also to carry out actions. It is used in linguistics, philosophy, psychology, legal and literary theories, and even the development of artificial intelligence.

The following data show the utterances found in the script. The three types of Speech Act can be seen from the script. Below is the expression of speech act taken from the video script:

Table 1. Classification of Speech Act Found in the Video Script

No.	Utterance	Classification of Speech Act		
		Locutionary Act	Illocutionary Act	Perlocutionary Act
1.	Naturally as an aussie, the first thing I did was to investigate Christianity.			State
2.	I said ‘‘you could have even chosen a lion’s head or something a bit better?’’			Offer
3.	And I found that I wasn’t into making a leap of faith, I wanted proof.			Ask/Request
4.	And they seemed to be living one with the world and that’s what really appealed to me.			Suggest
5.	As Aussie, I don’t want to offend any Australians here, but my upbringing is from my country upbringing.	State		
6.	They would pick up the Quran and they would say ‘‘read this bro, and there was the answer’’			Inform
7.	I said to one of the brothers ‘‘what’s your opinion on the matter? Why don’t you give your opinion?’’			Complain
8.	I said ‘‘Allah, this is my moment. This is the time im about to jump into <i>Islam</i> . All I need is just a sign. Just a little sign’’.			Ask
9.	Absolutely nothing happened. I was really disappointed.			Complain
10.	The fact that we have this world, the fact there is this creation, these are the signs for all of us.		Inform	
11.	The next day I decided this is it, im becoming a muslim.	State		
12.	I thought Subhanallah look at		Inform	

	this religion, look at how strongly are!			
13.	But, they realized that this religion was actually making me a better person.			Admit
14.	Alhamdulillah ever since then I look as good as I do now.	Gateful		
15.	You've been a better person, you're been a muslim.	State		
16.	Sure, <i>Islam</i> is good religion, so make me a better person.			Persuade

From the table above, the explanation of the expression can be put as follows: **State**

State is something to express definitely or clearly in speech or writing. This expressions below are the examples:

Perlocutionary Act:

Naturally as an aussie, the first thing I did was to investigate Christianity.

➔ It means that the speaker state himself to investigate christianity as an aussie.

But, they realized that this religion was actually making me a better person.

➔ It means that the speaker states others appraisal to himself.

Locutionary Act:

"The next day I decided this is it, I'm becoming a muslim."

➔ It means that the speaker states his decision becoming a muslim.

"As Aussie, I don't want to offend any Australians here, but my upbringing is from my country upbringing."

➔ It means that the speaker talks about his upbringing from his country.

"You've been a better person, you're been a muslim."

➔ It means that the speaker states his appraisal based on what he knows.

Offer

Offer is present or proffer (something) for (someone) to accept or reject as so desired. This expression can be described by the utterance such as:

Perlocutionary Act:

I said: you could have even chosen a lion's head or something a bit better?

➔ It means that the speaker offers something better to the hearer.

Ask or Request

Ask or Request is to speak or write to someone saying that you want them to do something, to give you something, or to allow you to do something. Say something in order to obtain an answer or some information. Or an act of asking for something, or the thing asked for. This expression is exemplified with the following utterances:

Perlocutionary Act:

And I found that I wasn't into making a leap of faith, I wanted proof.

➔ It means that the speaker asks or requests what he wants.

I said "Allah, this is my moment. This is the time im about to jump into Islam. All I need is just a sign. Just a little sign".

➔ It means that the speaker asks something he needs.

Inform

Inform is giving someone facts or important information or to tell someone about something. This expression describes the utterances below:

Illocutionary Act:

The fact that we have this world, the fact there is this creation, these are the signs for all of us.

➔ It means that the speaker tells about the important information based on true fact.

I thought Subhanallah look at this religion, look at how strongly are!

➔ It means that the speaker informs that how strongly the religion are.

Perlocutionary Act:

They would pick up the Quran and they would say "read this bro, and there was the answer"

➔ It means that the speaker informs about the important information in Quran and they direct to read Quran.

Complain

Complain is express dissatisfaction or annoyance about something. This expression is described by the utterance such as :

Perlocutionary Act:

I said to one of the brothers "what's your opinion on the matter? Why don't you give your opinion?"

➔ It means that the speaker complains about something that is no reason.

Grateful

Grateful is feeling or showing an appreciation of kindness; thankful or received or experienced with gratitude; welcome. Here is the utterance.

Locutionary Act:

Alhamdulillah ever since then I look as good as I do now.

➔ It means that the speaker grateful on what he feels.

Persuade

Persuade is act to cause someone to do something through reasoning or argument. Here is the utterance.

Perlocutionary Act:

Sure, Islam is a good religion, so make me a better person.

➔ It means that utterance persuade someone that *Islam* is a good religion.

Suggest

Suggest is to say that (someone or something) is good or deserves to be chosen. Here is the utterance.

Perlocutionary Act :

And they seemed to be living one with the world and that's what really appealed to me.

➔ It means that the speaker suggested by what he has seen.

Admit

Admit is to agree that something is true. Here is the utterance.

Perlocutionary Act:

But, they realized that this religion was actually making me a better person.

➔ It means that this utterance explain that *Islam* gives a positive influence.

After analyzing speech act in video script of *Lampu Islam* You Tube Channel entitled *An Atheist Converting To Islam*, the finding can be presented as the followings:

Table 2. Percentage of Classification of Speech Act found in the Video Script

No.	Classification of Speech Act	Number of Utterance	Percentage
1.	Locutionary	4	25%
2.	Illocutionary	2	12.5%
3.	Perlocutionary	10	62.5%
Total		16	100%

In classification of speech act according to J.L.Austin, perlocutionary act is the most influential utterance which convey moral value about *Islam* in this research such as ‘‘*Sure, Islam is a good religion, so make me a better person.*’’ From the analysis above, there are some expressions of illocutionary act that convey the purpose or the important information, such as ‘‘*The fact that we have this world, the fact there is this creation, these are the signs for all of us.*’’ In classification of Illocutionary Act, there are some utterances that dominated by expressive. It shows that some utterances express the psychological statement from the speaker about his religious journey such as ‘‘*I thought Subhanallah look at this religion, look at how strongly are!*’’.

5. Conclusion

Based on the analysis of Speech Act Viewed From *Lampu Islam* You Tube Channel entitled *An Atheist Converting To Islam*, it can be concluded that Speech Act is an important thing to make understanding about the utterance through the expression or action. All the classification of speech act occur in the video script with sixteen occurrences. The most dominant utterance is perlocutionary act. It can be concluded that the script is meant to give offering to the listeners of the video.

Every utterance has the certain meaning or the certain purpose such as to inform. Utterance can be followed as action as well that can effect the hearer. Speech Act is a part of linguistics which uses language in every utterance; while, the language is the most important aspect in social life or interaction. Therefore, speech act helps people to make conversation clearly. Speech Act has classifications that can make it easier for the hearer to determine the meaning of the utterance conveyed by the speaker.

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REVENGE IN JEFF NATHANSON'S MOVIE SCRIPT *THE LION KING*

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Abstract

This study discusses the revenge carried out by the protagonist in *The Lion King* movie script named *Simba*. This study aims to analyze the revenge and purpose of revenge carried out by Simba. The method used to analyze this topic is a qualitative research method, making a focus on personality of the protagonist pertaining to revenge. A revenge is an act of justice as well as injustice, depending on how a revenge is done. This research is conducted by referring to and based on several literature reviews related to the topic and discussion carried out. The theory used to analyze the topic is put forward by Leland R. The results showed that Simba tried to take revenge because he felt he had been attacked. Besides, he wanted to restore his dignity, honour, and teach a lesson to his aggressor. Finally Simba gets what he deserves, that is he gets his rights as king in the Pride Lands.

Keywords: revenge, Simba, Scar, movie script.

1. Introduction

Literature is a beautiful written work that records something in the form of language that is condensed, deepened, twisted, shortened and twisted, made odd or other aesthetic composition methods through language tools (Eagleton, 2010: 4).

Esten (1978: 9) argues that literature is the expression of artistic and imaginative facts as a manifestation of human life and society in general through language as a medium and has a positive effect on human life.

One of the types of literature is drama. Drama is a literary work written in the form of dialogue with the intention of being shown. It can be performed in various forms, such as theatre performances, plays, films, soap opera, and so on. All forms of drama are created from dialogues that are played to identify events, actors and characters by the players with the support of an appropriate setting. Drama can amaze the audience if the player succeeds in playing the drama character with the appropriate character.

Elements in drama are not much different from elements in short stories, novels, and romances. Dialogue is a formal feature of drama that distinguishes it from other forms of prose. In addition to dialogue, there is a plot/characters, and setting. If the drama as a script is staged, it must be equipped with elements: motion, fashion, make-up, stage setting, sound system, and lighting.

Film or movie which is basically in the form of drama can be interpreted in two senses. First, the film or movie is made of celluloid for negative image holder (which will be made a portrait) or for a positive image holder (which will be played in the

cinema). Second, film or movie is defined as a play (story) of a living picture. As an industry, film or movie is something that is part of the economic production of a society and it is considered as another product. As communication, films or movies are important parts of the system used by individuals and groups to send and receive messages (Ibrahim, 2011: 190).

Through this research, the researchers discuss one of the literary works, namely a drama. The drama has already been performed in the film or movie entitled *The Lion King* written by Jeff Nathanson. *The Lion King* is an animated film or movie produced by Walt Disney Feature Animation which was released to theaters by Walt Disney Pictures on June 15, 1994, and released to the public on June 24, 1994. This film or movie is the 32nd film in the series of Walt Disney classic animated films. This is a digitally enhanced high-definition version made in IMAX format for release on December 25, 2002. This constitutes a musical drama genre film featuring songs by Elton John and Tim Rice and music by Hans Zimmer.

The Lion King tells the story of Simba (Swahili for lion), a young lion who is to succeed his father, Mufasa, as King of the Pride Lands; however, after Simba's paternal uncle Scar murders Mufasa. Simba is manipulated into thinking he was responsible and flees into exile. After growing up in the company of the carefree outcasts Timon and Pumba, Simba receives valuable perspective from his childhood friend, Nala, and his shaman, Rafiki, before returning to challenge Scar to end his tyranny and take his place in the Circle of Life as the rightful king.

The benefits of this research are in the form of theoretical and practical benefits. Theoretically, the researchers and the readers can enrich their knowledge in analyzing the scripts of the movies. Practically, it is hoped that this research can develop insight in analyzing literary works, and for audience, this is expected to increase the ability to understand and appreciate literary works and to help the audience express the meaning contained in the movie script. The researchers see that this film contains good moral lessons because it can guide us not to do things that make other people take revenge on us. Revenge, of course, is not good and can be dangerous for both the vengeance and the other person who is being retaliated against. Hopefully this research can be useful for readers in general and especially for researchers who are interested in topics related to revenge.

2. Literature Review

Revenge is a behavior that is rampant and often appears in the form of aggression or conflict. The desire for revenge can be a person's motivation to kill, hurt others and even the occurrence of international conflicts (McCullough, 2008).

It can be defined that revenge is an act of retaliating for the action of others by hope to get a better feeling, more valuable and restore a sense of justice to one's self but feel better it is only temporary and sometimes poses new dangers to people who seek revenge (Baron. et. al., 2005).

The desire for revenge is not content to see the guilty suffer, but more satisfied if the moral message is conveyed. Someone takes revenge to convey a message to the person who is the target of revenge and make him understand that what he did was an act which violates morals. Revenge is defined as a reactionary behavior to feelings injustice meant to rebuild a sense of justice by getting or even giving to people who do what guilt he should receive. The act of revenge brings one to the contemplation of one

who did wrong, prolonged contemplation produces negative feelings, negative feelings prolonged contemplation produces contemplation and the contemplative person will fail to predict the effect of punishment on those contemplations and feelings (Ross, et. al, 2010). Research has found that people who take revenge by punishing do not feel better. The perpetrator of revenge will continue to think about the person who was retaliated against (Crombag, 2003).

According to Sinclair, et al. in *Collins Cobuild English Language Dictionary* (1987: 1242), revenge is something that you do to hurt or to punish someone who has hurt or harmed you, that gives you a great deal of satisfaction. If you revenge yourself for a harm or wrong that has been done to you, you hurt or punish the person who has done the wrong or harm.

Some theorists add an additional element to their definition of revenge, arguing that a behavior can be classified unequivocally as revenge only if it involves some cost or risk to the avenger (Cota-McKinley A. L. et al., 2001, and Crombag. et al., 2003).

An important psychological implication of the various efforts to define revenge is that there is no objective standard for declaring an act to be motivated by revenge or not.

Revenge is a label that is ascribed based on perceivers' attributions for the act. Revenge is an inference, regardless of whether the individuals making the inference are the harm doer themselves, the injured parties, or outsiders. Because revenge is an inference, various individuals can disagree on whether the same action is revenge or not.

Cota-McKinley A. L. et al., (2001) state in their article, in the act of revenge, individuals respond to a wrong by harming the transgressor. Revenge can also refer to the urge to pay back wrongs; thus, a person can have revenge in his life. Revenge is an inference, regardless of whether the individuals making the inference are the harm-doers themselves, the injured parties or outsiders.

Many theorists assert that revenge offers personal and societal advantages. According to evolutionary psychologists, revenge serves three adaptive functions (McCullough, 2008). First, the mere possibility of revenge deters potential transgressors. Individuals with reputations for being vengeful are less likely to be victimized because the potential costs are high. Second, if a transgression does occur, revenge deters further harm by penalizing wrongdoing. Finally, revenge fosters cooperation by preventing individuals from taking advantage of the work carried out by others.

People's use of revenge to restore justice is also hypothesized to be psychologically beneficial. The researchers found some descriptions of revenge by experts in the same article by Ross and Schumann (2010) those are according to Equity theory (and like formulations), individuals experience distress when they have been treated unfairly. Revenge may enable victims to reduce their distress by restoring equity with the transgressor (McCullough, 2008). Similarly, Minderop (2011: 274) observed that one of the most infuriating aspects of being unjustly harmed is the awareness that he walks in pleasure and I in suffering. Revenge does not undo the harm, but it can restore the balance of suffering between the victim and the transgressor. Revenge can also help restore the balance of power between the victim and the transgressor. By inflicting harm, transgressors imply that their victims are unworthy of respect. Through vengeance, victims can restore their self-worth by showing they are not powerless.

Ross and Schumann (2010) state in their article, it comes as no great surprise that very angry individuals often feel an urge to take revenge against people they blame for an injustice. More interesting, perhaps, are factors that influence whether angry victims choose to take revenge. There are four predictors of revenge behavior: the persistence of anger, perceptions of the costs of revenge, cultural and religious values regarding revenge, and the presence of external systems that can restore justice on behalf of victims. Transgressions and acts of revenge occur within a social context that includes at minimum two individuals, a transgressor and a victim. The actions of the transgressor can influence the likelihood and severity of revenge, by affecting both the degree of anger and the perceived costs of revenge. If victims become convinced that the transgressions were unintentional, or that their transgressors truly respect and care for them, or that their transgressors are otherwise good people, their anger dissipates and they are less inclined to seek revenge.

According to some opinions of the experts above, it can be concluded that revenge is an action that exists in human mind, the desire to take revenge is owned by every individual who feels he has received injustice, betrayal, and other negative treatments. Revenge is also an emotion that is present in human mind causing tensions and conflicts. Tensions and conflicts are part of the human personality, because they are unconsciously in human mind which determines how the structure of thinking, feeling and behaving of the humans being themselves (Sigmund Freud in Albertine Minderop" book, 2011).

There must be the reasons why people seek revenge and what they are looking for. We need also know what they actually hope to accomplish and why the passion is so strong. People seek revenge when:

1. They feel they have been attacked and suffered some unjust loss or injury. As a result they are feeling anger, hatred, jealousy, envy, or shame.
2. They are humiliated, especially if they are made to feel powerless, foolish, ridiculous, stupid, or ashamed. People seek revenge against the more powerful while they pity the less powerful.
3. They feel they have to "defend the honor" of themselves, their family, ancestors, or some other group they identify with.

The goals of revenge are to erase shame, humiliation and restore pride. In other words, the goals are to:

1. Restore their dignity, and increase their pride or stature.
2. Restore the "honor" of the offended group by avenging the shame.
3. Remember a loved one or ancestor. The slogan "September 11, 2001, we will never forget" is seen frequently and is used to sustain the war on terrorism. War memorials serve a similar purpose. In contrast, consider how the Amish people of Nickels Mines Pennsylvania reacted after five of their children were senselessly murdered. They razed the schoolhouse where the tragedy occurred to remove the most prominent symbol of the tragedy and leave a quiet pasture in its place. Their goal is to forgive and move on.
4. Teach a lesson to the aggressor,
5. Punish people who cheat and break rules; ensure they learn their lesson.
6. Act as a deterrent to predatory behavior,
7. Obtain acknowledgement from the aggressor that they were wrong and they feel remorse,
8. Obtain a sincere apology and know the aggressor is remorseful,

9. Demonstrate their power so they no longer feel powerless,
10. Obtain reparations; get paid back for their losses, and settle the score
11. Make the aggressor suffer and feel their pain,
12. Transform themselves from prey to predator, from powerless to powerful, and from shamed to proud,
13. Tell their side of the story; set the record straight from their point of view.

3. Research Method

Research methods are the strategies, processes or techniques utilized in the collection of data or evidence for analysis in order to uncover new information or create better understanding of a topic. They represent the procedures so that the techniques are used to identify, collect, select, process and analyze information. Therefore, in this chapter, the researchers present research design, data collection, and data analysis.

Research design can be interpreted as a plan structured work in terms of the relationships between variables comprehensive in such a way that the research results can provide answers on research questions. The plan includes the things to be conducted research, starting from making hypotheses and their implications operational until the final analysis.

Ary et. al. (1985: 21) states that research may be defined as the application of the scientific approach to the study of a problem. Problem is something which has to be solved. Thus, research is required to look for the answer relate with problem which want to be solved. In research, the researcher must have design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research.

4. Discussion

In this research, the researchers make an analysis to know why the protagonist of the movie seeks revenge and what is the protagonist's goal that makes the protagonist has the revenge.

4.1 Reasons for Seeking of Revenge

4.1.1 Feeling Attacked

The protagonist revenge in the movie script is seen since Scar, Mufasa's younger brother, is jealous of Simba's position as heir to the throne, and he teams up with the hyenas to try to get rid of him. Scar traps Simba in a wildebeest chase. Although Simba is helped by his father, Mufasa himself dies when Scar falls from a cliff into the beast's pursuit. Simba escapes when Scar orders the hyenas to kill him.

The first reason for seeking revenge in the movie script comes from an attack by Scar, Simba's uncle with his army. Scar always tries hard to get rid of Simba from the Pride Lands. But the victim is Mufasa as it can be seen in the following quotation:

“All animals run through the scene as a stampede.

Simba: {Quietly} Dad? Somebody? Anybody? Help!

Scar: Simba. ... What have you done?

Simba: {Jumps back, crying} There was a stampede and he tried to save me... it was an accident, I... I didn't mean for it to happen...

{Sniffing} What am I gonna do?

Scar: Run away, Simba.... Run.... Run away, and never return.”
(Nathanson, 2019: Scene, 29)

The above quotation shows that Scar orders his troops to kill Simba to become the successor to the throne of the kingdom, but the victim is Simba's father when he saves Simba from the attack.

4.1.1.1 Humiliated, because of being made to feel powerless, foolish, ridiculous, stupid, or ashamed.

The protagonist also feels revenge because Scar accuses Simba that he is the cause of his father's death and orders Simba to leave Pride Lands and never return. It is seen in the following quotation:

Scar: Simba. ... What have you done?

Simba: {Jumps back, crying} There was a stampede and he tried to save me... it was an accident, I... I didn't mean for it to happen...

{Sniffing} What am I gonna do?

Scar: Run away, Simba.... Run.... Run away, and never return.

(Nathanson, 2019: Scene, 29)

The quotation explains that Scar has ordered Simba to never return so that he would replace Mufasa's role and Simba's role as king in Pride Lands.

The other reason for seeking revenge of the protagonist is caused by Scar. Scar tells the lioness that Mufasa is already dead and that his death is a terrible tragedy as well as the loss of Simba from Pride Lands. It is seen in the following quotation:

“Scar: Mufasa's death was a terrible tragedy; but to lose Simba as well.

Scar: ...For me, it is a deep personal loss. And so it is with a heavy heart that I assume the throne. Yet, out of the ashes of this tragedy, we shall rise to greet the dawning of a new era... {The hyenas start emerging} ...in which lion and hyena come together, in a great and glorious future.”

(Nathanson, 2019: Scene, 30)

The quotation explains that Scar is the successor to the king in the Pride Lands after Mufasa's death and Simba's disappearance and he takes over the throne as the new King of the Pride Lands.

Another reason for Simba's seeking revenge is when his uncle slandered him that he killed his father during the events in the canyon. He forced Simba to admit his guilt in front of the lions and hyenas. After he forced Simba to admit it, Scar finally confessed this secret to Simba that it was he who actually killed his brother.

“Scar: {Delighted} Ahh, so you haven't told them your little secret. Well, Simba, now's your chance to tell them. Tell them who is responsible for Mufasa's death!

{Scar's last line causes the lionesses to start. All are concentrating on Simba.}

Simba: {Steeling himself, then taking a step forward} I am.

{Sarabi approaches her son.}

Sarabi: {With much grief} It's not true. Tell me it's not true.

Simba: {Regretfully} It's true.

Scar: You see! He admits it! Murderer! (Nathanson, 2019: Scene 18)

The above quotations show that the Mufasa manipulated the situation that Simba was the murderer of his father. Therefore, he remains the king of the Pride Lands.

4.1.2 Goals of the Revenge

4.1.2.1 Restoring Dignity

The first goal of Simba's revenge is that Simba wants to return to the Pride Lands to take his rights as its king which had previously been taken over by his uncle. It is seen in the following quotation:

Simba: {As Sarabi looks on with some pride} Give me one good reason why I shouldn't rip you apart.

Scar: (Backing into a wall, apologetic) Oh, Simba, you must understand. The pressures of ruling a kingdom...

Simba: ...Are no longer yours. Step down, Scar.

Scar: Oh, oh, ye - Well, I would, heh, naturally, heh - however, there is one little problem. You see them? {pointing to the horde of hyenas on the rocks above} They think I'M king.

{Nala appears with the rest of the lionesses.}

Nala: Well, we don't. Simba is the rightful king.

Simba: The choice is yours, Scar. Either step down or fight.

Scar: Oh, must it all end in violence? I'd hate to be responsible for the death of a family member. Wouldn't you agree, Simba?

Simba: That's not gonna work, Scar. I've put it behind me."

(Nathanson, 2019: Scene, 55)

The quotations above show that the goal of Simba's revenge is because his uncle had taken the throne is supposed to be his. His uncle also thought that Simba had died during the events in the canyon earlier. Even though his uncle has taken the throne, Simba will take the throne from his uncle again.

The goal of Simba's revenge becomes the realty. Simba regains his rights as the king of the Pride Lands and lives in peace with Nala, the new queen of the kingdom and has a child. It can be seen in the quotation below:

"Rafiki: It is time.

{Very majestically, he ascends through the rain. Music swells. Simba looks up through a hole in the clouds revealing the stars. One bright star shines out briefly.}

Mufasa: Remember . . .

{Simba's expression gains confidence and strength. He roars. The lionesses roar in reply. Time switch to the savannah in full bloom again. Cue "Busa" theme:}

BS: Busa le lizwe

.....
{Simba, Timon, Pumbaa, and Nala are on Pride Rock. Zazu flies up to the point. Timon, of course, is shaking his arms in the classic victory sign. All the groups of herds are there and making noise as in the presentation of Simba.}

.....
{Rafiki appears, holding a lion cub. He lifts the cub to present to show the crowd. Bass drum hit and black out to title in red lettering as in the beginning. The Circle is completed.}
(Nathanson, 2019: Scene, 60)

The above quotations show that Simba has finally become the king of the Pride Lands with his queen, Nala, and has a child. They live happily and peacefully since Scar's death there had been no intruders or obstacles for Simba to become king in the Pride Lands.

4.1.2.2 Restoring the Honor

The other second goal of the protagonist's revenge is after Scar's little secret was revealed they finally made an attack. It happened because Scar slandered Simba. He does not accept Scar's accusation that he is a murderer, even though he is the culprit. It is seen in the following quotations:

{Nala starts towards Scar, the hyenas attack Simba in a wall of teeth. The lionesses join in. We see Pumbaa and Timon come in. Pumbaa is charging with Timon riding him. Hyenas are flying everywhere.}
Timon and Pumbaa: Heeeyyy-yaaaaah!
Timon: 'Scuse me. Pardon me. Comin' through. Hot stuff. Whoo!
{Bowling strike sound effect as hyenas fly. Rafiki whacks a hyena off Simba. Camera switch to him; with a battle scream, he joins the fray. As a bit of comic relief, Rafiki is fighting in kung-fu "B-movie" style, complete with cheesy sound effects.}
Rafiki: {As he hits various hyenas} WwwwA! Hozah! Hazoww! Yaa! Yah! hhyEEOOWww!
{Camera switch to Timon running from Shenzi. He runs into the cave. Zazu spots him. Timon runs into his cage for safety from the hyenas.}
.....
Pumbaa: Take that! And that! {etc.} You yellow belly..."
(Nathanson, 2019: Scene, 58)

The quotation shows that the goal of Simba's revenge by fighting back can make Scar and the hyenas realize that what he did was a mistake. The quotation also says that Simba is entitled to his right as successor to the throne.

4.1.2.3 Teaching a Lesson to the Aggressor

The third goal of Simba's revenge is to give a lesson to Scar. Simba chases Scar to the top of the Pride Rock. That is where Scar is cornered and he begs Simba not to kill him. Simba still has a conscience and he does not kill Scar. Simba only asks Scar to leave the Pride Lands and not come back like he did before to him. However, Scar has evil intentions towards Simba and tries to fight Simba again until he finally falls into a fiery abyss.

"{They start the Arsenio Hall "Ooh, ooh" chant. The scene switches to Simba chasing Scar up to the high point of Pride Rock. Scar runs up to the edge and sees the sheer drop. Simba leaps up to confront him at

the cliff-like edge. Scar is very apprehensive, seeing he is cornered and at Simba's mercy.}

Simba: {Quietly, severely} Murderer.

Scar: Simba, Simba. Please. Please have mercy. I beg you.

.....

Scar: What are you going to do? You wouldn't kill your own Uncle...?

{Ingratiating grin}

Simba: No, Scar. I'm not like you.

Scar: {Greatly relieved} Oh, Simba, thank you. You are truly noble.

I'll make it up to you, I promise. How can I, ah, prove myself to you?

Tell me; I mean, anything.

Simba: {Gravely, with deep anger} Run. Run away, Scar. And never return.

Scar: Yes. Of course. As you wish... {Looking down and seeing a pile of hot coals} ...your Majesty! {Scar swipes the coals into Simba's face. With a cry of surprise and pain, Simba paws the coals away as Scar leaps and attacks.}

{There is a fight in slow motion. Both Scar and Simba land heavy blows. Simba gets knocked on his back. Scar leaps through the flames at him. Simba gathers courage and uses Scar's momentum in a "throw" similar to Nala's fighting tactics to send him flying over the edge. Scar tumbles to the bottom. He weakly gets up. He sees Banzai, Shenzi, and Ed approaching and smiles. Ed has a very angry look on his face.} (Nathanson, 2019: Scene, 59)

The above quotation shows the goal of protagonist's revenge to Scar. Scar was thirsty for power so he willingly wanted to kill his nephew for the throne. Until the end he also got karma by falling into a fiery cliff and being eaten by his own troops, namely the hyenas.

5. Conclusion

After analyzing the film script thoroughly, it is true that the protagonist has revenge against an uncle. The search and purpose of revenge must be found in the script after the story in the script is well analyzed. From this analysis it can be concluded that revenge is also a form of hurt. Revenge is important for any injured victim, especially for the father. One child and father bond closer than the other. A child must defend his father, let alone be killed. From this analysis, several recommendations are put forwards as follows: Everyone should not take revenge because it will have a negative impact, Love your sibling's children as your own, give affection to your nephew according to his age, and always think positively about what happened.

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COLLOQUIAL LANGUAGE USED IN MOVIE SCRIPT *ADA APA DENGAN CINTA 1*

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Abstract

This study is conducted to examine colloquial expression in the movie script *Ada Apa dengan Cinta I*. Colloquial Language is the linguistic style used for casual communication. The method applied in this study is qualitative approach. The data shows that there are 28 occurrences of colloquial expression in the movie script. The expressions involve five types. They are slang, jargon, provanity, contraction and idiom. The most dominant expression used in the movie is slang with 42.9% occurrences. The second position is provanity with 25% occurrences. Then, the next level is jargon with 17.9%, contraction with 10.7%, and the last is idiom with only 3.5% occurrences. The result shows that the movie script presents a casual conversation. Most situation of the conversation is informal. Moreover, this movie script is identical with teenagers as the most characters are teenagers. The teenagers tend to use such casual conversations. Besides, the result proves that this movie script also presents a local dialect of Bahasa Indonesia. It is Jakarta dialect since the setting is in that region. Therefore, it is concluded that this movie is characterized with Jakarta dialect and teenager's casual conversation.

Keywords: Colloquial, local dialect, language variety, casual conversation

1. Introduction

Language is the important necessity of human life in this world. People use language to deliver what they want to speak to the other. Wardhaugh (in Srijono, 2001:1) says, "Language is a system of arbitrary vocal symbols used for human communication". In human communication, there are two forms of language, spoken language and written language. People use spoken and written language in the daily life to facilitate in communication. Language has a lot of functions to the people in daily life. SriJono (2001:7) explains, "people use language for different purposes. They use language for communication, persuasion, information, introduction, negotiation, and for socialization". For the communication, language can share anything to each other. Language and literature cannot be separated from each other. Language is the basic raw material or medium, through which literature is produced, whether they are novels or poems, plays or films, and etc. Then, language has been defined by Hornby (2000: 752) as a system of communication in speech and writing that is used by people of a particular country or area. It is a system for the expression of thoughts, feelings, etc., by the use of spoken words or conventional symbols. Literature, whether oral or written, expresses people's thoughts, feelings, views, culture, etc (Hornby, 2000: 783).

Literature cannot exist outside language since language is the medium of expression. Fowler in Nurgiyantoro (1994: 271) says that literature is the world that was created, built, offered, and realized through words or language. People can only use language to construct poems, stories, plays, films, etc. In other words, literature involves the manipulation of language for creative purposes. Language evolves and deviates in society as the product of human culture.

The phenomena of language deviation are then studied under stylistics. Leech (1969: 1) says that stylistics is simply the study of literary style, even more explicit, the study of the use of language in literature. The tendency is also supported by Turner (1977:7). He defines stylistic as a part of linguistic studies which concerns with the variation of language use. It can be defined as the analysis of distinctive expression in language and the description of its purpose and effect.

Further, stylistic analysis can direct attention to specific linguistic features in a text and so provide textual substation for the different kinds of literary effect it might have on the reader. Quirk (2001:789) stated that language is the system of communication in speech and writing that is used by people of a particular country. According to Al-khulli (1976:7) language is an arbitrary vocal symbol used to communicate ideas and express feeling among the members of certain social community.

The movie *Ada Apa Dengan Cinta 1* portrays teenager story. It presents many slang words for teenagers. The movie invites the spectators to know about the variation of non-standard English. Based on the phenomenon, this study examines colloquial language in *AADC 1* movie. This study is purposed to find out the colloquial occurrences in the forms and the process of morphological aspect. Here, morphological process concerns with how slang word is formed. The reason of conducting the research is that there are some slang words seen to have the similarity in word formation. It is important to study about slang word because slang is widely used by many groups of society and it potentially creates new word. The types of colloquial language discussed in this study are: jargon is the specialized terminology associated with a particular field or area of activity; slang is a very informal language or specific words used by a particular group of people; idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the words in it; contraction is the action or process of contracting the state of being contracted; profanity is a type of language that includes dirty words and ideas. This research can help readers to understand the instructional design for teaching speaking especially in the colloquial language in the *AADC 1* movie.

2. Literature Review

2.1 Sociolinguistics

Sociolinguistics is one study about language about society Condition. The study of language about society, i. e. sociolinguistics (Hudson 1996), is under the umbrella of the functionalist approach or structural functionalism as Williams (1992) suggests. Historically, sociolinguistic research has been concerned with “communication and interaction, linguistic variation and language varieties, the social function of language use, language change and development”, a list that “would include work done in the ethnography of communication, discourse analysis, dialectology, sociolinguistic variation, the sociology of language, pragmatics, pidgin [and] creole studies” (Figueroa 1994: 24). This list is not exhaustive and, for example, I would include

studies on language planning (e. g. Fishman 1989) and linguistic rights (e. g. Patrick/Packer, to appear).

Even though sociolinguistic research is ascribed to the functionalist ontology of language, by applying different research methodologies, each type of sociolinguistics may coin its ontology of language. There is not a unified sociolinguistic theory (see Nevalaine/Raumolin-Brunberg 2003) and perhaps there is no need for one, but if one is established it should preserve its multidisciplinary character and diversity in research methods (Coupland 2016).

Coupland (2001) suggests three ways in which sociolinguistic theory could be regarded as 1) sociolinguistics as a “proper” linguistic theory; 2) sociolinguistics as an accumulation of socially-relevant mini-theories, and 3) sociolinguistics as a social theory. Coupland discards the first one since after almost forty years mainstream linguistics has remained “a theory about language without human beings” (Coulmas 1997: 4), so “the theoretical impact of sociolinguistics must be made elsewhere” (Coupland 2001: 5). For the second type, Coupland asserts that many sociolinguists would agree with it (e. g. Hudson 1996; Wardhaugh 2006) since sociolinguistics has produced “theories but not theory” (Coulmas 1997: 3).

Language variety is one of the object study's sociolinguistics. According to Coupland (2007: 4), the definitions of sociolinguistics refer to studying language “in society” or “language” in its social context” and some definitions focus on studying linguistic diversity or language variation.

Hudson in Wardhaugh (1998: 21) says that the variety of language is a set of linguistic items with similar distributions. Hudson and Ferguson in Wardhaugh (1998: 21) agree that variety is defined in terms of a specific set of linguistic items or it is defined as a human speech pattern.

Chaer, A. (2003: 62) there are two types of language variation are distinguished by their use status. First is High Language Variation (H) and the second is Low Language Variation (L). Usually H uses in formal conditions, such as: state speech, the language of instruction in education, textbooks, and a formal letter. And it must be learned through formal education at school. Meanwhile, language always uses in informal conditions, such as: at home, private letter, street, etc. This variation can be taught in public, never been in formal education.

2.2 Definition of Colloquial

Colloquialism originated from the Latin “colloquium” means “conference” or “conversation”. So, colloquialism means informal language or everyday language (Jalalpour & Hossein, 2017), in general, colloquialism is an informal word or expression used in conversation between an ordinary person or an educated person. Epoge (in Hasanah, 2020) said that Colloquial speech refers to the total set of utterances in a familiar, informal context such as at home, at a place of relaxation or at the workplace. Based on the theory above, it can be concluded that colloquialism is an unofficial word, expression, and phrase that is commonly used for conversation or writing between ordinary people and educated people.

Torchia, C. (2007: 8) Colloquial Indonesian is constantly evolving, and often bears little resemblance to the “correct” written form of the language, a source of concern to some linguistics. Such a divergence is common in languages worldwide, but the vast ethnic mix and breadth of linguistic influences in Indonesia deepen the trend. It means Jakarta is the center of everything trendy and thus a huge influence on the whole

of the country, at least open to contacts with outside through people travel, migration, and so on.

Colloquialisms are generally geographic, in that a colloquial expression often belongs to a regional or local dialect. They can be words, phrases, or aphorisms (see below for examples). The Jakarta colloquial is recognizable because of its particular characteristics, which can be summarized under three areas:

1. Word-forms

The system of affixation differs from standard Indonesian in the following ways:

- The prefix *me-* is absent, and different rules of nasalization apply.
- The suffixes *-kan* and *-i* are replaced by *-in*.

Some examples:

Temenin : “to keep someone company,” standard: *menemani*

Rasain : “to feel,” standard: *merasakan*

2. Sounds

The vowel *a* is replaced by *e* in a final syllable, e.g. *dapat* (get) becomes *dapet*; and *senang* (happy) becomes *seneng*.

3. Words

There are also typical, frequent words, such as:

Low Variation	High Variation	Meaning
Kayak	Seperti	like
Banget	Sekali	very

2.3 Types of Colloquial

There are many particles that often be spoken while speaking Indonesian. A foreigner that has learnt Indonesian and comes to Indonesia will of course be confused with so many ‘words’ that he/she does not understand. Even when an Indonesian himself, if he/she never has thought about the particles, the meaning is also not understood. For example, while eating meatball soup, a friend comes from behind and asks, “Lagi makan apa sih? (“What are you eating sih?”). This “sih” has no specific meaning, it only expresses feeling. This is the advantage of using Indonesian than English, because there are so many words indicating feeling. (<http://inggrisindo.blogspot.com/2008/02/slang-particles-in-indonesian-language.html>)

1. Indeed / of course / You should have known that ...

Kamu dapet kue gratis juga? Dapet dong = Did you get the free cake? Of course I got it.

2. By the way (changing topic)

Eh, inget ga tempat ini? = By the way, do you remember this place?

3. Because

Kenapa ga masukin kulkas aja? – Mana cukup, kan kulkasnya kecil = Why don’t you put it in the fridge? – It’s not enough, because the fridge is small.

4. Why (asking) / I wonder why (just expresses wonder)

Kok kamu telat? = Why are you late?

Kok bisa dia dipukul papanya, aneh = I wonder why he is attacked by his father, it’s strange.

5. Expressing surprise after hearing something

Loh, katanya ga mau ikut? – Pikir-pikir pengen juga = What? Didn't you say that you didn't want to join us? – After thinking, I became more interested.
Aku bolos aja deh – Loh, kenapa? = I think I will skip (the lecture) (for now) – What?! Why is it?

2.4 Slang

According to Yule (2010: 259), is more typically used among those who are outside the established higher-status group. Sometimes it is used by the younger speakers. Still, slang could be characterized as an extremely informal language embracing new and impolite either words or meanings. It is regularly spoken among particular groups of people who have a conversation in a not serious matter, such as a group of teenagers or entertainers. According to Spolsky (1998:36) slang is a feature of the speech of the young and powerless. Slang is a kind of jargon marked by its rejection of formal rules. According to Leech and Short (1981: 26), slang is a language used by a particular social group to show intimacy and solidarity among its members which are not fully understood by those outside the group.

The following are the example of slang:

1. "The kids were ready to bite my arm off just because I promised to take them to the candy store."
2. "I can't believe my life has passed so quickly. Now that I am in the hospital, I'll probably just kick the bucket here."
3. "I can't believe she went and told my father about everything just to get me in trouble, what a hater."
4. "I got a job promotion even though I don't go to work half the time. I'm so sick."
5. "I'm so upset about my birthday party pictures. My brother is making faces behind me in every picture, what a photobomb!"

2.5 Jargon

Language is a tools in communication, the development of language have an alteration or new words. According to Brown and Attardo (2000:118), jargon is some special terms that refer to the activity of occupational varieties. As Fromkin et. Al. (2011:470) said that Linguistic jargon, some of which is used in this book, consists of terms such as phoneme, morpheme, case, lexicon, phrase structure rule, and so on. The jargon used by different professional and social groups is so extensive (and so obscure in meaning).

For example:

1. I need a script to pick up the medicine. (medical jargon for "prescription")
2. I need a nurse to room 12 stat. (medical jargon for "in a hurry")
3. Your objection is overruled. (legal jargon)
4. We need to take data points to determine if there has been a response to the intervention. (educational jargon).
5. The suspect is headed west on Route 10. All available units, respond. (police jargon).

2.6 Idiom

Moon (1998:3) says that idiom is "an ambiguous term, used in conflicting ways."According to Wright, J. (2002:7), the idiom is an expression that has two features: the idiom is fixed and is recognized by native speakers; idiom uses language in a non-literal – metaphorical – way. Idiom uses language in a non-literal– metaphorical –

way in a definition is given by Larson (1984:20) idiom is a string of words whose meaning is different from the meaning conveyed by the individual words.

Example of Idiom:

Idiom	Meaning	Usage
Break a leg	Good luck	By it self
Call it away	Stop working on something	As part of a sentence
Easy does it	Slow down	By it self
A dime a dozen	Something common	As part of a sentence

2.7 Constraction

Constraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters and sounds.whose phonology, grammar, and vocabulary, instead of having developed naturally, are consciously devised. In most contractions, an apostrophe represents the missing letters. The most common contractions are made up of verbs, auxiliaries, or modals attached to other words: It is = it ' is. I ' am = I'm. They are = They're.

Example of Constraction:

English	Indonesia
I'am = I'm	Saya = Awak
He is = He's	Dia = Ia
You are = You' re	Kamu = Ko
They are = They' re	Mereka = Orang
It is = It'is	Itu = Nah

2.8 Profanity

Profanity an English term denoting a particular type of linguistic Behavior, it is often used in studies of other languages to denote a linguistic resource whose functions and realizations across languages are remarkably similar and seem to emanate from a common pool of emotive utterance types (Ljung, 2011:1).

According to Allan and Burridge (2006:12), taboos arise out of social constraints on the individual's Behavior where it can cause discomfort, harm, or injury. According to Swan (1995:575), profanity is a strong language that is expressed by a person to their powerful emotion. It shows that swear word is used by the person to show his emotions with someone else.

3. Research Method

The methodology is absolutely needed in any research in order to find the accurate, and effective research. In this study, qualitative method is used. Research method will help the researcher to collect, analyse, and interpret data and answer research questions (Creswell, 2012; Johnson & Christensen, 2008). Ary et. Al. (2010:424) states that the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. Thus, the method of qualitative research in this study deal with data about of colloquial language used in the movie.

The material of this study focused on selected short stories was retold by Slamet Riyanto. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. Content analysis is used to analyze the data. According to Moore & Mc Cabe (2005), this is the type of research whereby data gathered is categorized in themes and sub-themes, so as to be able to be comparable. A main advantage of content analysis is that it helps in data collected being reduced and simplified; while at the same time producing results that may then measured using quantitative techniques.

Moreover, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives.

4. Discussion

The data in this study is a movie premiered on February 7, 2002, about the relationship between love at school. This movie is identical with the local dialect, namely Jakarta dialect. There are many local features of Jakarta that are the hallmark of this movie. Most characters in the movie are teenagers. Teenager are close to the use of colloquial expression. That is why colloquial expression can be found in the movie. The following is colloquial data taken from the movie. There are several informal languages used in the movie.

a. Slang

No.	Act	Colloquial Expression	Meaning
1.	1	Gue	I, me
2.	1	ngedance	Dance
3.	5	Please	Please
4.	6	Cepet-cepet	Quickly
5.	7	Sok	Arrogant
6.	10	Bete	Annoyed
7.	12	Nyari	Look for
8.	16	Konglomerat	Very wealthy
9.	20	Ngedate	Date
10.	28	Cuek	Ignorant
11.	33	Havefun	Have fun
12.	36	Hayo	Let's

The above table shows there are 12 occurrence of slang expression found in the movie. Those data prove that the movie contains a lot of Jakarta dialect. These can be identified that the setting of this movie was in Jakarta. Many local dialect words of Jakarta are used in the movie.

b. Jargon

No.	Act	Colloquial Expression	Meaning
1.	5	Editing	Editing
2.	6	Mading	Bulletin Board
3.	18	Manggung taktik	Tactical Gig
4.	21	Vonis	Verdict
5.	27	Naskah	Script

There are five occurrences of Jargon expression in the movie. The five jargon above are common to see in the movie as the characters are teenagers. They tend to use such jargon.

c. Provanity

No.	Act	Colloquial Expression	Meaning
1.	4	Gila	Crazy
2.	4	Resek	Nosy
3.	7	Belagu	Crotchety
4.	7	Timbal	Stubborn
5.	24	Bakalan Ganggu	Disturbing
6.	27	Keluarga Alien	Alien Family
7.	29	Monyet	Rough/ridicule

These expressions show that the characters in the movie tend to express their emotion strongly. Even, there is a very rough word in the act 29. In daily conversation, the word *Monyet* does not mean a kind of animal. This word is to state that the one or someone is insolent. This shows very rediculies or roughexpression. This proves that this movies present daily conversation which tends to be informal.

d. Contraction

No.	Act	Colloquial Expression	Meaning
1.	7	Tu	That
2.	18	Tu	That
3.	27	si	The

There are three contraction expressions in the movie. Two expressions are the contractions of the demonstrative pronoun *that*. It means *Itu* in Bahasa Indonesia. *Tu* is the shortened form of *itu* in Bahasa Indonesia. Then, *si* refers to someone of something. It is equal to a definite article *the*.

e. Idiom

No.	Act	Colloquial Expression	Meaning
1.	13	Anjing Gonggong	A barking dog

The following table shows the total occurrences of each colloquial expression in the movie.

No.	Types of Colloquial Expression	Number of Occurances	Percentage
1.	Slang	12	42.9%
2.	Jargon	5	17.9%
3.	Provanity	7	25%
4.	Contraction	3	10.7%
5.	Idiom	1	3.5%
Total		28	100%

There are twenty eight occurrences of colloquial expression found in the movie. Slang is the most dominant expression which occurs in the movie. It reaches 42.9% occurrences. Next is provanity with 25 % occurrences. Jargon is presented with 17.9% in

the movie. Contraction and idiom are with 10.7% and 3.5% each. This proves that there are lots of informal expression used in the movie. The most dominant expression, slang proves that the movie presents informal conversation among the characters. It is also shown by the teenager's story. Then, the second expression is provanity. It shows that the conversation is rather expressed strongly with emotion of the characters because such provanity is strong emphasis on emotional expression.

From the above data, it can be seen that lots of particles of colloquial expression in Bahasa Indonesia can be found in the movie. This movie presents the local dialect of Jakarta. It proves that the setting of the movie is in Jakarta. The characters are teenagers in Jakarta. It portrays the colloquial language in Bahasa Indonesia used in Jakarta. Through the analysis, it can be seen that there are lots of particles of Bahasa Indonesia. This enriches the expression in Bahasa Indonesia. This study also proves that Bahasa Indonesia is rich in local dialect. Almost each region in Indonesia has its own local dialect of Bahasa Indonesia. In short, this movie can be as the medium to show up the local dialect of Jakarta in using Bahasa Indonesia.

5. Conclusion

From the result of the analysis, it can be concluded that there are five colloquial expressions found in the movie. They are slang, jargon, provanity, contraction and idiom. These expressions characterize the local dialect in Indonesia. The local dialect used in the movie is Jakarta dialect. It can be proved that the movie is set in Jakarta. The story presents the daily conversation the region. Through the analysis, it can be concluded that such colloquial expressions are indetically used by teenagers. It is also proved that most characters in the movie are teenagers. All in all, the movie presents a teenager story with daily conversation in informal context or situation.

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THE EFFECT OF ONLINE LEARNING ON STUDENTS' WRITING CREATIVITY IN WRITING DESCRIPTIVE TEXT ABOUT LOCAL TOURISM

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Abstract

As a result of the pandemic, the best alternative to support formal learning activities is online learning, and it is believed to affect students' creativity in writing. The research aims to discover the effect of online learning on students' creativity in writing descriptive texts about local tourism. The methodology used by researchers in this research is a true-experimental method with a quantitative approach. This study uses a type of post-test-only control class design. There are two classes in this experiment design, each selected randomly. After conducting the study, researchers found a significant difference in grades between classes that received online learning treatment (experimental classes) and classes that were not (Control classes), where the experimental class scores were higher than the control class. So, the conclusion is that online learning has a good Effect on students' creativity in writing descriptive texts about local tourism.

Keywords: Online Learning, Writing, Creativity, Descriptive Text, Local Tourism

1. Introduction

Research about the effect of online learning on students' writing creativity in writing descriptive texts about local tourism is motivated by the pandemic of Covid-19 that provided many changes to the order of many people's lives. Education is one part of people's lives that are changing. To prevent the spread of the virus, the Indonesian government is implementing online learning affecting face-to-face learning usually held in schools. Different learning methods have their respective advantages and disadvantages, affecting students' understanding of the learning material. Online learning has its difficulties for both teachers and students. Based on a survey of 20 high school students, it is known that students experience some difficulties with online learning in the implementation. It can be concluded that the leading causes of these difficulties are the lack of supervision, unstable internet networks, and the expensive internet quota.

As one of the learning subjects taught at school, English has four bases in learning; one of them is writing. Writing is an indirect way of communicating that requires skills to express ideas, thoughts, knowledge, and experiences in written form (Aidid, 2020). Writing has many benefits, such as: improving memory, enriching insights, giving readers an impression, and adding vocabulary (Usman, 2019: 7-9), but

writing also has its difficulties. Writing skills are more challenging to master than other language skills, even by speakers of the relevant language this is because writing is not just how students express their ideas in writing, but students also have to pay attention to the aspects of writing. Therefore, the role of the teacher is considered very important to direct students in writing learning. One of the writing skills that need to be improved is descriptive text writing skills. Descriptive text is a text that aims to describe an object specifically. Besides having to master the generic structure and language feature of the descriptive text, to write descriptive texts, creativity is also needed so that students can make novelties both in terms of ideas and uniqueness of the way they are conveyed. Using a local tourism theme is an excellent idea to write a descriptive text because by writing descriptive text with the theme of local tourism that students have visited, they are expected to describe the object specifically. After all, the writing is based on their own experience and not just the image they see so that it can make readers feel the tourism object depicted, even though they did not see it directly and also The reason why researchers use local tourism as a theme is that researchers hope this will treat students' longing for travel activities —considering that for more than one year, there have been restrictions on mobility as a result of the pandemic, which then resulted in tourism activities experiencing a drastic decline— to generate student creativity. Meanwhile, local tourism is a place in a particular area known for its natural beauty or historical stories owned by the place so that it attracts the interest of others to visit it (IK Daulay, 2021).

Many things can influence students' creativity in writing, especially writing about the description of a place, such as local tourism. In this study, the researcher defined the problem, where the problem to be raised was only whether online learning affected students' writing creativity about local tourism or not. If online learning does affect students' writing creativity, it will be presented in percentages.

This research is expected to contribute knowledge to teachers, students, and the general public. For teachers, this study is expected to assist teachers in considering/deciding appropriate learning methods and media in teaching writing descriptive texts. For students, they are expected to be able to use existing learning media to support them. This research is expected to provide information that can be used in doing related research for another researcher. For the general public, this research is expected to be able to provide new knowledge for readers.

2. Literature Review

Online learning or E-learning is defined as an abroad generic term that describes various electronic technologies to convey learning. Such technology can be the form of computers, the internet, or various electronic equipment such as audio/radio and video/television (Parawiradilaga et al., 2019). In research conducted by Ali Sadikin and Afreni Hamidah (2020) at Jambi University, Students found that students are more comfortable conveying ideas on online learning. The psychological pressure experienced by students from peers is also reduced and can increase the independence of learning.

Learning about linguistics is never separated from the four basic abilities that must be mastered, and one of them is writing. Writing is part of the language field that requires creativity and good knowledge; this is because, in writing, many elements must be applied at once (Daulay, I.K. & Asrul). As one of the English skills, writing is critical because, with writing, students can communicate and express ideas and feelings

(Firdaus, 2020). Writing skills are pretty challenging to master. To gain the ability to write is not enough to master grammar and learn the writing theory, but must be accompanied by practice and guidance. Writing means creating or expressing feelings and thoughts through a symbol that has been agreed upon by one language user and the other (Sidik, 2016:3-4).

The descriptive text focuses not only on visualizing an object but also on how the author transfers impressions, transfers his observations and feelings to the reader, and conveys the nature and details of the form that can find on the object (Sidik, 2018:18). In writing a description, careful observation and accuracy are needed to describe an object. For that, the writer must understand the characteristics of descriptive writing.

The characteristics of the description, according to M. Atar Semi (2007: 66) there are five, namely:

1. The descriptive essay shows details or details about the object.
2. Descriptive essays are more emotional and affective shape the imagination of the reader.
3. Descriptive essays generally involve objects that can view
4. Senses by the senses so that the thing is generally in the form of Objects, nature, colors, and people.
5. Submission of descriptive essays in an attractive style and with evocative choice of words.
6. The organization of presentation is more generally uses the arrangement of space.

Several journals raise Munandar's opinion about crucial aspects that must be considered in describing creativity, such as Nurul Dwi Lestari's article (2018) and Lulu Anggi Rosalia., et al., (2016). According to Munandar, there are five aspects of creativity assessment, namely fluency, flexibility, originality, and evaluation

Indonesia is one of the countries rich in natural beauty, and this is also why there is so much local tourism spread almost all over Indonesia. In addition to honing the ability and creativity of students when writing descriptive texts, writing things related to local tourism can also spur students to create descriptive texts that are not only interesting but can also expand the knowledge of tourists who want to be interested in visiting local tourism in North Sumatra (Daulay, I.K., 2021).

3. Research Method

The methodology used by researchers in this research is a true-experimental method with a quantitative approach. This study uses a type of post-test-only control class design. There are two classes in this experiment design, each selected randomly. The first class was treated, and the other class was not. The class that was given the treatment was called the experimental class, and the class that was not given treatment was called the control class. (Rugminingsih et al., 2020)

The population used in this study is X-grade students at SMA NEGERI 1 TIGABINANGA which consists of 9 classes with 314 students. After determining the population, the researchers selected the sample using the accidental sampling (non-probability sampling) technique. The sample selected was class X MIPA 1, which acted as a sample for experimental conditions, and X MIPA 2 became a sample for control conditions.

Researchers have conducted a series of processes to obtain the required data, including tests for both classes and treatments for the experimental condition class. The test was conducted by asking students from each class (control and experimental conditions) to write descriptive text-themed local tourism within 80 minutes. Unlike the control condition class, the experimental condition class has passed the process of providing manipulation (treatment) in online learning through Google Classroom first before doing the test. The test has been carried out in the hall of SMA NEGERI 1 Tigabinanga by complying with health protocols such as wearing masks, washing hands, and practicing physical distancing.

The collected data in student worksheets are then assessed using five aspects of assessment proposed by Utami Munandar (Lestari, 2018), namely fluency, flexibility, originality, elaboration, and evaluation. Each aspect will be measured from numbers 1 to 5.

What will be measured on the fluency aspect is the number of words students can write within 80 minutes; if the student can write 200 words or more, then the student will get a score of 5, if able to write 150-199 words, then the score obtained is 4. If able to write 100-149 words, then the score will be 3. If the number of words obtained is 50-99, then the score is two, and if only able to write 0-50 words, then the score is 1.

On the aspect of flexibility, which will be assessed is the diversity of sentence structure, which can be in the form of a combination of sentences (1) simple, combined, and complex, or (2) long sentences (short sentences of less than five words, long sentences of more than ten words). Suppose there is flexibility in content or ideas that include the use of (3) specific adjectives, (4) organizational patterns, (5) author impressions. Students will get one score each time they meet 1 Criteria.

Originality is measured from 5 criteria, including (1) novelty of ideas, (2) valuable/functional, (3) uniqueness of objects, (4) surprises, (5) relevant. (Very original, get five scores). Students will get one score each time they meet 1 Criteria.

The criteria used to measure elaboration are if students were able to detail objects described, including aspects of the place (position, direction), size (weight, volume, distance), shape/pattern, color, texture, name of material/tool, function, value, and other technical vocabularies. Same as the previous aspect, elaboration will also be measured from numbers 1 to 5.

The evaluation section of the assessment criteria to be given include the student's ability to provide an objective assessment through sensory impressions (sight, hearing, smell, taste, touch, and feeling). This aspect will also be measured from numbers 1 to 5.

Creativity also ranges from very creative, creative, quiet creative, less creative, and not creative. Here is presented the rubric aspects assessed in the creativity assessment:

No	Aspects Assessed	Score				
		1	2	3	4	5
1	Fluency					
2	Flexibility					
3	Originality					
4	Elaboration					
5	Evaluation					

The level of creativity is determined by summing the score obtained by students based on the aspects described in table 2.1, where students are said to be creative if the number of scores obtained between 21-25, said to be creative if the score is between 16-19, is said to be quite creative if the score is between 11-15, it is said to be less creative if the score is between 6-10, and it is said to be not creative if the score is between 1-5.

After getting the research data, the next step that the researcher has done is to conduct a t-test on the two research subjects with a significance level of 5% by using IBM SPSS Statistic 25 to get the results in the form of mean, degree freedom, standard deviation, significance (p value), t_{observed} , t_{table} .

4. Discussion

Same as generally quantitative data, this study also uses statistics as a data analysis technique. The type of statistics used is inferential statistics (probability statistics) in which the conclusions that are applied to the population based on the truth sample data are probability. (Sugiyono, 2013:148).

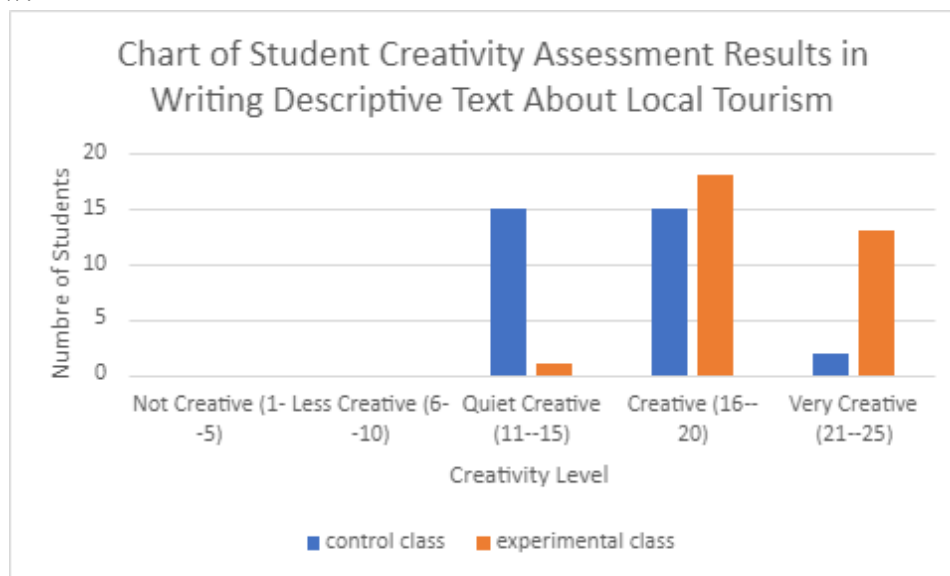
The data that has been collected before, then entered into the SPSS table and analysis them by compare the means through t-test of two independent samples where the hypotheses used are:

H0 : There was no difference in scores between the control class and the experimental class.

H1 : There was a difference in scores between the control class and the experimental class.

H0 is allowed if $t_{\text{observed}} > t_{\text{table}}$

The finding of the data that has been collected are presented in the form of Chart as below:



Following what has been explained before, that this study conducted statistical data analysis with SPSS. Results from statistical data show that the average score of the control class is 16.03, with a standard deviation of 3.1 ($M = 16.03$, $SD = 3.1$) while the

experimental class has an average of 19.19 with 2.7 standard deviation ($M = 19.19$, $SD = 2.7$).

To compare the average of two sample conducted independent t-test sample and showed result as below:

Independent Samples Test

		Score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	,787	
	Sig.	,378	
t-test for Equality of Means	t	-4,385	-4,385
	df	62	61,050
	Sig. (2-tailed)	,000	,000
	Mean Difference	-3,156	-3,156
	Std. Error Difference	,720	,720
	95% Confidence Interval of the Difference	Lower	-4,595
		Upper	-1,717

Based on the table presented above, the homogeneity test can first be carried out with the F test (Levene's test), where the hypotheses used are as follows:

H0: The control class variant is the same as the experimental class.

H1: The control class variant is different from the experimental class.

The H0 testing criteria are accepted only if the p-value > 0.05 and vice versa. In Tabel, it can be known that the value of p is 3.78, and the significance value is 0.05, so H0 is accepted. Because the F test shows that both variants are the same, the score used is 'equal variances assumed.' As written in Table above, the value of t is 4,385. The degree of freedom (df) is 62; with the discovery of the value df, the value of the t-table is 1.67. At the same time, it is also known the value $p < 0.001$ with the $\alpha = 5\%$ (0.05) thus can be written the following equation:

$$t_{\text{observed}} > t_{\text{table}} \text{ (with df 62)}$$

$$4.385 > 1.67 \text{ (with df 62)}$$

and

$$P \text{ value} < \alpha$$

By the statement on the hypothesis of the test t that has been submitted H0 was rejected because the value of t_{observed} is higher than the t_{table} and the p-value is smaller than α , or in other words, there is a significant difference between the average grade X MIPA 1 (experimental class) with class X MIPA 2 (control class) where the average value of class X MIPA 1 is higher than X MIPA 2, This can be seen from the observed score which shows a negative value. With the rejection of H0, H1 is automatically accepted.

5. Conclusion

Online learning has an effect on students' creativity in writing descriptive texts about local tourism. This can be proven by the conduct of a series of processes that aim to compare the average value of student test results in writing descriptive text so that results are obtained that show a significant difference in average scores between control class and experimental class where the average comparison between the two classes shows that the average value of experimental classes (which get treatment in the form of online learning) is higher than control classes that do not get treatment so it can be concluded that online learning has a positive effect on students' creativity in writing descriptive texts about local tourism.

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THE EFFECT OF THE GOOGLE CLASSROOM APPLICATION ON THE STUDENTS' WRITING SKILLS IN SMA SWASTA GAJAH MADA MEDAN DURING COVID-19 PANDEMIC

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Abstract

The research aims to determine the effectiveness of applying the Google Classroom Application on the students' Writing Skills from grade X1 of SMA Swasta Gajah Mada Medan. The research applied the quantitative method with experimental design. The data were analyzed using the mathematics system related to the methods applied in the research. According to the research findings, it is concluded that Applying Google Classroom Application potentially gives more effectiveness in teaching writing skills to the students. After the post-test is done, the mean score of applying Google Classroom Application is 85.65. The standard deviation is 7.353, and the number of students is 26. The mean by applying conventional strategy is 62.00, the standard deviation is 3.943, and the number of students is 24. From the research result, the researchers found that the mean score of the experimental group students was improved by 17.10. In the controlled group, the mean score of the students was improved by 9.75. After the post-test by applying Google Classroom Application to the students is undertaken, the normality test result is 0.465. After a post-test to the students by applying the conventional teaching method in the controlled group is given, the normality test result is 0.243. The research finding explained that the Google Classroom Application successfully improved the students' writing skills, especially at SMA Swasta Gajah Mada Medan during the Covid-19 pandemic.

Keywords: Google Classroom Application, Writing Skills, Narrative Text, Covid-19 Pandemic

1. Introduction

As the fourth skill in mastering the English language, writing was the most high level of language skills that everyone must be mastering. Especially for students in English language major, who must be learning and mastering this skill by having the writing result in article publication, news, and writing assignment.

Harmer (2001:79) said that writing is a communication system in delivering thoughts and expressions to people. These thoughts and expressions write so that many individuals can read them. Meanwhile, according to Nation (2009:112), writing is an

activity that people engage in to maximize their skills, and people must enhance their listening, reading, and speaking skills.

Nowadays, many teachers use Google Classroom Application as a media globally. Many teachers have used this application to teach students online. This application is very recommended to the teachers or the students who want to conduct online learning. The teachers can design online classrooms creatively. The teachers are able to invite more students to join the online class. Then the teachers can create and share the assignments online. Teachers and students can have a good conversation by using Google Classroom Application. They can communicate about the students' progress (Vangi: 2020). Liu and Chuang (2016) explained that a professor or a teacher could interact with the students when online learning. This application can be used in the difference of distances. The professor and the students can interact well when they have class virtually. Using this application, the professor and the students can communicate, discuss, or learn more about material learned by the students.

Firstly, Mike Okmawaty (2020) conducted research. The research focused on analyzing the effectiveness of using Google Classroom Application in teaching online. After applying this application in the learning process online, all the students were interested and could join online learning enthusiastically. During the covid-19 pandemic, the government has recommended the Google Classroom Application as one of the applications that teachers can use in teaching online. Although the government has suggested using the google classroom application to be a means of online learning, the application still has problems experienced by teachers and students. In running the online learning, Google Classroom Application can use with a stable internet connection. If there is no good internet connection, Google Classroom Application cannot use as a medium for online learning activities.

Secondly, M. Khalil (2018) also conducted research related to this topic. After seeing the research result, it can conclude that Google Classroom Application is a choice that can use to teach English, especially when teaching English grammar. Google Classroom Application also could be used as an application where the students could discuss or work together when they had a project. The students could work together when there was a project to be discussed by the students. It means the students can cooperate by using this application. The students could also give feedback to the teachers to evaluate the learning process conducted before. The teachers could obtain many benefits when the teachers used Google Classroom Application to teach the students online and learn and do how to develop the ability to use ICT in the learning process. The teachers could explore many things related to the material taught to the students.

As preliminary data, the students still feel challenged to learn English, especially when learning English Writing. The researchers were able to understand students' ability in writing by seeing the average score. The students' scores were under the KKM (Minimum Criteria of Mastery Learning). The English teachers also explained these findings. The English teachers need an effective way or technique when teaching English material to the students. The researchers researched to maximize the students' writing skills. Relating to these findings, The researchers were interested in undertaking research. The title of this research was "The Implication of the Google Classroom Application Towards the Writing Skills of the Students of SMA Swasta Gajah Mada Medan During the Covid-19 Pandemic.

After reading the explanation as presented before, The researchers could formulate the problems in this research. The problem of this research can be formulated with "Does Google Classroom Application significantly affect the students' writing skills at SMA Swasta Gajah Mada Medan during the covid-19 pandemic?". Meanwhile, the study's objective was to find the significant impact of the use of Google Classroom Application towards the writing skills of the students of SMA Swasta Gajah Mada Medan during the covid-19 pandemic. The researchers only focused on the implication of using the Google Classroom Application towards the writing skills of SMA Swasta Gajah Mada Medan. Narrative Text chose as the topic for grade XI students' 2021/2022.

2. Literature Review

Google Classroom is an application that allows the creation of classrooms in cyberspace. Google Classroom can distribute tasks, assignments submission, and assessments. Google Classroom can download without any charge by registering on the Google account application for education. Google Classroom app is handy for online teaching and learning and can be obtained free of charge and can use on any device. One of the sophistication of this application is that it can be used collaboratively with other groups. There are so many advantages of using Google Classroom as one of the Learning Management Systems (LSM). (Alim et al., 2019). Google Classroom is regarded as one of the best features of Google's web for improving teachers' and students' performance in teaching and learning activities. It has several useful features that make it an ideal device for the scholar. It can save multiple times while keeping the class running. (Ela & Tatik, 2020).

Linguistics studies are inseparable from the four basic skills that must be mastered: writing. Writing is a language field that requires creativity and good knowledge. Several factors must be applied in writing at once (Daulay, I.K. & Asrul). Writing skills in English are essential because they enable learners to communicate and express ideas and feelings (Firdaus, 2020). Writing skills are challenging to master. Learning to write is not enough to master grammar and writing theory, but it must be accompanied by practice and guidance. Writing refers to generating or expressing feelings and thoughts using symbols agreed upon between speakers of one language and another (Sidik, 2016: 34).

In gender of text, there is a text, namely Narrative; this text tells a story about something in chronological order to enjoy the text; that is means researchers should be able to style their text in exciting ways. (Daulay, I.K. & Asrul, 2021). Authors of narratives have to remember what happened, plan and organize events, choose vocabulary, formulate sentences correctly, and at the same time think about several formal aspects such as spelling and punctuation. Speaking comprehension was related not only to oral storytelling skills but also to reading comprehension and school performance. (Jhonson, 2021).

3. Research Method

This research had two variables: independent variable (symbolized with X) and dependent variable (symbolized with Y). Sugiyono (2013: 61) defined that a variable that can be affected or changed by the dependent variable is called an independent variable. The dependent variable in this research was Google Classroom Application.

SMA Swasta Gajah Madan students from eleventh grade in the school year 2021/2022 were chosen as the research population. The total number of the population

was six classes. Grade X had two classes, grade XI had two classes, and grade XII had two. Each class had 25-30 students. There were about 150 SMA Swasta Gajah Mada Medan students based on the data.

The researchers did random cluster sampling to get the sample in this research. According to Guy (1992:132), it can be defined that cluster random sampling technique is a way done by the researchers to get the sample from the population and this sample was taken in group and to get this sample was done randomly. The researchers selected all the selected group members who had similar characteristics. The researchers did cluster randomly. The researchers determined this cluster randomly to get two classes. The sample of the research chose from the two classes. After getting the research sample, the researchers randomly determined the classes categorized as the controlled group and experimental group. After that, grade X-IPS was chosen as the controlled group, and grade XI-IPA was chosen as the experimental group.

The researchers first did the pre-test for the students in the controlled and experimental groups. From the data, the researchers knew about students' ability in writing skills. These results were known from the students' control and experimental groups' scores. Next, the researchers did the treatment in the controlled group and experimental group. This treatment was called the post-test. The researchers applied google classroom to the students' writing skills in the experimental group, and the researchers applied the conventional teaching method to the students in the controlled group. After doing the post-test in the controlled and experimental groups, the researchers knew the students' progress in writing skills. If the score of the students were not significantly increased yet, the researchers did the post-test II. The researchers taught the students using google classroom in the experimental group and the conventional teaching method in the controlled group. After doing the post-test, the researchers knew the result. The researchers could compare the scores of students who were taught using google classroom and those who were taught by using conventional teaching methods.

In conducting the pre-test, the researchers did some steps. The researchers made the pre-test objectives, then chose the pre-test method. After that, the writer planned the pre-test. The researchers developed the pre-test guide, developed the questions, and conducted the pre-test. After conducting the pre-test, the researchers analyzed the data and interpreted the result. Lastly, the researchers summarized the results. From the students' score data, the researchers knew how to treat the students in the post-test after doing the pre-test. If the students' scores were low (under KKM), the researchers treated both the controlled and experimental groups.

In the treatment session, the researchers applied a method to improve the students' writing skills. In the controlled group, the researchers applied the conventional teaching method. In the experimental group, the researchers applied google classroom in teaching writing skills. The researchers did the steps of using that method.

In the post-test session, the researchers gave tests to the controlled and experimental students. The tests are in written form. The researchers made the post-test objectives, chose the post-test method, planned the post-test, developed the post-test guide, developed the questions, and conducted the post-test. The researchers analyzed the data of students' scores and interpreted the result. Then the researchers summarized the results of the students' scores in the controlled group and experimental group. The post-test could be done two times or more; it depends on the result of the students in the previous post-test.

4. Discussion

Based on the results of the research that has been done, the following data were found:

Category	Scores	Frequencies		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
Very High	80 - 100	2	19	7.69 %	73.08 %
High	60 - 79	22	7	84.61 %	26.92 %
Fair	40 - 59	2	0	7.69 %	0 %
Low	0 - 39	-	0	0 %	0 %

Table 1. Descriptive Analysis of Pre-Test and Post-Test in Experimental Group

Mean		Median		SD		Max		Min	
Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
68.55	85.65	79	88	4,790	7,353	85	95	65	80

Table 2. Analysis of Pre-Test and Post-Test in the Experimental Group

A post-test was done by the researchers to measure the ability of the students in writing skills. The post-test was done on the students in the experimental class. This pre-test was done on Monday, October 11, 2021.

The Data	Pre Test	Post Test
Cases Number	26	26
Scores Sum	1,782	2,227
Mean Score	68.55	85.65
SD	4,790	7,353

Table 3. Comparison Description of Pre-Test and Post-Test in Experimental Group

The Variable	The Mean	Difference of Mean	Improvement Percentage
The Pre-Test	68.55	17.10	19.96 %
The Post-Test	85.65		

Table 4. Analysis of Students' Scores in Experimental Group

Category	Scores	Frequencies		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
Very High	80 - 100	0	10	0 %	41.67 %
High	60 - 79	22	14	84.62 %	58.33 %
Fair	40 - 59	4	0	15.38 %	0 %
Low	0 - 39	0	0	0 %	0 %

Table 5. Descriptive Analysis of Pre-Test and Post-Test in Controlled Group

The Mean		The Median		SD		Max		Min	
Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
62.00	71.75	66	66	3,943	5,180	78	84	45	62

Table 6. Analysis of Pre-Test and Post-Test in the Controlled Group

Then Data	Pre-Test Session	Post-Test Session
Cases Number	24	24
Scores Sum	1,488	1,722
Mean Score	62,00	71.75
SD	3,943	5,180

Table 7. Comparison Description of Pre-Test and Post-Test in Controlled Group

The Variable	Mean	Difference of Mean	Improvement Percentage
The Pre-Test	62,00	9.75	13.59 %
The Post-Test	71,75		

Table 8. Analysis of Students' Scores in Controlled Group

Group	Number	Level of Significance		<i>p</i>		Conclusion	
		Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
IX-IPA Class as the Experimental Group	26	5 %	5 %	0.532	0.462	Normal	Normal
XI-IPS Class as the Controlled Group	24	5 %	5 %	0.105	0.243	Normal	Normal

Table 9. Normality Test Result After Doing Pre-Test and Post-Test

Group	W	df1	df2	<i>p</i>	Interpretation
IX-IPA Class as the Experimental Group	0.121	1	71	0.727	Homogenous
XI-IPS Class as the Controlled Group					

Table 10. Homogeneity Test Result (Pre-Test)

Group	W	df1	df2	<i>p</i>	Interpretation
XI-IPA As the Experimental Class	1.353	1	71	0.245	Homogenous
XI-IPS As the Control Group					

Table 11. Homogeneity Test Result (Post-Test)

F	df	p
35.722	1	0.00

Table 12. The Summary of the ANCOVA Results

From the result description after doing pre-test and post-test, The researchers can give some conclusions. From the data as presented in the table, it can be stated that the mean scores from the controlled group and experimental group were increased. By understanding the data, it can be explained that after the pre-test in the controlled and experimental groups was done, the control group's mean score was lower than the mean scores in the experimental group. The mean scores in the controlled group were increased by 3.41. The mean scores in the experimental group were increased by 12.05.

After undertaking the normality test in this research, the researchers concluded that the students have a normal distribution for both the students in the controlled group and the experimental group. It can be seen that both groups have a significance level that is higher than 0.05. The experimental class and the controlled group are homogenous. It can be concluded after knowing the result from the homogeneity test. The values of probability were higher than 0.05. From this data, it could be concluded that the test was homogenous.

The significance level of ANCOVA (0.00) was known to be lower than 0.05. After knowing the result of this research, the researchers could conclude that the null hypothesis (H_0) can be rejected. Meanwhile, an alternative hypothesis (H_1) can be accepted in this research. From the data, it can be stated that there is a significant effect on the students' writing skills after learning by using Google Classroom Application. Those students who were taught using conventional teaching methods also affected writing skills, but not significantly. Students who learned English in writing skills had a significant effect after using Google Classroom Application during the covid-19 pandemic.

4. Conclusion

The researchers propose some suggestions as follows: Firstly, English teachers are recommended to use Google Classroom Application when teaching writing skills, especially when having an online class. Secondly, students can use Google Classroom Application when joining online classes, especially when learning writing skills. Thirdly, other researchers are suggested to research using Google Classroom Application in teaching writing skills online. It is expected that the next researchers must have more exploration of the Google Classroom Application implementation when teaching writing skills to the students.

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