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STUDENTS' ABILITY TO CONDUCT PRE-EDITING OF TEXT PROCEDURE FOR GOOGLE NEURAL MACHINE TRANSLATION

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Abstract

This study aimed to find out students' ability to conduct pre-editing on the text procedure inputs to Google Neural Machine Translation (GNMT). The participants in this study were students of the English Education Program, Faculty of Teacher Training and Education, Mataram University that took "Translation and Interpreting" subject in the fourth semester in Academic Year 2021/2022. The data were collected from assignments completed by 26 students in class A. Supporting data were collected through observation during the class. The data were analyzed using content analysis procedures such as identifying, categorizing, describing, and explaining. The results of this study indicate that almost all students could conduct pre-editing, but not perfectly, and some students failed to conduct pre-editing on the text. The result of pre-editing looked like a revised version of text. The pre-editing shows how the source text changes especially in language structure, word choice, and punctuation. The ability of the students in conducting the pre-editing on the the source text is represented by the good or bad quality of translated text by GNMT. Thus, the more effort performed in the pre-editing of the text context, the more likely it is to generate text to be in better quality in translation by GNMT.

Keywords: Google Neural Machine Translation (GNMT), pre-editing, text procedure, translation theory, translation quality

1. Introduction

The translation is a process in which a source language (SL) is translated into a target language (TL), with multiple steps resulting in a qualified translation product. For a good quality of translation, numerous factors must be considered during the process of translating, one of which is to find the equivalents of lexicon of the source language in the target language. With the help of technology, this factor is easily managed. Technology has recently helped people in the process of translation. It has a significant impact on almost every aspect of society including the translation activity. There are many translator-based technologies emerging today that can help with a text translation. Technology has provided its users with numerous benefits and comfortability, including

the ability for students to easily and practically learn any subjects anywhere and at any time. Almost every student has used a smartphone in completing their studies or assignment. Smartphones are frequently used for browsing and searching for various materials. Furthermore, smartphones can assist in translating English words into Indonesian by utilizing the well-known web-based program Google Translate. Students often try to translate the contents from many other languages into Indonesian to initially comprehend the messages, meaning of words and syntactical arrangement of sentences.

Specifically, the field of translation has been affected a lot by technological advancements (Sjahrony & Ahmad, 2013). The machine translation introduced on the internet has been developed to help human work in the language industry. This means that the function and influence of technology is unavoidable in translation practice. Since the translation machine is on purpose developed to facilitate the human to work in translation, it is undeniable that translation in recent time always involves the technology. Research by Guidere (2002) supports the statement that information revolution and the advancement of technologies have driven the growth of language companies and the expansion of multilingualism. With a variety of new technologies and requirements, the use of machine translation has grown at an unprecedented rate.

According to Ayob (2015), human translation and machine translation are the two types of translation, accessible in accordance with the subject and technology. The translation process in human translation is performed completely by people or with the assistance of computer technologies. The later type of translation is also known as a computer-assisted translation since it is completed with the assistance of computer technology. Meanwhile, in machine translation, the translation process is typically performed by machines with the help of human. This type of translation is also known as human-assisted translation. The role of human is to edit the text either before the process of translation by machine or in the translation outcomes.

Google Translate is one of many translation machines available online on the internet, and it is widely used by people all around the world. It was first released in 2007, and it is based on a statistical model. In process of translating words, Google Translate uses a word-to-word system operation. Therefore, translating a text using a translation machine, especially Google Translate, cannot provide results as excellent as those produced by a skilled, professional translator, and the translation provides a comprehensive set much below that of human translation. Errors are frequently identified in Google Translate translation, needing human revision to correct the errors and provide a satisfactory translation output.

Regardless of the above circumstances, machine translation (MT) cannot be removed just like that in a process of translating a language. Good input will certainly provide a good output as well. The good quality of input still depends on the type of text to be translated. Udina (2019) states that MT skills including pre-editing and post-editing skills are those that must be developed in addition to the science of translation itself. To get the most out of machine translation, pre-editing is a useful pre-processing strategy. Machine translation delivers far higher-quality translations when given pre-edited optimized text, requiring less or no post-editing.

Students' current difficulty with Google translate is that they just copy and paste all of the translated text into the Google Translate machine, resulting in text that are sometimes confusing and do not match the target language. There are some methods that students can do to make the translation results accepted and understandable by readers when they use Google Translate (GT). The three ways of utilizing GT are initial

pre-editing, post-editing, and selective use (Garci, 2010). However, the researchers focus on students' conducting pre-editing translation text when using GT. To make better use of such MT systems, one approach is to change source text (ST) such that it is receptive to the intended MT system, i.e., pre-editing.

Based on that, this research is to answer the following question: How is students' ability in conducting pre-editing of the text procedure inputs to Google Naural Machine Translation? This research is formulated to discover the research objective to find the level of students' ability to conduct pre-editing of text to be input to "Google Translate". This study is also to see the development of MT and its use to help students in learning and in communicating ideas in English with the help of that machine.

2. Literature Review

2.1 Definition of Ability

Vanderwood, et al. (1997) define ability as an intrinsic or acquired skill in a certain activity. The term includes capability, aptitude, capacity, skill, strength, talent, comprehension, competence, dexterity, endowment, facility, faculty, intellect, might, potentiality, understanding, resourcefulness, and qualification. She seems to describe the term ability very broadly. The closest meaning of what is intended in this research is skill or capability with good competence.

2.2 Pre-editing

Arenas (2019) explains that pre-editors conform to a set of rules that include not only trying to remove typographical errors and attempting to correct possible content errors, but also writing shorter sentences, employing certain grammatical structures (for example, simplified word order and less passive voice) or semantic choices (the use of consistent terminology), and identifying terms (for example, product names) that may not require translation.

2.3 Google Neural Machine Translation

GT is a Google innovation that was released to the public at the end of 2008. GT helps us automatically translate texts or web pages from one language to another, from the source language (SL) to the target language (TL), to facilitate readers in understanding the content of a web page (Ayob, 2015). Boitet et al., (2009) state that GT is an automatic machine translation made by Google. According to the above definitions, GT is one of the automatic machine translation services offered by Google Company to provide translation services from source languages to target languages.

2.4 Text Procedure

According to Knapp & Watkins (2005), it is understandable that the text procedure provides us with instructions or methods for doing anything. Likewise, the text procedure defines how or what steps to perform or produce anything, as well as what equipment or ingredients need to be prepared. The text procedure is ordered in general with the goal, tools, and steps (Knapp & Watkins, 2005). According to Anderson (2011), language feature is commonly found in text procedure as follows: imperative sentence, temporal conjunctions, adverb of manner, precise terms, and technical language.

2.5 Translation Theory

Numerous theories may be applied to help improve good translation. The parameters are composed of six criteria that are already arranged in a systematic sequence (Baker, 1992a). According to Baker (1992), the structure of these criteria is based on a simple principle: it begins with the most basic level and progresses in complexity by expanding its focus on each criterion. The following are the criteria: equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence (Thematic and Information Structures), textual equivalence (Cohesion), and pragmatic equivalence.

2.6 Translation Quality

In evaluating translation quality, there are several things to consider. However, the main foundation remains the same, such as the accuracy of the translation itself to achieve fluency, or in other words, intelligibility by the purpose of the translation.

According to Angelone et al. (2019), adequate is easily defined as the extent to which a translated text contains the same information as the source text. The translation must be correct in terms of meaning, as well as accurate and adequate in terms of giving information.

Intelligibility can be defined as clarity or the ease with which a reader can understand the translation (Yusof et al., 2017). Based on Yusof et al. (2017) argued limited completeness is a condition to be considered intelligibility. These criteria include comprehensibility, coherence, and form.

3. Research Method

This research is a qualitative study employing descriptive analysis method. Qualitative research is defined as a research that uses methodologies such as participant, observation or case studies to obtain a narrative and descriptive evaluation of the experience or practice (Sumathipala et al., 2003). Descriptive research is a study to explain the current conditions without carrying out an analysis of the relationship between variables. This method was selected to examine how students conduct pre-editing on the text procedure inputs for GT. The goal is to find out the level of students' ability to utilize the NMT in translation.

The data collected for this research were from documents in the form of assignments completed by students through pre-editing. In this case, to conduct classroom observations to observe and to know how students respond the assignments in class or study the pre-editing process with the understanding and they have to support these data in achieving the research objective. The collected data will then be examined using several steps that will be applied properly to get good results. According to Miles et al. (2014), the processes or steps of analysis are data condensation, data display, and conclusion drawing/verification. In the condensation stage, the collected data are divided into many sections based on the condition of the data that suits the translation theories explained in the framework. The data are then carefully examined and incorporated to help in answering the research question. In the data display, the analysis shows the data containing the new version text, not only in general but also in specific and clear display. The analysis is further more discussing sentences selected from text that were already edited from the original source text. The workable and categorized research data in discussion were interpreted, and explained using the framework

consisting of a set of translation theories designed for this research. In the last stage of analysis a clear conclusion was drawn along with the supporting data.

4. Discussion

During the class in the learning pre-editing content, the students were enthusiastic about studying to try on conducting pre-editing of a text given by the lecturer. In learning activities, students were required to comprehend the text. Lecturer explained in detail the meaning of each sentence and special expression in source language as well as the application of translation theories. Then the students tried to correct their own sentences by fixing parts such as grammar, word choice, punctuation, subject/object, and then to determine the proper vocabulary to create acceptable, natural and understandable sentence on the text. Practice is needed to match the vocabulary between the source text and the target text. Dictionary usage is required to assist determining the lexicon or good phrase to make a precise target text in Google Neural Machine Translation.

From the observation of the class situation some data were collected. The process of correcting the sentences in class was observed. Each student writes their new translation of sentence one by one by writing it on telegram group made for this purpose. Two types of text discussed in class and recorded through the telegram group. First text procedure consists of 8 steps with the total of 28 sentences. The second text procedure consists of 8 steps with the total of 11 sentences. From the two texts, there are 853 sentences collected from all students. To identify the quality of the text, the analysis and evaluation have been conducted applying translation theory and adjusting it based on adequacy and intelligibility. The results then showed that the quality of each sentence increased after the student conducted pre-editing on the source text. This is indicating that the pre-editing activities have impact on the translation by GT. Some pre-editing result could be categorized as good, acceptable, and nonsense criteria. The majority of the pre-editing results, however, are still in standard quality as indicated in the following table.

| Criteria | Sentence | |
|------------|----------|--------|
| | Text 1 | Text 2 |
| Good | 212 | 91 |
| Acceptable | 405 | 145 |
| Nonsense | - | - |

Table 4.1: The quality of the text after conducting Pre-Editing on the source text

According to the findings above, the quality of the text produced by students who conduct pre-editing is capability of resulting in text with both acceptable and good qualities. Students conducting pre-editing can generate the quality of the pre-editing text by making some changes such as word choice, punctuation, subject/object substitution, cutting phrases or sentences, and combining some steps into one step. In addition, there are a few sentences in the first and second texts that have not changed because there are two students who do not conduct pre-editing on the text. The sentences without any change or progress indicate that the two students did no pre-editing on the text. It can be seen that the students are not concentrating in class and ignorant or passive. This happens for text 2. In text 1, however, all participants conducted pre-editing on the text and produce new version pre-edited text.

The translation of edited text looks relatively natural and good. The language in the text sounds like written English. Several additions of words in a new version of a text improve the clarity of the source text. And this makes the translation into the target language by GT read easily. On the other hand, the pre-editing with reduction or deletion of a certain word in the sentence looks like a must since the word seems to be unimportant to make the translation very awkward. Then, these kinds of words that may make sentences become weird should be omitted to get a sense that matches the grammar of the target language. Thus the pre-editing helps GT translate the text better. The result of the translation is shown in the following diagram indicating the percentage of the translation quality.

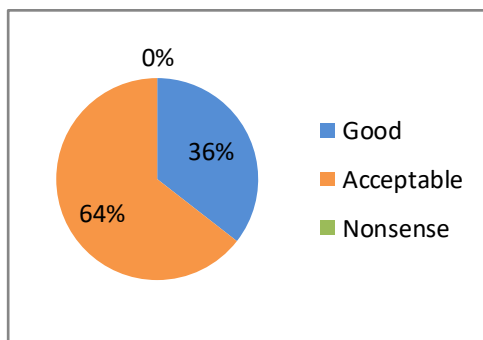


Diagram 4.1: Percentage with the criteria of text quality

The diagram above shows the percentage of text quality that students produced in conducting pre-editing. It shows that most of the pre-editing quality is "acceptable" with 64%, followed by "good" with 36% in the second place. No sentence is categorized as non-sense which means that for the two texts, GT is actually acceptable even though without pre-editing but with low quality of translation.

The source text of this study is a text procedure that needs an editing process. The source text is the procedure text in the Indonesian language with two different texts, with the first procedure text entitled *Bagaimana Cara Menambal ban bocor* and the second text procedure entitled *Bagaimana Cara Membuat Anyaman*.

| Text | Source Text | Pre-editing | Google Neural MT |
|--------|--|--|--|
| Text 1 | <i>Keempat, berikan tanda pada ban bocor, karena biasanya lubang bocor, berukuran kecil. Kita dapat menggunakan kapur untuk memberikan tanda, membuatnya lebih mudah untuk mencari</i> | <i>4. Beri tanda pada bagian ban dalam yang bocor karena biasanya lubang bocornya kecil. Kita bisa menggunakan kapur untuk menandainya agar lebih mudah ditemukan.</i> | 4. Put a mark on the part of the tire that is leaking because it is usually a small hole. We can use chalk to mark it to make it easier to find. |
| Text 2 | <i>Setelah dapat potongan bambu, waktunya menganyam.</i> | <i>Setelah dapat potongan bambu waktunya untuk mengolah bambu menjadi anyaman.</i> | After getting the bamboo piece, it is time to process the bamboo into wicker |

Table 4.2: An example of text that produces the quality of the text with good criteria in conducting pre-editing

Based on sentences 1 and 2 above, the changes in the source text have been obtained in the pre-editing text by making improvements such as word choice and language structure in the text to produce a good translation of the target text. The changes in the whole text above in terms of word choice, language structure, and rearrangement of phrases can produce the pre-editing text with clearer text information. From both texts above, the text target results of Pre-editing-GNMT is clearly and appropriately translated from the source text. However, through pre-editing of the source text, the target text results from the source text after pre-editing become more reasonable and easier to understand by a reader. Although the translation in pre-editing text/new version text would still be less perfect in terms of meaning from the perspective of a native speaker, the text is already able to accurately provide information to the target text. This student can be considered able to edit the text well enough and efficiently and improve the quality of the source text for translation by GT. The sentence that has been pre-edited by a student and the text resulted in by GT are completely appropriate and look proper in translation. This is with the standard of adequacy and intelligibility of translation quality.

The example of a sentence in pre-editing text produced by the students is categorized as good quality is the following but, slightly inappropriate in terms of the equivalence of word used within the text.

| Text | Source Text | Pre-editing | Google Neural MT |
|--------|--|--|---|
| Text 1 | <i>Kesembilan, ban dibakar selama ± 20 menit. Kemudian api dimatikan, dan ban dikeluarkan dari alat yang berbentuk seperti pembakaran.</i> | <i>Ban dibakar selama ± 20 menit. Kemudian matikan api dan keluarkan ban dari alat tersebut.</i> | The tires are burned for ± 20 minutes. Then turn off the fire and remove the tire from the tool. |
| Text 2 | <i>Belah bambu menurut ruas – ruasnya dan pilih yang lurus ya, jemur bambu selama beberapa hari sampai kering.</i> | <i>Setelah itu bambu dipotong menurut ruas - ruasnya dan pilih yang paling lurus setelah itu jemur bambu selama beberapa hari hingga kering.</i> | After that, cut the bamboo according to the segments and choose the straightest one, then dry the bamboo for a few days to dry. |

Table 4.3: An example of text with quality categorized as good in pre-editing

In the first text, the sentence has been changed to make it shorter. Elimination of the usage of punctuation in the source text and the cut of a phrase at the end of the sentence seems to do on purpose. The phrase *alat yang berbentuk seperti pembakaran* at the end of the sentence is translated into *alat tersebut* to apply the theory of equivalence as proposed by Baker (1992b). There has been textual equivalency between the two versions of source and target text. The source text before pre-editing as shown on the Raw-TT sounds inaccurate with such content as there is word *dimatikan* that is translated into “extinguished” which means cause (fire or light), to cease, to burn or to shine. Actually to meet the good context, the appropriate translation should be “turned-off” which means an instance of turning or switching something off from something shaped like combustion as mentioned above. At the end of the sentence the phrase *alat yang berbentuk seperti pembakaran* should be translated “shaped like a combustion”.

This translation would be better since the information intended in the source text is like what is meant by the expression, and this will be well accepted in the readership of target text. In terms of *the Equivalence at Word Level*, the word *ban* was translated into plural form “tires”, whereas in source text, the word *ban* is actually singular. It is true that in *Bahasa Indonesia* as the source text, plural and singular have the same form of word, except that the plural is in repetition.

In the second sentence, the text is clear after being modified, with the addition of the temporal conjunction such as *setelah itu* at the beginning of the sentence. The change of several words such as *bilah* into *potong* in pre-editing text is also the example of the pre-editing result. The change into *bilah* instead of using the word *potong* is to make the translation easier for the machine since the machine is sometimes has no ability to distinguish between the two Indonesian words *bilah* and *potong*. The editing makes the translation by GNMT become more accurate and better accepted in target language. The word *bilah* in bahasa Indonesia to refer to cutting tire is actually not acceptable, but the word “split” in English is a proper word to show how the tires is split during the repairing of the tire. Thus the change of word *potong* into *bilah* results in better output in GNMT.

In addition, some other words in source text are not a good choice and result in a bad and inaccurate translation by GNMT. Therefore, the pre-editing process for the text prior the input of text in GNMT is urgent to do. In some way, sentence structures are normal with a proper punctuation. The use of punctuation is to separate ideas in phrases or sentences. However, the pre-editing-GNMT was able to produce a text in which the information from the pre-editing text was completely translated. No grammatical errors in the target text were found in the translation. This means that the pre-editing completed on the above sentences was able to produce new version text that is much better and more capable for translation because of the pre-editing.

| Text | Source Text | Pre-editing | Google Neural MT |
|--------|--|---|--|
| Text 1 | <i>Keenam, pasir bagian-bagian di sekitar lubang. Amplas harus selebar ukuran saat kita akan memberikan tambalan pada ban. Tujuan dari amplas ini adalah agar tambalan dapat menempel dengan kuat.</i> | <i>Amplas bagian yang bocor dan sekitarnya agar memperkuat tempelan amplas.</i> | Sand the leaking part and its surroundings to strengthen the sandpaper paste |
| Text 2 | <i>Yang terakhir bentuk menjadi alat – alat rumah tangga.</i> | <i>Yang terakhir bentuk anyaman tersebut menjadi alat - alat rumah tangga.</i> | Finally, the woven form is used as household utensils |

Table 4.4: An example of pre-editing text categorized as acceptable

In the first sentence, the change has been made. The sentence in source text was modified and transformed into a short imperative sentence. The source text is actually an explanatory sentence referring to an object used as sandpaper. The sandpaper is needed in grating the leaky part to clear out the tire. To the reader how sandpaper should be used in the process of tire repairing is explained in this sentence. In pre-editing text, the uses of sandpaper make the sentence clearer after the verb being replaced by the appropriate one. The imperative sentence *amplas bagian yang bocor*

dan sekitarnya would be better if the object of the sentence is mentioned. Then, the sentence is followed *agar memperkuat tempelan amplas*; in this case, pre-editing text effort is needed to make the sentence clearer for comprehension. In contrast, the sentence found in the source text is meant to give the information that the use of the sandpaper was to a leaky tire. The use of sandpaper is to strengthen the patch when the tube is attached to the tire.

In the second text, there is a slight change in the above short imperative sentence. Two version of source text produce different translation. First, the pre-editing text really makes the sentence becomes clear with the addition of the subject *anyaman tersebut*. The original text seems to have no subject that will make GNMT have no appropriate translation. Thus, the addition of subject in the sentence gives a clear explanation. Pre-editing text indicates that there is additional punctuation as a comma at the beginning of the sentence. But the sentence still produces an incorrect translation. The pre-editing text *bentuk anyaman tersebut menjadi* (imperative sentence) is translated into “the woven form is used” (a not clear phrase). In GNMT translation, the word “the woven form” is equivalent to *bentuk anyaman* which is actually not imperative sentence, but noun phrase. If the word *bentuk* is inserted separately into GNMT, it will be correctly translated into “form”.

Next, at the end of the sentence, the phrase *alat-alat rumah tangga* is translated into “household utensils”. In both original and new versions of source text they were translated with textual equivalence, according to Baker theory. The word utensils can be interpreted as an instrument or device for specific types used in the kitchen. In this context, the household tool was intended for all household objects, not only those that could be used in the kitchen. So, the more appropriate translation should be “household appliance”. A household appliance means an implement, an instrument or apparatus designed (or at least used) as a means to a specific end (often specified), used at home to perform domestic functions including in the kitchen. In this case, the phrase is more likely to be translated into “household appliances” since *alat - alat rumah tangga* means the same as “household appliance”.

The source text above can produce the pre-editing text as the main information in understanding the target text is needed with several efforts. Both versions of the text above have errors in each section. In the first text, the information from the source text becomes less clear and no improvements in meaning during the pre-editing process. Trimming sentences, word choice, and sentence structure structures in the pre-editing text were not quite good. The translation into target text is not equivalent or less equivalent to the source text. This makes the translation become difficult to understand. In the second sentence, the pre-editing text successfully makes the text easier to understand than the source text. However, the result of the target text does not have the full-text information from the pre-editing text which makes the translation remain still inaccurate. The source text sentence structure and the target text sentence structure are different so that the translation looks inconsistent or causing distortion in meaning.

Some of the above problems were detected in both texts. The information or message received by readers of text targets is still inaccurate. The grammar, word choice, and meaning were different. This affects the quality of translation. In some ways, more sentences and text were changed into better understanding and translation. The following data show a certain case where pre-editing seems to be not needed. The quality of source text is already good and easy to translate by GNMT.

| Text | Source Text | Pre-editing | Google Neural MT |
|--------|---|---|---|
| Text 2 | <i>Siapkan bambu yang sudah matang tapi jangan terlalu tua, yang penting mudah dibelah dengan serat bambu yang sudah melunak.</i> | <i>Siapkan bambu yang sudah matang tapi jangan terlalu tua, yang penting mudah dibelah dengan serat bambu yang sudah melunak.</i> | Prepare bamboo that is ripe but not too old, the important thing is that it is easy to split with softened bamboo fibers. |

Table 4.5: An example of a sentence that does not need to be changed or without conducting pre-editing on text

The text above can be interpreted as sentences with no necessary change. The word order, the word choice, and the sentence structure are properly provided so that no necessary changes are required. No effort from the students is performed. But this does not mean that the students are not working for the pre-editing. The students should analyze whether the sentence has already been correctly constructed or not. Students should know and analyze the form of words, sentence grammar, and the possible translation that may distort from the original text.

From the explanation above, it is clear that the abilities of student to conduct pre-editing in source text are still demanding an encouragement and practice. To improve the ability of students to conduct pre-editing, it is necessary to design a course specifically for this purpose. The course consisting of pre-editing prior to input the text into GNMT or other machine translation is urgent. This recommendation is for the head of English curriculum designer to really consider the significance of this skill in bachelorette degree or in diploma 3 or diploma 4. GNMT and other machine translation need to be researched for a better production of text in other languages.

5. Conclusion

Based on the findings, the majority of the students have sufficient command in conducting pre-editing to the source text before being input to the GNMT. Their ability to conduct pre-editing and produce new version of source text, however, needs to be improved to meet the requirements of producing better text. The ability, as measured with Baker's theory of equivalence level, is still in lower level. Less than 50% of the pre-editing result is considered good, while the major pre-editing result is categorized as acceptable. The students should learn more about the differences between Indonesian and English rules of punctuation. In changing source text, students should master sentence construction either in Bahasa Indonesia or in English. Expressions and idioms are also important matters in pre-editing. Students should be equipped with those sets of knowledge.

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LANGUAGE TEACHING IN VIEW OF POSTMODERN PARADIGM

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Abstract

The postmodern paradigm has developed very broadly. It has not only become a discussion in the field of philosophy but also influenced almost all fields of science, especially the socio-cultural sciences, including language teaching. This study aims to review how postmodernism affects language teaching and what effects it has on the language teaching and learning process, be it teaching a second or foreign language or teaching a first language. This is an analytic study using a literature review approach from written sources to describe the results and draw research conclusions. The results show that postmodernism has influenced language teaching, especially with the emergence of criticism of existing teaching methods and the raising of the critical question of whether teaching languages should use existing teaching methods or whether language teaching does not need to follow these methods. Criticism then gives birth to an understanding method of pedagogy that is based on communicative language teaching (CLT). Postmodern philosophy suggests that language teaching can be done with a combination of several existing methods or can also add new methods or techniques.

Keywords: language teaching, pedagogic post method, postmodern paradigm

1. Introduction

The development of philosophy always aligns with the development of human culture. It can even be said that philosophy influences socio-cultural science. One of the most influential philosophies in socio-cultural science is postmodernism. Lubis (2014) highlights that the postmodern paradigm is not only a discussion in the field of philosophy, but has also permeated and influenced almost all fields of science, especially socio-cultural science. This is clearly proven by various postmodern terms juxtaposed with other fields of science, such as postmodern art, postmodern architecture, postmodern literature, postmodern management, postmodern psychology, postmodern schools, postmodern political science, postmodern education, and others.

Postmodernism originally only developed in the field of architectural art in the mid-1970s, which was introduced by the art critic Charles Jencks to explain the anti-modernism movement. However, postmodernism then affected all aspects of human life, after Lyotard integrated it into philosophy as a form of distrust of *metanarratives* (Lyotard, 1979/1984: xxiv). This integration led to the emergence of a critical

movement (rereading) at the basis of human life (Sugiharto, 1996: 28–32). In other words, postmodernism is the basis for making paradigm shifts in all fields of science. The term "rereading" is then better known as *the "deconstruction method,"* which in many cases is promoted by Derrida.

As discussed earlier, *postmodernism* has penetrated all areas of life, including the world of education and teaching. The most noticeable thing that has changed in the world of education is the view that education is no longer understood as a knowledge transformation process controlled by schools only (formal education) but as an activity that can be done by anyone, anywhere. Schools are not the only institutions that have the right to education. Illich (2003: 33–34) says that the educational process will benefit from community liberation efforts that tend to deify schools, thus school activities are nothing more than a betrayal of enlightenment efforts.

The postmodern paradigm also affects the teacher-student relationship, moving it from *teacher-centered* to *student-centered*. This paradigm emerged in 1971 through constructivism theory, or cognitive development theory, developed by J. Piaget (Ling & Catling, 2012). The teacher is no longer the only authority in the classroom. Teachers and students share learning authority and control. Even for some learning methods, teachers give full authority and responsibility to students (Panitz, 1999). In other words, the teacher is no longer used as a reference for truth. This is all caused by a paradigm shift caused by the development of the postmodern paradigm and the development of information technology. Lyotard (1979/1984) states that the flexibility of today's school students is that they can learn from a data bank on a computer, which is called "the encyclopedia of tomorrow." With this paradigm shift, the knowledge warehouse has shifted and is no longer centered on the teacher, but it could be teachers who learn from their students because teachers and students have the same opportunity to access information technology.

The development of this information technology almost affects the teaching and learning process today. Many teachers and students use virtual-based information technology media in teaching and learning. This virtual concept also affects experts in the world of teaching, one of which is the emergence of a *blended learning perspective*. *Blended learning* is a term for learning methods that combine traditional learning with web-based learning (Oliver & Trigwell, 2005: 17). Then Sharma (2010: 456) emphasizes that the delivery of material in the online section is always through learning technology, especially including *virtual learning environments (VLE)*, such as *blackboard* or *moodle* (online), and consists of the use of synchronous and asynchronous electronic devices, such as *chat* and (online) bulletin boards.

There is a paradigm shift from traditional to a mix of traditional and online; from the teacher having to deal with students to learning anywhere without space limits; from material that is usually in the form of papers (objects) to being online. Teacher and student interactions move from the real world to the virtual world. This is what Jean Baudrillard calls virtual reality (Lubis, 2014). The development of virtual teaching is increasingly entering its peak when the Covid-19 outbreak occurs worldwide, where teachers and students are forced by the pandemic to switch to online learning (Batubara, 2021; Falah & Chairuddin, 2022; Kidd & Murray, 2020). This sudden change made a paradigm shift, presenting a new paradigm in the world of English language teaching, which is included in the study of the postmodern paradigm.

2. Literature Review

The term of *language teaching* is always associated with teaching English as foreign language in Indonesia. English language teaching is also related to other fields, such as psychology and philosophy. As a result, English language teaching can be affected by the development of philosophy, particularly the postmodern paradigm. The main aspect of English language teaching affected includes approaches, methods, and techniques (Asra, Husna, Fadlia, & Bania, 2022). These aspects are changed related to the postmodern principles.

Postmodern is a collection of new thoughts that developed after the modern era. Furthermore, Lubis (2014: 209) and Setiawan (2018) defined *postmodern* as a term used to describe the existence of a new era of thinking after the modern era. Referring to the meaning given by postmodern figures, there is a difference between those who consider *postmodern* apart from *modern* and those who believe *postmodern* as continuation or revision of *modern*. Among these figures are: (1) Lyotard and Geldner: postmodern is a total break from modernism, (2) Derrida, Foucault, and Baudrillard: postmodern is a radical form of modernity that eventually kills itself because it is difficult to uniformly formulate theories. (3) Graffin: postmodernism is a correction of several aspects of modernism. (4) Giddens: “postmodern” is a form of modernization that has become self-aware and wise, and (5) Habermas: “postmodern” is the unfinished stage of modernism (Brann, 1992; Hicks, 2004; Lubis, 2014; Seidman & Alexander, 2008; Turner, 2009).

From all these expert definitions, it can be concluded that postmodern is a period after modern in which modern ideas begin to be criticized, considered no longer good, and require another alternative. In terms of teaching English, this is marked by the criticism on the established teaching methods. Even the existence of the method itself has been criticized with the question: whether we still need the method or not.

3. Research Method

An analytical study method with a literature review or literature study approach (Cronin, Ryan, & Coughlan, 2013) is used as an instrument to answer the question of how postmodern *language teaching* is. Sugiyono (2012) provides a definition of library research as a theoretical study related to activities to collect information relevant to research topics through books, scientific works, theses, dissertations, encyclopedias, the internet, and other sources. In other words, this study reviews various sources to describe the results and draw conclusions. The results and conclusions are made based on the references read by the author. Furthermore, to clarify what is meant by the post-method perspective of the postmodern paradigm in language teaching, this article will discuss several points: (1) Understanding the post-method perspective in language teaching, (2) Myths in language teaching methods, and (3) Changes in language teaching methods towards a post method perspective.

4. Discussion

The results of this study are presented in three sessions covering the role of *postmodernism* in producing *post method*, myths in language teaching methods, and changes in language teaching methods towards a *post method perspective*.

4.1 The Role of Postmodern in Giving Birth to Post-Method

In the field of language teaching, a paradigm shift has begun to occur in the 1960s to 1990s with many experts, such as Mackey (1965), Kelly (1969), Pennycook (1989), Prabhu (1990), Allwright (1991), and Stern (1983, 1985, 1992) who criticize and doubt existing language teaching methods (Kumaravadivelu, 2006:161-162).

In 1991, an applied linguistics linguist Dick Allwright gave a conference at Carleton University in Ottawa, Canada entitled '*the death of the method*'. He stressed that the existence of language teaching methods had entered the stage of relativity beyond help. He gave six reasons why this could be: (1) existing methods are more concerned with differences while at the same time similarities may be more important to note; (2) there are very complex issues in language classes, such as forcing all students to be the same, even though the differences between each student are important; (3) the existing methods divert time that should be used for more productive things in the classroom because the steps in the existing methods are not balanced with the available time; (4) existing methods are no longer appropriate to the latest issues; (5) all answers to existing methods are actually found in all fields of science; and (6) the existing methods appear to offer teachers 'cheap' solutions, but are actually 'expensive' and in fact they are far from valuable (Allwright, 1991: 1-8).

However, the term *post method condition* (*post method perspective*) was only used to criticize existing language teaching methods in 1994 by Kumaravadivelu. Kumaravadivelu is a thinker in the field of teaching linguistics (*applied linguistics*), TESOL. He is also a specialist in teaching methods, *post method pedagogy*, teacher education, classroom discourse analysis and cultural teaching. He states that there is no one most appropriate method in teaching language (Kumaravadivelu, 2006: 163). His thinking is contrary to the existing paradigm that there is the best method (of teaching languages) out there that needs to be found. Bell (2003: 330) further emphasizes the relationship between *post method* and postmodern paradigms with his statement that *post method pedagogy* is based on the local level of the *communicative language teaching* (CLT) and to a greater extent stems from the notion of a postmodern paradigm.

Kumaravadivelu (2006: 170) defines the *post method condition* as the stage at which we fundamentally restructure our view of language teaching and teacher education. *Post method* paradigm encourages the world of language teaching to review or in Derrida's language 'reread' the characters and content of language learning in the classroom.

Furthermore, Richards (2013: 18) offers a definition of *post method* in *post method teaching* by explaining that this term sometimes refers to teaching that is not based on prescriptions (instructions) and is not based on the procedures of a particular method or follows syllabus, but is carried out with individual concepts of teachers in language, learning and teaching languages, knowledge and *skills* of teachers acquired and developed from *training* and experience. In other words, the language learning carried out by the teacher in the classroom is based on the experience gained by the teacher, both when he learns the language and the experience when he teaches the language.

4.2 Myths in Language Teaching

In language teaching there are several methods, including *Audiolingual Method*, *Communicative Language Teaching*, *Community Language Learning*, *Competency-Based Language Teaching*, *Content-Based Instruction*, *Cooperative Language*

Teaching, Direct Method, Grammar-Translation Method, Natural Approach, Oral and Situational Language Teaching, Lexical Approach, Silent Way, Multiple Intelligences, Neurolinguistic Programming, Suggestopedia (Desuggestopedia), Task-Based Language Teaching, Total Physical Response, Whole Language (Larsen-Freeman, 1986; Richards and Rodger, 2006). According to Kumaravadivelu (2006: 163) the existing language teaching methods are motivated and shaped by myths that have long been accepted as professional beliefs. This myth has formed a picture of the concept of method as true. The following describes these myths.

Myth 1: there is an excellent method out there ready and waiting to be discovered. For a very long time, scientists in the field of language teaching have been searching for the best method for teaching languages. But until today there is no method that is most suitable for all types of classes and all students. This is because each class has different students, both in terms of motivation, learning methods, intelligence, and so on.

Myth 2: methods represent an organized principle for language teaching. The concept that the method can be the center of all activities in language teaching and learning. Language teachers treat the method as something that has full power in the learning process. In fact, the method is used as the basis for making curriculum models, syllabus, lesson plans (RPP), instructional strategies, and evaluation techniques. For example, when the new *communicative language teaching* was launched, everything related to learning was changed to *communicative*; books, communicative curriculum, syllabus *communicative*, student worksheets (LKS) *communicative*, materials, *communicative* tests, and so on. Even though this assumption did not last for a long time because then new theories and new methods emerged. This happens because the method is not representative of all aspects of language teaching.

Myth 3: methods are considered to have universal and *ahistoric value*. Research in the field of language teaching in search of the best method always leads to a search for a universal, *ahistoric*, that can be used anywhere and under any conditions. Because of this goal, many other important things are forgotten in the language learning process. First, many teachers have never seen the reality of the classroom being taught. They always follow the steps in the research to produce the method. Second, researchers do not realize that there are children in the world who do not need to learn a language because it is their mother tongue. Third, the researchers forgot aspects of local knowledge (culture) in finding teaching methods.

Myth 4: theorists construct knowledge and teachers use or apply that knowledge. In the field of language teaching, there is a very clear dichotomy between theory and practice. The theory was discovered by researchers in the hope that the theory would be applied by the teacher. But the reality is that most teachers never care about what method they use (Bell, 2007: 135). Several studies have been conducted on this issue, yielding four facts that contradict this myth (Kumaravadivelu, 1993; Nunan, 1987; Swaffar, Aren, and Morgan, 1982). First, teachers who claim to apply certain teaching methods, but do not meet the theoretical principles and procedures that must be carried out in the classroom from that method. Second, teachers who claim to apply different methods, but use the same procedures for each method when teaching in the classroom. Third, teachers who claim to apply the same methods, but use different procedures. Fourth, teachers who develop and apply activities that are appropriate to the conditions

of the class without connecting them with certain methods. Here it can be said that the teachers believe that there is no single method that can help them in teaching language in the classroom.

Myth 5: the method is neutral and there is no ideological motivation behind creation. Language and ideology are two things that are always related. This also applies to the presence of a language teaching method. The method always represents the views of the expert who initiated it. Pennycook (1998 589-590) says the method demonstrates how a concept reflects a particular view of the world. Thus, there is no neutral method without ideology.

4.3 Changes in Language Teaching Methods towards a *Post Method Perspective*

Changes in language teaching methods to a *post method perspective* can be seen in the changing point of view of teaching methods towards the focus of language learning. Kumaravadivelu (2006: 90) provides three categories of changing the focus of language teaching (1) *language-centered methods* (focusing on the language being taught or the target language); (2) *learner-centered method* (focus on students as language learners); and (3) *learning-centered method* (focusing on the language learning process itself (how language is acquired naturally)).

The three methods can be further divided into two more general categories, namely *the era method* and *post method perspective*. *Language-centered methods* are included into the category of *method era* that still uses the old paradigm, *teacher-centered*. Meanwhile, *the learner-centered method* and *the learning-centered method* fall into the category of *post method perspective*.

Language-centered methods are methods whose teaching focuses on the linguistic form of the target language. These methods (such as the *Audio-lingual*) expect students to be able to master linguistic aspects, such as grammar, vocabulary, and other aspects of language. Here the emphasis of learning is still on students, the teacher only transfers the knowledge he has (*teacher-centered*). The criticism of these methods is the absence of direct practice of the language used in real conversation or real social interaction. So that students are unable to express their ideas to their interlocutors in life outside the classroom. Language learning is only to answer very structuralist exam questions in the classroom.

The methods that are in the second view are the methods created to answer the criticisms of the first view. *Learner-centered methods* focus on students learning the target language. These methods pay close attention to student needs, student desires, student background, student motivation, and conditions in the classroom. These methods (such as the *Communicative Language Teaching*) provide opportunities for students to use language directly in communication. Thus, students understand better in using aspects of the existing language for smooth conversation in real life.

Learning-centered methods are methods whose views are based on the cognitive processes of language learning. In other words, these methods (such as the *Natural Approach*) look for ways to teach language naturally based on the cognitive development process of humans (in this case, students). This is done by creating conditions that are in accordance with the direction of language development. These methods do not focus on language, but focus on using language at the right time and condition.

5. Conclusion

The postmodern paradigm originating in philosophy has made other sciences to reconstruct existing theories, looking back with a more critical eye on all existing problems. As explained above, the science of language teaching is also inseparable from the influence of this paradigm shift. Therefore, *post method pedagogy* as a paradigm in the field of language teaching.

Post method pedagogy can shake language teaching experts to rethink and review existing language teaching methods. Furthermore, *postmodernism* gave birth to *post method*, which is a language teaching method that was born after a critique of the existing methods pioneered by Kumaradivelu, an *applied linguist* who made language teaching method experts review their theories. Although Kumaradivelu's criticism was met with criticism stating that what he proposed was also a teaching method. This criticism was able to build a new paradigm that language teachers do not have to use one method in teaching. Language teachers can use several methods that are considered capable of making learning effective or even language teachers can create and use their own methods or techniques that they find from the results of their teaching experiences in their classrooms (techniques that have not yet been named).

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SUFFIXES -IE AND -Y IN MODIFYING COMMON FIRST NAMES

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Abstract

The use of suffixes in the English language shows various functions, and one of them is endearment that happens especially in common first names or the way one addresses other people. This study aims to analyze the use of the suffix -ie and -y and to show endearment, especially in common first names and other possible words that also indicate endearment. This is a qualitative study that uses document analysis. The main data came from a list of common names as seen in *Oxford Advanced Learner's Dictionary* 7th edition. Some additional data are also included, which are common names that are not listed in the dictionary. An additional observation was done to find adjectives-turn-nouns that are modified using suffixes -ie and -y that causes their category change. The research result shows that most of the nicknames usually come from either the first syllable of the name or the second or third syllable, and then those are modified using the suffix to create nicknames.

Keywords: endearment, first name, nickname, proper names, syllable

1. Introduction

Language is used by humans to communicate and express themselves. One of the forms of expression humans use is nicknames. According to the *Oxford English Dictionary*, a nickname as a noun is defined as “a familiar or abbreviated form of a forename” (*Oxford English Dictionary*, 2022), or in other words, nicknames are how people address someone else by shortening their names. Nicknames are used by people who know each other well enough (Holmes & Wilson, 2017) and it shows affection as well as closeness, or sometimes hatred. A Canadian sociologist, Erving Goffman used the concept of backstage and frontstage to introduce the idea of people's interaction (Holmes & Wilson, 2017). Nicknames and sometimes endearments are results of backstage talk and generally do not occur immediately in the first interactions between people.

Holmes and Wilson (2017) describe an example of a woman named Margaret. Her coworker said “goodbye, Margaret” to which she replies ‘goodbye Mike.’ When her close friend rings her phone, she calls her ‘Meg.’ People who are very close to her use the short form of her name, which is Meg, to call her instead of using her full first name, Margaret. That nickname the friend used to call her is a diminutive that comes from her name. *Oxford English Dictionary* defines diminutive as “denoting something

little, usually applied to derivatives or affixes expressing something small” (“Diminutive, Adj,” 2022). In addition to the definition, linguists describe the term shortening words as diminutive, it shortens words and sometimes would end using -ie (Hamidov, Abdulazizova, & Juraev, 2018). A diminutive represents words and suffixes that are used to express something small and other connotations such as affection. According to Amaglobeli (2021), diminutives name are usually used to refer to younger children by older adults.

Diminutives are also used in communication with pet animals in some countries such as Italy, German, English, and Arab asymmetrically. However, when it comes to addressing children or lovers, the communication became symmetrical (Mattiello, Ritt-Benmimoun, & Dressler 2021). Dziwirek (2019) also revealed in her research that American parents address their children using their first names and their diminutives, nicknames, and terms of endearment, while English parents use the child’s name itself and their nicknames.

Nicknames, terms of endearments, and diminutives are closely related in the practice. A nickname can come from an endearment, or can also root in the nickname itself but is modified using suffixes -ie or -y as diminutives. The example earlier about Margaret did not include the suffix -ie or -y as her nickname from her friend was ‘Meg’ and not ‘Maggie.’ The name ‘Meg’ is the diminutive of her name and it shows the level of closeness they have.

The expression of endearment can come from the use of the suffix -y or -ie in the English language. According to Shields Jr (2001), the use of morphemes -y or -ie first appeared as renderings of French names such as Davy which is a pet form of David. Aikhenvald (2019) states that the affective value of linguistics reflects a speaker’s attitude, either endearment, respect, or disdain. According to Grząsko (2015), terms of endearment have two main functions, which are as part of everyday speech that expresses emotions and strengthens the ties but also may come as condescending because it expresses incompetence of the addressee. Endearment itself is used to address something (object, pet, person) that a speaker feels affection for it (Tauchid, 2018). Endearments may be related with forms such as pet names or sweet talk, or affectionate names, which example include calling mushroom, dove, sugar pie, sweetheart, sweetie, baby, and babe to a partner (Grząsko, 2015). Most endearments are used by people who are familiar with and close to one another., which cover also lovers, partners, family members, and close friends.

Covarrubias (2002) was a Mexican person that grew up with nicknames from her grandmothers and great-grandmothers such as Pato, Patita, Patricia, and sometimes mi Rosita de Castilla. However, at school and everywhere else, her nickname became Pali, Paty, or Patty, the Spanish diminutives for Patricia. Similar to Spanish diminutive, English also has a suffix which meaning is diminutive. The ending -ie (and sometimes a variation of -y) has the meaning of diminutive, for example, to call a dog ‘doggie’ (O’Grady & Archibald 2016). Although this usually came in the early stages of English acquisition that appeared in children’s speech development, the practice of using suffixes -ie and -y continues.

According to Oxford English Dictionary, the variations of the suffix -y and -ie are used to form pet names and familiar diminutives, as well as in proper names such as Annie and Betty. The suffix originated in Scottish in early 1400, the examples include Cristie (diminutive of Cristin or Cristian), Sandy (from Alexander), and Richy (from Richard). This research focuses on the use of the suffix -y and -ie in common first

names that creates either term of endearment or nicknames. As defined by Oxford English Dictionary, a nickname is a familiar name given to a person as a fitting replacement to the proper names. This research addresses one question: How do the suffixes -ie and -y modify common first names in creating the nicknames?

2. Literature Review

This research's foundation is morphology and sociolinguistics. Morphology is the domain of linguistics that focuses on word formation. Morphology gives insights into the categorization of words and the structure of words (O'Grady & De Guzman 2016). Sociolinguistics, on the other hand, examine the relationship between language and society to explain why humans use different language in a different social context, as well as identify the social function of a language in a social setting (Holmes & Wilson, 2017).

According to Plag (2018), the English suffix -y creates diminutive in names, which happens from a combination of truncation and suffixation (the absence of parts of the base word on the one hand and the presence of the suffix -y on the other end). The suffix -y in English is added to truncate names. Truncation is a process that expresses the relationship between a derived word and its base by the lack of phonetic material in the derived word. The examples mentioned include the name Mandy which came from Amanda and Andy from Andrew. The name Andrew became Andy by removing the -rew and replacing it with -y, creating the name Andy. Truncated names are used by people who they feel familiar with or have a positive attitude toward the people they referred to (Plag, 2018). Diminutives consist of two variants, namely -y and -ie.

The use of nicknames or endearments in sociolinguistics is explained as something that is used between people who know each other well (Holmes & Wilson 2017). Nicknames and endearments are a result of a long-term interaction that most likely happened in the backstage talk, a term used by Erving Goffman, a Canadian sociologist, which is defined as someone's life that involves partners, housemates, and family members where one may not behave formally (Cole, 2019).

Afful and Nartey's (2013) research aimed to examine terms of endearment as verbal expressions to demonstrate emotional attachment. The research used ethnographic research to collect the data from students at the University of Cape Coast. The results showed that there are four key categories in the linguistic repertoire used in communicative encounters, namely, epithets, flora terms, royal terms, and coinages from personal names. Epithets are endearment that uses either adjectives, descriptive words, or nouns to get one's attention. Flora terms refer to the names that belong to the plant, flowers, or gardening family. Royal terms are the title that represents royalty that is frequently used by the male students to call their female students such as queen, princess, and empress. The last category is a coinage from personal names, which is obtained by manipulating the linguistics resources.

Febrianti and Teuku (2021) researched endearment terms used in casual conversation in digital communication. The variations endearment terms were categorized according to their origins of language, which are English, Indonesian, and regional languages. The functions of endearment used included keeping up with the trend, using them as jokes, and showing closeness to the people they call.

Aghbaru and Mahrooqi (2019) researched the terms of endearment found in the Omani Arabic language. From their research, it is revealed that terms of endearment are aimed to project an identity that represents intimacy and friendship, as well as

inferiority and subordination. As they describe terms of endearment as a crucial tool in verbal linguistics to address close friends and family to show intimacy and reinforce relationships. The result shows that endearment is used by Omani women to express affection and solidarity. Nevertheless, in the gender-based differentiation part, the use of endearment by Omani women suggests the opposite. The endearment expresses women's inferiority, weakness, and subordination.

Ezebube, Chukwuneke, and Onuagha (2020) researched the use of pet names among couples in Nigeria. The research reveals that the use of pet names depends on some factors, namely age, gender, educational background, occupation, and region. It is also revealed that couples who live in rural areas are more likely to use pet names than those who live in urban areas. Educated people also use pet names more than those who are not educated.

3. Research Method

This research applied document or content analysis. Content analysis is a research method applied to written or visual materials to identify specified characteristics of the material (Ary, Jacobs, Sorensen, & Walker et al., 2014). The research is done under the umbrella of the qualitative method which relies on text and applies unique steps in the data analysis (Creswell & Creswell, 2018).

The data used in this research are a list of common names from Oxford Learner's Dictionary 7th edition. The list consists of 443 names consisting of 241 female names and 202 male names. However, this research did not use all the names. The names used in the research are the ones whose nicknames end with either -y or -ie as listed in the dictionary. There is a total of 62 names (30 female names and 32 male names). In addition to the 62 names, there are 34 extra that are obtained through various websites on the internet. The data are categorized into three groups: the nicknames that come from the first syllable, the nicknames that do not come from the first syllable, and the nicknames that can come from both syllables. The fourth and final category consists of nicknames that are derived from adjectives that some people may use as an endearment to other people they are close with.

4. Discussion

The existing data are categorized into four types, namely first-syllable nicknames, non-first-syllable nicknames, first and second-syllable nicknames, and adjectives people use to nickname their closest ones. The data are categorized based on the form the nicknames come from and adjectives people use to call their closest friends.

4.1 First Syllable nicknames

This first category consists of names whose nicknames come from the first syllable of the names. According to the Oxford Advanced English Dictionary 7th edition, there are 51 names whose nicknames come from the first syllable of the name. Those nicknames are *Abigail, Caroline/ Carolyn, Catherine/ Katherine/ Katharine/ Kathryn, Christina, Constance, Deborah, Eleanor, Georgina, Gillian, Jacqueline, Jennifer, Josephine, Judith, Kirsten, Margaret, Nicola, Patricia, Penelope, Rose, Rosemary, Sandra, Susan, Susannah, Suzanne, Victoria, and Winnifred* for the female names. The male names are *Alfred, Andrew, Archibald, Bernard, Charles, Daniel, Edward, Frederic, Gerald, Jeremy, John, Joseph, Kenneth, Laurence / Lawrence,*

Leonard, Michael, Nicholas, Oliver, Randolph/ Randolf, Raymond, Richard, Robert, Ronald, Samuel, Terrence, and William.

Gathered from various sources, some names are not in the dictionary, but the nicknames also come from the first syllable of the name. Those names are *Adeline, Allison, Amelia, Angelina / Angela, Arthur, Cameron, Cassandra, Dolores, Dorothy, Emily, Evelyn, Gabriella, Gustave, Isabela, Jessica, Jonathan, Kimberly, Luciana, Maximillian, Michele, Reginald, Sophia, Stephanie, Theodore. Theresa/ Teresa, Timothy, Tobias, Walter, and Zachary.*

The name *Abigail* whose nickname is *Abbie* comes from the first syllable and second syllable of the name. It is then modified with the suffix *-ie*, creating the nickname, *Abbie*. For the name *Caroline* whose nickname is *Carrie*, the nickname comes from the first syllable of the name and then is added the suffix *-ie* at the end of it. A similar variation to *Caroline* is *Carolyn*, which nickname comes from the first syllable of the name too and then the suffix *-ie* is added at the end.

The name 'Catherine' however, has some variations of the name itself, including *Catherine/ Katherine/ Katharine/ Kathryn*. These variations result in a variety of nicknames too, which are *Cathy, Kathy, Kate, Katie, and Katy*. These variations share the same characteristics, which they all come from the first syllable of the name, and then the suffixes *-ie* or *-y* is added to the first syllable of the name to form the nickname.

The other first name in this category is *Georgina* whose nicknames are *Georgie* and *Ginny*. The first nickname *Georgie* comes from the first and second syllable of the name, and instead of ending with the name itself, the name is modified with the suffix *-ie* to create the name, *Georgie*. The other nickname, *Ginny*, comes from modifying the first letter of the name. Instead of using the construction of the original name, it is modified with *-inn* and then added the suffix *-y* to make the nickname *Ginny*.

4.2 Non-First-Syllable Nicknames

This category explains nicknames that come from either the second syllable or third syllable of the name. The first example is the name *Alexandra* whose nickname is *Sandy*. It comes from the third syllable of the name, spelt *-xand* but pronounced *sand*, and then added the suffix *-y* to create the nickname *Sandy*. Other names that belong in this category include *Amanda, Rebecca, Samantha, and Anthony* (another variation includes *Antony*). For *Amanda*, the nickname is *Mandy*, which comes from the second syllable of the name, *mand*, and then the suffix *-y* is added to create *Mandy*. The nickname for the name *Rebecca* comes from the second syllable of the name, *bec*. The suffix *-y* is then added, but a minor modification is made in the nickname, turning it into *Becky* instead of *Beccy*. A 'k' is added to it before the suffix *-y*.

The next name in this category is *Samantha* whose nickname is *Sammy*. It comes from the first syllable of the name, *Sam*. An additional *m* was added before the suffix *-y* to create *Sammy*. Finally, the name *Anthony* or *Antony's* nickname is simply using the last second and third syllable of the nickname, *Tony*. Although the name is spelt *Anthony*, its nickname is using the spelling of *Tony* instead of *Thony*. The next name in this category is *Augustus* and *Augusta* whose nickname is *Gussie*. *Gussie* came from the second syllable of the nickname, which both share the same which is *-gus*. It is modified with an extra *s* before the suffix *-ie* to create the nickname. The name *Veronica* whose nickname is *Ronnie* comes from modifying the second and third syllable of the name and then adding the suffix *-ie* to create the nickname, *Ronnie*.

In addition to non-first-syllable nicknames, there is one more group in which nicknames come from modifying almost the entire name and only root in the first letter of the name. For example, the name *Henry* has the nickname of *Harry*. It comes only from the first letter of the name, and then the whole nickname is only adapted from the letter *r*. The next name is *James* whose nickname includes *Jimmy* and *Jamie*. *Jamie* may still come from the first syllable of the name, but the name *Jimmy* is modified based on the first letter of the name. The name *Patrick* has the nickname *Paddy* which comes from the first syllable but then is completely modified. The name *Thomas*'s nickname is *Tommy*. There is a slight change in the spelling, but it is still modified from the first syllable of the name.

4.3 First and Second Syllable Nickname

Some names can have their nicknames come from both first and second syllables. The names in this category are *Elizabeth* (the other variation includes *Elisabeth*), *Robert*, *Mackenzie*, and *Miranda*.

For example, the name *Elizabeth* can be called *Lizzie* or *Lizzy*. The nicknames come from the second syllable of the name, *-liz*, which then is modified with an additional *z* before the suffix *-ie* or *-y*, creating *Lizzie* or *Lizzy*. The next name in this category is *Robert*, which can be called either *Robbie* (the other variation includes *Robby*) or *Bobbie* (the other variation includes *Bobby*). For the name *Robbie* or *Robby*, the nickname comes from the first syllable of the name, *Rob* which is then modified with an extra *b* before the suffix *-ie* and *-y*, creating the two variations of the nickname.

For the name *Mackenzie*, the nickname can be either *Macey* or *Kenzie*. *Macey* comes from the first syllable of the nickname, *ma* which then is modified a little, turning it into *Macey*. It takes the *c* from the name, and then an *e* is added before using the suffix *-y* in creating the name *Macey*. The second nickname comes directly from the second syllable of the name, *Kenzie*. The suffix *-ie* has been a part of the name itself, it was not an addition to the name. With the name *Miranda*, the nickname can be either *Mandy* or *Andy*. *Mandy* comes from the *m* at the beginning of the name which modifies the *-anda* at the end of the name. Instead of *Manda*, it is *Mandy* with the suffix *-y* at the end of the nickname. The nickname *Andy* also comes from the last syllable of the name, except, it does not use the *m* from the beginning of the name. Both names used the suffix *-y* in the nicknames.

4.4 Adjectives-based nickname

This category comes from analyzing some adjectives that can be used to call someone one is close. The suffix *-y* or *-ie* sometimes change the category of the word, from adjectives to nouns. For instance, the word 'sweetie' originally comes from the adjective 'sweet' and with the suffix *-ie*, it changes category into a noun and shows endearment. Other than endearment, this modification from an adjective to a noun by using the suffix *-ie* or *-y* may also produce a nickname or how to call a certain group. Take 'lefty' as an example. According to Oxford English Dictionary, 'lefty' could mean someone left-handed or a supporter of the political left. The word 'lefty' comes from the original adjective 'left.' The addition of the suffix *-y* changes the word category from the adjective 'left' into the noun 'leftie.'

The other nouns that will show endearment are nouns that show a relationship with the family. Examples include the word 'auntie', 'mommy', 'daddy', 'sissy', and 'granny'. The word 'auntie' comes from 'aunt' and the additional '-ie' makes it sounds

more like endearment and not as stiff as just 'aunt'. The word 'mommy', 'daddy', and 'sissy' also shows the endearment of a mother, father, and sister. 'Granny' is the endearment of a grandmother. Other examples are 'wifey' and 'hubby' which show endearment for wife and husband respectively. For terms of endearment for a brother, there is the term 'broey' although it is rare and barely used. The term comes from the root 'bro' which is informal to call for a brother or someone with brotherly relationships. It is then modified with an *e* and then the suffix *-y*.

Another endearment in this category is 'bestie' which comes from the word 'best' which indicates a best friend. The word 'best' is modified using the suffix *-ie* to change the word category from an adjective into a noun (specifically a nickname).

Some other examples involve animals in it, such as 'doggy, horsey, birdie' and 'goatie'. All the roots for those words are animals; they are dog, horse, bird, and goat respectively. They all are modified with the suffix *-ie* to create the nickname. A cat, however, is usually called 'kitty' instead of 'catty.' 'Kitty' means a cat and is usually used to call a cat such as 'come here kitty!' Meanwhile, 'catty' serves a different meaning. It is not a nickname for a cat; rather, it is an adjective that describes a trait of saying unkind things about people.

5. Conclusion

From the discussion on the different nicknames and adjectives that can be used as nicknames, there are some similar patterns in all the names. The first one, if the root of the name where the nickname is coming from ends with a consonant, it is very likely that it will require an additional letter of that consonant before adding either the suffix *-y* or *-ie*. The examples include the nickname *Debbie, Patty, Penny, Maggie, Eddie, Freddie, Danny, Jerry, Larry, Ollie, Ronnie, Sammy, Lizzy/Lizzie, Jimmy, Tommy, Addiem Ellie, Emmy, Kimmy, Millie, and Timmy*.

Second, the nicknames that come from adjectives also require an additional letter before adding the suffix *-ie* or *-y* before they become nicknames. This category includes *sweetie, fluffy, hottie, and skinny*. This also applies to the family-relation nickname. This category includes *Daddy, Mommy, Granny, and Sissy*.

When it comes to nicknaming practice, English tends to use the root from the name itself or adjectives that describe the person being nicknamed. Compared to other languages, there is less of a cultural aspect in English than in other languages. For example, Vanzolini (2019) researched the onomastics in Aweti. In Brazil, many people have family names, nicknames, and what they call 'white people's names.' In their case, nicknames are always given by other people, just like the rest of the world. What is unique about Aweti is that someone might get nicknamed either after their family name or the nickname of another person. For instance, a girl could be called by the name of a much older woman that resided in another part of the village or a completely different village.

Dziwirek (2019) researched familial terms of address in Polish. The results show that Polish people are more child-directed when it comes to calling the children, such as calling their children *daughter, son, and child*. Polish parents relish the fact that someone is their child and convey their love through those words. The researcher compared this characteristic with American and English parents who called their children using their first names, the diminutives of the names, nicknames, and terms of endearments.

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Appendix 1: Female names from Oxford Advanced Learner's Dictionary

| Name | Nickname |
|---------------------------------------|---------------------------------|
| Abigail | Abbie |
| Alexandra | Sandy |
| Amanda | Mandy |
| Caroline/Carolyn | Carrie, Carly |
| Catherine/Katherine/Katharine/Kathryn | Cathy, Kathy, Kate, Katie, Katy |
| Christina | Chrissie |
| Constance | Connie |
| Deborah | Debbie |
| Eleanor | Ellie |
| Elizabeth, Elisabeth | Betsy, Betty, Lizzie/Lizzy |
| Georgina | Georgie, Ginny |
| Gillan | Jilly |
| Jacqueline | Jackie |
| Jennifer | Jenny |
| Josephine | Josie |
| Judith | Judy |
| Kirsten | Kirstie/Kirsty |
| Margaret | Maggie, Peggy |
| Nicola | Nicky |
| Patricia | Patty |
| Penelope | Penny |
| Rebecca | Becky |
| Rose | Rosie |
| Rosemary | Rosie |
| Samantha | Sammy |
| Sandra | Sandy |
| Susan | Susie, Suzy |
| Susannah, Suzanne | Susie, Suzy |
| Victoria | Vickie, Vicky |
| Winnifred | Winnie |

Appendix 2: Male names from Oxford Advanced Learner's Dictionary

| Name | Nickname |
|--------------------|-----------------|
| Alfred | Alfie |
| Andrew | Andie/Andy |
| Anthony, Antony | Tony |
| Archibald | Archie |
| Bernard | Bernie |
| Charles | Charlie |
| Daniel | Danny |
| Edward | Eddie, Eddy |
| Frederick | Freddie, Freddy |
| Gerald | Jerry, Gerry |
| Henry | Harry |
| James | Jimmy, Jamie |
| Jeremy | Jerry |
| John | Johnny |
| Joseph | Joe |
| Kenneth | Kenny |
| Laurence, Lawrence | Larry, Laurie |
| Leonard | Lenny |
| Michael | Micky, Mickey |
| Nicholas | Nicky |
| Oliver | Ollie |
| Patrick | Paddy |
| Randolph, Randolph | Randy |
| Raymond | Ray |
| Richard | Ricky, Ritchie |
| Robert | Robbie, Bobby |
| Ronald | Ronnie |
| Samuel | Sammy |
| Terrence | Terry |
| Thomas | Tommy |
| William | Willy |

Appendix 3: Other names gathered from various internet sources

| Name | Nickname |
|-------------------|--------------------------|
| Adeline | Addie |
| Allison | Ally |
| Amelia | Allie, Ally, Amy, Millie |
| Angelina, Angela | Angie |
| Arthur | Artie |
| Augustus, Augusta | Gussie |
| Cameron | Cammy |
| Cassandra | Cassie, Sandy |
| Dolores / Dorothy | Dottie |
| Emily | Emmy |
| Evelyn | Evie |
| Gabriella | Gaby |
| Gustave | Gussie |
| Isabela | Izzy |
| Jessica | Jessie |
| Jonathan | Jonny |
| Kimberly | Kimmy |
| Luciana | Lucy |
| Mackenzie | Kenzie, Macey |
| Maximilian | Maxie |
| Michelle | Michie |
| Miranda | Mandy, Andy |
| Reginald | Reggie |
| Sophia | Sophie |
| Stephanie | Stevie |
| Theodore | Teddy |
| Theresa/Teresa | Terry |
| Timothy | Timmy |
| Tobias | Toby |
| Veronica | Ronnie |
| Walter | Wally |
| Zachary | Zacky |

IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH MULTIMODAL LEARNING MANAGEMENT

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Abstract

This research is concerned with Improving Students' Ability in Writing Recount Text through Multimodal Learning Management [MLM]. This research is conducted by adopting qualitative and quantitative designs. Specifically, the researcher adopts experimental research under the quantitative design. The respondents of this research are 64 students at Junior High School of Sumbawa in the Academic Year 2020/2021. The research instrument used in collecting qualitative data is a questionnaire, and in collecting quantitative data is a test. The research results show that 1. Most of the students are more active and enthusiastic during the process of teaching and learning when the media is applied, 2. The students' writing score test increases after being taught with multimodal learning management and also have good responses toward the learning teaching process, and 3. The students' mean score of pre-test is 68.72 and post-test is 86.22 in experimental class. Meanwhile, the students' mean score of pre-test is 63.75 and post-test is 76.03 in control class. There is significant increase of the student's score in the post-test of experimental compared to the students' score in the control class. Therefore, it is concluded that MLM can improve students' writing recount text.

Keywords: learning management; multimodal; recount text; writing

1. Introduction

Nowadays, English is a very important language in the world. Meladina & Putri (2020) state that everyone who wants to connect with the international community should be able to speak and write in English. English is used by people to communicate with others from different countries. In line with Meladina & Putri Tiarina (2013) claims that people use English as a tool for international communication that enables them to communicate to people from various countries. It is supported by Aditya et al. (2020) who say that English is an international language which has been used by people around the world. It is not only used as language in their daily life, but also in all aspects, such as economics, politics, education, etc. English is an essential language to learn, especially in daily conversation, because English is an international language used globally (Madya & Meiningsih, 2021). Furthermore, Uray, Ikhsanudin, &

Suhartono (2021) state that English is the language that has been recognized and agreed to its position as an international language. It is an introductory language that is widely used in many respects. English is considered as an important language for everyone to learn because it is spoken around the world (Sianipar et al., 2020).

One of the purposes of learning English is to be able to write English. Nurkholijah & Hafizh (2020) say that one of the skills which is very important to be mastered by English learners is writing. Writing is one of the four skills which are categorized as a productive skill. Pangaribuan & Prayuda (2021) state that writing has an important role in improving the communicative competence for learning the language because writing is one productive skill which helps the language user to express a message in written form. According to Husna (2017), writing becomes the most difficult skill when it is learned by foreign language learners. Furthermore, Rozimela (2021) states that writing is often regarded as a difficult skill to acquire by the majority of EFL learners. In line with Rozimela, Virgin et al. (2020) state that among the four skills of English, writing seems to be the most difficult skill for students in Indonesia as foreign learners. It is supported by Mahmud (2017) who says that one of the English language skills which needs more concern is writing.

After an interview with the English teacher at Junior High School 1 Lopok, the researcher got information that most of her students still had low achievement in writing. The teacher said that only 40% of her students could reach the passing grade (KKM) which is 70 and has to be achieved by at least 80% of the students. In writing a recount text, students often find some difficulties although they have been guided by their teachers to write it. There were some difficulties that students faced during the teaching learning process of writing the recount text. There were a lack of ideas and vocabulary. First, some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it was also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. Second, some students lack vocabulary and they also have difficulties developing their ideas related to their topic. Some students were still in doubt in choosing the correct words while composing recount text. Lack of vocabulary made the students confused in developing their ideas. In this case, the students have to choose the correct words that they need. Besides those problems, the writer found the students are not interested and feel bored in writing, because the teachers are not creative. Students need something different presented by the teacher. The effectiveness of teaching the English language to children is related to increasing the children's interest and making English teaching more interesting. It is also supported by Daulay et al. (2021) who say that as the fourth skill in mastering the English language; writing is the highest level of language skill that everyone must master.

2. Literature Review

Recount text is one of the genres of writing skills. There are some types of text that have to be mastered by the students; descriptive, narrative, recount

and procedure text (Siswita & Hafizh, 2013). Recount text is a kind of text that tells a story of a certain experience. It is supported by Agustiwati (2018) who claims that recount text tells about something that happened in the past. The details in a recount may include what happened, who was involved, where it took place, when it happened and why it occurred. It is also reinforced by Rosalinah et al. (2020) who state that writing a recount text is aimed at helping students to memorize about events or experiences in a kind of sequence story by following the generic structure of recount text, orientations, events, and reorientation.

New teaching methods or teaching strategies or something else are needed as long as they support and help students in writing recount text. Rusfandi & Tamara (2021) say that in the teaching-learning process in a class, the students need an effective way to learn so that they can easily understand the materials. The researcher considers that the use of multimodal learning management to teach writing recount text could help the students to create a good writing composition, since the multimodal learning management can stimulate them to produce and expand their ideas and to enhance their vocabularies.

Teachers need various strategies or approaches to help the students with organizing and creating their ideas in writing recount text. The media is very helpful in the teaching and learning process, especially in teaching recount text. One of the teaching media that can be used in teaching English writing recount text is Multimodal Learning Management (MLM). The use of MLM in a writing class can guide the students' activities in an interesting way. MLM is one of the learning media that can make students happier in learning English, especially in the recount text writing class. The multimodal approach can be combined with other modes such as images, sounds, gestures and movements to make the learning process more interesting. This is in line with the opinion expressed by Firmansyah (2021) who says that the multimodal approach is an analytical approach that is oriented towards social semiotics in expressing modalities (language, images, music, sound, and movement) as producers of texts and discourses.

3. Research Method

3.1 Research Design

This research is quantitative and qualitative research. It is experimental research under quantitative design. In experimental design, two or spare groups are correlated, one of which uses the experimental group to perceive the experimental treatment, while the other one uses the control group without treatment (Husni, 2019). In experimental research, the researcher used pre-test and post-test to take the data. There were two classes, namely control class and experimental class.

3.2 Data Collection

The research instruments used in this research are questionnaire, observation, and tests. Questionnaire and observation are used to collect the data under the qualitative design, and tests are used to collect the data under the quantitative design. The data were collected from 64 students of SMP N 1 Lopok, Sumbawa for the Academic Year 2020/2021. The qualitative data were taken from students' response in the questionnaire and the result of the observation. It is the situation observed during the learning and teaching process of writing recount text through the implementation of

multimodal learning management. On the other hand, the quantitative data were taken from the score of the tests (pre-test and post-test) related to writing recount text.

3.3 Data Analysis

The qualitative data were analysed by the following steps data analysis, data reduction, and presenting data. Rijali (2018) & Karini (2020) state that the analysing of qualitative data can be done by data presentation, data reduction, and conclusion.

The quantitative data analysis was completed by using descriptive statistics. Two types of statistical analysis were used to process the data derived from tests of the participants, namely descriptive and inferential statistics. According to Sudipa (2020), descriptive statistics were used to gain the total score of each test; mean, minimum score, maximum score, standard error, and standard deviation. Inferential statistics with paired sample t-tests were used to ascertain the individual significance of the pre-test and post-test averages.

4. Discussion

Qualitatively, the data taken from field notes, questionnaire, and observation sheets are students' activity during the teaching learning processes which were taken by the researcher in every meeting during the research period. The data showed that among the 32 research participants, the researcher found 8 indicator statements, namely:

- 1) 78,12% of students strongly agree and 21,88% agree that the Multimodal Learning Management was effective during the learning process;
- 2) 62,5% of students strongly agree and 37,5% of students agree that the multimodal learning management was easier on interactive in the learning process;
- 3) 56,25% of students strongly agree, 31,25% of students agree, and 12,5% disagree that the multimodal learning management makes students enjoy the learning process;
- 4) 37,5% of students disagree and 62,5% of students strongly disagree that the learning by implementation of multimodal learning management is tiresome;
- 5) 62,5% of students strongly agree, 31,25% of students agree, and 6,25% of students disagree that the multimodal learning management will increase teachers' efficiency;
- 6) 43,75% of students strongly agree, 50% of students agree, and 6,25% of students disagree that the using of multimodal learning management will improve the quality of my research;
- 7) 46,875% of students strongly agree, 31,25% of students agree, 18,75% of students disagree, and 3,125% that the quality of teaching and learning can be increased through multimodal learning management because it integrated various of media;
- 8) 62,5% of students strongly agree, 25% of students agree, 9,375% of students disagree, and 3,125% that the productivity of students can be enhanced through multimodal learning management to strengthen education concept.

Furthermore, the data taken from the notes taken during the observation also support the above findings in which most students were more active and enthusiastic during the process of teaching and learning when the media was applied.

In conclusion, multimodal learning management was a suitable medium to improve students' writing recount text because this media gave students a chance to be more active. As the result, the students' writing score tests increased after being taught with multimodal learning management and also had good response towards the learning teaching process through the implementation of multimodal learning management.

4.1 The Descriptive Statistic of Pre-Test and Post-Test of the Experimental Class

Quantitatively, the data taken from the score on the test is analyzed using SPSS 25. The result of the pre-test, the minimum score was 64, and the maximum score was 80, while on the post-test, the minimum score was 72, and the maximum score was 95. Furthermore, the mean score on the pre-test was 68.72, while on the post-test, the mean score was 86.22. The increase in mean score after implementation of Multimodal Learning Management [MLM] media was 25.47%. That means that the average rating of a post-test (86.22) was more significant than the average score of a pre-test (68.72).

4.2 The Paired Samples T-Test Value of the Experimental Class

The result of the Paired Samples t-test showed that value of the paired sample t-test of the experimental class was sig. (2-tailed) 0.000, the T-count value was 29.804, and the value of mean paired differences was -17.500. In other words, the value of sig. (2-tailed) is $0.000 < 0.05$, and the value of T-count; $29.804 > T\text{-table}; 2.037$, with significance level $\alpha = 0.05$ $n = 32$. Therefore, it can be concluded that the use of MLM media was significant in students' writing recount text for the eighth grade of Junior High School in the Sumbawa District.

4.3 The Descriptive Statistic of Pre-test and Post-test of Control Class

The descriptive statistics obtained by SPSS 25 showed that in the pre-test, the minimum score was 58, and the maximum score was 70, while on the post-test, the minimum score was 70, and the maximum score was 81. Furthermore, the mean score on the pre-test was 63.75, while on the post-test, the mean score was 76.03. The increase in mean score after implementation of MLM media was 19.26%. Based on the result of SPSS 25. It means that the average rating of a post-test (76.03) was more significant than the average score of a pre-test (63.75).

4.4 Paired Samples T-Test Value of the Control Class

The result of Paired Samples T-Test showed that the paired sample t-test of the experimental class was sig. (2-tailed) 0.000, and T-count value was 22.618, and the value of the mean paired differences was -12.281. In other words, that sig. (2-tailed) $0.000 < 0.05$, and the value of T-count; $22.618 > \text{the value of } T\text{-table}; 2.037$, with the significance level $\alpha = 0.05$ $n = 32$. It can be concluded that the use of MLM media was significant in students' writing recount text for the eighth grade of Junior High School in the Sumbawa District.

4.5 The Results of Test Normality of Experimental Class

The result of the normality test in SPSS 25, the researcher got 0.05 for the significant test. From this result, it can be represented that the scores of the pre-test & post-test in the experimental class are normal. It is considered the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov & Shapiro-Wilk table in

which the significance value of the pre-test in the experimental class is $0.086 > 0.05$ & $0.129 > 0.05$ and the significance value of the post-test in the experimental class is $0.052 > 0.05$ & $0.119 > 0.05$. In other words, the data of the pre-test and post-test of the experimental class are normal.

4.6 The Results of Test Normality of Control Class

The normality test of the pre-test and post-test in the control class also represented that the score of the pre-test & post-test in the control class were normal. It is considered the value of significance is higher than 0.05. It can be seen from Kolmogorov-Smirnov & Shapiro-Wilk table in which the significance value of the pre-test in the control class is $0.200 > 0.05$ & $0.095 > 0.05$ and the significance value of the post-test in the control class is $0.137 > 0.05$ & $0.077 > 0.05$. In other words, the pre-test and post-test of the control class are normal.

5. Conclusion

Based on the analysis, it is found that most of the students are more active and enthusiastic during the process of teaching and learning when the media is applied. Besides, the students' writing score test increases after being taught with multimodal learning management and also have good response toward the learning teaching process. Further, the students' mean score of pre-test is 68.72 and post-test is 86.22 in experimental class. Meanwhile, the students' mean score of pre-test is 63.75 and post-test is 76.03 in control class. There is significant increase of the students' score in the post-test of experimental compared to students' score in the control class. Therefore, it is concluded that MLM can improve students' writing recount text.

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FIGURE OF SPEECH IN THE ELECTION DEBATE BETWEEN DONALD TRUMP AND JOE BIDEN

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Abstract

This research is aimed at identifying the types and functions of figures of speech in *The New York Times* selected headlines under the issue of *Donald Trump and Joe Biden 1st Presidential Debating 2020*. The study of Stylistic is employed since this research investigates language and style which can be seen in figurative language through figures of speech in the objects of study. This research is done by descriptive qualitative method. The data of this research are taken from *The New York Times official website*. The data are the sentences referring to figures of speech. Inductive analysis method is used in the analysis of the data, then triangulation is used to establish the reliability of the data, so that it can enhance trustworthiness. The research results show six of twelve types of figures of speech are found based on Perrine's theory, i.e. metaphor, simile, personification, symbol, paradox and overstatement/hyperbole. Each type of figure of speech has its particular function or functions. However, there are only two of four functions of figures of speech found based on Perrine's theory, i.e. to add emotional intensity and to say much in a brief compass. Metaphor, simile, and overstatement/hyperbole carry both functions, adding emotional intensity to the readers and saying much in a brief compass.

Keywords: figures of speech, figurative language, news headlines, stylistic types

1. Introduction

Figure of speech is one of language style aspects commonly discussed. Here language style can be seen in figurative language through figures of speech. Figures of speech are the features foregrounded by virtue of departing in some way from general norms of communication by means of the language code. The choice of language style is an essential part of writing because if the use and selection of the language chosen are good, short, solid, and clear, the reader will be interested in reading it. However, sometimes people who read the story do not understand the function of language style and figurative language used in the sentences because language style cannot understand in the literal meaning (Satria & Adek 2020). Fletcher (2021) defines figure of speech as a common manner of saying anything in which the speaker purposely refers to a different meaning from what is being spoken. Mufarida, et al. (2022) state that the primary function of language style is to make literary works more attractive so that it looks varied and does not look monotonous and boring for readers. In line with Mufarida et al. (2022), Swarniti (2021) states that figurative language gives the value in

a language. Leech & Short (2007) categorize figures of speech into two: schemes and tropes. As time goes by, the application of figures of speech is also found not only in literary works, but also in speeches, advertisements, and news.

In conveying the information, the media that play the important roles are print media and online media. Print media come from the newspapers and magazines, while online media (online media) are also called cyber media, internet media, while news sources come from the *YouTube*, *Facebook*, *Instagram* etc. and news media can be interpreted as media that are presented online on the internet website. All the media above are very important in conveying information or news.

The researchers conducted the object taken from the New York Times News since the newspaper has presented the data that would be analyzed. Actually, in the data collection, the researchers could take the data from the YouTube, but it is very difficult to collect because the data to be examined are a conversation script between Donald Trump and Joe Biden's debate, not a video.

The researchers analyze the uses of figures of speech in The New York Times headlines of 30 September 2020. There are several reasons for choosing this topic. First, the object The New York Times is one of the biggest and most well-known English language newspapers in America. Second, the issue of Donald trump vs Joe Biden election debate is one of the hottest issues in America in the early year of 2020. Third, news headlines are of more interested language styles, more memorable to the readers. Fourth, the readers of newspapers usually do not recognize and understand the uses of figurative language, especially figures of speech. However, there is a variety of language expressions created for particular purposes and effects.

2. Literature Review

Stylistics mostly used is particular stylistic categories compared to language categories. Nevertheless, stylistics whose main object of study is language will not be apart from linguistic aspects. Stylistics has four categories of study. The first is lexical categories. Lexical categories focus on lexical items contained in the text. In the text, lexical items have many types, i.e. nouns, verbs, adjectives, and adverbs. The second is grammatical categories. Grammatical categories focus on the structure of the sentence. To produce a sentence, the writer or the speaker certainly considers many things such as the use of tenses, complexity level of sentence, active-passive of a sentence, word choice in sentence, and so on (Leech and Short, 2007). The third is cohesion and context. Cohesion and context also have a significant role that can be analyzed in the study of language style. Cohesion is a correlation among words and sentences in the text, while context is a place where the text stands. In language, a text becomes a discourse when there are cohesion and coherence in it. The fourth is figures of speech. Figures of speech are the forms of speech which are different from common speech in use.

2.1 Figure of Speech

Figures of speech are of many types. In this study, the researchers use twelve kinds of figures of speech based on the theory proposed by Perrine (1969). In his book *Sound and Sense: An Introduction to Poetry*, Perrine classifies twelve kinds of figures of speech into three categories, i.e. figures of speech by comparison, figures of speech by association, and figures of speech by contrast.

2.1.1 Figures of Speech by Comparison

Based on comparison, there are four types of figures of speech: metaphor, simile, personification, and apostrophe.

a. Metaphor

Simpson (2004) states that metaphor as a process of mapping between two different conceptual domains that are known as the source domain (the topic or concept that a speaker or writer draws in order to create the metaphorical construction) and target domain (the topic or concept that a speaker or writer wants to describe). In line with Simpson (2004), Leech and Short (2007) state that metaphor functions to create a relation in mind between two units and usually it emphasizes certain similarities. In addition, Leech and Short also say that poetic metaphor makes people to deny a literal sense and provokes people to make sense, i.e. to find interpretations by paraphrase.

b. Simile

Simile is indicated by some connective words such as *like*, *as*, *than*, or a verb such as *resembles*. For example, the sentence, *She is like my sunshine*, uses the word *like* to make a connection between the words *she* and *my sunshine* and to illustrate that there is a similarity between them, i.e. the value of beauty (Kennedy & Gioia, 2007).

c. Personification

Perrine (1969) states that personification gives human being attributes to an animal, an object, or an idea. Those animals, non-living things, or ideas can perform actions like human. For example, the sentence *Bad weather stopped the search for the murder victim* uses the word *stopped* as a verb. *Bad weather* itself is non-human which is given a human being attribute.

d. Apostrophe

Apostrophe is a direct address to someone or something such as an inanimate object, a dead or absent person, an abstract thing, or a spirit. For example, in the sentence *Bright star, would I were steadfast as thou art* (John Keats, "Bright Star"), the speaker talks to the *bright star* that could not answer the speaker's utterance. In the use of apostrophe, the readers know that there would be no responses (Kennedy & Gioia, 2007). Apostrophe can also be seen as a development form of personification which it is addressing the objects or concepts that have to be personified like animals, non-living things, or ideas. Apostrophe and personification have several similarities, but apostrophe does not need great imaginative power to describe. In addition, it also functions to provide the speaker to articulate thought aloud.

2.1.2 Figures of Speech by Association

Based on association, there are four types of figures of speech: metonymy, symbol, synecdoche, and allegory.

a. Metonymy

Metonymy is a figure of speech that uses something closely related for the thing actually meant (Perrine, 1969). In line with Perrine, Kövecses states that there are two elements or entities that are closely related to each other in conceptual space in metonymy. In its application, Kövecses (2010) also says that metonymy uses one entity

or thing to indicate or to provide mental access to another entity. The name of the thing is substituted with another thing that is closely associated. For example, in the sentence *Let me give you a **hand***, the speaker means the object **hand** is 'help' while hand literally is a part of human body. Here the word *hand* is a metonymy which illustrates an association between the hand as a part of human body with the action of giving help.

b. Symbol

A symbol usually uses a word or phrase which is familiar in people. For example, the sentence *Ah Sunflower, weary of time, Who countest the steps of the sun; Seeking after that sweet golden clime Where the traveler's journey is done;* in William Blake's poem entitled "Ah Sunflower", the word sunflower is a symbol that refers to life cycle. symbol as something which means more than what it is Perrine (1969). Symbol is a person, place, or thing in a narrative that suggests meanings beyond its literal sense (Kennedy & Gioia, 2007).

c. Synecdoche

Synecdoche is another metonymic variant which uses a part of a thing for the whole thing. Through synecdoche, what is being talked is simplified by only mentioning significant detail. Synecdoche may also use a whole to represent a part. Linked to metaphor and metonymy, synecdoche creates wordplay by referring to something with an associated concept. For example, in the sentence *Each **head** should contribute money with the nominal predetermined*, the word *head* is a synecdoche which represents a person (Kövecses, 2010).

d. Allegory

Allegory is a figure of speech in narrative form in verse or prose which the literal events such as persons, places, and things consistently point to a parallel sequence of symbolic ideas. They also state that an allegory has two levels of meaning, i.e. a literal level that tells a surface story and a symbolic level in which the abstract ideas unfold. For example, *Looking for someone with an honest personality now is like looking for a needle in a haystack*. Based on the sentence it is seen that it is difficulty to find an honest person described as looking for a needle in a haystack. The finding of a needle in a haystack is a metaphor for the intent and purpose it conveys in that sentence (Kennedy & Gioia, 2007).

2.1.3 Figures of Speech by Contrast

Based on contrast, there are two types of figures of speech: paradox, and overstatement/hyperbole.

a. Paradox

Paradox is a statement that at first seems as self-contradictory but it reveals some deeper sense on reflection (Kennedy & Gioia, 2007). In general, paradox may be either a situation or a statement (Perrine, 1969). For example, the sentences *Your enemy is sometimes your close friend. Your friend is sometimes your real enemy* tells that in reality, sometimes people cannot recognize what is actually called a friend or an enemy. The sentences make sense semantically. People who can understand paradox well will see something at first impossible is actually possible and contains truth. It can be said that paradox is like a form of irony which reminds people of the irrational nature of the

world they live in.

b. Overstatement/Hyperbola

The exaggeration use in overstatement or hyperbole is the exaggeration in the service of truth. For example, the sentence *The death of him suddenly makes the entire world stunned stop* is hyperbole or overstatement because it is impossible that by the death of a person, the entire world is stopped. It makes a big effect that the person who is dead is such a famous, well-known or prominent person (Perrine, 1969).

2.2 The Functions of Figures of Speech

The functions of figures of speech are to afford imaginative pleasure, to bring an additional imagery, to add emotional intensity, and to say much in a brief compass (Perrine, 1969).

1) To Afford Imaginative Pleasure

Through the text, figures of speech can make humans feel pleasant with imagination, which means that humans have imagination and pleasure at once. Therefore, figures of speech are good at giving pleasure in the form of imagination. For example, the expression *I paddle my canoe in the river that flows slowly, in a sunny day, under a cloudy sky, with a wind blowing slowly* contains symbolism in which the words *paddle, my canoe, river*, and the situation *in a sunny day, under a cloudy sky, with a wind blowing slowly* mean more than what they are. Besides, this sentence can afford imaginative pleasure such as serenity, peace, and joy to the readers by imagining the situation.

2) To Bring an Additional Imagery

Figures of speech also function to bring an additional imagery. By additional imagery, an abstract thing becomes concrete. In poetical form, imagery can be defined as the figurative description. It makes the mind create such imagination through the text. For example, in the sentences *Someday, my plane will fly high. With these two firm wings, with this great and sturdy body*, the words *plane* and *fly high* imply symbolism by using the expression 'plane will fly high' to represent a moment when someone's dreams come true. In addition, this sentence gives an additional imagery that is affecting the humans' sense in visual term by imagining the parts of the plane; the strength of each part of the plane which visualizes how strong the speaker's dream is.

3) To Add Emotional Intensity

Figures of speech can be used to convey an abstract thing in creating emotional sense. For example, the expression *The world waits you to speak, right now!!!* implies synecdoche since there is an association between *the world* and the people. Furthermore, it implies the function of adding emotional intensity by forcing the subject *you* to speak, to take an action, or to make a decision exactly at that time as if there were no more time, or no more chance. Moreover, the use of exclamation marks emphasizes the expression of the situation full of tension.

4) To Say Much in a Brief Compass

Figures of speech are also the way of saying something much in a brief form. Through figures of speech, the writer or the speaker can communicate his or her idea without detail explanation. In this way, the reader pictures the intended meaning

through the text in a brief way. A particular example can be seen in a quote *Life is like riding a bicycle. To keep your balance, you must keep moving* (Albert Einstein). The first sentence contains simile through the word *like* to make a comparison between *life* and *riding a bicycle*. Moreover, this simile is used to say much in a brief way. In riding a bicycle, the more people slow down their bicycle, the more people feel difficult to remain standing. They need to keep riding their bicycle straight and forward to stay balanced. The speaker's metaphorical description of life as riding a bicycle proposes particular truths about life that would need many words to state in common language.

3. Research Method

The researchers uses descriptive qualitative approach. This research is called descriptive because it emphasizes on explaining the phenomenon of the use of language in its context by interpreting the data. Moreover, this research is called qualitative because it provides a richer and more in-depth understanding (Vanderstoep & Johnston, 2009). A qualitative research's purpose is more descriptive than predictive. It aims to make a research participant get a deep understanding (Vanderstoep & Johnston, 2009). Through stylistic approach, the researchers analyze the types and functions of figures of speech in the headlines to give the explanations of the language use and artistic function. The phenomena described in this research are language styles in terms of figures of speech.

4. Discussion

Debate is an argumentative activity that aims to convey opinions that are contrary to the opinions of others. The cause of the debate is differences of opinion by parties who believe that their opinion is true. Debate occurs naturally in social life. Issues that are commonly used as material for debate are issues of religion, state, economy, culture, politics and law. Debate is carried out to state something that is believed to be true, done by conveying a systematic opinion. Official debate is used in a democratic state administration based on deliberation.

4.1 Function of Figure of Speech

There are two functions of figures of speech which are found in The New York Times Headlines under the issue of Donald Trump and Joe Biden 1st Presidential Debating 2020, i.e. to add emotional intensity to the readers and to say much in a brief compass.

a. To Add Emotional Intensity

One of the functions of figures of speech is to add emotional intensity to the readers. By this function, figures of speech are not merely informative. Some types of figures of speech in The New York Times selected headlines under the issue of *Donald Trump and Joe Biden 1st Presidential Debating 2020* function to add emotional intensity to the readers, such as in the following.

"If you have issues related to rivalry, settle it first and don't throw the fireball at the House," he told Joe Biden during a hearing at the House on September 30, 2020.

The data are found in the news headline entitled "Supreme Court" published on *September 30, 2020*. The data contain metaphor as the speaker mentions the fireball which substitutes for a problem which functions to add emotional intensity to the readers by conveying an assumption of a problem in a dangerous term. By this

function, the readers do not only read this statement as an informative statement, but it also provokes the readers' emotion since the speaker assumes that throwing a problem to others are as dangerous and risky as throwing a fireball. Another example of figure of speech which functions to add emotional intensity to the readers is presented in the following.

*We must emphasize that **our support for Donald Trump was not like a blank check**, but it was based on our big hope that Donald Trump could live up to his promises to support the country's corruption eradication efforts,"*

The used of simile in his statement functions to add emotional intensity to the readers by showing a serious tone and an exaggeration in the speaker's statement that is not like a blank check. The speaker emphasizes that their support for Donald trump is not based on nothing or without any certain reason. He also emphasizes a clear distinction between their support for Donald trump and the values or concepts of a blank check. Thus, this expression functions to provoke the readers' emotion.

b. To Say Much in a Brief Compass

Another function of figures of speech is to say something much in a brief compass. By this function, figures of speech are means of concentration. Some types of figures of speech in The New York Times selected headlines under the issue of Donald Trump and Joe Biden 1st Presidential Debating 2020 function to say something much in a brief compass, such as in the following.

*"We must emphasize that **our support for Donald Trump was not like a blank check**, but it was based on our big hope that Donald Trump could live up to his promises to support the country's corruption eradication efforts,"*

Besides, this expression functions to add emotional intensity to the readers, it also functions to say something much in a brief compass. Simile here functions to concentrate the meaning or a value of a support compared to a blank check in a brief way. A blank check is a plain paper check on which nothing is written. A blank check can also be defined as 'something which is based on nothing' or 'without a certain reason.' By this function, the speaker does not need to explain the concepts or values of a blank check compared to a support.

4.2. Figure of Speech Findings

| No. | Figure of speech | Quantity | Percent |
|--------------|-------------------------|-----------|--------------|
| 1. | Metaphor | 3 | 6,98 % |
| 2. | Simile | 9 | 20,93% |
| 3. | Personification | 2 | 4,65 % |
| 4. | Symbol | 2 | 4,65 % |
| 5. | Paradox | 18 | 41,86 % |
| 6. | Overstatement/hyperbole | 9 | 20,93 % |
| Total | | 43 | 100 % |

Based on the table above, there are several elements of the figure of speech used by the two candidates for president of the United States. From the table it can also be seen that the most widely used figure of speech in the presidential debate is paradox.

The function of this table is to make it easier for the reader to determine the number of figures of speech in the American presidential debate. It can be seen that the most widely used in campaign speech text is the paradox element. There are 18 statements with the result 41.86%, and the least is the element of personification and the symbol with 2 elements of the sentence and each of them produces 4.65%.

5. Conclusion

The researchers draw the conclusions based on the findings of two objectives of the research, to identify the types and functions of figures of speech used in *The New York Times* headlines under the issue *Donald Trump and Joe Biden 1st Presidential Debating 2020*.

- 1) The speakers and news writers have employed several types of figures of speech. There are only six of twelve types of figures of speech found in the researchers' objects of study: metaphor, simile, personification, symbol, paradox and overstatement/hyperbole. Metaphor occurs in the headline entitled "Supreme Court" published on *September 30, 2020*, while simile occurs in the headline entitled "Covid - 19" published on *September 30, 2020*. Both are employed by the speakers in the news to compare the things essentially unlike. Overstatement/hyperbole is employed by the speaker in the headline entitled "The issue of race" published on *September 30, 2020* to express something in a bigger way.
- 2) Each type of figure of speech has its particular function or functions. There are only two of four functions of figures of speech to add emotional intensity and to say much in a brief compass. Paradox is the most dominant type of figure of speech which functions to say something much in a brief way. In line with its typical characteristic which associates a part with the whole or vice versa, the speakers or news writers can simply state the name of the institutions or organizations to make an association with their members. Even so, to say something in a brief way, the speakers or news writers also employ other types of figures of speech: metaphor, simile, and overstatement/hyperbole. In adding emotional intensity to the readers, metaphor, simile, overstatement/hyperbole, and symbol also function well by depicting their typical characteristic. Supported by context, those four figures of speech give more tension to the readers by provoking, exaggerating, and expressing something with terms that have different tendencies. The use of figures of speech can be risky since not all the audience or the readers have an ability to interpret them. Thus, there could be a misinterpretation. Yet, for the people who can interpret the figures of speech well, it could be very helpful since they can grasp the actual meaning of the figures of speech used by the speakers or the writers.

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DEICTIC EXPRESSIONS IN THE HOLY BIBLE OF LOCAL NIAS LANGUAGE

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Abstract

This research deals with the deictic expressions in the Holy Bible of local Nias language. The objectives of the study are to discuss and identify the deixis in the Holy Bible. The research was conducted by using descriptive qualitative design. The data were the epistle of Paul to Philemon which consist of 25 verses. They were collected and analyzed by using a documentation method. The steps were (1) reading the text, (2) finding and marking the deixis, (3) classifying the types of deixis, (4), finding the data, putting sign and making checklist on it, and (5) drawing the conclusions. The results of this research show that there are five types of deixis found in the epistle of Paul to Philemon in the Holy Bible of local Nias language; they are person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis. The results also show that the deixis mostly found is the person deixis with the frequency of 65 (70%). The following deixis is social deixis that appears 10 times (11%). The discourse deixis appears with the frequency of 9 (10%) while the temporal deixis appears with the frequency of 7 (7%). The deixis that appears the least is spatial deixis with a frequency of 2 (2%).

Keywords: deixis, Holy Bible, Nias language, pragmatics

1. Introduction

Language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species (Chomsky, 2002: 1). Language is very important in human life because it serves as a tool for communication and interaction among people. Humans can convey feelings, ideas, opinions or suggestions to others through language. Without knowing the language that is being used, humans cannot understand each other. It means that humans can interact or express feeling only by using language.

In the process of communication, people, using language, must consider the situation or context of the speaker. In this case, there are certain words that we can only understand the meaning if we know the context or situation of the speech. One cannot separate the language and context of the speech. For example, the words 'you', 'there', or 'today' do not have fixed references if the speaker and addressee can only understand the meaning of the word, without understanding the context behind the

conversation. Study about relation between language, meaning, and context is called pragmatics.

Pragmatics is the study of meaning depending on the context from speaker to hearer. According to Leech (1983: 6), pragmatics is the study of meanings in relation to speech situation. Yule (1996) describes that pragmatics is the investigation of the relations between the linguistic structures and its user; only pragmatics permit a human into the analysis: their statements, purposes, objectives, and actions performed while speaking. Pragmatics has several parts to learn. According to Yule (1996), there are 4 principles or scopes of pragmatics, i.e. deixis, presupposition, speech acts, and politeness. Deixis is a part of pragmatics which studies reference based on its context. Deixis can also be defined as designating someone or something. Many people have difficulties to understand the meaning of the speaker so by using deixis it can be easy to communicate and focus on context.

2. Literature Review

2.1 Deixis

Deixis is the study of pragmatics which refers to the use of expressions whose interpretation is relative to the usual extra linguistic context of the term, for example; who is speaking, the time and place of the conversation, the sign of the speaker or the area in the discourse. According to Levinson (1983: 54), deixis concerns the way in which languages encode or grammatical features of the context of utterance or speech event, and also concerns ways in which the interpretation of utterances depends on the analysis of that context of utterance. There are many words and expressions that depend on circumstances to be understood. This aspect is called deixis. With this condition, deixis cannot be ignored in language studies because the meaning of a language usually depends on its context.

2.2 Types of Deixis

Cruse (2000: 319) mentions that there are five types of deixis. They are person deixis, spatial deixis, temporal deixis, discourse deixis, and social deixis.

2.2.1 Person Deixis

Levinson (1983) states that deixis person involves the encoding of participants in speaking functions. Person deixis involves the speaker in a basic three-part division:

- First person (I).
The first person deixis is a category of reference of speakers to himself or the group he is involved in which is expressed in singular pronouns (I, me, myself, mine) and plural pronouns (We, us, ourselves, our, ours).
Example: when Paul said, “**I** went to market”. The word “I” refers to Paul.
- Second person (you).
The second person deixis is category of reference to a person identified as addressee, such as you, yourself, yours.
Example: “**You** are daughter of Tom”. The word “You” refers to the Tom’s daughter.
- Third person (He, she, it).
The third person deixis is category of reference to a referent not identified as the speaker or addressee and usually imply to the gender that the utterance refers to, such as he, she, and they, him, himself, her, herself.

Example: “Paul is in love with *her*”. The word “her” refers to the person the speaker is referring to.

2.2.2 Place or Spatial Deixis

Fromkin, Rodman, and Hyams (2003) state that place deixis requires contextual information of the place of the utterance such as here, there, this, that, this place, etc. It refers to how language shows the relationship between locative expressions and the deixis locations or places of the participants in the discourse. Cruse (2006) adds that spatial or place deixis refers to the location in some spaces between the speakers and hearer during the conversation, such as; Here, There, Those, etc.

Examples:

1. *That* is my house.
2. *This* is my book.

2.2.3 Temporal Deixis

Levinson (1983: 62) states that time deixis is concerned with the encoding of temporal points which refer to where an event of utterance takes place. It refers to the temporal reference point of the moment of speech at which time is speaking or writing, such as yesterday, now, last year, then, etc.

Example:

1. I will go to bali *next week*
2. She arrived *yesterday*

2.2.4 Discourse Deixis

Discourse deixis is a form of deictic expression that refers to a specific discourse that involves speech or as an indication and relevance around the text. According to Anugrah (2018), discourse deixis is a forward-looking assertion referring to distinctive discourse that includes the utterances as the significance and indication of the text.

Example:

1. This is dangerous!
2. I am sure you haven't known this.

2.2.5 Social Deixis

Social deixis does not refer to time, place, or person, but to the rank of society and position between speaker and addressee or speaker or some referent. Cruse (2000: 322) states that social deixis concerns the social information that is encoded within various expressions, such as relative social status and familiarity. In simple term, social deixis is a deictic expression used for different social and rank ranks.

Example:

1. As you wish, *My Lord*!
2. Hello *Professor*.

Based on the explanation above, the writers get interested in researching about deixis, because the forms of deixis are always used in the communication process so that researchers feel it is important to research about deixis which can only be understood if we know the context behind the speech. The researchers analyze the deixis in Holy Bible of local Nias language, and choose Philemon as the object of the research because in Philemon there are many deictic speeches. To understand the

purpose of this epistle, the language users must understand the context behind it. In this case, deixis plays an important role in understanding a word that can only be understood if we know the context behind the speech. This is the reason why the researchers are interested in doing this research.

The objective of this research is to discuss and identify the deixis in Bible. Since the use of deixis is important in written utterances, thus in writing sentences, a particular subject such as the name of the person, the name of the place, and a specified time are not necessary to use. Instead, it can be replaced with a pronoun to minimize the use of words so as it is not wasteful in repeating the words. This study was focused on the 5 (five) types of deictic expressions in Holy Bible of the local *Nias* language.

2.3 The Epistle of Paul to Philemon

Epistle of St. Paul the Apostle to Philemon or Letter of Paul to Philemon, abbreviation Philemon, is the shortest of Paul's letters. It consists of only 25 verses and is the only private letter of Paul's that has been included in Scripture. The letter was written to Philemon, a wealthy Christian who lived in Colosse, and who was a convert of Paul. Among his many slaves, the name of Onesimus was one, who had robbed his master and run away to Rome – only to come into touch with Paul. The result of this meeting was that Onesimus became a Christian, confessed his sin and sought Paul's help in bringing about reconciliation with Philemon, his former master. Paul then wrote this letter to Philemon, pleading him to forgive Onesimus and to receive him back.

The Holy Bible is the Bible of Christians. It has been translated into many languages and dialects around the world. The original manuscript is believed to have been written in Hebrew, Aramaic and Koine Greek (ancient Greek), but has historically been copied and translated into a number of local languages in the Middle East region. After the apostles began to preach the gospel to further places, the Bible was translated into various languages and dialects. As of November 2012, the complete Bible has been translated into 518 languages, and in partial form into 2798 languages. One of them is *Nias* language. In *Nias* Language version, the epistle of Paul to Philemon is written as "*Sura Waulo khõ Wilemo*".

3. Research Method

This study is considered as qualitative because this research involves analysing and interpreting interviews in order to discover meaningful patterns descriptive of particular phenomenon (Auerbach & Silverstain, 2003: 3). This research uses descriptive qualitative method. Descriptive qualitative method can be interpreted as a problem solving procedure investigated by describing or describing the state of the object of research in accordance with the existing facts. The procedure is to find descriptive data in the form of written data as a result of the content analysis of document employed to the certain text such as the text in the Holy Bible.

The source of data in this research is the epistle of Paul to Philemon in Holy Bible of local *Nias* language. Data of this research are the texts containing deictic words expression in Holy Bible. Method of data collection that is used by the researchers is documentation method. Alwasilah (2011) states that document analysis is one of the methods for collecting data in a qualitative study which involves reading written texts or documents. The steps to analyze this data are: (1) reading the text, (2) finding and marking the deixis, (3) classifying the types of deixis, (4), finding the data, putting sign and making checklist on them and (5) drawing the conclusions.

4. Discussion

The analysis shows that in Holy Bible of local *Nias* language, the researchers found 5 types of deixis, they are person deixis, spatial deixis, temporal deixis, discourse deixis and social deixis. The results of research that have been done by the researchers can be seen by knowing the deictic expressions in the epistle that have been selected. By doing this analysis, everyone will get easy to read the Holy Bible, understand better the Holy Bible, and find the points contained in it.

| No | Deixis Type | Number of words | Percentage |
|--------------|------------------|-----------------|------------|
| 1 | Person Deixis | 65 | 70% |
| 2 | Spatial Deixis | 2 | 2% |
| 3 | Temporal Deixis | 7 | 7% |
| 4 | Discourse Deixis | 9 | 10% |
| 5 | Social Deixis | 10 | 11% |
| Total | | 93 | 100% |

Table 1: Type of Deixis in Holy Bible of Local *Nias* Language

Table 1 shows the total analysis of the Deixis in Holy Bible of local *Nias* language. It showed that person deixis is the most dominant deictic expression found with total 65 numbers of words and have percentage 70%. The second most dominant is social deixis with total 10 numbers of words and have percentage 11%. The third is discourse deixis with total 9 numbers of words and have percentage 10%. The fourth is temporal deixis with total 7 numbers of words and have percentage 7%. The least dominant deictic expression found is spatial deixis with only 2 numbers of words and have percentage 2%.

To apply the theory of deictic expression, the researchers presented some data taken from the Epistle of Paul to Philemon from Holy Bible of local *Nias* language as source of the data.

4.1 Person Deixis

| Type of Person deixis | | Number of words |
|-----------------------|-----------------|-----------------|
| First Person | <i>Ya'o</i> | 6 |
| | <i>Khõma</i> | 1 |
| | <i>Da</i> | 3 |
| | <i>Ndra'aga</i> | 2 |
| | <i>Ndrao'do</i> | 2 |
| | <i>Ma</i> | 1 |
| | <i>Khõgu</i> | 1 |
| | <i>Gu</i> | 6 |
| | <i>Do</i> | 1 |
| | <i>Ita</i> | 1 |
| | <i>Ndrao</i> | 7 |
| Second Person | <i>Khõu</i> | 1 |
| | <i>U</i> | 12 |
| | <i>Khõmi</i> | 1 |
| | <i>Õ</i> | 3 |
| | <i>Ndraugõ</i> | 6 |
| | <i>Ya'ugõ</i> | 1 |

| | | |
|--------------|---------------|----|
| Third Person | <i>Ya'ami</i> | 1 |
| | <i>Khõnia</i> | 1 |
| | <i>Ia</i> | 6 |
| | <i>Ya'iya</i> | 1 |
| | <i>I</i> | 1 |
| Total | | 65 |

Table 2: Person Deixis found in Holy Bible of Local *Nias* Language

Table 2 reveals that the total number of person deixis found in the Epistle of Paul to Philemon Bible of local *Nias* language is 65 times. The most dominant is the word “*U*” (12 times) that refers to the Wilemo, receiver of the letter. The table also shows that in expressing person deictic in *Nias* Language found in epistle of Paul to Philemon are varied. The deictic words of the person deixis found are *ya'o*, *ndra'odo*, *do*, and *ndrao* (the first person singular personal pronoun), *ndra'aga* and *ita* (the first person plural personal pronoun), *õ*, *ndraugõ*, and *yaugõ* (the second person singular personal pronoun), *ya'ami* (the second person plural personal pronoun), *ia* and *ya'iya* (the third person singular personal pronoun), *da*, *ma*, and *gu* (possessive pronoun), and *khõmi*, *khõgu*, *khõu*, and *khõnia* (objective form of personal pronoun he and they).

The representations of person deixis in example are listed below:

1. First Person

“*Ya'o, Faulo, nikuru bõrõ Yesu Keriso*” (*Wilemo 1:1*)

“I, Paul, a prisoner of Christ Jesus”

The word “*Ya'o*” refers to the Faulo, the writer of the letter.

“*tandraigõ hõnagõ naha khõgu ba nomou*” (*Wilemo 1:22*)

“prepare a guest room for me in your house”

The word “*gu*” refers to the Faulo, the writer of the letter.

2. Second Person

“*ba fa'afaduhu dõdõu khõ Zo'aya Yesu*” (*Wilemo 1:5*)

“your faith towards the Lord Jesus.”

The word “*u*” refers to the wilemo as the receiver of the letter.

3. Third Person

“*Fõna lõ moguna ia khõu, iada'e ba moguna sibai ia*” (*Wilemo 1:11*)

“Formerly he was useless to you, but now he is indeed useful”

The word “*ia*” refers to the person faulo regards as his child.

4.2 Spatial Deixis

| Type of Spatial Deixis | Number of words |
|------------------------|-----------------|
| <i>Da'e</i> | 2 |
| Total | 2 |

Table 3: Spatial Deixis found in Holy Bible of Local *Nias* Language

Table 3 reveals that the spatial deixis found in the Epistle of Paul to Philemon Bible of local *Nias* language is only word “*da'e*” that appears 2 times.

The representations of spatial deixis in example are listed below:

1. “*Sindruhunia omasi ndra'o utaha ia ba da'e mena'õ fangalimõ*” (*Wilemo 1:13*)

“I wanted to keep him with me here”

The word “*da’e*” refers to the place where Paul lives.

2. “*Ya’o samōsa zanura ba da’e*”

“I am writing this here”

The word “*da’e*” refers to the place where Paul wrote the letter.

4.3 Temporal Deixis

| Type of Temporal Deixis | Number of words |
|---------------------------|-----------------|
| <i>Ero</i> | 1 |
| <i>Fōna</i> | 1 |
| <i>Iada’e</i> | 3 |
| <i>Ginōtō si lō arara</i> | 1 |
| <i>sagōtō fa’ara</i> | 1 |
| Total | 7 |

Table 4: Temporal Deixis found in Holy Bible of Local *Nias* Language

Table 4 reveals that the total number of temporal deixis found in the Epistle of Paul to Philemon Bible of local *Nias* language is 7 times. The most dominant is the word “*iada’e*” (12 times) which refers to the present time. The rest temporal deixis words are only used 1 time in that letter.

The representations of spatial deixis in example are listed below:

1. “*Ero na mangandrō ndra’odo, ba utōtōi dōimō ba u’andrō saohagōlō khō Lowalangi.*” (*Wilemo 1:4*)

“When I pray, I remember you in my prayers and I thank to God”

The word *Ero* refers to the Faulo pray.

2. “*ufatenge mangawuli khōu iada’e.*” (*Wilemo 1:12*)

I am sending him back to you now.

The word *iada’e* refers to the Faulo sending his son to Wilemo.

4.4 Discourse Deixis

| Type of Discourse Deixis | Number of words |
|--------------------------|-----------------|
| <i>Fefu</i> | 1 |
| <i>Da’ō</i> | 8 |
| Total | 9 |

Table 5: Discorse Deixis found in Holy Bible of Local *Nias* Language

Table 5 reveals that the total number of Discourse deixis found in the Epistle of Paul to Philemon Bible of local *Nias* language is 7 times. The most dominant is the word is “*Da’ō*” (8 times). The second is “*fefu*” that is only used 1 time.

The representations of discourse deixis in example are listed below:

1. “*Ma da’ō wa fabali Gonesimo moroi khōu ba ginoto si lō arara, ena’o tola ōsōndra ia mangawuli sagōtō fa’ara.*” (*Wilemo 1:15*)

“Perhaps this is the reason he was separated from you for a while, so that you might have him back forever”

The word “*da’ō*” refers to the Wilemo might have Ganesimo back forever.

2. “*Ya’o samōsa zanura ba da’e; Ya’o, Faulo, zamu’a fefu dania.*” (*Wilemo 1:19*)

“I, Paul, am writing this with my own hand and I will repay it.”

The word “*fefu*” refers to the Paulo ask Wilemo to welcome Ganesimo as Wilemo would welcome Paulo.

4.5 Social Deixis

| Type of social Deixis | Number of words |
|-----------------------|-----------------|
| <i>Lowalangi</i> | 4 |
| <i>Zo'aya</i> | 3 |
| <i>Onogu</i> | 1 |
| <i>Bua dodo</i> | 1 |
| <i>Niha Keriso</i> | 1 |
| Total | 10 |

Table 6: Social Deixis found in Holy Bible of Local *Nias* Language

Table 6 reveals that the total number of social deixis found in the Epistle of Paul to Philemon Bible of local *Nias* language is 10 times. The dominant word in social deixis is word “*Lowalangi*” (4) which means God, the second dominant is word “*Zo'aya*” (3); and the rest word *onogu*, *bua dōdō*, and *niha keriso* is only used 1 time.

The representations of discourse deixis in example are listed below:

1. “*Manōtōna ndra'aga wa Lowalangi Ama ba So'aya Yesu Keriso zame'e howuhowu ba fa'ohahau dōdō khomi fefu*” (*Wilemo 1:3*)
“Grace to you and peace from God our Father and the Lord Jesus Christ”
The word “*Lowalangi*” refers to the lord of universe.
2. “*Bua dōdō wa'omasigu andre, ufatenge mangawuli khōu iada'e.*” (*Wilemo 1:12*)
“I am sending him, that is, my own heart, back to you.”
The word “*bua dōdō*” refers to the person that Paulo loves very much.

5. Conclusion

Based on the research results, it can be concluded that there are five kinds of deictic expression found in the Epistle of Paul to Philemon in the Holy Bible of Local *Nias* Language; they are Person Deixis, Spatial Deixis, Temporal Deixis, Social Deixis, and Discourse Deixis. The total number of deixis found is 93. The deixis that mostly is the person deixis with the frequency of 65 (70%). The following deixis is social deixis that appears 10 times (11%). The discourse deixis appears with the frequency of 9 (10%) while the temporal deixis appears with the frequency of 7 (7%). The least deixis that appears is spatial deixis with the frequency of 2 (2%). The deictic words of the person deixis found are *ya'o*, *ndra'odo*, *do*, and *ndrao* (the first person singular personal pronoun), *ndra'aga* and *ita* (the first person plural personal pronoun), *ō*, *ndraugō*, and *yaugō* (the second person singular personal pronoun), *ya'ami* (the second person plural personal pronoun), *ia* and *ya'iya* (the third person singular personal pronoun), *da*, *ma*, and *gu* (possessive pronoun), and *khōmi*, *khōgu*, *khōu*, and *khōnia* (objective form of personal pronoun he and they). The deictic word of the spatial deixis found is *iada'e*. The deictic words of the temporal deixis found are *Ero*, *Fōna*, *Iada'e*, *Ginōtō si lō arara*, and *sagōtō fa'ara*. The deictic words of the discourse deixis found are *fefu* and *Da'ō*. The deictic words of the social deixis found are *Lowalangi*, *Zo'aya*, *onogu*, *bua dōdō*, and *Niha Keriso*.

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TIN EXPLOITATION: AN ECOCRITICISM APPROACH IN ANDREA HIRATA'S *RAINBOW TROOPS*

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Abstract

This research was aimed at reflecting how Hirata reveals the tin exploitation in Belitung Island through his debut novel, *Laskar Pelangi*. It is significant and worthy research as it is an effort to raise awareness and understanding of human beings about the importance of nature and the environment, especially awareness for people who have the power to determine nature protection policies and the importance of nature conservation for the preservation of ecosystems for future generations. This research applied the theory of ecocriticism proposed by Gerrard supported by the theory offered by Gutti, Aji and Magaji. This research uses descriptive qualitative in which the data obtained from the novel are analyzed to reveal the process of tin exploitation in Belitung Island. The research results show that tin exploitation in Belitung Island is carried out both in traditional and modern ways. Traditional tools used to mine tin are *phok*, *aichang*, *khaknai* and *kiaw* to make water embankments and shovels to dig soil, while modern tools used to mine tin are machines in the forms of heavy equipment, such as dredgers and excavators. Traditional tin mining activities in Belitung which are carried out without a Mining Business Permit or Unlicensed Mining is also revealed in the novel.

Keywords: Ecocriticism, Belitung Island, Natural Resource, Tin Exploitation

1. Introduction

Nature has long been part of the representation of many literary works. It often becomes not only the background for fictional stories but also the main theme in the literary works. Writers often use nature to convey the atmosphere, image, setting, or major themes in their works. The choice of diction such as water, trees, rivers, waves, clouds, mountains, and other words related to nature shows that nature is used by writers to describe the background or content in the literary works. The existence of the relationship between nature and literary works raises a concept of ecological problems in literature among literary critics. The term ecocriticism is used as a term regarding the concept of literary criticism related to nature and the environment.

If nowadays people are busy raising environmental issues, sea and air pollutions, deforestation, and the extinction of certain species of living things due to the destruction of ecosystems, literary writers have been warning about the importance of friendship

with nature since ancient time, or the importance of returning to nature, especially in the romantic age.

The topic of nature has been mentioned in many literary works since ancient times. Through poetry, drama, fiction, and other literary works, ecocriticism has been shown through literary texts. According to Harsono (2012), ecocriticism has a basic paradigm that every object can be seen in an ecological network and ecology can be used as an auxiliary science in this critical approach.

Many Indonesian writers have made nature and environment an important part of their works. They use natural objects as a medium of language and figure of speech. One of the Indonesian writers, who has made nature as his attention is Andrea Hirata. Hirata in one of his novels entitled *Laskar Pelangai (Rainbow Troops)* vividly explores nature focusing on natural resource exploitation. *Rainbow Troops* is Andrea Hirata's first novel, which was first published in 2005 by the publisher Bentang Pustaka, Yogyakarta. The novel is the first book in the *Rainbow Troops* tetralogy. The next three novels are *The Dreamer*, *Edensor* and *Maryamah Karpov*. In the two years since its publication, September 2005—November 2007, *Rainbow Troops* had been reprinted fourteen times. The novel was able to attract attention and received a lot of praises, even the novel reached a best seller in Indonesia.

In 2008, *Rainbow Troops* was adapted into a film with the same title. The shooting location for the film is Belitung Island, based on the setting of the story in the novel. As a literary work written based on a true story, the author dedicates this novel to his teachers and friends who also become important characters in the novel, namely Ibu Muslimah Hapsari, Bapak Harfan Effendi Noor, and ten of his childhood friends who are referred to as members of "Rainbow Troops". They are called "Rainbow Troops" by their homeroom teacher because of their love for rainbows. As one of the most widely read literary works, this novel is not only often referred to for writing theses but also has developed as a reading with rich literary values.

In addition to the deep messages expressed by Andrea Hirata in *Rainbow Troops*, Hirata describes that Belitung Island is one of the areas that is very rich in natural resources, i.e. tin. Belitung Island is the largest tin producer in Indonesia since the Dutch era, which after independence was taken over by PN Timah which absorbed massive workforce in Belitung in order to maximize the company's activities. However, the bureaucracy keeps the natives from enjoying it, leaving most of them poor and some even unemployed. Most of the men ended up working for the state-owned tin company PN Timah. School-age children from poor households are stereotyped as children who have no future and who will end up working as lowly laborers. Moreover, the natural treasure owned by Belitung Island is not in line with the life of the people in the area who live below the poverty line on average. This is clearly illustrated by Hirata with a description of the existing facilities and infrastructure in Belitung such as education, health, transportation, and others that are far from feasible. In the novel, Hirata also clearly reveals that there has been a massive scale exploitation of tin. He also describes the ecological and social impacts caused by the overexploitation of tin in Belitung Island. He in this case certainly wants to remind on the importance of preserving and protecting natural resources and the need to love the earth with all its natural beauty. He directly invites us as readers to reflect on how beautiful the earth we inhabit and always protect it from greedy passions that destroy it.

In this novel, Hirata clearly describes how the exploitation of natural resources, especially the exploitation of tin in Bangka Belitung, has been carried out on a massive

scale and can be considered as overexploitation. This of course has a negative impact on the environment and the social life in the area. Therefore, the researchers feel it is important to conduct this research.

The researchers believe that this research would be able to develop human awareness as well as understanding on the importance of nature as well as environment, especially the awareness of the people who have the power to determine policies on nature protection and the importance of nature conservation for the sake of sustainable ecosystems for future generations. Worster (1993) explains that we are facing a global crisis today, not because of how ecosystems function but rather because of how our ethical systems function. Getting through the crisis requires understanding our impact on nature as precisely as possible, but even more, it requires understanding those ethical systems and using the understanding to reform them. Historians, along with literary scholars, anthropologists, and philosophers, cannot do the reforming, of course, but they can help with the understanding. It is also believed that this research would be significant theoretically and practically. Theoretically, it is useful to develop knowledge about the theory of ecocriticism which is of much use for other researchers to make other researches in the related topics. Besides, it can also be a guide that literary works would be interesting and of much use if analysed using eco-criticism. In addition, it can increase readers' knowledge and insight especially in understanding the ecoliterature in Andrea Hirata's novel, *The Rainbow Troops*. Practically, this analysis is expected to give some recommendations to the readers or other researchers in order to understand green literary works as there are sundry good lessons they can get from reading literary works focusing on natural resources. This research is also expected to give some contributions to people in general that it is very important to sustain natural resources and to avoid overexploitation to natural resources so that the sustainability of natural resources can be possible, and life would certainly be beautiful if human beings can get along well with environment.

To carry out the analysis in this study, the approach used is the ecocriticism approach proposed by Gerrard (2004) who states that ecocriticism includes the study of the relationship between humans and non-humans, human history and culture related to critical analysis of humans and their environment.

2. Literature Review

2.1 Ecoliterature

Ecoliterature is not simply nature's writing. This is not a romantic poem or just a work of fiction or romantic drama. This is not just a literary work that tells about how humans live in the forest, in the mountains or in the beach. In such literary works, writings will only be a realistic depiction, as in other human environments. Ecoliterature describes and digs deeper into the description of how environmental degradation causes people's suffering. It is also about how the exploitation of nature is the result of economic and political exploitation that overturns human life and destroys the environment so that nature or the environment becomes unfit for future life.

Ecoliterature is also known as green literature. Murti (2019) underlines that green literature is different from the literary works that only make nature as the background and its content only, simply aimed worship the beauty of nature. Green literature is further than that. Green literature offers the solution to natural destruction and how humans respond to it. Subramanian (2017) claims that ecoliterature includes the whole gamut of literary works, including fiction, poetry and criticism, which lay

stress on ecological issues. Cli-fi (climate fiction), which deals with climate change and global warming, is logically a sub-set of eco-literature.

Literary works belonging to the ecoliterature genre describe human activities, both individuals and corporations, in treating nature badly and even slowly killing nature. Writers who focus their literary works on ecology use their literary works as an effort to arouse the reader's sense of urgency towards actions to save the environment, or, if they are able to leave a deep impression on humans who are aware of their role in saving the earth. However, writers in the ecoliterature genre maintain that their works are not merely a tool for propaganda, but also carry deep literary values. Ecoliterature writers continue to instill "moral values" that inspire readers to do what is and shouldn't be done to the environment, and this is done in a subtle way through structured "moral" stories.

Many writers are concerned with the destruction of nature and the negative consequences that occur, and this is caused by crimes committed by human beings. One of the negative consequences that occur due to overexploitation by humans on the natural world is the number of ecological species that are threatened with extinction or continue to shrink and some have even become extinct, floods, water, air, and soil pollutions. Illegal large-scale fishing has resulted in the erosion of marine biodiversity. Large-scale deforestation worldwide has led to the displacement of tribal populations and, as a result, the loss of their cultures and languages. Based on the facts about the ongoing destruction of nature, many writers feel the need to focus their literary works on the effects of ecological disasters on the environment and humans; such as how large-scale tribal populations lost their habitat to make way for giant industries, and how human activities were shamelessly insensitive to other living species in the environment.

In the era of industrial development which is increasingly advanced, massive natural exploitation is unavoidable. Recognizing this phenomenon and contemporary issue, green writers who care about the conservation and protection of nature and its resources appear with rich green literature as a form of demonstration and an effort to inspire and remind people about the importance of nature for human life and the dangers of natural damage for human survival and other creatures in this world. Green writer is a term for writers who are determined to call for the protection and preservation of nature. This movement is behind the emergence of ecocriticism. Green literature is a critique of natural exploitation activities and about nature conservation and it seeks to promote nature and protect nature.

2.2 Ecocriticism

Literary criticism has recently undergone diverse growth. One school of literary criticism appealing most in the world is ecocriticism. Theoretically, ecocriticism grew out of awareness of the interdependence of literature on environment (Harsono, 2012). He further states that ecocriticism has a broad object of study, namely literature, art, culture, and others. Glotfelty and Fromm (1996) define ecocriticism as the study of the relationship between literature and the physical environment. Just as feminist criticism examines language and literature from a gender conscious perspective, and Marxist criticism brings an awareness of modes of production and economic class to its reading of texts, ecocriticism takes an earth-centred approach to literary studies. Kerridge (1998) suggests a broad cultural ecocriticism: The ecocritic wants to track environmental ideas and representations wherever they appear, to see more clearly a

debate which seems to be taking place, often part-concealed, in a great many cultural spaces. Most of all, ecocriticism seeks to evaluate texts and ideas in terms of their coherence and usefulness as responses to environmental crisis. Mambrol (2016) supports the definitions by stating that ecocriticism is the study of literature and environment from an interdisciplinary point of view where all sciences come together to analyze the environment and brainstorm possible solutions for the correction of the contemporary environmental situation. Mambro (2016) further states that ecocriticism investigates the relation between humans and the natural world in literature. It deals with how environmental issues, cultural issues concerning the environment and attitudes towards nature are presented and analyzed. One of the main goals in ecocriticism is to study how individuals in society behave and react in relation to nature and ecological aspects. In line with Glotfelty & Fromm's, and Mambrol's definitions of ecocriticism, Gerrard (2004) states that ecocriticism explores the ways in which we imagine and portray the relationship between humans and the environment in all areas of cultural production, from Wordsworth and Thoreau to Disney and BBC nature documentaries. It is inspired by, but also critical of, modern environmental movements. Besides, Gerrard (2004) claims that ecocritics generally tie their cultural analyses explicitly to a 'green' moral and political agenda. In this respect, ecocriticism is closely related to environmentally oriented developments in philosophy and political theory. Developing the insights of earlier critical movements, ecofeminists, social ecologists and environmental justice advocates seek a synthesis of environmental and social concerns. Furthermore, Gerrard (2004) highlights that from the point of view of academics, ecocriticism is dominated by the Association for the Study of Literature and the Environment (ASLE), a professional association that started in America but now has significant branches in the UK and Japan. It organizes regular conferences and publishes a journal that includes literary analysis, creative writing and articles on environmental education and activism. Many early works of ecocriticism were characterised by an exclusive interest in Romantic poetry, wilderness narrative and nature writing, but in the last few years ASLE has turned towards a more general cultural ecocriticism, with studies of popular scientific writing, film, TV, art, architecture and other cultural artifacts such as theme parks, zoos and shopping malls. As ecocritics seek to offer a truly transformative discourse, enabling us to analyse and criticise the world in which we live, attention is increasingly given to the broad range of cultural processes and products in which, and through which, the complex negotiations of nature and culture take place.

According to Glotfelty and Fromm (1996), some questions that ecocritics and theorists usually ask are how is nature represented in this sonnet? What role does the physical setting play in the plot of this novel? Are the values expressed in this play consistent with ecological wisdom? How do our metaphors of the land influence the way we treat it? How can we characterize nature writing as a genre? In addition to race, class, and gender, should place become a new critical category? Do men write about nature differently than women do? In what ways has literacy itself affected humankind's relationship to the natural world? How has the concept of wilderness changed over time? In what ways and to what effect is the environmental crisis seeping into contemporary literature and popular culture? What view of nature informs U.S. Government reports, corporate advertising, and televised nature documentaries, and to what rhetorical effect? What bearing might the science of ecology have on literary studies? How is science itself open to literary analysis? What cross-fertilization is

possible between literary studies and environmental discourse in related disciplines such as history, philosophy, psychology, art history, and ethics?

Despite the broad scope of inquiry and disparate levels of sophistication, all ecological criticism shares the fundamental premise that human culture is connected to the physical world, affecting it and affected by it. Ecocriticism takes as its subject the interconnections between nature and culture, specifically the cultural artifacts of language and literature. As a critical stance, it has one foot in literature and the other on land; as a theoretical discourse, it negotiates between the human and the nonhuman. Ecocriticism can be further characterized by distinguishing it from other critical approaches. Literary theory, in general, examines the relations between writers, texts, and the world. In most literary theory "the world" is synonymous with society-the social sphere. Ecocriticism expands the notion of "the world" to include the entire ecosphere.

In *The Comedy of Survival: Studies in Literary Ecology*, Meeker (1972) introduced the term literary ecology to refer to "the study of biological themes and relationships which appear in literary works. It is simultaneously an attempt to discover what roles have been played by literature in the ecology of the human species." The term ecocriticism was possibly first coined in 1978 by William Rueckert in his essay, *Literature and Ecology: An Experiment in Ecocriticism*. By ecocriticism Rueckert meant "the application of ecology and ecological concepts to the study of literature." Rueckert's definition, concerned specifically with the science of ecology, is thus more restrictive than the one proposed in this anthology, which includes all possible relations between literature and the physical world. Other terms currently in circulation include *ecopoetics*, *environmental literary criticism*, and *green cultural studies*.

In the opinion of Glotfelty and Fromm (1996) regarding various questions commonly asked by ecocritics and theorists, it is clear that there are several questions in a straight line related to literary research as seen in the following:

1. How is nature represented in literature?
2. What might ecological science have in the study of literature?
3. In what ways does literature affect human relations with nature?
4. In what ways and to what effect, does the environmental crisis look into contemporary literature and popular culture? and,
5. How is science itself open to literary analysis?

Based on the idea proposed by Glotfelty and Fromm (1996) above, the researchers conduct a research On Tin Exploitation in Bangka Belitung Reflected in Andrea Hirata's Novel, *Rainbow Troops*.

2.3 Natural Resource Exploitation

Exploitation is the arbitrary or excessive use of a subject for purely economic purposes without considering the sense of propriety, justice and welfare compensation. If the outline is drawn, then exploitation is an action that aims to take advantage or take advantage of something excessively and arbitrarily. The main purpose of exploitation is the use for self-interest which can exploit others beyond the limits of propriety. The main target of exploitation is the control or use to dredge and exploit the potential of resources, both natural resources and human resources. This action results in harm to other parties, both to humans and the environment.

Exploitation of natural resources usually results in severe damage to the environment as well as global warming anomalies and extreme weather. Gutti, Aji and

Magaji (2012) state that exploitation of natural resources is an essential condition of human existence, throughout the history of mankind; humans have manipulated natural resources to produce the materials they needed to sustain growing human populations. This refers primarily for food production and economic development but many other entities from the natural environment have been extracted.

The exploitation of tin in Bangka has been going on for a long time. Historians note that the excavation of tin in Bangka has started from the 1st century. However, this extractive industry started to become massive when Chinese coolies were hired to increase production. For hundreds of years, tin has become a strategic commodity, for hundreds of years the environment has been neglected (Muhammad, 2021). Further, Muhammad (2021) highlights that in the past, Bangka Island had various names, starting from Vanka (Wangka), Monopin, Mayit-Dong, China Bato, and Banka. The names are inscribed on the 1st century Hindu literary book *Millndrapantha* and a Hindu-Buddhist holy book called *Nidessa*. Historian George Cœdès also mentions that before the first century, many sailors from India came to Wangka—in Sanskrit it means lead. So it is strongly suspected that tin excavation has existed in Bangka since the beginning of the first century. After centuries, ancient kingdoms also kept records of tin in Bangka. Like the Sriwijaya Kingdom with the discovery of the Kota Kapur inscription which tells about tin mining on Bangka Island in the 7th century. The use of tin at that time was for bartering media and for inscriptions. However, the tin excavation is still on a small scale with very simple tools.

It was only during the Palembang Sultanate under the leadership of Sultan Mahmud Badaruddin I in the 1730s to 1740s that tin mining on Bangka Island was carried out on a large scale. Miners were imported from China, Siam and Chocin. Instantly the production of tin mines increased dramatically so that the coffers of the Palembang Sultanate increased. The Sultanate employed Chinese people not without reason. In addition to being more disciplined and powerful than the natives, they had an "under" system in mining. They brought hoe technology that was not yet known by the natives in 1733. Because of this success, the Palembang Sultanate brought in more contract laborers from South China, who were brought in waves, especially the Khek people, who were brought in as bachelors who eventually intermarried with the natives. The Sultan of Palembang at that time became the richest man in the east because of the sale of tin. The tins were then sold to the VOC trading partnership. In 1811 the British occupied Bangka. The Palembang Sultanate under Sultan Najamuddin handed over Bangka and Belitung to the British. However, in 1814 the Treaty of London I emerged, requiring England to hand over Bangka to the Dutch Colonial Government so that in 1816 the Dutch took full control of Bangka. Three years later in 1819 the Dutch formed Banka Tin Winning Bedrijf (BTW), a Dutch state-owned tin company as well as selling tin with a brand called BANKA.

The Dutch still took tin miners from the Chinese. It is stated that in 1816 there were 2,528 Chinese miners and 2,123 other Chinese residents who spread across Bangka Island. The Netherlands also made progress on mining mechanization, namely a water pump system with steam power called a locomotive. Then it came the spray power to mine the tin field.

Time passed and the regime changed, Japan entered and took control of Bangka in 1942. The tin mining was taken over by Mitsubishi Kabushiki Kaisha (MKK). But the Japanese era of tin mining is not as sweet as before. Its production experienced a drastic decline because Japan only knew war and was lacking in tin mining matters.

Japan lost in World War II in 1945. Allied troops landed in Bangka via Muntok in 1946. The Dutch, on the back of the Allies, tried to regain control of the tin mining. Banka Tin Winning Bedrijf re-started the exploitation of tin in Bangka.

Wars occurred everywhere, including in Muntok to Pangkal Pinang during the chronic phase of the Indonesian revolution. The Dutch gave up control of Indonesia. Tin mining was also handed over to the Indonesian government in 1953. The Dutch tin company was merged at that time, its name changed to PN Tambang Timah Bangka and later became PT. Timah Tbk in 1976.

Entering the era of President Suharto, Muntok became a tin smelting center. This commodity has become a strategic item with strict safeguards. Anyone who smuggles or takes tin illegally would be imprisoned. In those days, people could not mine because all things related to tin mining in Bangka were fully controlled by PT. Timah Tbk. until the times changed when Suharto no longer served as President of the Republic of Indonesia in 1998. Tin mining appeared everywhere. Anyone can mine freely and the term unconventional mining that is not managed by the state appears. This is because tin is no longer a strategic item.

Many people became rich suddenly because of tin. The gardens that were previously used as agricultural land and plantations were replaced by tin mining in the 2000s. A lot of land that has turned into under pits can be found everywhere. Whoever had money at that time can be sure that he must be a miner. Mining businesses mushroomed at the beginning of the reform era.

The proliferation of tin miners was accompanied by strict regulations issued by PT. Timah Tbk related to tin disposal and reclamation waste. However, this rule was ignored by the people who did a lot of tin mining activities, and did not make waste disposal. As a result, tin waste was dumped into rivers, and ex-mining lands that were no longer producing were left alone. In fact, ex-tin minings of PT. Timah Tbk that had been reclaimed were also reopened by illegal miners.

Mining activities from the beginning of the reform until now have made almost no new tin fields. Even if there is a new mine, it does not necessarily produce a lot of tin. Many miners are having a hard time because their mining land is no longer producing. This has caused tin mining to be no longer in demand as it is in its heyday at the beginning of the reformation. Because land is already difficult, a new phenomenon has emerged in Muntok, namely mining at sea or known as floating mining. Most of them are immigrants from Palembang who have the ability to dive to find tin locations in the ocean. However, this activity is opposed by fishermen because it interferes with their livelihoods.

The old miners are aware of this difficult time. Some of them have turned their former mines into tourism, plantations, agriculture, restaurants and fish ponds. In addition to trying to do alternative businesses, some miners believe that this is a solution to preserve the previously damaged environment. Another solution to overcome the current problem of tin mining in Muntok is to take advanced minerals that are disposed of in tin waste (tailings). It is believed that the price of the secondary minerals is much more expensive than tin. These advanced minerals include Quartz, Zircon, Rutile, Ilmenite, Siderite, Xenotime, Monazite, and Tourmaline. They are called associated minerals because these minerals were formed simultaneously with the geological process of the formation of cassiterite (SnO_2). In the washing process, separation is carried out based on specific gravity so that the associated minerals are caught in groups according to their specific gravity. The mineral Monazite, for example, is a reddish-

brown mineral consisting of phosphates containing rare earth metals as sources of cerium and thorium. This mineral contains radioactivity which can be used for electric car batteries.

The presence of investors with renewable technology is believed to be able to accommodate these associated minerals. If this is implemented, it is believed that it will have a good impact on the environment because tin waste is not wasted. It is hoped that in the future the community will have new jobs as seekers of these minerals.

3. Research Method

This research is designed to obtain the answers of tin exploitation in Andrea Hirata's novel, *Rainbow Troops*. The research method used in this research is structural analytical approach by reviewing the literary research to provide research data. The technique used in this method is library research, where all possible information in and literary review having relation to the study were collected and taken as sources of information. The method used in analyzing the data is descriptive qualitative method in which the results of the analysis are in the forms of words and sentences since the result is not numeral data. To obtain the necessary data, the researchers read the whole of the novel carefully and repeatedly. The essential data are taken from the comprehension of narrative, dialogues, and thinking of the author which is stated in narrative of *Rainbow Troops*, translated by Angie Kilbane from *Laskar Pelangi* by Andrea Hirata (2009), published by Benteng Pustaka, consisting of 307 pages.

4. Discussion

Belitung Island which is part of the Sumatra island is the richest island in Indonesia, perhaps even in the world. The hidden treasure that makes Belitung Island the richest island is a flowing treasure, namely tin.

THE SMALL island of Belitung is the richest island in Indonesia, probably even in the world... Deep under the swampy land, a treasure flowed: tin. Blessed tin. A handful was worth more than dozens of buckets of rice (Hirata, 2009: 17).

Belitung is so abundant in tin that it is considered like a tower of prosperity that rises on the Malacca Peninsula. The amount of tin in Belitung is also likened to the ocean waves that keep crashing onto the beach. If someone puts their arm into a shallow alluvial surface, or even almost anywhere, and when the arm is pulled it will sparkle since it is smeared with tin. Therefore, when it is viewed from offshore, Belitung Island will look radiant because of the shiny tin. The tin content in Belitung Island is so famous throughout the world that it is well known as *Island of Tin*.

Famous throughout the world for its tin, it was written in geography books as *Belitung, Island of Tin* (Hirata, 2009: 17).

The exploitation of tin which constitutes a natural resource in Belitung Island is described in Andrea Hirata's *Rainbow Troops* in a massive scale, and it has been carried out for a long time. Based on the historical records and available evidences, tin mining in Belitung has been carried out since the time of the Sriwijaya kingdom in power in Palembang. In the early times, the processes and equipment used to exploit tin in Belitung were still very simple and traditional. In the early days of tin exploitation in

Belitung, the mining workers are said to be Chinese-Malays who were first brought to Belitung by the Dutch to be tin laborers.

The Chinese-Malays, as they sometimes are called, have lived on the island for a long time. They were first brought to Belitung by the Dutch to be tin laborers. Most of them were Khek from Hakka, Hokian from Fukien, Thongsans, Ho Phos, Shan Tungs, and Thio Cius. That tough ethnic community developed their own techniques for manually mining tin. Their terms for these techniques, *aichang*, *phok*, *kiaw*, and *khaknai*, are still spoken by Malay tin prospectors to this day. (Hirata, 2009: 24).

This is clear evidence that tin mining on Belitung Island has been carried out for a long time because the tin mining tools carried out by the Chinese at that time were categorized as archaeological finds. The quotation also shows that the mining techniques in those days were still manually carried out by Chinese-Malays who had lived in Belitung Island for a long time. Since the mining workers in those days were Chinese-Malays so that the techniques as well as the mining tools used were also in Chinese terms such as *aichang*, *phok*, *kiaw*, and *khaknai*. *Aichang* are twigs, leaves, and branches that are used to seal the gaps of the *kiaw* so that water does not escape. *Phok* is a place to collect water in traditional tin mining installations made by miners. *Kiaws* are woods for making water reservoirs measuring two or three meters and the size of a grown man's arm. After the tin ores are washed, there is a leached mud called *khaknai*.

Andrea Hirata also explains in detail how the modern tin exploitation process in Belitung is carried out. The exploitation of tin in Belitung is carried out by a company called PN Timah. PN stands for *Perusahaan Negara*, or state-owned company, *Timah* means tin.

That great natural resource was exploited by a company called PN Timah. PN stands for *Perusahaan Negeri*, or state-owned company, *Timah* means tin (Hirata, 2009: 18).

Every day, the tin miners must work from early in the morning to evening. The tin miners who work in PN live like puppets controlled by a puppet master called a siren. Every day at exactly 7 am, the silence of the village will be disturbed by sirens wailing from the PN headquarters. The roar makes the village noisy, and it is a call to the PN tin miners to start their activities in the PN. The tin miners quickly emerge from every corner of the village to line up along the side of the village road and jump into the backs of the trucks that would take them to the dredges.

... they lived like puppets—controlled by a small and comical but very powerful puppet master called a siren. At seven o'clock every morning, the stillness shattered. The siren roared from the PN central office. Immediately, PN coolies bustled about, emerging from every corner of the village to line up along the side of the road, jumping and jamming themselves into the backs of trucks which would bring them to the dredges (Hirata, 2009: 23).

The term for tin workers who are said to live like puppets controlled by a siren instead of a puppet master is not an exaggeration because when the clock strikes five in the evening, the sirens shriek once again. The sound of the siren is a sign that the

working time for the coolies is over. The coolies will disperse to return to their respective homes. They are like ants fleeing from their burning anthills. That is their daily activities, and these activities last for hundreds of years.

... when the clock struck five, the siren shrieked once again. The coolies dispersed to go home like ants fleeing a burning anthill. And that's how it went on, for hundreds of years (Hirata, 2009: 23).

The exploitation of tin resources, which is a source of wealth for its managers and executive workers, is inversely proportional to the lives of coolies in PN. They live in such poor conditions since the economy of the coolies in PN is very bad. The families of the coolies in PN every day can only eat with a menu that is all cheap and of course with poor quality as Hirata emphasizes, "Their meals were accompanied by bickering, husbands complaining about the menu—always the cheapest fish for breakfast, lunch, and dinner. (Hirata, 2009: 23).

The economic power of Belitong Island is dominated by the staff of the PN living in the Estate. The businessmen who received concessions from the tin exploitation in Belitong live in Jakarta, and the conspirators who take bribes are none other than politicians. But the coolies certainly do not know the people behind the conspiracy. They sit prosperously on the highest throne in the most exclusive class and they are the people who enjoy the greatest benefits from the wealth of the Belitong island. These businessmen and politicians used to visit Belitong to see the massive tin exploitation that has been destroying the island's environment, and from the expressions on their faces, the coolies could read it clearly that they probably have forgotten that there are tin workers who have contributed much to their prosperity, and most probably they never think that the coolies strive for their life there.

The economic strength of Belitong Island was dominated by the Staff living in the Estate. The businessmen receiving concessions from the tin exploitation lived in Jakarta, and the conspirators receiving bribes were none other than the politicians. But we didn't know these underhanded, behind-the-scenes people or where they lived. They sat prosperously on the highest throne in the most exclusive class. They were the biggest benefactors of the riches of our island. The businessmen and politicians often visited Belitong to see the massive tin exploitation destroying the island's environment. The expressions on their faces led me to believe that they might have forgotten we existed (Hirata, 2009: 23).

Besides, there is also a description of illegal tin exploitation in Belitung. Illegal mining is carried out by local residents or a group of people coordinated by certain parties without official permission. Such activities usually use simple tools and are usually referred to as Unlicensed Mining. Mining is said to be without a permit because in carrying out its business, the means of production, the use of materials and the distribution of mining products to trade do not have an official permit from the government. Illegal tin mining activities in Belitong had long been carried out by illegal miners who could also be said to be tin thieves who carry out tin mining clandestinely.

There were in fact many abandoned shacks on the slopes of the mountain, and they made great secret hideouts for tin thieves. The

illegal prospectors dug up tin from the mountain and sold it to smugglers disguised as fishermen at the mouth of the Linggang River. The tin was then sold in Singapore. The unauthorized prospectors built shacks and sometimes disguised their mining sites with agricultural fields (Hirata, 2009: 114).

The lines above clearly depict that the illegal miners in carrying out their illegal activities set up huts around the mountain where they carry out their tin illegal mining activities. They used to act like workers in the fields, and disguise their mining sites with agricultural fields. This means that they do not return to their homes for days when carrying out their illegal mining activities. Illegal miners dig for tin deep in the mountain slopes and sell it to smugglers who usually disguise themselves as fishermen in the Linggang River of Bangka Belitung. Thieves and tin smugglers are a very old profession in Bangka Belitung. They used to sell the tin to Singapore. This illegal or unlicensed tin mining activity has existed since the *Kheks* people came from mainland China to officially dig for tin in Belitung in order to work on concessions from the company.

Stealing and smuggling are very old professions. These criminal activities—criminal, of course, from PN's point of view—have been around since the *Kheks* were brought to Belitung by the Dutch to be mining coolies back in the seventeenth century (Hirata, 2009: 114).

In the above lines, it is also stated that the two illegal activities, stealing and smuggling tin, are professions that have been carried out since the 17th century. This kind of activity is of course an act against the law because it does not pay taxes and does not have a Mining Business Permit.

Actually, the risks faced by these illegal tin miners are very hard. If they are caught, the punishment is very painful and inhumane. PN Timah always conducts sweeps and raids to places where they suspect illegal mining activities have occurred, and if PN Timah succeeds in catching the illegal tin miners and illegal tin smugglers, they will be treated very harshly and inhumanely. Illegal tin miners and illegal smugglers who are caught will be treated as if they were perpetrators of subversive crimes. Those caught as illegal miners in the mountains where they are mining will be charged as tin thieves and those caught in rivers or at sea where they are smuggling will be considered as pirates.

PN treated unauthorized prospectors and smugglers very harshly, inhumanely. The prospectors' and smugglers' actions were regarded as subversive criminal acts. In the peaceful mountains where the prospectors were seen as thieves, and on the sea where the smugglers were seen as pirates, the law didn't apply: If they were caught, their heads were blown off on the spot with an AK 47 by rancid beings known as the "tin special police." (Hirata, 2009: 114).

The excerpt above vividly shows the description of the barbaric treatment carried out by the Tin Special Police. The illegal tin miners who are caught will be punished without going through a judicial process, and it is not uncommon for those caught to have their heads blown up with AKA 47 by rancid humans named the Tin Special Police.

Apart from traditional or conventional exploitation, this novel also clearly describes how modern exploitation is carried out on a large scale by PN Timah. The modern tin exploitation is carried out throughout the day; from morning to night. This evidently proves that tin exploitation has been carried out in a modern and large-scale manner. Evidence that the tin exploitation has been carried out in a modern way is a narrative about the use of electrical energy, and the exploitation is carried out on a large scale can be proven by the narrative that the exploitation of tin is carried out throughout the day, from early morning until late at night.

The tin shone late into the night. Large-scale tin exploitation constantly took place under thousands of lights using millions of kilowatts of energy. If seen from the air at night, Belitong resembled a school of comb jellies glowing brightly, emitting blue light in the darkness of the sea; by itself, small, gleaming, beautiful and abundant (Hirata, 2009: 17).

Exploitation of tin that is carried out at night certainly consumes a very large amount of electrical energy. The millions of kilowatts of electrical energy needed for lighting the tin exploitation is of course included in the effect of wasting too much electrical energy due to the exploitation of tin.

In addition to using millions of kilowatts of energy for lighting during the tin exploitation process at night, heavy equipment is also used to exploit tin.

PN operated 16 dredges. The enterprise absorbed almost the entire island's workforce. It was a pulsing vein with a complete power monopoly over the whole island of Belitong (Hirata, 2009: 18).

The dredger used resembles a bowl. The bowl is made of steel and the steel bowl of the dredger never seems tired of digging and continues to dig Belitong soil. So crazy is their work that they are described as "like giant, greedy snakes that knew no exhaustion" (Hirata, 2009: 18).

The dredges' steel bowls never stopped digging into Belitong's soil. They were like giant, greedy snakes that knew no exhaustion. They were as long as football fields, and nothing could stand in their way. They smashed coral reefs, took down trees with trunks the size of small houses, demolished brick buildings with one blow, and completely pulverized an entire village. They roamed over mountain slopes, fields, valleys, seas, lakes, rivers and swamps. Their dredging sounded like roaring dinosaurs (Hirata, 2009: 18).

In the above lines, it is clearly described that the time setting for tin exploitation is carried out by PN Timah from day to night. In addition, the setting of the place is where the tin exploitation takes place, namely in seas, rivers and swamps. In addition, the background of the atmosphere is also described where it is stated how noisy the tin exploitation process in Belitung is. The lines above also describe the atmosphere of the tin exploitation process using a simile figurative language "sounded like a roaring dinosaurs". Based on the figurative language, it can be seen that tin exploitation activities carried out in a modern way using heavy equipment produce loud and scary sounds, like hearing the voices of a herd of dinosaurs. From this description, it can be clearly concluded that the emphasis that the author wants to make is that the tin

exploitation carried out by the Timah District Court in Bangka Belitung is really carried out in a modern and massive manner.

Furthermore, the modern tin mining process is described by the advanced process of the mined tin ores, namely the tin ores will be smelted with a modern smelting machine into tin. The work of the process requires a lot of labors so that the work is carried out not only by men but also by women from local villagers.

PN employed the males of this tribe as coolies to haul sacks of tin from washing stations to ferries in ports. The ferries would then bring the tin to melting factories on Bangka Island. The women were employed as tin sack weavers. The men and women occupied the lowest stratum among laborers in Belitung... (Hirata, 2009: 64).

The excerpt above contains an overview of the follow-up process after the tin has been extracted. The washed tin ores will be put into tin sacks. The tin sacks used are products made by female workers who sew tin sacks. Then the workers will carry the sacks filled with tin to the ship at the port and will then be sent to the tin smelting factory located on Bangka Island. It clearly describes how PN Timah employs both men and women from the local villagers. Men are employed as coolies to transport tin sacks from the washroom to the ferry at the port, while women are employed as weavers of tin sacks. It is also clear that both men and women from the local village only work as rough coolies, and occupy the lowest strata among workers in Belitung.

5. Conclusion

Based on the results of the discussion, it is seen in the novel that the process of tin exploitation in Belitung is carried out both in traditional and modern ways. Traditional tools used to mine tin are *phok*, *aichang*, *khaknai* and *kiaw* to make water embankments and shovels to dig soil, while modern tools used to mine tin are machines in the forms of heavy equipment, such as dredgers and excavators. Then it is also known that there are traditional tin mining activities in Belitung which are carried out without a Mining Business Permit so that it is an unlawful act. This activity is known as Unlicensed Mining. Based on environmental ethics, it can be seen that the novel *Laskar Pelangi* describes the ethics of anthropocentrism which considers nature as an inanimate object to be owned, enhanced, consumed, and disposed of. In addition, it can be seen that the novel *Laskar Pelangi* not only contains positive values about the importance of education and fighting for ideals but also discusses the importance of being wise in utilizing natural resources so that the environment is maintained. It shows how the process of tin exploitation is carried out, what equipment is used to exploit tin, and what impacts are caused by the tin exploitation on living things and their environment.

From an ecological point of view, the novel *Laskar Pelangi* not only tells about the exploitation of tin that occurred in Belitung and its consequences, but also describes the flora and fauna that live in Belitung and their environmental conditions. Based on the analysis, it can also be concluded that the novelist, Andrea Hirata, has sensitivity in capturing the ecological atmosphere around him which is then poured into the novel *Laskar Pelangi*. The situation and condition of tin exploitation in Belitung are vividly described in the novel. It can surely open eyes as well as the hearts of readers and the government to be wiser in managing natural resources so as not to damage the environment and also maintain the survival of the ecosystem. Hirata narrates the exploitation of tin in slick and convincing ways since he narrates not only a physical

setting but also through a psychological setting or a setting that illustrates a certain atmosphere so that it affects the emotions of the readers.

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COOPERATIVE PRINCIPLE IN PARMOEDYA ANANTA TOERS' NOVEL *BUMI MANUSIA*

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Abstract

People always do communication with others. Communication has several functions, such as conveying idea and giving information to others. In conveying idea and giving information, people use a language. One main requirements needed by person to do communication is to make sure that the listener or people involved in the conversation will cooperate each other; so by this, the communication can run well. Paul Grice states that the cooperative principle is the assumption that participants in a conversation normally attempt to be informative, truthful, relevant, and clear and the cooperative principle of conversation is elaborated in four sub-principles called maxims. They are maxim of quantity, maxim of quality, maxim of relevance and maxim of manner. The aims of this study are to reveal the use of framework principle and to entangle the implied meanings in the conversations in terms of their maxim arrangement. This research uses descriptive qualitative method and the results show that there are maxim of relevant, quality, quantity and manner used in the novel.

Keywords: communication; cooperative principle; dialogue; maxim

1. Introduction

Language is used to share information to be communicated with each other in everyday life. For the purpose of communication, language users (speakers and audiences) need to understand one another. However, language users sometimes tend to provide clear information to others through different ways of expressions (Nadar, 2009). In this case, the language users may intend to provide more implicit information than explicitly transmitted. "What speaker means is not appearing or being part of what he says" (Kushartanti, et.al, 2005).

Grice suggests an understanding of how a speaker and audience engage in collaborative efforts during the conversation cooperative policy. The concept is described in details in the following words: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1991: 26).

Tied to cooperative principle, in literature, there is a system that is lifted from a product of expressions by certain people (Mujiyanto & Fuandy, 2013). One of the

products of literature, a novel, is related to existence detachment from the length of the story that gives freedom to the author, generally with more than one plot, consisting of a main plot and sub-plots in which cooperative principle might be found. The researchers are interested in writing Implicature Used by the Major Characters in Pramoedya Ananta Toer's Novel *Bumi Manusia* because the novel contains lots of discussions on implicature. The novel is then a great work in the realm of Indonesian literature. Pramoedya Ananta Toer, or familiarly called Pram is the only Indonesian writer who has been nominated six times as a nobel peace laureate in his time. Pramoedya Ananta Toer is also a literary critic who at that time was also detained as a political prisoner during the new order government and exiled to Pulau Buru because of his scathing criticism towards the government.

The main points of discussions in this research are concerned with Cooperative Principles, considered a group of maxims that acquire the concept of the influence of conversation and are considered key to understanding and interpreting the effect of the conversation (Rahardi, 2005). They are identified as a contribution to the conversation, such as necessity (the largest amount), the stage at which it occurs (highest quality), the stage at which we participate (relationships and methods) indicating the recognized purpose or direction of it. According to Grice, the effect of the conversation occurs when Maxims are observed or violated by language users. In addition, the influencer has narrowed the link to the context of when and where The pronunciation is also used. In line with this notion, conversational implicature is divided into generalized conversational implicature (GCI) and particularized conversational implicature (PCI). Context affiliation differs from these two types in which GCI is not associated with context, while PCI depends on the context in which the implant appears.

2. Literature Review

2.1 Cooperative Principles

The concept of cooperative principles by Grice, "Makes your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1991: 26). In addition to the Cooperative Principle, Grice also proposes the four maxims.

Cooperative principle and the maxims are regarded as a set of keys to interpret the conversational implicature. The four maxims are as follows:

a. Quantity:

- 1) Make your contribution as informative as is required (for the current purpose of the exchange).
- 2) Do not make your contribution more informative than is required.

b. Quality:

- 1) Try to make your contribution one that is true.
- 2) Do not say what you believe to be false.
- 3) Do not say that for which you lack adequate evidence.

c. Relation: Be relevant.

d. Manner:

- 1) Be perspicuous.
- 2) Avoid obscurity of expression.

- 3) Avoid ambiguity.
- 4) Be brief (avoid unnecessary prolixity).
- 5) Be orderly.

In accordance with this notion, Borg defines conversational implicature as proposition which a hearer is required to assume in communication (Borg, 2008). It shows that cooperative principle always copes with the conversational implicature.

2.2 Flouting and Hedging Maxims

Flouting and hedging are two concepts that indicate that a speaker does not obey at least one maxim in his statement. When a speaker tolerates the maxims, this means that the implication occurs because the maxims have been fulfilled. It is like the listener or the reader believes that the speaker completes and obeys the cooperative principle. But sometimes, in real communication, especially in such a kind of literary work, the cooperative principle is not always observed. Obstacles to conversation can be trampled flouted or hedged. Flouting the maxim can be understood as an attempt by the speaker to indicate what he means by disobeying at least one maxim in his statement. It is like “whenever maxim is flouted, there must be an implicature to save the utterance from simply appearing to be a faulty contribution to a conversation “(Grundy, 2000: 76). On the other hand, edging maxims is the term to define the speaker’s attempt to show his assertions to inform his audience of the extent to which they are abiding by the maxims. Hedging maxims can be regarded as a speaker’s comment on what he conveys rather than what he implies. Meanwhile, the hedges can be in the form of phrases, clause or sentence.

3. Research Method

This study utilizes a qualitative research design in which pragmatic approach is applied. This study aims at investigating the strategies applied by the characters in the novel in relation to cooperative principles used in their conversations both generalized as well as in particularized implicatures.

The data in the form of utterances in monologues, narrations and dialogues are taken from Pramoedya Ananta Toer’s novel *Bumi Manusia*. The research instrument of this study is the researcher’s having collected the data in the following steps: reading the novel comprehensively, observing the presence of implicature in the novel using the Grice Maxims in the forms of sentences, paragraphs and dialogues, selecting the data indicated as the implicature by making use of snowballing sampling which is a useful way to pursue the goals of purposive sampling in many situations where there are no lists or other obvious sources for locating members of the population of interest, but it does require that the participants are likely to know others who share the characteristics that make them eligible for inclusion in the study, selecting and organizing the collected data to analyze (Given, 2008; 815).

The data are then analyzed through the following steps : presenting the data in details, describing the context of the collected data briefly based on the interpretation of each datum, interpreting the data by referring to the Grice Conversational Implicature theory. From the interpretation analysis, the researchers scrutinize the implicature arrangement in the context of the Grice’s Maxims observed in each implied sentence by

categorizing the findings into maxim pattern's based on Grice's theory and after all, the researchers conclude the analysis.

4. Discussion

4.1 Cooperative Principle

a. Maxim of Quality

Data 16 (p. 110)

Context: Nyai Ontosoroh after finishing the work and will go to bed with her daughter Annelis.

Annelis: "Kapan Mama merasa sangat, sangat berbahagia?"

Nyai Ontosoroh: "Ada banyak tahun setelah aku ikut Tuan Mellema, ayahmu."

The dialogue between Annelis and Nyai Ontosoroh ignores the Cooperative Principle which violates the Maxim of Quality to which Annelis' expression is responded to by Nyai Ontosoroh which is not a necessity at the time. The dialogue implies a Conversational Implicature which is classified as a Generalized Conversational Implicature because it is based on the context where the conversation is still in the flow

b. Maxim of Quantity

Data 17 (p. 111)

Context: One night when Annelis and Nyai Ontosoroh are together, Nyai Ontosoroh tells about her past with her father Mr. Malemma.

Annelis : "Mengapa papa bisa berubah begitu Ma?."

Nyai Ontosoroh : "Ada, Ann, ada sebabnya. Sesuatu telah terjadi, hanya sekali, kemudian dia kehilangan seluruh kebaikan, kepandaian, keterampilan, kecerdasannya. Rusak, Ann, binasa karena kejadian yang satu itu. Ia berubah menjadi orang lain, jadi binatang yang tak kenal anak dan isteri lagi."

The dialogue between Annelis and Nyai Ontosoroh gives rise to disobedience to the Cooperative Principle, which violates the Maxim of Quantity which gives an excess of what is needed at the time. The dialogue implies a Conversational Implicature which is classified as a Generalized Conversational Implicature because it is based on its context where the conversation is still in the flow

c. Maxim of Relation

Data 29 (p. 308)

Context: Annelis is sick of missing Minke. Minke also comes to visit after knowing Annelis' condition.

Minke : "Lebih baik kau tidur lagi."

Annelis : "Aku ingin di dekatmu begini. Lama sekali, dan kau tak juga datang."

Minke : "Aku sudah datang, Ann."

Annelis : "Jangan kendorkan peganganmu. Mas."

The above conversation between Minke and Annelis ignores the Cooperative Principle where Maxim of Relevance is violated because Annelis conveys other

intentions than what should be feedback to Minke. The dialogue implies Conversational implicature which is classified as Generalized Conversational Implicature because it is based on the context where the conversation is still in the flow

d. Maxim of Manner

Data 1 (p. 10)

Context: Robert Malemma who visits minke at his house invites him to meet a very beautiful woman who is like a goddess/angel according to Robert.

"Ayoh,". "Kita pergi sekarang."

Minke : Ngomong-ngomong, Rob, ke mana kita ?

Robert : "Ke tempat di mana semua pemuda mengimpikan undangan.

Karena bidadarinya, Minke. Dengar, aku beruntung mendapat undangan dari abangnya. Tak ada yang pernah dapat undangan ke sana kecuali ini."

The above dialogue shows a violation of the maxim of manner which causes ambiguous and convoluted meanings that cause "Minke" to be confused about where "Robert" is actually going. Robert's flouting maxim of manner gives irrelevant information than required of the interlocutor. Robert can tell "Minke" where they are actually going but "Robert" does not tell him. The answer "Robert" gives rise to a Conversational Implicature which is classified as a Generalized Conversational Implicature because it is based on its context where they will meet someone. Robert wants to show off his connections for being able to meet someone.

5. Conclusion

5.1 Table of Generalized Conversational Implicature

| No Data | Non - Observance | Maxim | Types of Conversational Implicature |
|----------------|-------------------------|--------------|--|
| 1 | Flouting | Manner | Generalized |
| 2 | Flouting | Quantity | Generalized |
| 3 | Flouting | Relation | Generalized |
| 4 | Flouting | Manner | Generalized |
| 5 | Flouting | Relation | Generalized |
| 6 | Flouting | Relation | Generalized |
| 7 | Flouting | Relation | Generalized |
| 8 | Flouting | Relation | Generalized |
| 9 | Flouting | Relation | Generalized |
| 10 | Flouting | Quantity | Generalized |
| 11 | Flouting | Quantity | Generalized |
| 12 | Flouting | Quantity | Generalized |
| 13 | Flouting | Relation | Generalized |
| 14 | Flouting | Quantity | Generalized |
| 15 | Flouting | Quantity | Generalized |
| 16 | Flouting | Quantity | Generalized |

| | | | |
|----|----------|------------------|-------------|
| 17 | Flouting | Quality | Generalized |
| 18 | Flouting | Quality | Generalized |
| 19 | Flouting | Quality | Generalized |
| 20 | Flouting | Quality | Generalized |
| 21 | Flouting | Quality | Generalized |
| 22 | Flouting | Quantity | Generalized |
| 23 | Flouting | Quality & Manner | Generalized |
| 24 | Flouting | Quality | Generalized |
| 25 | Flouting | Manner | Generalized |
| 26 | Flouting | Quality & Manner | Generalized |
| 27 | Flouting | Quality & Manner | Generalized |
| 28 | Flouting | Quality & Manner | Generalized |
| 29 | Flouting | Relation | Generalized |
| 30 | Flouting | Relation | Generalized |
| 31 | Flouting | Quality & Manner | Generalized |
| 32 | Flouting | Quality & Manner | Generalized |
| 33 | Flouting | Quality | Generalized |
| 34 | Flouting | Relation | Generalized |
| 35 | Flouting | Relation | Generalized |
| 36 | Flouting | Relation | Generalized |
| 37 | Flouting | Relation | Generalized |
| 38 | Flouting | Quality & Manner | Generalized |

5.2 Table of Particularized Conversational Implicature

| No Data | Non-Observance | Maxim | Types of Conversational Implicature |
|---------|----------------|------------------|-------------------------------------|
| 1 | Flouting | Quantity | Particularized |
| 2 | Flouting | Relation | Particularized |
| 3 | Flouting | Relation | Particularized |
| 4 | Flouting | Quality & Manner | Particularized |
| 5 | Flouting | Quantity | Particularized |

Based on the analysis, the existence of two types of conversational implicatures by Grice theory are found in this novel, generalized and particularized conversational implicatures. In the analysis, the researchers find a number of implicatures in the characters' dialogues that are very imbalanced; the researchers often find more Generalized conversational implicature those are 38 and 5 in Particularized Conversational Implicature. Most of conversational implicatures rise because the characters' flouting maxim of manner. Furthermore, many of the characters in the novel, in many times give obscure information in their communication. This happens because the characters want to show a confirmation of what they exactly mean to the interlocutors.

In addition, particularized conversational implicatures rise because some particular contexts need special knowledge to understand. So as long as the participants know the limit of knowledge and the culture of the interlocutor, the process of communication does not meet any interruption; instead making the dialogue looks interesting. It may be also the reason why novel writers produce the novel having many implicatures there. It is because they want to show the uniqueness of the characters not only from how their dialogues but also from their utterances. So that to understand the implicature in a novel we have to focus on the novel first. When we are focused on the novel we will get more information about the participants or the context of the novel. When we get information, we will understand the novel comprehensively.

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RELIGIOUS LIFE IN CHINUA ACHEBE'S NOVEL *THINGS FALL APART*

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Abstract

This research is aimed at reflecting how Chinua Achebe reveals the religious life of Igbo people before and after the coming of the missionaries as well as the invasion of British in the southeastern part of Nigeria during the late 19th century. Achebe reflects that various practices of social and religious life are thrilling, cruel and even inhumane. This research is considered significant and worthy since it is an exertion to understand historical knowledge and life lessons about religious life of the local people. This study is supported by the theory of literary sociology proposed by Laurenceon and Swingewood's to understand and evaluate literary works by considering social aspects and holistically conducted by descriptive qualitative method in which the data from the novel are analyzed to reveal the religious life of Igbo people before and after the coming of British people and the significant contributions as well as changes they have brought. The findings of this research designates that various inhumane religious and cultural practices, such as abandoning or throwing twins born into the evil forest, throwing people dying with diseases, mutilating babies who die at birth and considering *ogbanje*, not burying people who die by suicide, surely no longer happen in Igbo society. In short, the changes in religious life carried out by white people bring enlightenment and positive life changes for Igbo people.

Keywords: cultural practices; Igbo people; Nigeria; religious life; social life

1. Introduction

Chinua Achebe, an outstanding Nigerian author, published his debut novel, *Things Fall Apart* in 1958. This novel was written by Chinua Achebe in response to European novels, especially Joseph Conrad's novel entitled *Heart of Darkness* which depicts Africans as savages, and as a "wild, dark, and uncivilized continent" that need to be enlightened by Europeans. Based on the descriptions of Africa and its people by Conrad, it comes as no surprise that Achebe and other African writers began to emerge and tell their story of Africa and its people. Not only was Conrad's *Heart of Darkness* a misrepresentation of Africa, it is also humiliating to its people. It is through the insights of *Things Fall Apart* that the world becomes more appreciative of Africa and its people and at the same time the truth surrounding the stereotypical ideas that once existed about Africa began to appear in a much clearer light.

The bulk of the story in this novel is in the outskirts of Nigeria in a fictional village named Umuofia just before the arrival of white missionaries to the land of the Igbo people. The unexpected arrival of white missionaries in Umuofia, makes many Igbo people bewildered to react to the sudden cultural changes. They are confused whether they could accept a new culture that threatens their social, political, economic, and religious lives.

Achebe presents his readers in *Things Fall Apart* with the history of its nation with the strengths or advantages and also at the same time its imperfections by describing Igbo festivals, gods worshiping and practices in their ritual ceremonies, their rich culture and other social practices, the colonial era that stopped Igbo culture but at the same time also brought some benefits for their culture. Therefore this novel directs the misdirection of European novels that depict Africa as a savage with a new light with the depiction of the Igbo community, and researching the effects of European colonialism on the social structures, particularly on the religious life of Igbo society.

Chinua Achebe in *Things Fall Apart* leads the readers with insight into the life of the Igbo people just before the white missionary invasion of their land. The invasion of colonial powers threatens to change almost every aspect of Igbo society; from social life, politics, religion, traditional gender roles and relations, family structure to trade. In *Things Fall Apart*, Achebe explains the history of Igbo society honestly; he did it by describing the perfection and at the same time the imperfection of the culture and traditions of Igbo society that make them different from Western culture. In the novel, the readers are also made aware of the arrival of white missionaries in Umuofia and Igbo's reaction to their arrival. Even though the arrival of the missionaries has several benefits for the Igbo, there are also a number of challenges faced by Igbo society.

This research was conducted with the aim and focus to analyze the religious life of the Igbo people portrayed in the novel before and after the arrival of British missionaries in Umuofia towards the end of the nineteenth century. In analyzing the religious life of Igbo people in this research, the theory of literary sociology promoted by Laurenceon and Swingewood's (1972) is applied.

2. Literature Review

2.1 Sociology of Literature

Wiyatmi (2013) states that sociology of literature is an approach in literary studies that understands and evaluates literary works by considering social or societal aspects. Based on the definition it can be said that sociology of literature is an attempt to understand literary works through a combination of literature and sociology. In this discourse, literature stands as a societal phenomenon which is studied in the eyes of literature in relation to sociology. Sociology of literature, which understands literary phenomena in relation to social aspects, is an interdisciplinary approach or way of reading and understanding literature that involves sociology.

At the most basic level, that of content, sociology and literature share a similar conspectus. Sociology is essentially the scientific, objective study of man in society, the study of social institutions and of social processes; it seeks to answer the question of how society is possible, how it works, why it persists (Laurenceon and Swingewood, 1972: 11). The social institutions, also known as social structures, cover religion, politics, marriage, economics, education, social changes, etc. in which human beings adapt to and is conditioned of the mechanism of the socialization.

Sociological studies of literature and literary practice seem to have bloomed during the 1970s and crested in the 1980s, with the publication of a collection of essays on the subject (Desan, Ferguson, & Griswold, 1989). Laurenceon and Swingewood (1972) further argue that as with sociology, literature too is pre-eminently concerned with man's social world, his adaptation to it, and his desire to change it. In this respect, novel, which is the major genre of literature in the industrial society, plays important roles as a means of faithful attempt to re-create the social world of man's relation with his family, with friends, with politics, with economics, with religions, with the State, etc. It also outlines its roles in other social structures as in the conflicts and tensions between groups, parties or social classes. In this case, literary works, like sociology, are closely related to social, political, economic and religious aspects of society. If sociology analyses these aspects of life scientifically and objectively, literature conducts a more in-depth analysis to penetrate the deepest recesses of social life and reveal various human experiences with various social problems in social life by using feelings.

Griswold (2000) used novels to explore the impact of production systems on the content of literary work. Her research suggests that British publishers are more likely to publish Nigerian novels with a 'traditional' village theme than those with an urban theme, even though Nigerian novelists write greater numbers of books that focus on contemporary urban social problems. She argues that publishers are selecting books for British and American audiences in this specific way and the impression that these readers have of Nigeria is of rural communities struggling with problems of tradition and modernity. Griswold (2000) and Radway (1991) suggest that there are valid and productive reasons to think sociologically about works of fiction.

In general, sociology of literature is a representation of society in literary texts, and the relationship between literature and other social structures. Sociology of literature theorizes that literature is part of the social system at the time when the literary work was written. It is something valuable because it is believed to be able to help to obtain social aspects, environmental, economic, and political lives through literary studies so that literary researchers or literary critics can use the sociology of literature as a valuable source of knowledge for determining society in terms of the collective structure of human behavior.

Ushie (2008) claims that literature must serve society by steeping itself in politics, by intervention, and writers must not merely write to amuse or to take a bemused, critical look at society. They must play an interventionist role. Literature helps us make meaning social problems and understand everyday events. In addition, literature has an important role in describing social, political and religious lives. It is more than just a creative ornament. It provides the necessary critical perspective on everyday experiences, and educates us about the meaning of our actions and offers us greater control over our social and personal lives.

Therefore, the study of the novel, from the sociological point of view, is relevant since the sociology of novel has been observed to show a deep and important concern for society. There is a rigorous homology between the literary form of the novel and the everyday relation between man and commodities in general, and by extension between men and other men, in a market society. In other words, the novel form can be a literary representative of everyday life of any given society.

From the above description, it can be summed up that the sociology of literature is a method for analyzing literary works based on a sociological perspective to understand social aspects and phenomena in the society in which the literary work is

written. In this research, the life of Igbo people is revealed and analyzed covering social, political, economic and religious aspects before and after the arrival of British colonialism to Nigeria at the end of the 19th century portrayed in the monumental work of Chinua Achebe's *Things Fall Apart*.

2.2 The Approaches of Sociology of Literature

Laurenseon and Swingewood (1972) bring up the theory of the sociology of literature, and state that there are three approaches to dealing with the sociology of literature. The three approaches are literary works as a mirror of the times, the author's social situation, and a specific historical movement.

1. Literary works as a mirror of the times

This approach is related to the time when literary works are created and defined. In this approach it is stated that "literature is a mirror of the times". This shows that readers can discuss social phenomena that occur in society at a certain time and place through literary works. This means that literary works reflect the situation and conditions of social life in society at the time the work is written.

2. Literary works as the author's social situation

In this approach, the writer is influenced by the situations and conditions in which the work is written because the author is also a member of society. This approach is related to the social background of the author and how the author himself reacts and responds to the system that has been built by the community in which he lives. In the literary works produced, the author is always inspired by events that occur in his community. So the writer must be more sensitive to the social phenomena that surround him. This second approach moves from an emphasis on the literary work itself to the production side and especially on the social situation of the author.

3. Literary work as a specific historical moment

This approach is related to the condition of society at a certain time in accepting and understanding a literary work. It reflects the essence and summary of all history. Sociology of the reader tries to explore the ways in which a literary work is actually accepted by certain people at certain historical moments. The work has special issues in history that make it an interesting work.

Based on the description above, the writers decide to apply Laurenseon and Swingewood's (1972) concept of the sociological literature as an approach to focus on the research constituting the representation or mirror of the life of the Igbo society in Nigeria before and after the arrival of British colonialism at the end of the 19th century.

2.3 Igbo's Religious Life

It is believed that the Igbo originated in an area about 100 miles north of their current location at the confluence of the Niger and Benue Rivers. They share linguistic ties with their neighbors, the Bini, Igala, Yoruba, and Idoma.

The Igbo people are descended from *Eri*, a divine figure who, according to Igbo folklore, was sent from heaven to begin civilization. Another account presents *Eri* as one of the sons of God who travelled down to establish the present-day Igboland. In Nigeria, Igbos inhabit an area referred to as Igboland, which is divided into two sections along the lower River Niger. They live in most or all parts of five states: Abia,

Anambra, Ebonyi, Enugu and Imo, as well as minor parts of Delta, Rivers and Benue states. Small Igbo communities are also found in parts of Cameroon and Equatorial Guinea. As a result of the transatlantic slave trade, Igbo people have migrated to other countries including Jamaica, Cuba, Barbados, Belize, the United States among others. Elements of Igbo culture have been found in Jamaican patois—for example the Igbo word ‘unu’ which means ‘you’ is still used, while ‘red Ibo’ or ‘red eboe’ describes a black person with fairer skin (a lighter skin tone is common among Igbos). The area of Belize City is called Eboe Town after its Igbo-descended inhabitants.

As a result of regional and political fragmentation, which is mirrored in the several distinct languages traditionally spoken by the hundreds of different village groups, it would be reductionist to attempt to illustrate the traditional religious practices of the Igbo as a whole. Before the influence of Europeans and Christian missions, however, most Igbo practiced some form of ancestor worship in order to gain success in this world and one must appease of the spirits of the deceased. This might be accomplished in any number of ways. One of the primary ways of showing respect for the dead was through participation in the secret men's society, Mmo, which is the name used only in the northern part of Igbo land. In other parts, similar societies exist under different names. The second level was responsibility for carrying out the funeral ceremonies for the deceased and inducting the departed spirits into the *ebe mmo*, so that they would no longer cause mischief in the village.

2.4 Review of Related Study

A number of researchers have conducted various studies on Chinua Achebe's *Things Fall Apart*. Some of the previous discussions are related to discussion currently being carried out. However, this research is basically different from the previous researches in terms of discussion, the research approach and also the theory used to analyze the topic. Several studies from previous researchers are presented to show the novelty of this research.

Maliha (2020) carried out her research on Igbo Culture Is Better than European Culture with Reference to *Things Fall Apart*. She claims that in *Things Fall Apart*, Achebe mainly wants to show that their society is not savage or barbaric; rather many good sides are there which could not be understood by the Europeans. The novel mainly represents the values and lifestyle of Igbo society and the effects by the arrival of the Europeans. Though the colonizers try to show the society in wrong way, many critics later on try to show the Igbo culture is better because of its great religious system and beliefs, harmonious judicial system and rich language, all of which contain stories and proverbs. She concludes that Igbo culture is better because it teaches them morality and modesty. Though some of the Igbo people understand that the colonizers are destroying their own entity, most of them accept the colonizers and their culture. They think that the Europeans truly want to civilize them instead of colonizing and destroy their culture.

Nwoye (2011) carried out his research on *Igbo Cultural and Religious Worldview: An insider's perspective*. He states that although it can easily be contended that there is no dearth of ethnographic reports and writings on the Igbo people of Nigeria, yet it can equally be argued that most of such reports, particularly those arising from the works of Christian missionaries and British colonial ethnographers had largely been concerned with giving a general picture of the mores, customs and traditions of the Igbo. The core of such writings often presents the Igbo as primitive people given to some unchanging cultural traits, rather than as argentic people, known for their well-

articulated cultural and religious worldview. In particular, most of the previous anthropological reports on the Igbo arose at those regrettable days of colonial denigrations in which the perspectives of indigenous African peoples were treated with much disdain, with the people themselves being approached as mere informants to be spoken-for rather than to be listened to regarding their views on the nature of life in the human world. Using the technique of documentary analysis and in-depth library research methodology, the paper intends to correct some of the shortfalls embedding most of the previous anthropological reports on the Igbo. In particular, the paper plans to educate the reader on some ideals and ethos of the Igbo of Nigeria. In making this contribution it is not assumed that the reader knows much about the culture of the Igbo. Hence it is expected that at the end of the presentation, a lot should have become clearer regarding Igbo culture and religious worldview as well as the rituals and procedures of the key transitional ceremonies of Igbo religion. He further concludes that the activities of Christian missionaries greatly changed the religious landscape in Igbo land, Nigeria, West Africa just surveyed. However, many of the basic features of the indigenous beliefs and practices of the Igbo have survived to this day. Among these are a number of important transitional ceremonies with strong religious import. This article has attempted to present a sociocultural context and worldview from which scholars, worldwide, interested in Igbo studies could draw for their effective understanding of those four transitional ceremonies popular among the Igbo people of Nigeria, West Africa, namely: the Igbo naming ceremony; the Igbo ceremony of taking-over of a homestead; a component of Igbo marriage ceremony called *Okuku Onye Uwa*; and Igbo burial/funeral rites. These are important transitional ceremonies in Igbo religion, which have, in some parts of the culture area, resisted change because they mark and celebrate the significant changes and closures that take place in each individual's life. They constitute a unique set of definitional ceremonies of Igbo culture and religion because in them, unlike in other forms of transitional ceremonies, both the key individual directly concerned in them as well as the members of his/her community take part in the ceremony. The members of the community participate in them as the "witnessing community" or as "outsider witnesses" and add credibility to the ceremony by their presence. This article serves as an emic introduction to Igbo socio-cultural values and worldview that give background and meaning to the practices and rituals encompassed in such definitional ceremonies of the religion.

Udechukwu (2017) conducted his research on Igbo Cultural Values and the European Influence: *A Way to Redirect the Present Igbo Youths*. He argues that the world is a mystery and very complex to finish its interpretation. As it continues to exist, numerous things and mysterious things manifest day by day. Human beings are made to live and control other things in the world. In different parts of the world, many cultures and belief systems exist. Because of the natural endowment of different regions of the world, there is bound that differences must exist in the way the people think and live their lives. It is therefore not surprised that what one part of the world practices or holds firm may not be the same with other parts of the world. Europeans have their way of life based on their environment and culture and Igbo people also have their own way of life. In living out the life, there are values and norms which help to control peoples' lives and to check the excesses. There are some negative behaviors that are not acceptable in the society. These unacceptable behaviors are called "Taboos". What is seen as taboo in Igbo land may not be seen as taboo in the European countries. It has been observed that some of the Igbo people that have come into contact with Europeans have been

seriously influenced and affected by the culture of the white men in such a way that their own culture has been delegated to the background and this has affected the way they live which in most cases are contrary to the good values and norms Igbo people are known for. It is on this note that the researchers seek to look into some of the Igbo cultural values that have been influenced by the Europeans and their effects on human development. With this, the Igbo people will be able to understand their cultural heritage and will go a long way to preserve and protect them. Descriptive and survey methods of research will be adopted in the course of the research. Further he concludes that Igbo people are blessed with good cultural values. It is these values that our forebears used to live their lives and were able to achieve good human development. These values are still where we left them for modern values. Therefore, if Igbo people will achieve concrete human development in our contemporary society, they should go back to the drawing board, that is, the former good cultural values they have and bring them back into their present way of life; that is, in the way they think, eat, dress, train their children, worship, work etc. It is only then that is done that they will have good human development all round.

Purwarno & Suhendi (2017) conducted their research on *Colonialism as a Redeeming Evil in Chinua Achebe's Things Fall Apart*. They claim that Colonialism is commonly perceived and portrayed negatively in any discourses and even considered as an evil. This perception is generally connected with the harsh, severe and brutal exploitation of the people and land being colonized. It is related to its historical and cultural denigration, oppression, suppression, economic exploitation and deprivation, literary prejudice and linguistic interference on the side of the colonized. However, apart from the negative impacts due to the colonialism, there is no doubt at all that it has brought some certain positive impacts for the colonized. Colonizers have civilized huge numbers of people by spreading enlightenment, knowledge, information, technology, and even a love of learning all over the globe. It is while governing the indigenous people, they civilize them. This study aims at critically studying on the colonialism as a redeeming evil in Chinua Achebe's *Things Fall Apart*. It highlights the enlightenment, progress and divergent developments brought by colonialism to the Nigerian Igbo. The research result shows that colonialism has brought some positive impacts and undeniable landmark achievements to the Igbo in terms of establishment of religion, building of churches, schools, hospitals, courts, government, trade and commerce, the acceptance of outcasts, the stoppage of the killing of twins, that have made it a necessary redeeming evil, and even a blessing in disguise. It also reveals that Chinua Achebe actually acknowledges that colonialism has brought positive impacts to the Nigerian Igbo. The method used in this research is descriptive research proposed by Kothari (2004). Further they conclude that indisputably, colonialism has positive effects to the Igbo people and should not be overlooked. Chinua Achebe in *Things Fall Apart* acknowledges that Igbo people have imperfections in some certain aspects of their life. Despite a great number of crimes and sins against the indigenous people, colonialism play a significant role as an agent of social enlightenment and change, beacon of light and development, bringer of freedom for the oppressed, and hope for the desperate and the disillusioned in the society. This research reveals that colonialism has brought a number of positive impacts to the indigenous people, such as establishment of religion, building of churches, schools, hospitals, courts, government, trade and commerce, the acceptance of outcasts, the stoppage of the killing of twins that make colonialism deserve to be called as a redeeming evil.

3. Research Method

This research is designed to obtain the answers of the religious life of Igbo people in Chinua Achebe's *Things Fall Apart*. The method used in this study is structural analytical to start with reviewing literary research to provide research data. The data are carefully examined and analyzed to reach the objectives of this research. This research is conducted by using descriptive qualitative research with text analysis design. The object in this research is a novel entitled *Things Fall Apart* written by Chinua Achebe. All the words, phrases, sentences, and paragraphs related to the topic of discussion are the sources of the data. The sources of data were divided into two parts; primary sources and supporting sources. The primary source is Chinua Achebe's *Things Fall Apart*, taken from Bloom's *Modern Critical Interpretations* edited with an introduction by Harold Bloom published in 2010 with 221 pages. The secondary sources are books, theses, articles from the journals and proceedings. In collecting the data, the researchers used the documentation method and note techniques. The analysis technique used in this research is in the form of content analysis. After the data are collected, the researchers analyze the data using descriptive method, collecting the data that have been obtained, interpreting, and analyzing them interpretatively. Thus, this research focuses only on text in the novel *Things Fall Apart* by Chinua Achebe by applying the theory of sociology of literature proposed by Laurenceon and Swingewood (1972).

4. Discussion

Human faith in different spiritual powers is regarded as religion which also includes spiritual customs and traditions relating to gods and goddesses. Igbo people also believe that one must have faith in one's ancestors to be blessed with good health, good luck, and many children. Achebe in *Things Fall Apart* depicts religious beliefs of the Igbo people in detail. Deep study of the novel reveals that Igbo people do not act contrary to the customs and traditions prevailing in their societies. Every man of the clan is well aware of the ill consequences if he violates the rules of the conduct as provided for in their religious scriptures. The religion of Igbo people is based on two forms of religion, i.e. higher and lower. The belief in the supremacy of God is termed a higher form of religion and the faith in the existence of other gods and goddesses is regarded as lower term. Besides, Igbo people believe in the worship of the smaller gods, who according to them control anything. Therefore, they worship them to be flourished in their lives and also to be saved from facing calamities. The gods and goddesses whom Igbo people worship are Oracles, Chukwu (the supreme power), Ani (the earth goddess), Chi, and Ekwensu.

The religion of the Igbo people has a powerful influence on their life. Violation of the rules of conduct as provided for in their religion is treated as a nice endangering to the existence of the whole clan. Igbo people believe in the supremacy of one God whom they call *Chukwu*. They have belief in many gods and goddesses, oracles, evil spirits, priesthood, medicine men, magic, etc. In spite of certain traditional evils like throwing of infant twins, killing of innocent boy like Ekemefuna for other's fault, throwing of people suffering from serious illness into Evil Forest to rot and die, and banning of burial by the clansmen of the dead bodies of the men (like Okonkwo) who die due to committing suicide even for a great cause, Ibo people are happy with their religious life. When Okonkwo's dead body is dangling from a branch of a tree, Obierika says:

"We cannot bury him. Only strangers can. We shall pay your men to do it. When he has been buried we will then do our duty by him. We shall make sacrifices to cleanse the desecrated land." Obierika, who had been gazing steadily at his friend's dangling body, turned suddenly to the District Commissioner and said ferociously: "That man was one of the greatest men in Umuofia. You drove him to kill himself and now he will be buried like a dog..." He could not say any more. His voice trembled and choked his words (Achebe, 1995: 68)

External forces step into the Igbo villages and begin to create havoc in their happy life. At first, the missionaries appear and they build their churches in different villages. They propagate the gospels of Christianity and gradually attract a huge number of Igbo people to their religion. The number of converts goes on increasing day-by-day. Thus, the missionary factor is successful in dividing the Igbo people among themselves. The converts turn bitter enemies of their brothers, and the conflict between the two has become a matter of routine. In this context, Obierika remarks:

"Our own men and sons have joined the ranks of stranger. They have joined his religion and they help to uphold his government." "How do you think we can fight when our own brothers have turned against us." (Achebe, 1995: 57)

Mr. Smith's strictness adds much to the bitterness between converts and non-converts. His policies turn the upside down and disturb the peaceful life of the Igbo people. He sees things black and white, calls Igbo people the sons of darkness, believe in slaying the prophets of Igbo people. He criticizes the policies of Mr. Brown, the previous missionary who he has succeeded, who has worked and converted the Igbo people into Christianity without harming anyone.

As soon as the missionaries begin teaching the tribal people about the religion that is the Christian faith, their tribal customs begin to be questioned. This create a sense of unrest in the village. The missionaries try to bring about a new way of life, and mostly a better way of life. Achebe tries to show us that missionaries are showing people who are hurt by tribal beliefs that this does not have to happen in their religion. This is one of the main reasons people turn to their religion.

Achebe also shows us that the Igbo people have many dangerous beliefs before the missionaries come. Igbo people believe that twins are evil and should be discarded as soon as they are born. They believe that sacrifice is a good way to bring peace. Although at the beginning of the introduction of Christianity to the Igbo people by the White Missionaries, the Igbo people think that it is a crazy religion, but gradually many Igbo people are willing to join the religion because they eventually realize that some of the customs prevailing in their society are irrational as well as evil practices. Gradually many Igbo people begin to question the evil practices in their society, such as throwing twins as the earth goddess has decreed. The earth goddess has ordained that the twins:

were an offence on the land and must be destroyed. And if the clan did not exact punishment for an offence against the great goddess, her wrath was loosed on all the land and not just on the offender. (Achebe, 1995: 41)

The excerpt above shows that the Igbo people consider twins a trespass on the ground so the Igbo people kill twins out of great fear of the wrath of the earth goddess. When twins are born then their parents have to leave them in the "Evil Forest" to die.

Nwoye and Obierika, two of the main characters in the novel, think of the twins who have just been thrown after they are born. They wonder why the newborn twins have to be thrown into the Evil Forest and what the sin of the newly born twins is that they have to be thrown into the forest to die there.

Nwoye and her friends on their way home from the farm and crossing the outskirts of the Evil Forest across the river hear a baby crying in the forest.

Nwoye had heard that twins were put in earthenware pots and thrown away in the Chinua Achebe's *Things Fall Apart* Page 19 forest, but he had never yet come across them. A vague chill had descended on him and his head had seemed to swell, like a solitary walker at night who passes an evil spirit on the way. Then something had given way inside him. It descended on him again, this feeling, when his father walked in that night after killing Ikemefuna (Achebe, 1995, p. 19-20).

In addition, Obierika is also carried away in a greater complexity about the evil practices that prevail in his society, but he does not find the answer to it. He is shocked with grief when "he remembered his wife's twin children, whom he had thrown away. What crime had they committed?" (Achebe, 1995: 41).

Throwing newborn twins into the Evil Forest to die is certainly an inhumane practice because twins come from the same zygote and form two embryos, and not as a bad omen sent by the gods or as supernatural beings that could bring about destruction or disaster to society as the Igbo believe.

Igbo people are also superstitious in believing that *ogbanje*, children who die at birth and are believed to be evil children, will enter their mother's womb to be born again. They believe that *Ogbanje* is the embodiment of an evil spirit who deliberately comes to disturb a family by causing misfortune. Every time, a newborn child thought to be *Ogbanje* die, would be mutilated.

The medicine man then ordered that there should be no mourning for the dead child. He brought out a sharp razor from the goatskin bag slung from his left shoulder and began to mutilate the child. Then he took it away to bury in the Evil Forest, holding it by the ankle and dragging it on the ground behind him (Achebe, 1995: 26).

The practice of throwing twins at birth into the Evil Forest and abandoning them there to die and the mutilation of the corpses of newborn babies which are considered *ogbanje* are inhumane, cruel and horrific practices. That is the cultural religious belief of the Igbo people before the white people introduce Christianity to them. After white people introduce Christianity to Igbos, and forbid Igbos to abandon newborn twins, the practice of abandoning newborn twins gradually diminish and eventually the practice ceases to exist. The religion brought by the white people welcomes the newborn twins. The missionaries rescue the twins who are banished in the Evil Forest. The missionaries' humane concern for the twins quickly spread to other villages and villages so that the women who have given birth to twins come to join the new religion. Of course, it is very difficult to imagine how broken the hearts of mothers and fathers are, whose twin babies must be snatched from their arms and thrown into the forest. But now they feel

relieved and comfortable because the new religion brought by the white people, actually forbids the practice of banishing newborn twins to the Evil Forest.

Igbo people also believe that "evil forest was, ..., alive with sinister forces and powers of darkness" (Achebe, 1995: 49). That is the reason why they give land for the white people to build their homes in the Evil Forest because they believe that the missionaries would die within four days. However what the Igbo people believe does not come true because white people remain healthy and living in the Evil Forest. After the fourth day, not a single white person dies. The white people convince the Igbos that the Evil Forest is just an ordinary forest that has neither evil nor the power of darkness. Gradually, Igbo people begin to accept the truth instead of superstition. The Ibo religious culture begins to crumble.

The Igbo people also have a superstitious practice of an Igbo who dies on Week of Peace, a week before the planting season which the Igbos commemorate in honor of the goddess of the earth. The Igbo people believe that it is an abomination for a man to die during Week of Peace so that they would not bury the body of the dead on Week of Peace but instead will throw it into the Evil Forest.

‘... in some clans it is an abomination for a man to die during the Week of Peace.’

‘It is indeed true,’ said Ogbuefi Ezeudu. ‘They have that custom in Obodoani. If a man dies at this time, he is not buried but cast into the Evil Forest (Achebe, 1995: 9).

In addition, if an igbo suffers from swelling in the stomach and or other limbs, he is not allowed to die in the house. He will be taken to the Evil Forest to die and rot there. The Igbo people believe that such disease is an abomination to the earth goddess; therefore, the victim will not be given a proper burial. An Igbo native named Unoka suffers from swelling in his stomach and other limbs that it is considered an abomination to the earth goddess. When Unoka is dying the Igbo people take Unoka to the Evil Forest to die and rot there. Unoka is not allowed to have a proper burial.

Unoka was an ill-fated man. He had a bad chi or personal god, and evil fortune followed him to the grave, or rather to his death, for he had no grave. He died of the swelling which was an abomination to the earth goddess. When a man was afflicted with swelling in the stomach and the limbs he was not allowed to die in the house. He was carried to the Evil Forest and left there to die. There was the story of a very stubborn man who staggered back to his house and had to be carried again to the forest and tied to a tree. The sickness was an abomination to the earth, and so the victim could not be buried in her bowels. He died and rotted away above the earth, and was not given the first or the second burial. Such was Unoka's fate (Achebe, 1995:5).

Such a practice is utterly inhumane. It is inconceivable how a human who is still breathing is tied to a tree in a dense forest to die and rot there without being buried. This is done by the Igbo people because they believe that the disease suffered by that person is an abomination of the earth goddess. In fact, the man is suffering from a disease such as leprosy or smallpox.

Suicide is also considered an abomination to the earth goddess. Igbo people believe that the earth goddess will be angry if an Igbo dies of suicide and is buried

properly. Therefore Igbo people, who die by suicide, will not get a proper burial, even Igbo people are not allowed to touch their bodies. In the novel it is described that Okonkwo has killed one of the white men, and to avoid the disgrace of being executed under the white men's law, he commits suicide. When his relatives find his body hanging, they refuse to touch him, and instead ask the white men to take his body and bury it. When asked why, one of them explains:

“It is against our custom. It is an abomination for a man to take his own life. It is an offence against the Earth, and a man who commits it will not be buried by his clansmen. His body is evil, and only strangers may touch it.” (Achebe, 1995: 68).

The quotation above shows that Okonkwo's corpse hanging from a tree branch cannot be touched by his own people. The Igbo people believe that if they do it, the earth goddess will be angry with them. Therefore only foreigners can touch and bury his corpse so they ask the white man to take him down and bury him. The belief in the earth goddess's wrath if they touch and bury their relatives who die by suicide in a proper way is certainly irrational and inhumane.

When someone kills another person, of course that person must get the punishment, and he deserves the punishment for his action. It is certainly a fair law. However, it becomes irrational and unfair if the punishment is not only given to the perpetrator but also to all members of his family; such as against his wives, children, property and animals. This related data can be found in the novel where the first character of the novel, Okonkwo accidentally kills a clan member. As a result of Okonkwo's action, according to the law in force in his village, Umuofia, Okonkwo has to be exiled from his village for seven years. However it is not Okonkwo alone who has to bear the punishment. All his family members; wives and children, have to bear the punishment for seven years. In addition, his houses are burned, his barns and property destroyed and his animals killed. Igbo people do such treatment to Okonkwo merely based on their belief that it is a justice for the earth goddess.

As soon as the day broke, a large crowd of men from Ezeudu's quarter stormed Okonkwo's compound, dressed in garbs of war. They set fire to his houses, demolished his red walls, killed his animals and destroyed his barn. It was the justice of the earth goddess, and they were merely her messengers (Achebe, 1995: 41).

The punishment that Okonkwo and his family members have received is completely irrational and incomprehensible. Moreover, the murder committed by Okonkwo is completely unintentional. The Igbo people claim that they are just messengers of the earth goddess and what they have done is justice of the earth goddess.

5. Conclusion

Based on the results of the discussion and findings regarding Igbo life in Chinua Achebe's novel entitled *Things Fall Apart*, there are several conclusions that can be drawn. The social, political, economic and religious life of the Igbo people in Chinua Achebe's novel entitled *Things Fall Apart* is vividly described by Achebe. Despite the limitations of the Igbo people to modern life outside their area and by various practices of religious life which according to external points of views, their customs are

considered extreme, cruel and even inhumane; however the Igbo people feel contented with their life.

Igbo people have no problem with the traditional life they lead. The presence of white people, the British, in the Igbo society brings significant changes to the religious life of the Igbo people. The religious reforms introduced by the white people make the life of the Igbo people also significantly changed. Of course, these changes receive various responses in the Igbo community. However, in general, the changes brought about by white people have changed the religious life systems of the Igbo people. Igbo people, who previously have various beliefs in their various cultural religions, are introduced to Christianity. Various evil practices related to their cultural religious beliefs that are previously seen as cruel and inhumane by outsiders, such as abandoning or throwing twins born into the evil forest, throwing people who are dying with swelling in their body parts into the evil forest, mutilating babies who die at birth and are considered *ogbanje*, are slowly but surely no longer occurring in Igbo society. In short, the changes in religious life carried by white people have brought enlightenment and a better life for Igbo people.

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THINK PAIR SHARE (TPS) STRATEGIES AND DIRECTED READING THINKING ACTIVITY (DRTA) TO IMPROVE STUDENTS' MOTIVATION ON READING COMPREHENSION ACHIEVEMENT

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Abstract

The research deals with teaching strategies and students' motivation on reading comprehension achievement. The objective of this study is to reveal that the students' achievement in reading comprehension taught by Think Pair Share is significantly higher than that taught by Directed Reading Thinking Activity using question answer relationship teaching study. The research method used is quantitative research design. The populations of this research are the students of Midwifery Grade II at STIKes Mitra Husada Medan, Academic year 2021/2022. Two classes are randomly selected and the total samplings are 72 students. The instruments used are multiple choice test and questionnaire. The data analyzed are by Two-Way ANOVA with 2x2 factorial designs with $F_{\text{observed}} = 14.1$ and $F_{\text{table}} = 4.00$, and the results indicated the $F_{\text{observed}} > F_{\text{table}}$, so null hypothesis (H_0) was rejected. It is concluded that the students taught by using TPS strategy is better than those taught by using Directed Reading Thinking Activity on reading comprehension achievement. Based on this research, researchers recommend using TPS learning model because this learning model can improve students' ability to solve reading comprehension problems. This model can also be used as an alternative to apply innovative English learning, especially in reading, creating an exciting learning atmosphere, and also providing opportunities for students to express their ideas in English in their own way.

Keywords: motivation; reading comprehension achievement; teaching strategies

1. Introduction

Reading comprehension is very important to be mastered by the students. It is in line with the idea proposed by Alyousef (2005) who defines reading as one of the most significant English skills in supporting people's thinking and as an interactive process between the reader and the text. However, many students are only able to read out aloud some texts with appropriate pronunciation but they do not get the main ideas and the detail information from the text well. This happens because they lack motivation or concentration,; they do not understand words and sentences, and also how these sentences are related to one another. In addition, they do not understand how the

information is related to one another in a meaningful way. In addition, the way the teachers teach reading at the school based on the observations of the researchers is still monotonous, as teachers still use traditional teaching strategies by asking the student to read one by one and then giving questions and answers from the text.

The teaching strategies are needed to connect the students' background knowledge with the new information in given text and to overcome the students' lack of desire of reading comprehension in order to increase their motivation in reading. There are two teaching strategies which are selected in this study. They are Think Pair Share and Directed Reading Thinking Activity.

Think Pair Share (TPS) is one of the effective teaching strategies because it can help the students solve problems in reading comprehension achievement. Besides, this strategy can improve the students' communicative skills and make their critical thinking work in pairs. It also gives an opportunity to the students to orally spring their response with their classmates and receive valuable feedback. Moreover, this strategy can help the students to increase their motivation especially in reading comprehension achievement.

Directed Reading Thinking Activity (DRTA) was developed by Stauffer as a framework for teaching reading, which stresses students' abilities to read reflectively and to use prediction. This strategy involves the students to be active in making prediction. The teacher can build their prior knowledge by asking them some questions related to reading text. Bos & Richardson (1994) state that the students can get a little information related to their prior knowledge they have already had from the teacher's questions.

One of the students' deficiencies in reading comprehension is the lack of motivation which is a theoretical construct used to explain the initiation, direction, intensity, presence and quality of behavior, especially goal-directed behavior (Maehr & Meyer in Brophy, 2010). Motives are hypothetical constructs used to explain why people do what they do. Brophy (2010: 3) also states that motives are hypothetical constructs used to explain why people do what they do. Motives are distinguished from related goals (the immediate objectives of action sequences) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).

Furthermore, based on preliminary observation conducted by the researchers as English Lecturer at STIKes Mitra Husada Medan, there are a number of crucial issues concerning the teaching and learning of reading comprehension. Students in this level especially in midwifery have difficulties in identifying the information of reading passage. First, the students could not find specific information which is included in the narrative text given by the teacher. Second, some students always feel bored when they are studying reading because they do not know the language feature and generic structure to understand the reading material easily especially in narrative text. Third, the students are lack of vocabulary, and they have low motivation.

Therefore, this study is focused on teaching strategies and students motivation on reading comprehension achievement of the students at Midwifery Grade II at STIKes Mitra Husada Medan, Academic year 2021/2022.. The objective of this study is to explain the students achievement in reading comprehension taught by Think Pair Share and Directed Reading Thinking Activity.

2. Literature Review

Blachowicz & Olge (2008) argue that reading comprehension is a complex process that demands skills and strategies. Reading comprehension is an evaluating process. Reading has different levels of comprehension. Each level of comprehension has its own indicators to be accessed by the teachers (Day & Park, 2005). The achievement of those indicators will be reflected by the students' ability to master skills in each level of comprehension. The skills in each level are explained in the following: 1) literal comprehension, 2) inferential comprehension, 3) critical comprehension and 4) creative comprehension

Haris et al. (2007: 8) add 6 processes in reading comprehension, namely cognitive process, micro process, integrative process, macro process, elaborative process and metacognitive process. Reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding text information, children develop mental models or representations of meaning of the text ideas during the reading process (Woolley, 2011: 15).

There are many types of text. Each type has different advantages and disadvantages for the reader. It depends on what type of reading that will be used by the reader to read a text. Patel and Praveen (2008: 117) say that there are some types of reading: a. intensive reading, b. extensive reading c. aloud reading, and the last silent reading.

Strategies are defined as certain ways, steps, or techniques used in teaching and learning process for the students in order to solve some problems. After the problem-solving is done, the strategies will automatically build up a better learning for the students.

Think Pair Share (TPS) was developed by Lyman in 1978 (McTighe & Lyman, 1988) for the first time. It has been observed through various researches on educational teaching from the basic to the university levels. This strategy is a part of cooperative learning. To make a case for collaborative learning seems easy.

Kagan (2009) states that there are five steps in TPS, they are as follows:

- a. Organizing students into pairs by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students.
- b. The topic or a question is given to the students. The question should be in general topic and has many kinds of answers. This makes the students think deeper and deeper, and they can give their opinions from many aspects.
- c. Giving time to the students to think meanwhile the teacher should give the students several minutes to think an answer of the question given before.
- d. Asking students to discuss with their partner and share their thinking. In this section, each student share his or her own answer to his or her partner in pairs. They share their thinking and discuss each other to find the best answer.
- e. Calling on a few students to share their ideas with the rest of the class. This last step is calling some students to share their ideas with the rest of the class. Some students give their answers, and the others can give their opinions or other answers.

TPS technique has some advantages, such as:

- a. Nonnative speakers must first linguistically decipher the question and then cognitively gives a response to it.

- b. Waiting time not only offers time for linguistic interpretation of the question but also response formation.
- c. Pairing with another student gives an opportunity to orally share their response with a classmate and receive valuable feedback.

However, TPS technique also has some disadvantages, such as:

- a. Not all students focus on the topic given, because they can share everything with their partner out of the topic (question) given.
- b. There is a possibility that the students who have low understanding about the topic given likely chat to the other pairs

El-Koumy (2006: 3) states that the Direct Reading Thinking Activity is defined operationally as a reading strategy which consists of 6 steps. According to El-Koumy (2006: 3), the steps of Direct Reading Thinking Activity (DRTA) are as follows:

1. The teacher writes the title of the reading passage on the board and asks the students to read it,
2. The teacher asks the students to make predictions about the title using these questions:
 - a) What do you think of a passage with a title like this might be about?
 - b) Why do you think so?
3. The teacher lists predictions on the board and initiates a discussion with the students by asking them to respond to the following questions:
 - a. Which of these predictions do you think would be the likely one?
 - b. Why do you think this prediction is a good one?
4. The teacher invites students to work in small groups to complete the discussion following the same format.
5. The teacher asks students to read the passage silently and to confirm or reject their own predictions. Then he asks them the following questions:
 - a) Are you correct? b) What do you think now? c) Why do you think so?
6. The teacher asks students to reflect on their predictions through responding to the following questions:
 - a) What prediction have you made?
 - b) What makes you think of this prediction?
 - c) What in the passage supports this prediction?
 - d) Do you still agree with this prediction? Why?

The advantages of DRTA are as follows:

- a. Students – centric: This encourages critical thinking in students, and gives them a chance to come forward and demonstrate what they have learned.
- b. Raising the Bar: Educators have the liberty to set up classroom and devise method that would aid all students in thinking, analyzing and comprehending the teaching contents easily.
- c. Meeting the needs and interests of diverse learners.
- d. Providing the opportunity for students to learn at their own pace, in their own way.
- e. Recognizing students' various background knowledge, readiness, language, preferences in learning.

The disadvantages of DRTA are as follows:

- a. Time constraints and chopped-up schedules are obstacles.
- b. Class size and teaching load are two of the bigger constraints.
- c. Teacher's preparation might not be full.

The characteristics of students with low motivation are :

- 1) Students may be easily distracted when listening to their teacher or completing assignments on which they are working.
- 2) Students may find it difficult to get started on their homework or other class project.
- 3) Students may not put much effort into assignments and they may find it difficult to participate in class and to stay focused on learning information being taught.
- 4) Students are more likely to blame someone or something else for their poor performances.

On the other hand, the characteristics of highly-motivated students towards learning are:

- 1) Likely having a stronger desire to learn.
- 2) Focusing on goals to stay committed to putting forth the effort and doing what is necessary to benefit from school.
- 3) More likely to work hard at participating in their classes and at learning the material presented.
- 4) More likely to keep working in the face of difficulties when trying to understand a concept or complete a long, complex assignment.
- 5) Tending to see success as a function of their effort.
- 6) Understanding that there are factors they cannot control, and focussing on the controllable factors.

2. Research Method

2.1 Participant and setting

The participants consisted of 72 students of Grade II Midwifery Diploma III Study Program. They were in experimental and control groups at STIKes Mitra Husada Medan.

2.2 Instrument

The instrument applied in the present study was multiple choice as pre test and post test. In addition, the data in the second part of the research were collected through a questionnaire. The questionnaire was administrated and piloted before the study started, both valid and reliable; therefore, the result of it was reported in data analysis section. The questionnaire consisted of 20 statements. Each item of the questionnaire was rated on five points from strongly agree to strongly disagree.

2.3 Design

The design of this research was quantitative instrument to collect the data using post test and the second part was collected through a questionnaire considered as a quantitative data collection.

2.4 Procedure

In the first session, the researchers generally talked about TPS and DRTA and their effect on reading comprehension achievement. In the second session, the instruction of TPS and DRTA started. At the beginning of every session, each strategy was defined together with its advantages and effect on writing improvement. Then several examples were written on the board and then a task was given to them during three other sessions. In each session, the participants had 60 minutes to do the task of 30 multiple choice questions.

4. Discussion

The research is conducted to reveal whether there are any significant effects of the students' reading comprehension achievement taught by using TPS and DRTA strategies. To answer this question, the researchers ran the independent sample t-test. This research was conducted in three meetings. From all the meetings conducted, it was found that the students' score kept improved from pre test and post test. The improvement of the students' score in each test can be seen from differences among lowest and highest scores.

4.1 Students' Achievement in Reading Comprehension Taught by Using Think Pair Share is higher than that by Directed Reading Thinking Activity Strategy

In the beginning, students did not have much understanding of all the four stages of TPS. During the first week of the class, a teacher explained TPS stages to students. The teacher also trained the students an easy paragraph. The students read the paragraph in short time in two to three minutes to understand the entire paragraph in pairs then if the students did not understand the context, then their teacher told them to underline the difficult words. And after that, their teacher encouraged the peers to explain what they were thinking about the text and shared with other groups in class if the peer did not know either about the story, and then their teacher explained the conclusion of the story to them. The same strategy was used for all the three stages to train the students. As a result, the students could use these strategies effectively by themselves as seen in the following table:

| Class | Interval | Absolute frequency | Relative Frequency |
|--------------|----------|--------------------|--------------------|
| 1 | 70-73 | 6 | 16.67 |
| 2 | 74-77 | 5 | 13.89 |
| 3 | 78-81 | 5 | 13.89 |
| 4 | 82-85 | 12 | 33.33 |
| 5 | 86-90 | 8 | 22.22 |
| Total | | 36 | 100.00 |

Table 4.1: Frequency Distribution of Students' Achievement in Reading Comprehension Taught by Using Think Pair Share Strategy

4.2 Students' Achievement with High Motivation is higher than that with Low Motivation in Reading Comprehension

Students who had low learning motivation could not activate and energize their cognitive process in their reading comprehension class because they did not have positive attitude towards the learning situation. Besides, they expended less effort in learning the language, which consequently could impact their achievement in reading

comprehension. The calculation result of Two Ways ANOVA indicated both learning motivation significantly affected students' achievement in reading comprehension. Total means make it clear that students with high learning motivation have better learning achievement in reading comprehension than that with low motivation. It is clearly presented in the table below:

| Class | Interval | Absolute frequency | Relative Frequency |
|--------------|----------|--------------------|--------------------|
| 1 | 60-63 | 2 | 5.56 |
| 2 | 64-67 | 1 | 2.78 |
| 3 | 68-71 | 10 | 27.78 |
| 4 | 72-75 | 9 | 25.00 |
| 5 | 76-79 | 10 | 27.78 |
| 6 | 80-83 | 4 | 11.11 |
| Total | | 36 | 100.00 |

Table 4.2: Frequency Distribution of Students' Achievement in Reading Comprehension Taught by Using Directed Reading Thinking Activity

4.3 The Interaction of Reading Strategies and Students' Motivation on Students' Achievement in Reading Comprehension

The result of Two Ways ANOVA calculation indicates that there is significant effect on the interaction between reading strategies and students' learning motivation. Reading strategies and motivation are two of several important factors that influence learning achievement. The calculation shows that students who have high motivation and are taught by Think Pair Share (TPS) and the students who have high motivation taught by using Directed Reading Thinking Activity (DRTA) have the most significant difference among others. It means that both strategies are better to be applied for students who have high learning motivation as seen in the table below:

| Class | Interval | Absolute frequency | Relative Frequency |
|--------------|----------|--------------------|--------------------|
| 1 | 60-66 | 4 | 11.11 |
| 2 | 67-73 | 5 | 13.89 |
| 3 | 74-80 | 2 | 5.56 |
| 4 | 81-87 | 11 | 30.56 |
| 5 | 88-94 | 7 | 19.44 |
| 6 | 95-101 | 7 | 19.44 |
| Total | | 36 | 100.00 |

Table 4.3: Frequency Distribution of Students' Achievement in Reading Comprehension with High Motivation

5. Conclusion

Based on the data analysis and hypothesis testing, some conclusions are drawn up as follows:

1. Students' achievement in reading comprehension taught by using Think Pair Share got the average score = 80,47 and students achievement in reading comprehension taught by using Directed Reading Thinking Activity got average score = 73.75. The data indicated that $F_{\text{observed}} = 82.20$ and $F_{\text{table}} = 3.98$, and result indicated the $F_{\text{observed}} > F_{\text{table}}$ so null hypothesis (H_0) was rejected and it can be concluded that the

first hypothesis of this research which stated that the students' achievement in reading comprehension taught by using Think pair Share is higher than those taught by using Directed Reading Thinking Activity strategy is really true.

2. Students' achievement in reading comprehension with high motivation got the average score = 83.61 and students' achievement in reading comprehension with low motivation got the average score = 79.53. The data indicated that $F_{\text{observed}} = 41.26$ and $F_{\text{table}} = 3.98$, and result indicated the $F_{\text{observed}} > F_{\text{table}}$ so null hypothesis (H_0) was rejected and it can be concluded that the second hypothesis of this research which stated that students' achievement in reading comprehension with high motivation is higher than those with low motivation is really true.
3. The summary of ANOVA indicated that $F_{\text{observed}} = 14.81$ and $F_{\text{table}} = 3.98$, and result indicated the $F_{\text{observed}} > F_{\text{table}}$ so null hypothesis (H_0) was rejected and it can be concluded that the third hypothesis of this research which state there is interaction between Think Pair Share Strategy, Directed Reading Thinking Activity and learning motivation to the students achievement in reading comprehension is really true.

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DEVELOPING DIGITAL WRITING TEST FOR STUDENTS OF ENGLISH AND LITERATURE DEPARTMENT

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Abstract

This study was aimed at developing Digital English writing test by using Quia or Quizziz for semester 2 students in Academic Year 2021/2022. Quizziz application is a digital application that has a colorful display with animation on its interface. This writing test is to find out the students' initial ability in writing text, such as making a simple outline and write them into a simple paragraph with main idea and topic determined by the researchers. This developing test is useful for students of English and Literature Department and developed as a pre-test for mapping freshmen students' competency in writing. Research and Development design was used in this study, with the data used from the result of need analysis as well as interviewing the lecturers and students. The data were chosen by random sampling with the total number is 60 students of the second semester in Academic Year 2021/2022 of English and Literature Department as well as 4 lecturers of writing course.

Keywords: digital English writing test, English, writing text, Quia, Quizzis

1. Introduction

As one of the four language skills, writing has always occupied a place in the most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. As Walsh in Klimova (2013) states, writing is essential because it is used extensively in higher education and the workplace. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else. English department students need to learn writing and prepare themselves for the final academic assignment, thesis writing.

Chappel in Klimova (2013) describes some benefits of writing, such as expressing one's personality, fostering communication, developing thinking skills, making logical and persuasive arguments, giving a person a chance to later reflect on his/her ideas and re-evaluate them, providing and receive feedback, and preparing for school and employment. In order to write well, people must have good capabilities in writing. Moreover, someone who wants to write an essay or story must know the steps in the writing process and aspects of writing. The writer must organize the ideas to construct the sentences and use punctuation and spelling well. Besides, they must be

able to arrange the writing into cohesive and coherent paragraphs and the text. A measuring tool is needed to determine how far students' writing ability in the Department of English Language and Literature can support the Writing Course. Especially for new students in the first and second semesters, lecturers can map their initial abilities in writing and adjust them to the Achievement of Subject Acquisition (CPMK) for the Writing Course. In addition, the measuring tool for writing skills can also help the MBKM Program train students more extensively if they choose study programs and subjects outside the program.

The Department of English Language and Literature has held a Proficiency Test to determine students' competence. This test is intended to obtain information or a map of the initial English proficiency reflected in their scores. The current test is IELTS-Like, a standardized test that resembles the actual test from the form of the question to how it is done.

IELTS (International English Language Testing System) is the world's most popular international English language testing system for study, work, and immigration. An international team of experts has developed the standard IELTS test content. It is an extensive study to ensure that all participants, regardless of nationality, background, gender, lifestyle, or location, keep the test fair and impartial. However, in the research team's observation, the existing IELTS-Like test has not supported students' English skills, especially new students. In 2021, students' IELTS scores in the Writing Test show a score range of 60, which means that students' writing skills are still low, but when in class and lecturers assign them to write simple paragraphs, out of 30 students, 80 percent of new students can write well. The IELTS test results do not significantly affect students' writing skills. Seeing the importance of writing skills tests for new students and seeing good interactions in this pandemic period online, the research team will design a digital-based writing skills test.

According to Sukirman (2020), this digital competency test application program is used to obtain a competency map of students' abilities for specific criteria. This mapping helps improve education and to ensure the quality of the learning process and graduates. The results of the evaluation of the learning process using standardized tests.

2. Literature Review

Minister of Education and Culture Nadiem Makarim changed the 2013 curriculum into the MBKM (Independent Learning Independent Campus) curriculum in 2019. The MBKM concept consists of "Independent Learning" and "Independent Campus." Freedom to learn is freedom of thought and innovation (Ainia, 2020). Meanwhile, the independent campus is a continuation of the independent learning program for higher education. The transformation of education through the policy of independent learning is one of the steps to realizing Indonesia's Superior Human Resources, which has the *Pancasila* Student Profile (Kemdikbud, 2021).

In line with the World Economic Forum (2016), students must have 16 skills in the 21st century. These 16 skills are divided into literacy, competence, and character quality. In addition, to face changes in society and culture, the world of work, business, and rapid technological advances, students must be prepared to follow these changes. Therefore, every educational institution must prepare new literacy and guided orientation in the field of education (Lase, 2019). Higher education preparation can be done by designing and implementing innovative learning processes so that students can achieve learning outcomes covering cognitive, affective, and psychomotor aspects

optimally and consistently relevant through the MBKM curriculum. The Independent Learning Policy-Independent Campus, abbreviated as MBKM - is based on the Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards on Learning Process Standards, especially in articles 15 to 18. MBKM aims to encourage students to gain learning experiences with additional competencies outside the study program and/or off-campus. Various types of learning activities that students can carry out outside of their study program, such as student exchanges, internships/work practices, teaching assistant in an academic unit, research/research in an agency/institution, conducting humanitarian projects, entrepreneurial activities, independent studies/projects, or build a thematic real work village/college. One of the keys to implementing the MBKM Policy is to make the learning process in higher education more autonomous and flexible (Baharudin, 2021). In everyday life, language skills are needed to obtain and convey information. This language skill consists of four skills, namely, listening skills, speaking skills, reading skills, and writing skills. Writing skills are the skills to express an idea or ideas through written language. Writing skill is one of the highest level language skills. Abbas (2006: 125) defines writing skills as the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing this idea must be supported by the accuracy of the language, vocabulary and grammar, and spelling.

Experts classify approaches to language tests in different ways. Heaton (1988), for example, distinguishes them according to (1) the essay-translation approach, (2) the structuralist approach, and (3) the integrative and communicative approach. The International English Language Testing System (IELTS) is an internationally recognized and specially designed English language proficiency test with a fair rating to test a person's ability to speak English. This test provides an opportunity to demonstrate listening, reading, writing, and speaking skills. It is managed by the University of Cambridge ESOL Examination, British Council, and IELTS Australia. Hundreds of academic institutions use IELTS as a requirement to follow the program, especially in the UK, USA, Australia, Ireland, Germany, the Netherlands, and Singapore. In IELTS, the writing ability test is divided into two parts. The first part is a short essay describing the visual data, such as line graphs, bar charts, pie charts, process diagrams, maps, and tables. The second part is an essay containing a minimum of 250 words to provide opinions, arguments, or other responses to a particular fact.

To support the implementation of the MBKM Policy by making the learning process in higher education more autonomous and flexible, a digital test system was developed in this study. Several types of digital applications can be used as writing test instruments, namely Quizziz and Quia Web. Quizziz application is a digital application that has a colorful display with animation on its interface. This application is one application that can be used to do online tests without making students feel bored. In this application, you can also add music as a background and provide a question bank that can be used directly. The other benefits of the Quizziz application include online tests that can be used in real-time, mobile friendly, and have various types of questions, ranging from an essay and multiple questions to true and false questions. Quia Web has a simple user interface and is one of the most accessible online exam applications. New users can use Quia Web for free online exams for 30 days. Some of the excellent features that Quia Web has are 16 types of learning activities and 10 types of quiz types.

3. Research Method

The digital writing skills test development at the English and Literature department UNIMED used a Research and Development design. This method is a research method used to produce products and test their effectiveness of these products (Sugiono, 2010). The study of developing digital writing skills test in the English Education Study Program at the English and Literature department has the preliminary, development, and evaluation stages. This research was conducted at the English Education Study Program, Department of English Language and Literature, Unimed *Jalan Willem Iskandar Pasar V* Medan. The population and sample in this study were second-semester students with a sample of 60 second-semester students in the 2021/2022 Academic Year for the Contextual Written Language Skills course, English and Literature Department.

4. Discussion

The needs analysis of this research was taken from 90 students of the Department of English Language and Literature in the English Education Study Program, Academic Year 2021/2022 Universitas Negeri Medan in the Contextual Written Language Skills course. The results of this analysis are used by researchers as a guide for developing teaching materials for writing descriptive texts. The results of the analysis are shown in the following table:

A. Students' Opinion toward Writing

As many as 71.1% of students stated that writing was very important, and 23.3% of students stated that writing was important. Then 5.6% of students stated that writing was considered sufficient but there were no students who stated that writing was not important. This means that students have realized the importance of writing.

Based on the questionnaire, the targets for writing attitudes were divided into three categories: writing challenges, importance of writing, and writing frequency. The following table contains a description of the student's point of view.

| Questions | Opinions | Percentage (%) |
|---|--------------------|----------------|
| In my opinion, writing texts in English is an activity that... | Very easy to do | 2.2 |
| | Easy to do | 51.1 |
| | Hard to do | 45.6 |
| | Very hard to do | 1.1 |
| In my opinion, writing activities...in English lessons (choose one) | Very important | 71.1 |
| | Important | 23.3 |
| | Quite important | 5.6 |
| | Not important | 0 |
| I.....write the text in English | Always (every day) | 2.2 |
| | Often | 43.3 |
| | Sometimes | 54.5 |
| | Never | 0 |

Table 4.1: Student Opinion against Writing

Table 4.1 shows that students' opinions about writing are divided into three categories. First, the difficulty of writing, 51.1% of students stated that writing was easy to do and another 45.6% stated that writing was difficult. from these percentages it can

be seen that the statements of half the students and the other half are very contradictory. then 2.2% of students stated that writing was very easy to do and another 1.1% stated that writing was very difficult to do.

Second, the importance of writing, as many as 71.1% of students stated that writing was very important, and 23.3% of students stated that writing was important. then 5.6% of students stated that writing was considered sufficient but there were no students who stated that writing was not important. This means that students have realized the importance of writing.

Third, the frequency of students writing, the analysis provides information that half of the students as much as 54.5% sometimes practice their writing activities. There are 43.3% of students who often practice writing, and 2.2% of students who always practice writing.

From the description above, it is clear that students majoring in English are aware of the importance of writing.

1) Target Needs

Hutchinson and Waters state that the target need is what the learner must do in the target state (1987). Target needs are divided into three categories:

a) Needs

Needs, according to Hutchinson and Waters (1987), are what the learner needs to know in order to function effectively in the target situation. The following table contains a description of student needs.

| Questions | Opinions | (%) |
|--|--|------|
| The skills I need in writing English text are (may choose more than one) | Use appropriate sentence structure and word choice. | 17.8 |
| | Express ideas in writing into several different forms of sentences | 15.6 |
| | Arrange sentences correctly according to the function of each text | 13.3 |
| | Arrange the text with the correct text structure | 10 |
| | Use proper and appropriate grammar | 33.3 |
| | Others | 10 |

Table 4.2: Student Needs

For needs, 17.8% of students choose the skills they need in writing texts by using the appropriate structure and word selection. The second skill was chosen by 33.3% of students, using proper and appropriate grammar. There are 15.6% of students who choose to pour their thoughts into different sentences. then 13.3% of students choose to arrange sentences correctly according to the function of each text, 10% of students choose to arrange texts with the correct text structure and the remaining 10% choose others.

b) Deficiency

Hutchinson and Waters (1987:55) state that students' problems with topics include less. It deals with the contrast between what learners already have and the situation in which they must succeed. The description of the students' problems is shown in the table below.

| Questions | Opinions | (%) |
|---|--|------|
| So far, the difficulties I have faced in writing English texts are (may choose more than one) | Difficulty in composing proper and appropriate sentence structures | 10 |
| | Difficulty in choosing appropriate and appropriate word choices for writing | 13.3 |
| | Difficulty in expressing story ideas | 11.1 |
| | Difficulty in arranging sentences correctly according to the function of each text | 10 |
| | Difficulty in arranging text with the correct text structure | 6.7 |
| | Difficulty in using proper and appropriate grammar | 40 |
| | Others | 8.9 |

Table 4.3: Student Difficulties

The table shows the difficulties faced by 40% of students are difficulties in using proper and appropriate grammar. The second difficulty is that 13.3% of students have difficulty in choosing appropriate and appropriate word choices for writing. The third difficulty is expressing story ideas faced by 11.1% of students. Then there are 10% of students have difficulty in arranging sentences correctly according to the function of each text and in compiling the right and appropriate sentence structure. Difficulty in arranging the text with the correct text structure is difficult for 6.7% of students. And for 8.9% of students chose other difficulties. Due to the student deficiencies mentioned above, this material provides a variety of problem solving exercises, which will be of benefit to students.

c) **Desire**

The term “desire” refers to the desire of the student. The following table displays a description of the student's wishes.

| Questions | Opinions | (%) |
|--|---|------|
| I hope that the material given in writing activities in English lessons can make me (may choose more than one) | Improve my ability to write in English | 37.8 |
| | Makes me master the learned English vocabulary | 6.7 |
| | Makes me able to write with correct grammar | 12.2 |
| | Makes me able to arrange sentences correctly according to the function of each text | 4.4 |
| | Makes me able to arrange the text with the correct text structure | 7.8 |
| | Makes me able to use proper and appropriate grammar | 23.3 |
| | Others | 7.8 |

Table 4.4: Student Desire

The table shows 37.8% of students want to improve their English writing skills. There are 23.3% of students who want to be able to use proper and appropriate grammar. then 12.2% Students want to be able to write with correct grammar. 7.8% of students who want to be able to compose texts with the correct text structure, as well as students who want to master the English vocabulary that has been studied are 6.7%, 4.4% of students want to be able to arrange sentences correctly according to the function of each text and 7.8% of students chose other wishes. To fulfill students' wishes, they will be given several assignments that will improve their English writing skills.

d) Learning Needs

Hutchinson and Waters (1987) state that learning needs are things that must be met by students to learn.

1. Input

According to Nunan (2004), input is verbal, written, or visual data used by students to complete assignments. The description of the inputs is shown in the table below.

| Questions | Opinions | (%) |
|---|--------------|------|
| What learning input do I like in writing text activities (may choose more than one) | Picture | 25.6 |
| | Written Text | 35.6 |
| | Videos | 24.4 |
| | Audio | 7.8 |
| | Others | 6.6 |

Table 4.5: Input Material

The table shows that 35.6% of students want material input in the form of written text, 25.6% of students want pictures, 24.4% of students choose video, 7.8% of students want audio, and the rest choose something else.

| Questions | Opinions | Percentage (%) |
|---|----------|----------------|
| In my opinion, an understanding of grammar (grammar) is needed in writing English texts | Yes | 100 |
| | Not | 0 |

Table 4.6: Importance of Grammar

| Questions | Opinions | Percentage (%) |
|---|--------------|----------------|
| In my opinion, the initial test in writing English... | Required | 97.8 |
| | Not required | 2.2 |

Table 4.7: Importance of Initial Writing Test

97.8% of students stated that a preliminary test in English writing was required, and the rest stated that it was not required.

| Questions | Opinions | Percentage (%) |
|---|----------|----------------|
| In the initial test of writing English, the input I need is in the form of... | Table | 6.7 |
| | Picture | 51.1 |
| | Videos | 27.8 |
| | Figure | 11.1 |
| | Others | 3.3 |

Table 4.8: Input for the Initial Writing Test

The table shows that 51.1% of students need image input, 27.8% of students want video, 11% of students want figures, 6.7% want tables and 3.3% of students choose other inputs as a preliminary test of writing English.

2. Procedure

Procedures are what students will do with input that will be the starting point of learning activities (Nunan, 2004). A description of the procedure can be found in the table below.

| Questions | Opinions | Percentage (%) |
|--|---|----------------|
| In the process of learning writing, the activities I want to do are (may choose more than one) | Write text from pictures | 5.6 |
| | Write a text with a predetermined topic | 30 |
| | Write free text | 53.3 |
| | Make mind mapping before writing text | 5.6 |
| | Others | 5.5 |

Table 4.9: Learning Procedure

The table above shows that 53.3% of students want free text writing activities and 30% choose to write with a predetermined topic.

3. Settings

Nunan (2004) states that the setting relates to the class organization described or concluded in the assignment. The description of the settings is shown in the table below.

| Questions | Opinions | Percentage (%) |
|------------------------------|----------|----------------|
| I.....use the App in writing | Once | 80 |
| | Never | 20 |

Table 4.10: Application Usage

The table above shows that 80% of students have used applications in writing, while the other 20% have never.

| Questions | Opinions | Percentage (%) |
|---|----------|----------------|
| I think the application makes it easier for me to write English | Quizizz | 37.8 |
| | Kahoot! | 15.6 |
| | Edmodo | 5.6 |
| | Quizlet | 11.1 |
| | Others | 29.9 |

Table 4.11 Applications for Writing

The table above shows that 37.8% of students choose Quizizz as an application that makes it easier for them to write English.

5. Conclusion

The digital-based writing test at the English and Literature Department, Universitas Negeri Medan, was developed based on an analysis of student learning needs. Of the various variations of the writing test, 35.6% of students wanted material input in the form of written text, 25.6% wanted pictures, 24.4% chose video, and 7.8% wanted audio. The application selection also shows that students choose the Quizizz application to use. This test development is helpful for all English and Literature

Department students and will be developed as a pretest for mapping new students' writing competence.

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ANTAGONIST'S OBSESSION TO REVENGE IN V. E. SCHWAB'S NOVEL *VICCIIOUS*

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Abstract

This paper concerns with Antagonist's Obsession to Revenge in V. E. Swab's novel *Vicciious*. It refers to three points of discussion i.e. his friend's betrayal, his friend's injustice, and his friend's aggressiveness. In analyzing the three points, the descriptive method is chosen as the suitable method to process the data. The analysis indicates that there are two best friends who make a research together and do the experiment on each other. Anyhow, during the experiment, many people around them die as the victims of their research experiment until finally they start to hate each other, and are obsessed to take revenge on each other. The revenge occurs when Elly's girlfriend is found dead due to the wrong experiment conducted by Victor, and the work of injustice with aggressiveness is done to Victor by a gun shot. The results indicate that someone's obsession on things can be a serious matter if it is wrongly conducted. The sensitive problems arises from the antagonist's unfair ways, treating his friend so badly, and being obsessed to take killing action.

Keywords: aggressiveness, injustice, obsession, revenge

1. Introduction

Obsession is part of human behaviour that usually appears when there are some goals or things about to reach. They might crave a successful life journey that usually exists in any drama or film that can become real in their own life. In case to make it become real, they will do things diligently and regularly.

Vicciious is a fantasy novel written by V.E.Schwab that was published by Tor Books in 2018, which became Goodreads Choice Award Nominee for Fantasy on 2018, and has been translated into many languages. *Vicciious* portrays about a friendship between Victor and Elly, a bestfriend, and both of them are also students of Lockland University, who are smart, arrogant, ambitious, and lonely. It is told that they get plan to mix their topic into a research that could bring about a result. Overtly, Victor wants to analyze about adrenaline boost which elaborates adrenaline, and all the booster. Meanwhile, Elly intends to analyze about incredible people pertaining to possibility theories that are taken from laws of biology, chemical, and psychology. They do a research about human adrenaline, deadly trial, and any other accident that look like supranatural, opening up the possibility; in certain condition, human can have ability

more than the normal one. Their obsession had taken all of their humanity. They keep doing the experiment on their own bodies, until suddenly they get their power as extraordinary persons. While during their research, some accidents occur and make peoples they love die. They begin hating each other, and they are obsessed to take revenge on each other.

With the above point in mind, this paper clarifies that obsessions that are not related to someone's goals can distort one's mind and turn it into a desire for revenge. All the revenges that begins from an obsession by Victor and Elly in novel *Vicious*, has created many conflicts that involve many people's life. Kartono (1989: 120-121) explains that obsession is an idea or emotion that always appears in someone's mind and heart regularly; many sufferers find that it really hard to change it. Even the sufferers have done all of possible ways to decrease the symptom. This is demanded because it produces any effects to the protagonist; it is the beginning of the revenge. Following this, it is normal to take into account the antagonist's obsession as the focus of this paper because it becomes the essence of the novel. Moreover, it shows that the antagonist's obsession to revenge is made as the main factor which is defined so far to cope with the analysis. This paper is also useful to enrich the researchers in literature, especially to make a study about obsession to revenge as the antagonist's ways to take over the problem he has.

2. Literature Review

Obsession is a significant problem that could bother someone's mentality. In medical line, it is called as OCD (Obsessive Compulsive Disorder), that is a type of human's personality disorder characterised by anxiety and excessive repetition of behavior experienced by the person himself/herself. Sarwono (1989: 25) claims that obsession is mindset or feeling that spreads too much from someone about a thing. People that have this disorder feel worried about the thing that relates to them. They also think that they can handle anything—no matter what it takes. Even sometimes they seem like to force themselves. By this way, they think that they are better than anyone around them.

Dali (1989: 30) explains that obsession can also be an illustration, mind, and idea that are conured by the emotion who goes directly to something negative and better to go away from it. He also adds that to reach something being their goals, people are accustomed to be obsessed persons. Given this, sometimes people are even so aggressive, and the dark side of people such a psychopath who is used to show up without realizing it. In addition, an obsessed person likes to think out of the imagination. Their way to think is so wide, and sometimes normal people cannot understand what the obsessed person tells about.

Furthermore, Kaufman (2013: 95) describes that revenge involves a desire to see the wrongdoer suffer. It is because when they try to avenge the suspect, it does not matter how dangerous and evil their actions are. All they can satisfy is their lust to revenge. Baron, et.al. (2005: 11) state that revenge also refers to the way of a vengeful people to pay back wrong-doings; then, they can fulfil their lust of revenge in their soul, as the purpose of recovering their feeling, more valueable and getting justice for a better feeling. But, it is only for a certain feeling that they sometimes could bring anyone in dangerous situation.

Baron, et.al. (2005: 12) also add that there is no relation that could bother someone's desire to revenge. The mistake has broken their belief, and wounds their

heart. It is possible that the victim will revenge to fulfil their lust. It happens because the first violated people will violate the law; then, the revenge of that mistake could take off the law from its place. It is actually such a way of the victim to recover the pain that had been created by the suspect. To get a better feeling, more value and sense of justice in a person can be achieved, but a better feeling are only temporary, and sometimes create new dangers for people who take revenge.

There are many life struggles that could be the factor or the cause of someone's obsession to revenge—no matter how close a relationship is. When someone needs to repay the wicked things that they receive, all the impossible things can be possible on vengeful people. Even then, they will get used to the things. Following this, they will keep going on until the goals of their obsession to revenge is finally reached. Schumann and Ross (2010: 144-145) explain in their article that in way of revenge, individuals respond to any fault by harming the suspect, to payback all the negative things done by the transgressor. Some factors to support the action of the antagonist to fulfil his desire to revenge are described in the following points:

1. Betrayal is one of moral crimes or social injuries that could break a trust of someone or even a society. Lifton (1983: 11) claims that the relation of moral development to trust betrayal has not been extensively developed in literature, nor has moral stage to be connected to someone's personality, except in a few distances. He also adds that a long term relationship cannot guarantee that there would be no betrayal in it, no matter how small it is; betrayal is still betrayal. It depends on each individual to respond to the betrayal itself. Sometimes, people think that it is acceptable to trust someone that they believe to be the key of their matters, where they can share their secret to their trusted person. But then, they often feel upset when any fight or any misunderstood situation occurs between them. They would feel anxious to the person who will tell anyone about their secret. Finally, when the betrayal grows bigger and worse, someone would do anything that is possible to payback any betrayal that has been done by the suspect.
2. Justice is such a thing that almost disappears in this world. Maybe, we often hear the word "justice" in some heroic movies or maybe in some news. Commonly, the heroic character would scream words "justice" to their rival or to the corrupt person. Eisenberger (2004: 2) explains that someone that feels aggrieved by the other would go against celebration that endangers them. Here are the common things that human always forgets about. Personally, people just care about their own wealth and happiness, without thinking about other people's right. Eisenberger (2004: 3) also adds that there are lot of people who lose their right because they had no power to get their justice in side of law, love, or may be society. Moreover, people cannot face that situation in great way; then, suddenly their action changes into a negative one that can be a chance of revenge.
3. Aggressiveness is kind of communication mode and act, where the sufferer is careless about their rival's feeling. Sometimes, this sufferer talks too loud and too rude, just to express their feelings, their needs, or their rights. When people are aggressive, they will just focus on winning the statement, that is followed by high emotion and low empathy. Taylor (2009: 30) explains that the behavior of aggression and also what is known by anger that always appears on a aggressive person. In some characters, usually the antagonists would be the persons who act in their characteristics. They often talk louder and ruder than those other characters.

3. Research Method

As this paper discusses antagonist's obsession to revenge in *Vicious* novel by V. E. Schwab, it, therefore, uses the theory of obsession by Sarwono (1989), and Dali (1989), to describe certain points of obsession related to the subject matter. It is then verified in Namawi (1993: 3) descriptive method is required as a procedure of matter solving by generating the subject of the study pertaining to matters taken from the novel. Gall (2007: 57) also states that descriptive research is a method that explains the phenomenon and its characteristics that require in one variable and only concern with rather than any other question word. Therefore, this descriptive method is suitably adopted in this paper is to give description to the data that have been defined in this study.

Collecting the data related to the points of analysis is necessarily done by making some notes based on the words, phrases, and sentences from the novel which are related to the identified points of discussion i.e. his friend's betrayal, his friend's injustice, and his friends's aggressiveness as organized in a pattern, category, and analysis. The pointed pattern and category of the data are then analyzed without making some simplified changes to its context and points of view to give evidence to the readers that all the data are originally taken from the novel.

4. Discussion

As identified in the previous section, there are three points to be analyzed i.e. his friend's betrayal, his friend injustice, and his friend's aggressiveness. All of them are the reasons for the revenge after doing research experiment with his university friend.

4.1 His Friend's Betrayal

Betrayal always breaks trust upon someone, and it often gives unfair effect to the persons involved in it. And it goes more mournful when the betrayal does not come from the enemy, but from a friend. It certainly brings us disappointment and frustration to what our friend has already done to us. Sometimes, people decide to take someone as his trusted person as a friend, a soulmate, or even a member of a family, that he thinks he can always be loyal to him; however, it is still possible that the person he trusts can betray him, as portrayed in the following:

You weren't supposed to be here. You come to a party, people notice.
Ellis texted me when you showed up.
And then Max texts and tells me you're buying out the coke. I'm not an idiot. What were you thinking? I'm only trying to protect you. Now fuck off. (Schwab, 2018: 113)

Beforehand, Elly and Victor have made an agreement to hide their real identities. Elly asks Victor not to join any party or school gathering, because of Victor's power that can make everyone who sees it badly agape and startled; they will be amazed and curious about his excellent power that Elly does not have, so he often does something insecure about it. In other words, Elly does not like all the attention goes to Victor's ability. He worries about being ignored. Anyhow, Victor knows Elly's real motive, and decides to betray him by joining the party. Certainly, it will endanger Victor's real condition. Victor ignores the fact that it could make their problem more complicated because another student is supposed to talk extremely about them. As Victor's roommate, Elly is the one who could handle all the issues about Victor that

develops among the students. To save his roommate, actually Elly also wants everyone at the university to pay attention to him as a good person that is really responsible and loyal to his friend. Elly is a person who craves praise and good comment about himself from everyone. He is a person who is accustomed to take profit over some problems. He does not care how much lies that he has done as long as it brings many profits to him; he will keep going on it.

“You called the cops and you accused me of being an EO. I didn’t rat you out, you know. I could have. It was an accident. (Schwab, 2018: 154)

As quoted, Victor tries to explain the way he is betrayed by Elly’s action which is contrary to the fact as if Elly makes his name clearer from the fault that is actually related to him. He even does not care about the victim, his close friend, who always helps him in any condition. Then, he gives report to the police officer who is also the stranger that could endanger their identity as extraordinary persons, by revealing the identity of one of them. Nevertheless, it is possible for the others to reveal his own identity. Moreover, to avoid being blamed, he always creates a faking story to build other people’s trust on him, and takes him as the right one to get involved in the problem.

I felt confused, he just killed my girlfriend, then he run toward me, it makes me affraid of him then I do not know what to do. I just tried to calming my mind to not kill him (Schwab. 2018: 238).

Elly shows that becoming a close friend, it does not mean no betrayal in it. He keeps building any untrue story to clear his name and betrayses his friend. It proves that there is no guarantee for person whom you trust to be always your saver; it can also be your source of trouble. No matter how big the fudge is, Elly will always be a selfish person, who will keep going on other’s dirty way. For Elly, there is nothing important than people’s good opinion about him. He even talks so wise to his victim before he kills them. Such a matter is depicted in the following quotation:

So Sidney, do you want to show me your power? I want you to know that it is my grim task to do this. I have no choice. Your power is wrong, and it makes you a danger other, your weapon is worse. Your power is unnatural. Do you understand, Sydney? It goes against nature. Against God. And this, this is for the greater good. (Schwab, 2018: 262).

Sydney is one of Elly’s victims. She is a young girl who is really sincere and fragile. She is really easy to trust someone and is still really easy to get touched. Her mentality is still weak. She loses her parent since she is baby. She has only a sister in this world. That is why she will do anything to make her sister happy. Even when her sister betrays her, being deep in her heart, she still loves her sister. Her sister’s betrayal still means nothing than her love. It can be seen when she is about to get killed over her sister’s agreement; Sidney is not angry to her at the time. As long as it makes her sister happy, she can take it despite being killed.

4.2 His Friend's Injustice

Injustice commonly appears among poor society, or maybe it presents in the middle of fairness environment. When someone has no power to defend the truth, and he or she becomes the victim of their deprived rights. In the novel, the injustice situation exists in many chapters, most of them occurs to Victor and some of his friends. The following is one of the injustice conducted to Sydney.

He called me unnatural, Said my power went against nature. Against God. After he shot me, I swore I'd never use my power again. Not in front of anyone (Schwab, 2018: 196).

The quotation shows the injustice experienced by Victor's friend, Sydney, who is framed by Elly and her own sister, Serena. Both, Elly and Serena are a work partner. Serena starts being interested in Elly's character since she has done an analysis on how fast he heals wounds, and when he gets hit or shot in his body. There will not be any stitches or cuts; everything looks normal without any flaws. Moreover, everyone calls Elly as the 'hero' that kills every criminal. She always thinks right to Elly, especially when she knows that he enthusiastically kills the criminal.

Every life creature has right to stay alive, and gets a second chance to be a great person. For example, their bad habits may change, and the government gives them punishment to lead them into right condition based on the rules and regulation. Given this, Serena is interested and curious to Elly's good deeds. Nevertheless, when she finds out that Elly is about to kill her, to show her loyalty, she keeps joining him by taking his action to kill.

do not you know, maybe I need to let you kill me, because you are right, even if we're re-alive, there must be something death in us, we forgot ourselves before and it is so scare, awesome, and complicate. All of us are monsters, include you. But still, I will follow you and your strange power. Poorly, you cannot kill me today, because I need to take the bus to school (Schwab, 2018: 278).

The quotation describes how disappointed Serena is. She does not realize that Elly could do this to her. She even gives all of his time to be loyal to Elly. However, Elly does not even care about it; he even thinks of the way to kill Serena. Elly is obsessed to kill all of the extraordinary human – no matter how is the family of those extraordinary human will be after that. He just cares about his own needs that can help him increase social trust to him.

He said it was a tryout! Like, for a Hero League or some shit. He wanted me to rob a bank to prove he was a hero? And then what the fuck does it look like, ass hat? He killed me! The bastard walks right up in the middle of a demonstration he told me to do, and he shoots me (Schwab, 2018: 202)

As pointed out, it explains Barry's death chronology. He was killed by Elly in spite of his dedication to him. He feels so mad at Elly; he thinks that he does not deserve to die. His power as an extraordinary human cannot be claimed as a sin or a reason for his death. Barry never blames or becomes angry with him before. Whatever Elly does creates confusion in Barry's mind. His heart still hurts even though his wound has disappeared.

Media wanted to know, the reason of an unnormal person who supposed to be death come in the bank with no weapon, and didnot try to steall or hostage anyone. All he did is just screaming out Elly's name, chased away everyone, then shot the air with his air power (Schwab, 2018: 233).

Barry's aggressive action is clearly indicated in the above quotation. He does anything as he can to get the thing he wants, no matter how the condition is or where the location is. He is very angry, and cannot control his emotion well. He wants to take avenge on Elly, and makes him to get the justice. Although his identity has been known by everyone, he does not care about it. However, a stranger is prepared for showing his power to people in the society before.

You do not need to tell me about your power if you do not want. But you need to understand something, I will do anything to defeat Elly, even he is not that easy. His power ever about to kill himself, he might be crazy but also tricky. Many things can earn profit for him then make me more difficult to win. He has known your power, while I hasnot yet. It is really unfear on me, do you get it? (Schwab, 2018: 197)

Victor asks Elly's victims to cooperate with him, and to payback Elly's sins on them. Gently, he talks about what are the things he needs and how big his desire to take his revenge is. As one of his victims, Sydney gets some traumatic condition in her mind because she is still too young to understand such a case. That is why Victor tries to explain the things calmly to Sydney. He is so worried if one day Sydney thinks that she is just going to be left, or get murdered, just like her experience before. The injustice over her sincere feeling occurs while helping her sister and her sister's friend.

4.3 His Friend's Aggressiveness

Aggressiveness is a feeling of hostile action characterized by aggressive behaviour. In the novel, aggressiveness is showed by the victim of Elly's selfishness which most of them are Victor's friends who are also extraordinary human. Aggressiveness is one of the ways for them to show that they are not afraid of anything including the death.

It is so funny, I'm not getting suprise of your power, and look at you now, did you try to make every one honoring you with being an important person? No, is that 'hero'? yea, you write it in your article, and it is also state in news papper, ' The Hero of the darkest day' woahh sound so awesome right?. But actually you are the suspect itself, your ability do not fluent every one, so you think it will not endanger any one. While us, the extraordinary human who get excellent ability, you always create some stupid story about us, then killed us just because you take us as a menace. Look how sad you were? Just tell me that you are just affraid of us haha. (2018, 2013: 278)

This describes how aggressive Serena is and she does not care of how dangerous her rival is, or how rude her words are. Since she feels satisfied for her interest, she will

continue all the efforts she has done. Moreover, Elly is not a kind of person that can be criticized by good words because sometime some satires can help him to wake him up. Selena thinks that by revealing Elly's intentions as well as his secret, he will feel more careful about Serena. It is because Selena always gets unfair and rude command such as killing her own sister resulting in the fact that her sister is one of the extraordinary persons. At first, she feels so hard to receive that instruction, but then she admits it after she knows her sister's power to relive from the death body including her own body. Serena feels there would be no matter if she follows Elly's command because her sister will never die.

This is crazy!, I'm not a murderer and i am not an extraordinary human!! (Schwab, 2018: 146).

The above quotation indicates that it is one of Victor's statements, where he tells lies prepared to cover his real identity to save his clan existence that begins to be hunt by civilizer. It is because issues that spreads among the society about extraordinary human's criminals list are aware of among the society. Victor tries to express his feelings, he gets suspect to the things which he did not make. The most painful point is that he is accused of and is reported by his friend whom he trusts the most. Beginning from this betrayal, both Victor and Elly get personal revenge to each other. Elly does his revenge by killing all the extraordinary human as he is scared of their power and their popularity pertaining to moving his acknowledged existence among the society. While Victor does his revenge by reliving all Elly's murdered victims, by re-uniting them, and asking them to payback Elly's sins to them.

See!!? Your stupid little sister has broken it, has not she? I did not feel anything, you can not hurt me! Haha! (Schwab, 2018: 204).

Barry is one of Elly's victims. He is betrayed by Elly who promises him some wealth by following the agreement that they made before. But then he is trapped, and is killed by Elly. Victor rescues Barry by asking Sidney to use her power to relive Barry. Victor also offers some agreement and explains some tasks needed to be done by Barry. Though Barry's respond is too rude, Victor keeps on his faith in case to get some agreement to do revenge and to do his lust to get obsessed for revenge on all murderers and all the fake news that he creates. The sentences in the following shows this.

Fuck off, does it look like I want a job? I want to get out of this fucking coffin. Yeah, think you're high and mighty, causing pain and shit? Well I'm not afraid of you. Got that? Let me out and I'll show you pain (Schwab, 2018: 203).

Barry puts much hatred on Elly and all the people that relate to him, after Elly betrays, kills, and becomes a hero over his death. He is going to ignore anyone that seems useless, and to put his care for money. Nevertheless, when he meets Elly, he becomes very humble and kind. He even listens to Elly's story, while it is his first time being a listener. He is surprised to himself. He is usually just like a bad guy; contrarily, he does not like peace, and will do anything for his wants. Following this, he has done many criminal actions, but never gets caught by the police. Until Elly gives order with a big offer, it arises his interest to do it. He never expects he will get the second change of life, and so he takes his revenge on Elly.

Extraordinary human must be erased from the world, they never get the second change, they just get the weapon without instruction book, with no rules, their existence is one of criminal action. They are not the real creature. (Schwab. 2018: 278)

The point above indicates that Elly uses his aggressiveness to judge the existence of an extraordinary human that cannot be received by the society just because of his traumatic experience for the death of his girlfriend. In fact, his girlfriend's death is just a reason for him to kill all the extraordinary human that have great power than him, and he thinks that all the extraordinary human can kill anyone when their power and emotion become out of control; just like his own experience, Victor kills Angie, his girlfriend, that makes him feel sorry for her death because he cannot help her. He becomes an OCD with obsessional type who puts all of the troubles as his sins and his responsibility. Moreover, he is afraid that someday his old friend, Victor, finds him and asks other extraordinary human to take revenge on him. That is because Victor has power to do that. He is afraid that anyone will suspect him for all the extraordinary people have passed away on his hand. He is scared of the fearness who he will face one day if everyone in this world knows who is he actually. This matter is depicted in the following:

All that charm outside, all that evil inside. There was a monster under there, long before you died. You aren't some avenging angel, Eli. You're not blessed, or divine, or burdened. You're a science experiment. (Schwab, 2018: 414)

The quotation above is Victor's words to Elly, when he finally catches Elly on his hands. They are involved in a fight. It begins from Elly who has shot Dol to die. Dol is Victor's first pet a long his life. At first, he is just about to visit the crime scene. But then, a shot sounds so louder heard by everyone. While everyone is busy to find out the sound's source, Victor sees his dog getting died on the floor, and covered with blood. Then, one of them sees Elly with his gun standing on a stone. Victor runs to him, and then a fight occurs between them.

You'll never kill me, Eli, You hear the cops coming? They're all on my side here. No one's coming to save you (Schwab, 2018: 313).

Elly clearly hears the police arriving and wants to make sure that Elly is the one who kills Victor. The corps storms the room where Elly and Victor is fighting. Then, he realizes no one on his side. As Elly is arrested, he begs the corps to burn Victor's body, because for him, Victor had already died. On the other hand, nobody listens to him. The fact that Victor comes back alive is after his funeral took place. Moreover, Sidney and Mitch help him quite much by pouring their powers to revive Victor.

5. Conclusion

The analysis verifies that the antagonist's obsession to revenge is divided into three categories i.e. his friend's betrayal, his friend's injustice, and his friend's agresiveness. It is acknowledged that there is a strong indication to suspect Victor to kill Elly's girlfriend in the experiment although it is unintentionally done, and it becomes the main reason for Elly to take revenge due to the fact that Victor is deeply untrusted. Meanwhile, Elly also makes some killing cases that are prominently known by Victor

and the people around. Certainly, Victor is made as a target to kill, and he needs to manage of how to take revenge for Elly because he is able to reveal all the injustice situation addressed to him and all his friends. Victor also knows that Elly wants to kill all the extraordinary humans. Therefore, Elly creates some faking stories to show people about what he does is to save the world. However, he does it to decieve people. With his aggressiveness, Elly begins to kill Victor and all extraordinary humans with a gun, and tries to enjoy their death reactions. Likewise, he feels like a hero while seeing the victims' reaction when facing their death. Finally, Elly and Victor involves in a big fight, and before it takes a death victim, some police come for an auspicious help, and Elly is caught up for his unforgettable sin.

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THE PROTAGONIST'S PERSONALITY IN PIDI BAIQ'S NOVEL *DILAN DIA ADALAH DILANKU*

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Abstract

Literary psychology gives an important role to the analysis of psychological development of characterization in literary works. In literary psychology, conflict is an upheaval among the id, ego, and superego. This study aims to describe the protagonist's personality, focused on id, ego, and superego in the novel of *Dilan Dia Adalah Dilanku Tahun 1990* by Pidi Baiq's. Personality is the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. It is believed that personality arises from within the individual and remains fairly consistent throughout life. In Freud's psychoanalytic theory, the id is the primitive and instinctual part of the mind that contains sexual and aggressive drives and hidden memories, the super-ego operates as a moral conscience, and the ego is the realistic part that mediates between the desires of the id and the super-ego. The research is done by descriptive qualitative method by collecting and selecting the data from the novel. The additional sources of data are taken from respective references. The results show that the three parts of personality: id, ego, and superego are found in the personality of the protagonist and the elements of the psychic or personality are dominated by id and ego.

Keywords: ego, id, personality, superego

1. Introduction

Literary works in the opinion of Rohman & Wicaksono (2018) are expressions of one's inner thoughts through language by means of depictions which are a bridge to the reality of life, the author's insight into the reality of life, the author's pure imagination which is not related to the reality of life (recorded events) or the author's intuition or desires or can also be a mixture of both. From the above opinion, the writers conclude that literary works are the inner expression of the author towards the reality of life, the author's insight into reality, as well as the author's imagination which is then poured into written form. Meanwhile, literary work according to Fatma (2019) is one way to find out the peculiarities of each author's writing in literary works and to examine the peculiarities of the use of language used by each author in making his works. Based on the opinion above, the writers conclude that literary work is a creation intended to be used as entertainment and teaching.

From the above opinion, the writers conclude that literary works contain many things that have the potential to make them worthy of being used as literary works. Literature also has phenomena that may include things related to psychology. To understand psychology in literary works is seen from the character and nature of the characters. This happens because literature is born from history as well as experience or imagination that has been conceptualized by the author and then processed with his own inner atmosphere. Literary psychology according to Hanum (2012) is an image or aesthetic image created and understood by imaginative awareness that positions the image or an aesthetic picture as a literary work. The purpose of literary psychology is to understand the psychological aspects contained in a literary work.

Psychology of literature is a literary study whose focus is on the psychological activities of characters in a literary work, authors who create literary works, and even readers as connoisseurs of literary works. Psychology is defined as a study of mind. Mind is owned by a person, a person is a character, and literature also studies about character, including the mind. Both literature and psychology study about human behavior and they also have a relationship toward character. Literature consists of psychology of a character that conducts a story of a literary work. Everything that relates to a character, such as attitude, behavior and morality are parts of a person's psychology. The thing that distinguishes them is psychology explores a person from the real life; meanwhile literature explores the fictional person of a literary work imitated from the real life.

This study uses *Dilan Dia Adalah Dilanku Tahun 1990* novel by Pidi Baiq as the data source. The novel is analyzed with psychoanalytic personality theory which is proposed by Sigmund Freud that consists of three aspects, namely id, ego, and superego. Id is a fundamental trait to achieve something, while the ego present to fulfill the desire of the id. On the other hand, the superego tries to be a determinant of whether something wants to be achieved either by id or ego, worthy to be made or not.

Based on that understanding, the researchers are very interested in studying the novel *Dilan Dia Adalah Dilanku Tahun 1990* novel by Pidi Baiq using Sigmund Freud's psychoanalytic theory. *Dilan Dia Adalah Dilanku Tahun 1990* is a novel published by PT. Mizan Pustaka in 2014. The researchers choose *Dilan Dia Adalah Dilanku Tahun 1990* novel to be studied using a literary psychology approach because the novel has psychological aspects. This study aims to describe and explain the personality aspects of the main character in *Dilan Dia Adalah Dilanku Tahun 1990* novel by Pidi Baiq based on Sigmund Freud's personality theory.

2. Literature Review

Psychology of literature is the study of literature that views work as a psychic activity. An author usually uses creativity, and taste in the work. Psychology of literature recognizes literary works as a reflection of the soul. An author will catch the symptoms of the soul later processed into text and completed with his soul. Literary works viewed as a psychological phenomenon show psychological aspects through the characters. According to Endraswara in Huriyanto (2022) there are several mental states that can encourage the birth of a writer's creative process, namely (1) the soul is compassionate or feels sorry, namely the psychological state of the writer feeling sorry for a phenomenon. When writers witness a heart-wrenching, touching event, a deep creative process will soon be born; (2) the soul of the writer is angry, meaning that he is angry and uncertain. In such circumstances, anger may arise in his work. The creative

process present is in crude language, which later will be present in his work. This psychic state will also accelerate the process of the occurrence of literary works; (3) the soul feels amazed, meaning that there is a sense of wonder, full of question marks, there is a sense of majesty. In this kind of situation, the writer wants to express his gratitude and this mental atmosphere will become a critical inspiration for writers. Inspiration is a strong psychic driving force that requires writers to express themselves.

Ratna (2013: 343) says that basically psychology of literature pays attention to the elements the psyche of fictional characters contained in the work. As the world of literature include various aspects of life, especially humans. In general, these aspects of humanity are the main object of literary psychology, because only in humans the aspects of psyche are grafted and invested. In analysis, this generally becomes the goals of the main character, and other minor characters.

Psychology of literature is the study of literary works which are believed to reflect psychological processes and activities. In examining a psychological work, the important thing that needs to be understood is the extent to which the author's psychological involvement and the author's ability to present fictional characters are involved in mental problems.

In the perspective of the theory of evolution, personality is a biological and cultural blueprint for humans, namely a unique combination pattern of biological, psychological and sociological aspects (Abood, 2019). Personality is the overall pattern of attitudes, needs, characteristics and behavior of a person. Pattern means something that has become a standard that applies continuously and consistently.

Personality according to Santrock (1988: 435) is a trait that includes thoughts, feelings, and behavior of characteristics of a person who displays the way he adapts and compromises in life; whereas according to Freud in Minderop, (2016: 20) behavior is the result of conflict and reconciliation of the personality system. Factors influencing personality are past historical factors and contemporary factors, analogies of innate factors and environmental factors in shaping individual personalities. According to the psychology point of view developed by Sigmund Freud, the character or human personality is divided into three, namely the *id*, *ego*, and *superego*. These three personality systems are mutually related and form the totality and behavior of humans which is nothing but the product of the interaction of the three. *Id* is a biological component, *ego* is a psychological component, while *superego* is a social component (Corey, 2003: 14).

An explanation of the Id, Ego, and Superego according to (Hanum, 2012) is that the id contains all the instincts that we are born with and biological drives. The ego originates from the expansion of the Id day after day after birth as the baby begins to adapt to its environment. The ego is more rational, logical, and systematic so that it is able to plan and program and remember after interacting with the external environment. The superego stems from the ego emerges when the baby adopts the traditions, rules and agreements of the parents to become a formidable force in the human mind. The superego's powers shape the ability to create feelings of guilt and unpleasantness. The superego appears in the construction of conscience that forbids doing wrong things such as violating morals, laws, and other inappropriate actions.

The id, ego, and superego can be likened to horses running on a horse race. The Id plays the role of the horse, the Ego acts as the horse rider, and the Superego acts as the horse race track. The id that plays the horse can do whatever he wants, the horse itself can obey the horse rider or it can go berserk with the horse rider. The ego plays

the role of a horse rider who balances horses with horse racing. The superego that acts as a horse's trajectory can act as a barrier that prevents the horse from doing something.

The relationship between psychology, especially Freud's theories with literature, is also shown through his research which focuses on literary works. That, if used properly, can help us see another side that is very important in a literary work. Psychology in literary works is useful for analyzing personality related to the characters in poetry, novels, dramas, and films.

One of the genres of literary works is the novel. Novel is part of one form of literary work called fiction and is imaginative in nature, which is built through extrinsic and intrinsic elements. As a literary work, the novel has a role in society. This is because most of the novels raise issues of life in society. The problems of community life are closely related to communication between one another. In life, behavior greatly determines the tendency of humans to achieve a satisfying life. In this case, behavior is related to psychology which is a reflection of the personality that can be seen from the reality of one's life.

Novel *Dilan Dia Adalah Dilanku Tahun 1990* is a novel written by Pidi Baiq, first published in 2014. It has 333 pages. *Dilan Dia Adalah Dilanku Tahun 1990* is one of the many genre novels which is interesting and gets the attention from the researchers. This novel tells the story about love journey of Dilan and Milea. *Dilan Dia Adalah Dilanku Tahun 1990* is trilogy novel; the first novel is entitled *Dilan Dia Adalah Dilanku Tahun 1990* published the first time in 2014, the second *Dilan Dia Adalah Dilanku Tahun 1991* published in the same year, and the last one is Milea, Suara Dari Dilan published in 2016. Pidi Baiq is a multit talented writer. He was born in 1972 in Bandung. The story of the novel taken is something about a meeting experienced by two high school teenagers in Bandung. However, their meeting is unusual due to Dilan's charm. The romance begins in 1990 when Milea comes to her new school. She is a transfer student from Jakarta to Bandung. Then, the meeting makes them closer because of Dilan's uniqueness that conquers Milea's heart; Dilan is not the same as other students of her school.

The reasons above are sufficient for the researchers to analyze the personality side of the main character, namely Dilan, which will then be presented with a review of literary psychology based on Sigmund Freud's theory.

3. Research Method

This study uses descriptive qualitative method. Descriptive research is a research with a method to describe a research result (Ramadhan, 2021). In qualitative research data collection is in a natural setting with the intention of interpreting the phenomena that occur. The purpose of this study is to analyze the personality of the main character in the novel *Dilan Dia Adalah Dilanku Tahun 1990* based on a review of the psychology of literature according to Sigmund Freud. Data collection techniques are used to find valid data. For this reason, this study uses two data collection techniques, namely observation and documentation.

The data sources used in this study are the novel as the primary data and some other sources for the secondary data. The perusal technique is done by reading novels repeatedly to get accurate data. The note-taking technique is an advanced technique after the researchers applies the reading technique (Mahsun, 2005: 92-93). This note-taking technique is done by recording important parts. The next is a library technique which is a technique using written sources to obtain data.

The steps taken in analyzing the data are as follows: reading and understanding the novel; looking for and finding out the personality aspects of the main character and discussing the personality aspects of the novel to make conclusion.

4. Discussion

This research focuses on the main character in the novel as well as other characters in the novel. The researchers also see that there are other characters in this novel which certainly cannot be separated from the discussion and these characters are related to the main character and influences of one another in the psychological development of the main character.

4.1 The id Aspect of Dilan's Personality

The id is the energy of the human soul in fulfilling its basic needs, such as refusing pain or discomfort. The way the id works is related to its pleasure, always seeking pleasure and always avoiding discomfort. The id aspect of Dilan's character is part of the unconscious that is in the mind and is transferred through the desire, fantasy or imagination of Dilan's character which is related to satisfaction which only seeks pleasure. This makes Dilan push himself to fulfill his basic needs. The following data show that the id aspect of Dilan is that he often predicts Milea. Dilan often predicts Milea When Milea moves to a new school, namely in Bandung, Milea is surprised by the figure of Dilan who suddenly comes on a motorbike and greets her. This is Dilan's way of looking for pleasure alone.

"Aku ramal, nanti kita akan bertemu di kantin"(Baiq, 1990: 22).

The quote "*aku ramal*" can be interpreted as a wish. This means that Dilan wants something to his satisfaction, by predicting Milea. In the quote "*aku ramal*" it is very clear that Dilan says it to Milea just for satisfaction, without thinking that the woman in front of him is a woman he does not recognize.

"Suatu hari kamu akan naik motorku. Percayalah." (Baiq, 1990:22).

In this quote the id is reflected by Dilan's character. Dilan hopes that what he wants can happen. In the quote above, Dilan continues to encourage his desire to satisfy his desires by predicting that Milea will one day ride with him on his motorbike. In the quote above, it can be seen that the quotes are the id of the character Dilan. At first Dilan does not know Milea, he only sees Milea, because she is beautiful, then Dilan's gazes only on Milea. Dilan spontaneously greets Milea without thinking first, it is clear he is only thinking about his satisfaction.

2. The Ego Aspects of Dilan's Personality

The ego aspect of Dilan's personality is to give place to the main mental functions, for example: reasoning, problem solving and decision making. The ego helps man to consider whether he can satisfy himself without causing trouble or suffering for himself. For example, Dilan writes on the back of a notebook.

"Proklamasi Hari ini, di Bandung, tanggal 22 Desember 1990, Dilan dan Milea, dengan penuh perasaan, telah resmi berpacaran. Hal-hal mengenai penyempurnaan dan kemesraan akan diselenggarakan dalam tempo yang selama-lamanya"(Baiq, 1990:35).

The quote above is included in ego because Dilan explains that he has fulfilled his feelings of satisfaction by writing that at that time they are officially dating without getting himself into trouble because previously he has to constantly predict and seduce Milea. In the way ego works, this quote makes Id in a controlled way, namely to fulfill his basic need, namely pleasure, so Dilan must date Milea. Because the working principle of the ego is a thought process for the satisfaction of needs.

3. The Superego Aspect of Dilan's Personality

Superego refers to morality in personality. The superego is the same as the 'conscience' which recognizes good and bad values. Dilan, even though he is famous for his behavior that often makes his friends feel uncomfortable, still shows moral values. It can be seen in the quote:

*"Aku benar-benar tidak pernah berpikir bahwa dia akan menyapaku kemudian:
"Selamat Pagi"
"Kamu Milea,ya?" (Baiq, 1990:90).*

In the quote above, Dilan's moral value is to greet Milea even though in this case Dilan and Milea do not know each other yet. Dilan's greeting Milea is the value of life that is emitted through Dilan that in everyday life, humans must greet one another, even though the person being greeted is unknown to us.

From the research conducted, the researchers find that the id elements of the personality are categorized into four: seeking pleasure, entertaining oneself, resisting discomfort, and biological encouragement. Furthermore, the ego element in this study is grouped in making decisions and fulfilling the needs of the id. The super ego is grouped into good or bad values, a conscience that punishes wrong behavior, and hinders the id's impulses.

5. Conclusion

Based on the analysis that has been done, the aspects of personalities based on Sigmund Freud's personality theory are found in the main character, Dilan. The *id* aspect in Dilan's personality is described by the researchers as a person who wants something for his satisfaction, by predicting Milea. In the quote "*aku ramal*" it is very clear that Dilan says it to Milea just for satisfaction, without knowing who the girl is.

The *ego* aspect of Dilan's personality is described by the researchers when Dilan fulfills his feelings of satisfaction by writing that at that time they are officially dating without getting himself into trouble because previously he has to constantly predict and seduce Milea. By this it is clear that the Id is in a controlled condition. Dating Milea is compulsory, and this shows the id aspect.

The *superego* aspect is described in Dilan's personality in greeting Milea even though

Dilan does not know Milea yet; simply Dilan has showed the social aspects of the personality theory that the superego is the instrument for everyone to smooth any form of social relationship.

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PROTAGONIST'S LOYALTY IN SIDNEY SHELDON'S NOVEL *TELL ME YOUR DREAMS*

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Abstract

The aim of this study is to analyze the kinds of protagonist's loyalty in Sidney Sheldon's novel *Tell Me Your Dreams*. The theory applied in this research is the one proposed by Fletcher, in which it is stated that loyalty emerges when someone has a feeling to protect something. The data are taken from the novel by using descriptive analysis method. The method used is qualitative. The results show that there are two kinds of protagonist's loyalty found in the novel. They are loyalty to his mother and loyalty to his friend. Loyalty or being loyal to his mother is shown by the protagonist by a commitment he makes as a deal with his allegiance to save her mother; meanwhile, being loyal to his friend is shown by the protagonist by fulfilling his commitment to help his friend in trouble. Being a loyal person will give the person positive effect in family, in workplace or in society. He will be a trustworthy person and a place for someone to lean on.

Keywords: allegiance, commitment, loyalty, protagonist, sacrifice

1. Introduction

Loyalty means being loyal to someone. Loyalty emerges when someone has a feeling to protect something. Loyalty (Fletcher, 1993) generates interest partiality identification with the object of one's loyalty rather than with its competitors. It means that loyalty is the quality of being faithful to someone affectionately. Loyalty becomes one of theme in many novels. It usually is portrayed by the characters in the novel such as the protagonist. *Tell Me Your Dreams* written by Sidney Sheldon also has loyalty as the theme of the story. The protagonist's is David Singer. David Singer is a young lawyer. He is thirty years old. He is a talented and brilliant young lawyer. David works at the international firm of Kincaid, Turner, Rose and Ripley. It is one of the most prestigious law firms in the world. David is one of the top young lawyers who gets the promise of a partnership at the law firm. The prize is getting a big pay check or salary and partial profit of the company. He will also get some exclusive work facilities. David has married Sandra. They have a baby. David as corporate lawyer is determined to get a partnership at Kincaid's law firm. David resolves for a future home with his wife and her unborn child. While David Singer will be fighting to win a partnership for the future of his little family, he will be given a test of his loyal to a friend who saves his mother's life. It is to decide if he has loyalty.

This study reveals loyalty portrayed by the protagonist in the novel *Tell Me Your Dreams* written by Sidney Sheldon. The focuses of this study are to reveal the kinds of

loyalty portrayed by the protagonist. This is interesting because being loyal not only in a fiction but also in real life is very important for someone loved. Loyalty is common manner in many fields of life such as at work. Loyalty can give a positive effect feedback to the one who is loyal.

2. Literature Review

Loyalty is of being loyal. Being loyal means giving or showing firm and constant support to a person, community or even institution. Royce (1908) states that loyalty is the willing and practical and thorough going devotion of a person to a cause. Bertens (2000: 142) states that loyalty is moral value but it must be applied with other, humanity values for general, for example, love of husband and wife.

Kleinig (2017) argues that the primary subjects of loyalty tend to be individual persons. However, loyalty is not restricted to the subjects. The primary subjects also tend to be persons, personal collective, or quasi-persons such as organizations or social groups. Konvits, 1973: 108) claims that anything to which one's heart can become attached or devoted may also become the object of loyalty such as principles, causes, brands, ideas, ideals and ideologies.

Zermatten and Sonntag (2015: 11) describe that the phenomenon of loyalty has always been fundamentally important for the proper functioning of social relations. In contrast to other behavioural categories – trust or obedience – the modern conception of loyalty is characterized by an inner unity of common, fundamental moral maxims, themselves directed by shared, national interests, all expressed in behaviour toward a person, group, or institution.

Ladd (2013) argues that the object of loyalty is ordinarily taken to be a person or group of persons and that is conceptually impossible to be a loyal to people in general (to humanity) or to general principle, such as justice or democracy. It is impossible to be loyal to an opinion or belief theoretically, according to the concept that Ladd has advanced. Loyalty is stimulated the involvements relating to a person's emotional by another certain person having specific characteristic.

Schulz (2009: 118) states that the existence of loyalty depends on (a) beliefs about the reliable actualization of possible future goods, and (b) hope that they will obtain. Loyalty's value as a virtue, on the other hand, will be closely tied to (a) the real (rather than expected) value of those hoped-for goods, and (b) the strength of the evidence upon which one hopes and trusts that they will obtain in the way expected. The objects of loyalty fall into paradigmatically natural and conventional kinds, such as friends, families, countries and professions; though these do not exhaust the classes of objects loyalties fall under.

However, it can be said that loyalty is loyal manner. Loyalty is the quality, state, or an instance of being loyal; fidelity or tenacious adherence. Loyal is faithful and the devoted to a private person; faithful or tenacious in adherence to s cause, ideal, practice or custom. Loyalty requires beliefs about the value of the friend or the relationship which derive their justification from knowledge about (a) one's own character and commitments, (b) the friend's character and commitments, and (c) some relation between (a) and (b).

Winata (2014) in his articles talks about loyalty. There are some meanings in some actions that can viewed as the characteristics of loyalty. The first is obedience or discipline. Loyalty can be reflected in person's action when he accepts the trust from someone, company or institution. It automatically makes a person feel responsible to

something like a job, a person or something else that's considered important. The second is commitment. Loyalty is physically manifested by how much thought, care, ideas and complete dedication. The third is allegiance. Loyalty is also reflected in good relationships with other people. Able to communicate well and work together in good way to achieve their goals for someone, a company, or country and something else like a rule. The fourth is sacrifice. Loyalty can also grow when someone is bound by a promise, by sense of belonging and by love of affection. Even though, it would sacrifice everything that it had possessed or in other words it would make them out of the comfort zone of their life.

Loyalty is very important in friendships, business relationships and personal relationship but being too loyal to someone can have disadvantages. There is a question emerges. Is loyalty always a good thing? Loyalty has many positive outcomes and benefits to it. One benefit is that when you are loyal you earn trust administration and even a thanks from someone important to you. When have trust from someone, you feel good about yourself. Other person would have a good feeling towards you because you were loyal to them. Another good benefit of being loyal is that you earn a good reputation for yourself. Having a good reputation can be very important throughout your career and life. Lastly from being a loyal person you would have great success and many life time opportunities coming towards you because people know that you are a loyal trust-worthy person who will not let them down.

This study uses the theory of loyalty by Fletcher and some other respective ones stated above to elaborate what kinds of loyalty are portrayed in the novel *Tell Me Your Dreams* written by Sidney Sheldon.

3. Research Method

This study uses qualitative descriptive method based on Sugiyono's (2009). The method is used to describe the kinds of loyalty in the novel *Tell Me Your Dreams* written by Sidney Sheldon as the source of data. The data were collected used taking note method proposed by Sugiyono (2009) and quoting method by Sutopo (2005). These techniques are used to select the relevant data to the research problem by selecting information without depending on the amount of information. The data were analysed using the techniques proposed by Creswell (2013). Reduction data were conducted after the data collection to make data categorization based on the kinds of loyalty. After categorizing the data, interpretation of the data was conducted to answer the research problem.

4. Discussion

Loyalty can be found in every aspect of human life. It is a relation between two or more persons, being loyal to a person, a company or others.

4.1 Being Loyal to His Mother

Loyalty can be said as a value or circumstance where the person who owns it is a lucky person. Loyalty can be seen by some acts of the protagonist, as show in the data below.

My name is Singer. My mother almost died. I want you to save her.
There's no time to sign, cried David. She's dying and I'm not gonna
let that happen. Just please, the doctors say that you are our only hope.
The doctors were afraid of the surgery. They say that you are the only

one who can save my mother life. Dr. Patterson shook his head, on my schedule. Go the hell with your schedule, she's my mom. You have to save her, she is the only family I have. David still sat; his eyes closed tight. He heard Dr. Patterson said: I don't want to promise anything, but I will check out her, where is she? (Sheldon, 2014: 141).

The quotation above shows the conversation between David Singer and D. Patterson. Singer asks the doctor to save her mother from dying. The statement *I want you to save her* which is conveyed by Singer to the doctor has implication that he has a loyalty to his mother. The statement *I'm not gonna let that happen* in the quotation above strengthens Singer's loyalty to his mother. He states that he will not let her mother die because she is the only one person he has. He asks the doctor to perform the surgery for his mother. He even does not care about the doctor's surgery schedule. The way how he acts indicates he is loyal to his mother.

The following quotation gives more enforcement about loyalty Singer has to his mother.

David your mother's life means everything to you. Ashley's life means as much to me. You once asked me for my help and you put your mother's life in my hands. Now, I ask your help and place Ashley's life in your hands. I need you to stick up for Ashley. You owe me that, David (Sheldon, 2014: 175).

The quotation is Dr. Patterson's dialogue to Singer. It can be seen that the doctor asks for an agreement from Singer. Singer even agrees to make a deal with the doctor in return the doctor saves his mother. The doctor asks for Singer's commitment to stick up for Ashley, his daughter. The doctor asks for Singer's help and places Ashley's life in Singer's hand. Singer deals with this for saving her mother. The deal made indicates that David and Dr. Patterson have a good allegiance through Ashley's existence. It is a characteristic of loyalty as reflected in good relationships with other people, able to communicate well and work together in good way to achieve their goals for someone. Furthermore, the following quotation ensures Singer's loyalty to his mother.

David sat tensed. Dr. Patterson looked at him. "What?" "There is another problem. "Oh really?" I don't have any money. I was a law student and I worked in college. Dr. Patterson looked at him. David said with determination. I am gonna find a way to pay you. Even if it means I am bound for life, you will still get paid. I understand that you charge a lot, and I cannot ask anyone for help, Dr, Patterson. I am begging you (Sheldon, 2014: 142).

The quotation is about the dialogue between Dr. Patterson and David Singer. The statement *Even if it means I am bound for life* indicates that David is ready to suffer for saving his mother from illness. He is a student and he has not much money to pay his mother's surgery. He agrees even if the doctor asks for his life to be bound with the doctor. The statement has implication that David is ready to the worst, meaning to be a slave for saving her mother. It is such a commitment which Singer can give to the doctor. It is also a sacrifice he makes to save her mother. The commitment and sacrifice shown by Singer are the characteristics of loyalty. David's commitment and sacrifice

are physically manifested by how much thought, care, ideas and complete dedication he has for his mother.

4.2. Being Loyal to His Friend

David Singer's loyalty is portrayed clearly by the writer of the novel. Not only being loyal to his mother but also to his friend is shown by Singer. See the quotation below.

Dr. Patterson pulled out a handwritten letter and handed it to David, David knew very well what was in it: Dear Dr. Patterson, No words can express how much I indebted to you and how much I appreciate your kindness, if there is anything I can do for you someday, just say it to me and that request will be done. David looked the letter without seeing it. David, would you please talk to Ashley? Yes, of course I'll talk to her. Dr. Patterson up, Thank you (Sheldon, 2014: 149).

The quotation above expresses the situation when Dr. Patterson asks for David Singer's help. He gives Singer the letter Singer writes when he asks Dr. Patterson to save her mother. He asks Singer's commitment to help Ashley. And Singer agrees with it. Fulfilling the commitment created means being loyal. See the following quotation.

I have decided to defend her. I'm not doing this because I want to, Joseph. I'm obliged to do it. I'm deeply indebted to Dr. Patterson and this is the only way I can repay his debt (Sheldon, 2014: 188-189).

It is clear that the commitment Singer makes to Dr. Patterson to help Ashley is fulfilled. The statement *this is the only way I can repay his debt* implies Singer's loyalty.

From the description above, it can be seen that the novel illustrates about loyalty performed by the protagonist to his mother and to his friend; loyalty shown by the writer of the novel by illustrating how David Singer tries to save his mother from illness and how he fulfils his commitment towards Dr. Patterson by saving his daughter, Ashley. Based on the characteristics of loyalty stated by Fletcher (1993), the protagonist' loyalty is described clearly in the novel as one of the themes.

5. Conclusion

After analysing the protagonist's loyalty in the novel based on Fletcher's (1993), it can be concluded that there are two kinds of loyalty shown by the protagonist. They are being loyal to his mother and being loyal to his friend. Being loyal to his mother is shown by Singer by making a deal with Dr. Patterson to save his mother. In return, the doctor asks David's commitment to help Ashley for law matter. He is also willing to sacrifice himself for saving her mother. Being loyal to his friend is shown by Singer by defending Ashley in the court. He fulfils his promise to save his friend. However, the portrayal of protagonist's loyalty in the novel shows us that loyalty is very important in our life. Being loyal will help us in solving the problems we face.

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CAUSES OF INTERNAL CONFLICT IN FRANK HERBERT'S NOVEL *DUNE*

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Abstract

This research is aimed to analyse internal conflicts as well as the major causes of those conflicts. In order to analyse the two types of conflict proposed by Robert Stanton as well as other theories or concepts related to the study and identification of conflict, such as Lewis Coser and William Kenney, the researchers employ a psychology of literature approach since the core analysis of this study is through the psychology of the character and is supported by behaviourism perspective because it deals with the behavioural phenomena. The boundaries for choosing the causes of conflicts are set by Hoffman where he states that the two major causes of conflicts are conflicting perception and conflicting needs. Frank Herbert's novel *Dune* serves as the primary source of information for this qualitative descriptive study, while other books and related publications serve as secondary sources following Creswell's data collection and analysis methodology. The results of the analysis show that internal conflicts experienced by Paul Atreides are often caused by conflicting perception and conflicting needs, since those conflicts caused by conflicting perceptions and needs are almost always on the intersections which Paul needs to choose for the story to progress.

Keywords: behaviorism, conflict, internal conflict, psychology of literature

1. Introduction

Conflict in literature refers to the different drives of the characters or forces involved. Conflict may be internal or external—that is, it may occur within a character's mind or between a character and exterior forces, (or point(s) of view). In a story, when a character experiences conflict, they have a different approach to respond to it because they have diverse backgrounds or experiences on dealing with these kinds of things. Therefore, to find out the personality of each character, it will be easier to know when the characters face a conflict, we will see how they describe the mood and the next action to be taken. This research focuses on the novel *Dune* written by Frank Herbert in 1965. *Dune* (1965) is a literary piece of science fiction that tells the story of humanity thousands of years into the future. In the novel, humanity becomes so advanced that it spreads across the known universe. With the spread of humans, noble houses are formed, with each governing a planetary system. Frank Herbert's novel *Dune* is chosen

as the primary data because of his infatuation toward the novel as well as his interest to discuss the conflicts presented in the novel.

2. Literature Review

Since a novel is the primary concern of this study, a concept of the novel itself is to be clarified in this section. Nurgiantoro in Aisyah, Purwarno, and Manugeran (2020) explains that the word novel is derived from the word *novella*, which means a short writing in Italian. Novels are made-up narratives designed to provide a sense of escapism to the readers by the interesting nature of the events happening in the narratives, and of the characters taking parts in the action.

The fundamental tenet of literary psychology is that humans are made up of physical and psychical components (psyche). The human psyche is the subject of psychology. It is possible to explain human behavior patterns and the psychology of people. Psychology of literature is the study of observable patterns in human behavior through the lens of psychology. According to Suhendi (2019), literary psychology is a study of literature that views work as a manifestation of psychological structure. Literary works which are psychological phenomena displaying psychological elements through their characters. Through understanding the characters, the community can understand changes, contradictions, and other deviations that occur in society, especially those related to the soul.

Psychology of literature demonstrates how people act in response to their issues and surroundings. The psychology of literature can be divided into three categories: that of the author, that of the characters, and that of the reader. The author's personality and experiences have an impact on their writing, and this is covered under the author's psychology. On the other side, character psychology focuses on the psychological patterns and norms found in literary works. Additionally, reader psychology researches how books affect their audience members. According to Freud, the artist is first a man who flees reality because he cannot accept the demand for the surrender of instinctual gratification as it is initially made, and who then gives full expression to his sensual and ambitious desires in phantasy-life (Wellek in Harahap, Manugeran, Purwarno, 2020). The artistic significance of psychological truth is in art. Like every other form of knowledge contained in literature, such as astronomical, historical, or nautical truths, characters would constitute "matter" or "content." The psychology of reading occurs when we consider art as a tool for both duplicating life and influencing it.

According to Freud, a piece of literature is the author's unconscious idea expressed externally. We can use behaviorism as a lens since it seeks to understand how the characters' behaviors reflect their psychology since the data only partially reveals the characters' mental states. But as a philosophy of action, it addresses issues that are important to us, such as why we act in certain ways and what we ought to and ought not to do. Because previous views of action have been based on invalid assumptions, behaviorism presents an alternative perspective that frequently conflicts with them. The most well-known post-Watsonian behaviorist is B. F. Skinner. His theories on how to establish a science of behavior stood in stark contrast to those of the majority of other behaviorists. Skinner concentrated on, as opposed to the others, natural-science techniques like measurement and experimental control. Arguments for Skinner's stimulus-response theory may be summed up as cause-and-effect relationships for particular behaviours. Certain behaviours are valued in disagreements to help resolve those conflicts. As an illustration, we may classify behaviour into two categories: active

behaviour and passive behaviour. "Active conflict resolution strategies, including all-out war and revolution, are frequently viewed as the final choice. On the other side, it is typically recommended to begin handling continuing issues with passive behaviour like bargaining, mediation, and similar strategies (Skinner in Baum, 2017).

Pruitt in Bekelcha (2019) states that it is from dawn of human history that communities have been competing for resource controls and dominance. These competitions inevitably led individuals as well as social, political, economic and religious groups to conflict. The bureaucracy must work toward an ever-widening extension of the domain of predictability and calculability of results, and conflicts requiring a "trial via fight" are undesired because of their unexpected outcomes (Coser in Hurriyati, 2018).

Conflict is defined as "the opposition presented to the main character (or protagonist) of a narrative by another character (or antagonist) due to an event, situation, fate, or some aspect of the protagonist's own personality or nature. The conflict is introduced by means of a complication that sets in motion the rising actions, which typically lead to a climax and eventual resolution" (Stanton in Mulawarman, 2021). Coser in Hurriyati (2018) also explores several advantageous purposes that antagonism in conflict can serve in his book. He explained that Simmel goes on to say that this expression upholds bonds in the face of stress and so prevents group breakup. Conflict "clears the air" and permits the unrestricted behavioural expression of antagonistic attitudes. According to what is known as a "safety-valve hypothesis" of conflict, hostilities are channelled through conflict in order to preserve the connections between adversaries. The distinction between "realistic" conflict and "unrealistic" conflict is then covered by Coser in Hurriyati (2018). "Realistic" conflicts are those that result from the pursuit of a goal after specified needs have been met. On the other side, unrealistic disputes come about when one of the antagonists has to let off steam.

According to the research, some experts and theorists categorize conflict into several forms based on how they perceive it as a literary technique and how it affects the protagonist and other characters. There are two types of conflict, internal conflict and external conflict, according to Stanton in Mulawarman (2021). External conflict is a dispute between at least two people or a character and his surroundings, whereas internal conflict is a struggle between two wants that exist within a character. In literature, conflict refers to the conflicting motivations of the characters or forces at play. Conflict can be either internal or external, i.e., it can happen inside a character's head or between a character and outside forces (or point(s) of view).

One of the many conflict types is internal conflict. According to Coser in Nasution (2020), internal conflict within the larger social system—such as that between various groups within a nation—produces rules and norms. Man versus himself is the kind of conflict that arises within a character in a novel is known as internal conflict in literature. The character may be battling their emotions, a difficult option, or a moral choice. Man against self is a common term for this kind of conflict because the protagonist is at odds with oneself. A character will experience internal conflict as their desires and emotions clash. The formation of complex characters and the advancement of the plot in books both depend on internal tensions. Internal conflicts are the fights a character has with themselves as they strive to improve. Conflict of this kind promotes personal development. Internal strife is frequently sentimental and private. Characters frequently have to make a difficult decision. Beside internal conflict, there is external conflict. According to Castle in Dewi, et.al (2021), external conflict occurs when

characters are involved in the world's woes, such issues as community, nature, government and other characters are all examples of external conflict.

Hoffman, et. al (2012) states that conflict is the perception that there is some reason not to enact the desire and thus serves to distinguish unproblematic desires from problematic desires (i.e., temptations). With regards to unproblematic solicitation, people would typically seek to behave unless they are prevented from doing so by outside factors, such as lack of opportunity. However, there are occasions when they conflict with other norms and aims, such as when someone wants to take a drink while fasting or eating during class. We assume that the discovery of a conflict is a crucial triggering mechanism for the third stage of the framework, a person's active attempts at resisting desire, in line with cybernetic and neurological models of self-regulation.

Based on Hoffman's definition of conflict, the two most common causes of conflicts are conflicting perception and conflicting needs. Difference in perception means that people can have different perspectives in the same way that two or more people can have divergent ways of thinking or behaving. They could have radically different perspectives on the same event. When one party is perceived as being more important to the group than the rest, it can also lead to resentment and conflict, whereas conflicting needs means that conflicts can arise whenever people vie for limited resources, notoriety, and power.

3. Research Method

Cresswell (2014) defines research design research design are plans and the procedures for research that span decisions from broad assumptions to detail methods of data collection and analysis. This study uses a qualitative research methodology and a narrative approach. Exploring and comprehending the meaning of individuals or groups that explain a social or human situation is possible through qualitative research. Emerging questions and processes are part of the research process, which also includes data collection in the participant's environment, inductive data analysis that progresses from specifics to broad themes, and data interpretation. The final report's writing structure is flexible.

4. Discussion

4.1 Internal Conflict

"A sense of failure pervaded him, and he saw through it that Feyd-Rautha Harkonnen had slipped out of the torn uniform, stripped down to a fighting girdle with a mail core.

This is the climax, Paul thought. From here, the future will open, the clouds part onto a kind of glory. And if I die here, they'll say I sacrificed myself that my spirit might lead them. And if I live, they'll say nothing can oppose Muad'Dib" (Herbert, 1965: 521).

In the quotation above we can see Paul Atreides is feeling that the sense of failure is imminent. He thinks the reason he cannot see this moment in his prophecy is because this moment is the moment he will be slain. As the leader of the Fremen, Paul thinks both possibilities lead to the same thing; the ultimate war against the Harkonnen. Paul is at last faced with Feyd-Rautha Harkonnen, the master assassin of House Harkonnen, the trusted nephew of the Baron himself. Paul has never had visions of what

Feyd-Rautha can and cannot do. He does not know the extent in which both he and Feyd-Rautha are willing to go in order to defeat each other. All he knew was that the Harkonnens love to romanticise their warriors.

The internal conflict being that Paul senses that he is bound to fail, which could mean that he will be defeated. As one can assume that the thought of failing can only bring fear, we can establish here that it is also what Paul is experiencing. As someone who prides himself for not fearing death, Paul does, in fact, fear for his people. He knows either way he will go down in history as the prophet of the Fremen, the Muad'Dib, but he is unsure of what will become of his people if he dies. And this thought itself that brings back the fear of death to Paul Atreides.

"It occurs to Paul then that he had seen his own dead body along countless reaches of the time web, but never once had he seen his moment of death.

Have I been denied a glimpse of this man because he is the one who kills me? Paul wondered.

The thought sent a pang of foreboding through him." (Herbert, 1965: 511).

From the quotation above we can see the internal conflict Paul Atreides is experiencing because he knows for a fact that he will die in many possible branches of the future, yet he never saw in his prophetic dreams how he dies and who kills him. The sudden thought of fear of death is coursing through Paul that in this quotation, the prophecy will be completed. The internal conflict occurs because Paul knows every single next step must be carefully placed, every measure must be calculated, and every untied knot of infinite possibilities must be out into consideration before Paul can advance toward.

"Anything could tip the future here, he realised. Someone coughing in the troop of watchers, a distraction. A variation in a glowglobe's brilliance, a deceptive shadow.

I'm afraid, Paul thought himself.

And he circled warily opposite Jamis, repeating to himself the Bene Gesserit litany against fear. *"Fear is the mind-killer..."* It was a cool bath washing over him, He felt muscles unite themselves, become poised and ready" (Herbert, 1965: 324).

In the quotation above we can see the internal conflict happening to Paul Atreides because he understands that anything can factor in to the future, a butterfly effect, that can either guide him or derail him from his journey to become Muad'Dib. The thoughts of uncertainty overflow Paul, he understands that anything can happen, even the worst possible outcome. Paul Atreides never killed anyone before, and the thought of having to kill Jamis to obey the custom renders him fearful.

Paul knows this is not the noble path, but killing Jamis is the only feasible way into the sietch Tabr to seek refuge and guidance. His internal conflict being that it was never his intention to kill, but if he does not do what is necessary, Paul won't be able to

seek help for him and his mother, Lady Jessica. Nevertheless, if Paul decides to try to kill Jamis, he does not know he will prevail because he knows nothing of Jamis. He does not know to what extent Jamis is willing to do to defend his honour and his sietch. He does not even know how good a fighter Jamis is. That is what scares Paul. For the first time in his life, he knows he might die. He can only recite his mother's teaching that fear is nothing but a distraction and it brings calmness through Paul.

4.2. Causes of Conflict

4.2.1 Conflicting Perception

"Paul felt Chani's hand on his arm, heard a faint dripping sound in the chill air, felt an utter stillness come over the Fremens in the cathedral presence of water.

I have seen this place in a dream, he thought.

The thought was both reassuring and frustrating. Somewhere ahead of him on this path, the fantastic hordes cut their glory path across the universe in his name. The green and black Atreides banner would become a symbol of terror. Wild legions would charge into battle screaming their war cry: 'Muad'Dib!'

It must not be, he thought. *I cannot let this happen.*" (Herbert, 1965: 341).

Paul, having the prophetic vision that made him Kwisatz Haderach, knows the path he is led to is the exact path that he needs to avoid. He feels the conflict internally because he knows that it is not the right path, but it will be incredibly difficult to ensure others about said prophecy. The conflict being that Paul is having different perception than other people, even his mother, that everything in the future that will happen is the exact opposite of what the future he wants.

The internal conflict in the quotation above fits the description of conflict caused by conflicting perception because Paul is the only one who can see the futures from each branch of infinite possibilities, and everyone on sietch Tabr only sees their current path as the righteous one because they welcome Paul, their supposed prophet, into their safe underground city.

4.2.2 Conflicting Needs

"I am the theatre of processes, he told himself. *I am a prey to the imperfect vision, to the race consciousness and its terrible purpose.*

Yet, he could not escape the fear that he had somehow overrun himself, lost his position in time, so that past and future and present mingled without distinction. It was a kind of visual fatigue and it came, he knew, from the constant necessity of holding the prescient future as a kind of memory that was in itself a thing intestinally of the past" (Herbert, 1965: 411).

In the quotation above we can see Paul Atreides is experiencing fear because he knows what he needs is not what people need of him, and it fears him. The conflicting needs being that Paul, the Fremen's future prophet, needs to understand the past to fully comprehend all the problems that happened before so he can evaluate them to try to carefully walk in the present on a correct path that can lead Paul and the Fremen to the preferred future, which in Paul's case is to be the leader of the Fremen and the voice of savior instead of the emblem of violence. On the other hand, the Fremen need Paul to lead a battle as soon as possible, without due process or due diligence, because they are under the blind perception that they will win nonetheless if Paul is on their side.

Paul needs to process everything and he needs to perfect his vision. More importantly, he needs to make sure that the war the Fremen is waging is to abolish the slavery and exploitation done by the Harkonnen and not to be the ones in charge of the exploitation themselves. Paul needs to evaluate all of that before he can even take the first step towards perfecting his ability as the Fremen's Muad'Dib.

5. Conclusion

After the internal conflicts in Frank Herbert's novel *Dune* have been analysed, conclusions can be drawn. Internal conflicts always arise when Paul Atreides is faced with choices that proceeds the story forward. Those internal conflicts come from Paul's thoughts and decision processes because of the external conflicts that relies on Paul to solve them. It can be concluded that the internal conflicts Paul is experiencing are caused by conflicting perceptions and conflicting needs. Paul is merely new-appointed Duke because his father was assassinated. He became the leader of the Fremen because of the prophecy known to the Fremen that someday a man who can see future will lead them to the massive war that frees themselves from the dictatorship of the Harkonnen, the Fremen call that man *Lisan Al Ghaib*, meaning 'the voice of the unknown'. He became Paul Muad'Dib because he needs new name when he is accepted to the Fremen sietch. He becomes Kwisatz Haderach after being exposed to the spice that enhances his ability to traverse past and future at will. He needs to understand and learn his new-found powers before identifying himself as a worthy leader and all those internal conflicts come from him wanting to take time so he won't make mistake and the Fremen wanting to be freed from the Harkonnen as soon as possible.

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INFOGRAPHIC AND RELIGIOUS CONTENT TO IMPROVE STUDENTS' ABILITY CONSTRUCTING CAUSE EFFECT RELATIONSHIP

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Abstract

This research is aimed at elucidating the improving of students' ability in constructing cause effect sentences using Islamic content blended to one of multimodality teaching called infographic. This research is applied on tourism regular class X of SMK Negeri 8 Medan in 2020 where 30 students participated as subject of the research. This class action research is conducted in two main cycles namely planning, conducting, observing and reflecting where all are implemented separately in both cycles. Collection of the data is taken through observation sheet, result of the test and documentation of activity and infographic result. The using of infographic not only could increase the ability of students to construct sentences containing cause effect relationship but also trigger their interest and maintain their motivation to participate actively during learning hours, and religious content itself is to call back students' knowledge about why something is obliged or forbidden in Islam. The results show that students level of participation to actively get involved in learning cause effect sentences in first cycle reaches 60% while average learning outcomes is 60%. Then in second cycle the participation increases to 75% and average learning outcomes exceed 75%. Thus, using infographic is very useful to increase students' ability in constructiong cause effect sentences.

Keywords: cause effect relationship, infographic, religious content

1. Introduction

Education in Indonesia through the constitution of No. 20, 2003, has stated that the purpose of our education is to create the great and competitive Indonesian people, as well as to form the character representing the identity as a big country, and also to develop and facilitate students' creativity and innovation to prepare them facing and competing with others globally, where technology is inseparable part of the growth.

Teaching nowadays does not merely rely on teachers' deep knowledge about specific subject, but most importantly is how they will transfer the knowledge to their students and keep the students engaged and actively involved in the process. The questions to be asked in teachers' mind before they start the teaching learning process is

not “what I will teach tomorrow, but how I will teach tomorrow?” Such question will force teachers to find suitable tools to deliver specific material, and this tools must be embodied to students' life as students and will be greatly motivated if the things they are studying about is very close to their life (Abugohar, 2019), and no doubt that religious context is vivid within students inside.

Indonesia is a country where most people are moslem, and as moslems, Islamic rules in the first place should be treated as the way of life. There are so many rules and guidance for people to be obeyed. But in reality, there are so many things going on the contrary. Teachers nowadays face a situation where their moslem students are not aware of why something is obliged or why specific thing is forbidden in Islam. Deep diving into the problem, they almost forget their own source of all knowledge, Al Quran, and it is very common for students to ignore the rules as moslems which rapidly will lead to the deterioration of teenagers' attitude and perception of life.

Considering this fact, teachers must do something as part of an effort to get students understand the basic rules in Islam like proposing question “why moslem are obliged to pray five times a day? Why moslem is forbidden to eat pork? Why free sex is totally banned in Islam? One best way to do this is by integrating the issues as part of education into a determined topic. This Islamic content would enrich the national curriculum when the main competence to be learned is cause effect relationship.

Cause effect relationship is part of curriculum stated in basic competence of Indonesian *Kurikulum 2013* for students at senior school level. This material undeniable is integrated in everyday conversation as the main reason we could understand that it must be learned specifically by students. Although the using of this sentence is very common but to learn in details would bring its own difficulty. Most students understand cause effect relationship theoritically but feeling down in practicing. This condition is acceptable when the opportunity of practicing this sentence is very limited, the teaching learning process is done in conventional way, and getting worse when teachers do not provide technology to attract and at the same time to challange them to show their ability and creativity.

Infographic is considered to be one of the best tools to relate cause effect relationship material with information of basic guidance of Islam. Students not only learn about Islamic rules, but also have a great opportunity to get benefited by technology as they work on infographic. Working on infographic will also sharpen students' ability to sort out lots of information into a piece of paper, into pieces of data. Students' creativity and their idea will be facilitated and can be seen by other people because it consists of knowledge, and for sure it will bring new challenge for them.

Working with infographic will make students make use of technology in a positive way and can trigger their best attention and active participation during learning process because they love technology. This generation grows up with technology development. Technology is inseparable from their life today.

Although infographic is already famous among people but making use of it for educational purpose is not common. In class activity, creating infographic no doubt provide students the attractive way of studying. That is why, the focus of this research is the combination of three main activities namely understanding cause effect relationship, connected to the reason of why something is obliged or forbidden in Islam, and the reasons are presented in infographic.

2. Literature Review

In English teaching learning process, it is undeniable that the main purpose of this activity is to prepare students to be able to face the world where communication in English is a must (Widiati, 2015). Teachers should define this as the main step in deciding how to teach their students. Teachers need to find solution to comfort students in studying so they will react positively to the process and build their self confidence which will result in their performance as said by Azar & Hagen (2007) that self confidence will truly affect the final result. When students believe in themselves, then they will get through all barriers. Students at once will experience their classes as dry or stressful, so to keep them engaged should be the main consideration (Ferris, 2014).

The point of teaching is that a teacher must create a fun and friendly environment with interesting material and innovative way of teaching in order to get students motivated and master the determined topic. The technique and material presented by teachers affect greatly on students mode and motivation (Nanda, 2018). Moreover Widana, et.al. (2020) state that to develop students ability to solve problem, they must be triggered and motivated by constextual problem on site. This can improve their self awareness to study because they can relate what they learn with their real life condition, and this is why religious content is chosen to be discussed using specific strategy.

Exploring and developing knowledge on religious literacy will not only develop students understanding about their religious text and practice, but also could promote their awaranss and emphaty to other people (Jafralie & Zaver, 2019). For sure in delivering this material, tachers need to find the perfect method and strategy to make students enjoy the process. Teachers are obliged to have special strategy to teach their students so that the students can relate what they study with their life and will not feel burdened (Abugohar, 2019), and infographic offers the solution for certain material called cause effect relationship.

Infographic is one of multimodality way of teaching as it acquires more than one skill in English learning process. By infographic, students will have opportunity to produce English sentences while at the same time explore the material through various sites, and no doubt it will give special value for them. Teaching learning process will be valuable when students could explore their knowledge and what they have in their environment.

Further, we understand that working on something we like and at the same time struggling on finding acceptable reasons for something closely related to someone's life, could reach long term memeory storage, because it contains two stores in long term memory called explicit (knowing that) and implicit (knowing how), (McLeod, 2020). For both stores, it is called explicit when students experience the event of learning cause effect on infographic and gain knowledge and concepts of Islam. Then on their action of designing and putting their feeling on whole activity would go to the implicit store.

3. Research Method

The research is done in SMK.N 8 MEDAN in 2020. The research is conducted in form of class action research where two cycles are implemented. Each cycle consits of planning, action, observation and reflection. This research is aimed at improving students ability to construct cause effect relationship by focusing on the construction of cause effect relationship using certain topic and presented in infographic. 30 students

participate as subject of the research and the data collection is taken through observation sheet, result of the test and documentation.

Students are grouped into three where each group is given different question related to Islamic content. The data collection technique firstly is done based on observation of each group member working to design their infographic in form of check list called students' participation check list, and then result of the test is documented from pre test and post test activity, and the last one is the documentation of students activity and their infographic result.

Students' participation check list is computed using descriptive percentage analysis technique (Ali, 1987) as following:

$$\text{Percentage} = \frac{n}{N} \times 100\%$$

Data analysis on result of the test is done through descriptive qualitative method, where the data are computed using average formula (Arikunto, 2003).

$$\bar{X} = \frac{\sum X}{N}$$

Data processing is run through several steps namely data review, data reduction, data collection and data verification, which all lead to final result of the research presented in form of table and description.

The criteria of successfulness is seen from two dimensions as mentioned earlier, namely students participation and result for the study. It is considered as a success when the result meet the criteria of 60 % students actively engaged and scores of the test reach 80 as the minimum completeness criteria stated in the school.

4. Discussion

Learning cause effect relationship using religious content and designing infographic as the core activity gives great and valuable learning experience to students. They earn more advantages because in this learning experience, students are grouped into three, where all members collaborate to find ideas on specific topic given to them. After all reasons gathered, they start working on designing infographic by sorting the reasons into a piece of data. All groups compete to create the best design to be shared in social media and perform in the classroom.. Students are given opportunity to create the infographic using any application they are familiar with, and this is the time when they are challenged on their creativity. Instead of merely finding reasons and present it on infographic, students also learn another skill called ability to present a data by the demand of presenting the infographic in front of the class.

Working on finding reasons for some obligation and prohibition in Islam itself unconsciously would bring back students knowledge about Islam. They are expected to know basic reasons why something must be done or banned. Kind of questions given by teachers are: Why Islam forbid eating pork? Why muslim are obliged to pray five times a day? Why muslim must learn Al Qur'an? Why muslim people must pay *zakat*? Why free sex is banned in Islam?

By working on this questions, during the process, the answers would stick in students' mind and reach their long term memory as they struggle to find answers. By the end of the process, hopefully the students at their teen age could minimize moral deterioration in our society today and for sure their ability in constructing cause effect relationship is sharpened.

From whole activity, the writers could ensure that all students are actively involved in the process as it is seen on the documentation and list of students' participation. The same condition also occurs when they do the presentation. They are very excited and explain the infographic proudly using cause and effect sentence. This fact is in line with Yasmin, Naseem & Abas, (2020). who say that when students experience unstresfull environment, they could express their best speaking ability.

The active participation of students during learning process is shown in the following table.

| Students' participation | 1 st cycle | | 2 nd cycle | |
|-------------------------|-----------------------|------------|-----------------------|------------|
| | Number of students | percentage | Number of students | percentage |
| Very active | 10 | 33,33% | 20 | 66,67% |
| Average | 9 | 30% | 8 | 26,67% |
| Not active | 11 | 36,67% | 2 | 6,67% |
| Total | 30 | 100% | 30 | 100% |

Table 1: List of Students' Participation

The result of the study shows a significant increasing number of students participating actively in the learning process. The 33,34% of the percentage represents the willingness of students to get involved based on some reasons they produce that they like working using technology. The result shows clearly that they are well motivated, in accordance with a research by Widana et al. (2019) that learning motivation will greatly affect on students learning activity and they will be active when they are well motivated and will be on the contrary if motivation does not exist.

Further, analysing the result of students' comprehension on cause effect relationship structure, shows that students gain alot and better understanding about the structure, and they feel more confident in producing the sentences after they involve in the whole process of producing infographic rather than conventional way of studying. The result could be found in the following tables taken from pre test and post test done on cause effect relationship.

| Understanding the material | Prior | | 1 st cycle | | 2 nd cycle | |
|----------------------------|--------------------|-----|-----------------------|-----|-----------------------|-----|
| | Number of students | % | Number of students | % | Total students | % |
| Score \leq 79 | 25 | 83% | 18 | 57% | 2 | 10% |
| Score \geq 80 | 5 | 17% | 12 | 43% | 28 | 90% |
| Pass the material | 5 | 17% | 12 | 43% | 28 | 90% |
| Do not pass | 25 | 83% | 18 | 57% | 2 | 10% |
| Average | 72 | | 77 | | 87 | |
| Absorption | 72% | | 77% | | 87% | |

Table 2: Cause Effect Mastery

Scores received by students below minimum criteria which is 80 in the first cycle reach 17 students or 57% and significantly changed in the second cycle to 3 students or 10% from the whole class participation. This changes take place due to some questions modified by the teachers and also students own experience in the previous cycle.

The average score of students in the prior action research and the first cycle increase sharply in second cycle, shown by 87% of their ability to absorb the transferred

knowledge. This indicates the changing in understanding pattern and constructing cause effect relationship on students.

4. Conclusion

After conducting teaching learning process by combining infographic and Islamic content, analysing the data result from all activities and observing the test result, the writers confidently state that basically students have their great innate capacity in learning, but it goes to teachers' creativity in triggering them to be active and explore their own capacity. It proves here by the result of the research.

Delivering English specific material using infographic joined to religious content would effectively bring more than one advantages both for teachers and students.

For teachers, this activity could bring them joy in teaching as they will see students' eagerness in completing the task. Secondly, teachers would truly be the facilitators in the classroom observing students working, and provide suggestions and feedback as necessary, instead of being the main character in the classroom. Next, infographic could enrich teachers's own storage of technology mastery as those done by students.

On students' side, working on infographic would trigger their interest and motivation, while at the same time they could boast their creativity by sharing their work on social media. It can be means of promoting their creativity. Moreover, the Islamic content they are dealing with would bring their consciousness to the importance of understanding basic rules in Islam, and they know their religion better. Further, after working on designing and when it comes to the presentation time, students are trained to read data and present them as valuable information for their friends, and no doubt, the pattern of cause effect relationship sentences will be delivered smoothly. To sum up, studying cause effect relationship using infographic and Islamic content would truly be an effective way of learning English language.

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MORAL VALUES IN ROALD DAHL'S NOVEL *DANNY, THE CHAMPION OF THE WORLD*

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Abstract

The research, aiming to analyze the forms of moral values in *Danny, the Champion of the World* novel, is supported by respective theory proposed by Schwartz and Boehnke. The writers use descriptive qualitative method to identify and analyze moral values of the characters in the novel. Moral is related to the differences between right or wrong behaviors to be adjusted to standard manners in social life. Value is a core of social standard held by an individual or a group. Moral values are defined as guidelines that assist a person to decide something to be right or wrong. The moral values which are analyzed in this study are honesty, responsibility, modesty, and bravery. Honesty means one explains how a situation really happens. Responsibility is an obligation of an individual to perform the duty or task assigned. Modesty is quality of not being too proud or confident about oneself or one's abilities. Bravery is having the courage to stand out in any situation based on the principle of truth. The results show that the major characters in the novel show their moral values in the whole course of the plot.

Keywords: bravery, honesty, modesty, moral values, responsibility

1. Introduction

Danny, The Champion of the World is one of British popular children's novels written by Roald Dahl (1975). He was born in Cardiff, Wales and became a novelist, screenwriter, and wartime fighter pilot. This novel was inspired by Dahl's childhood in the Buckinghamshire countryside and many real places in this area showed up in the novel with different names. Dahl wrote an adult short story called '*Champion of the World*' reprinted with another short story collection entitled *Kiss* (1960). A few years later, he decided to make his seventh children's novel based on one of his previous adult short stories '*Champion of the World*' called '*Danny, The Champion of the World*' (1975) and he dedicated this novel to his whole family: Dahl's ex-wife, Patricia Neal, his daughter Tessa, Ophelia and Lucy, and his son Theo.

'*Danny, The Champion of the World*' is about two main characters; Danny, a 6-year-old kid with no sibling, and his father, William, who works as a mechanic. They live in an old small caravan in the South of England. The relationship between Danny and his father is very close and they like to spend their time together building their own toys. His father, William, is known as a good storyteller and he always tells a wonderful

bedtime story for his son every night. Despite their financial problems, Danny and his father always have a good time together.

There is a man called Mr. Victor Hazell, a rich person who owns a huge brewery and his property is all around the area where Danny and his father live. One day, Mr Hazell stops at the Gas Station operated by Danny and his father. He asks Danny to refuel the gas in his car but threatens Danny with a gun while telling Danny not to make his car dirty while refueling the gas. Danny's father sees the incident and quickly tells Mr. Hazell to go away without refueling his gas.

In the next 2 years, Danny finds out that his father is an enthusiastic hunter, like his grandpa. Danny and his father then come to know that Mr. Hazell's annual pheasant hunting is about to begin, so they decide to take revenge on Mr. Hazell and humiliate him by hunting all the pheasants in the forest before Mr. Hazell's pheasant hunting begins. Since Danny and his father are not using any gun to hunt, they choose to use the sleeping pills from Doc. Spencer and put them into the raisins to make all the pheasants feel sleepy so Danny and his father could easily take all the pheasants.

From the explanation above, there are several moral values such as honesty, responsibility, modesty, and bravery to be implemented in our daily life. Moral values are values that exist in human traits which can be used to define how good or bad we are as humans in social life. These moral values can push people to act or do something useful or as a root of motivation. It also can be said that moral values tend to rule and restrict our actions in social life.

2. Literature Review

2.1 Novel

Etymologically, the word 'novel' comes from Latin *novellus*, which means new. Novels are said to be new, because they appear after poetry and drama. Meanwhile, a novel is a narrative that is long and often raises the story of human life built from intrinsic and extrinsic elements. The story of life is fictitious, but rational. The rational nature of the novel can be seen from the ability of the author to describe every life event in detail. The readers will get life lessons that can be used as guidelines and self inspection. In addition, a novel is even able to reveal historical events to provide new insights for readers.

Semi (1988: 36) states that a novel is a type of literary work in the form of narrative, characterized by actions and reactions among characters, especially between the antagonist and the protagonist. An antagonist and a protagonist are always present in the novel. There are various issues (conflicts) that cause tension and curiosity for the readers while attending to the course of the story.

Meanwhile, Teeuw (1984: 67) indicates that a novel is one type of the prose variety, which is basically a form of long story. Novels contain at least 40,000 words and are more complex than short stories, and not limited by structural limitations and metrical plays or rhyme. The novel is a prose genre that features story elements and is more complete. It has extensive media. In addition, the novel also presents social problems.

Based on the explanations of the experts above, it can be concluded that a novel is one of the important works in a literary work because without a novel, a literary work does not have a good work to read, because each character and story in the novel always has a tendency to be in different levels of importance. In other words, the story and the role of each character in each novel is not the same.

2.2 Moral Values

Moral is related to the differences between right or wrong behaviors adjusted to the standard manners of social life. Value is a core of social standard held by the an individual or a group. The main point of moral values is an ethic about beliefs, characters, and actions of each person (Schwartz & Boehnke, 2004: 230). Moral values are universal truths which man holds to be good and important; they are the ethical principles from which he struggles to attain the goal in life. They are ideals which transcend in all time and space Adisusilo (1990: 57). Gazalba (1981: 512) states that morals are compatible with good and fair ideas. He concludes that moral is an act that is generally accepted by certain social or environmental entities.

Nurgiyantoro (2015: 441) describes that the type of moral teaching itself can cover problems that can be said to be unlimited. It covers all issues of human life including man's relationship with the natural environment as well as God

Therefore, Widjaja (1985: 154) says that moral is the teaching of good actions Lubis (2009: 12) then states that moral development is not a process of setting various rules and good qualities, but a process that requires changes in cognitive structure. Moral grows gradually from a simple level to the peak of maturity.

Wiyatmi (2006: 112) says value is something that is valuable, a quality and is useful for humans. Value is something that is attractive to us, something we are looking for, and something that is fun. Value has a good connotation (Bertens, 2000: 139). Value is something high, valuable, important and useful for humans. In addition, value is a belief that comes from a person's value system to direct the person concerned in a good way (Djahiri, 1985: 20).

Ursery (2002: 2) indicates that moral values are people's beliefs about what is important in life. An individual's morals may derive from society or religion. When moral values come from society, changes in law systems might happen.

Based on Daroeso's concepts (1986: 22), understanding moral values can be done in three ways:

1. Moral, as a human behavior, based on self-awareness bound by a necessity to achieve kindness according to the values and norms implemented in social environment.
2. Moral as a set of ideas about the behavior of living with certain basic principles held by a group of humans in a certain environment.
3. Moral as a teaching of good behavior based on a certain view of life or religion.

2.2.1 Honesty

The definition of honesty is a decision that someone has in expressing his feelings, words and actions based on reality and not manipulated to get self-interest. Honesty is one of the principles that must be held by everyone. In social interactions, honesty will bring peace and happiness (Kesuma, 2012: 16). Honesty is a behavior making someone trusted in words, actions, and work. Honesty is a moral character that has positive and noble traits (Mustari, 2011: 13).

Then, according to Kesuma (2012: 17), the characteristics of honesty are:

1. If he is determined to do something, his determination is true and beneficial.
2. If he says, he is not lying.
3. There is a similarity between what his heart says and what he does.

2.2.2 Responsibility

Widagdhho (1999: 154) states that responsibility is human awareness of their intentional or unintentional behavior or actions. Responsibility also means action as a form of awareness of their obligations. Responsibility is closely related to obligation. An obligation is something that is imposed on someone. Obligations are in contrast to rights, and may not refer to rights. So responsibility in this case is the responsibility of duty. In addition, Mustari (2011: 21) says that responsibility is the attitude and behavior of a person to carry out his duties and obligations to himself, society, environment, state and God. Mustari (2011: 25) says that the characteristics of responsibility are:

1. Choosing a straight path.
2. Always advancing oneself.
3. Maintaining self-respect.
4. Always being vigilant.
5. Having a commitment to duty.
6. Performing tasks to the best standard.
7. Recognizing all one's actions.
8. Keeping promises.
9. Daring to take risks with one's actions and words.

2.2.3 Modesty

Modesty is a respectful and civilized attitude in speech, and manners in accordance with local customs and culture (Oetomo (2012: 20). Meanwhile, Ujningsih (2010: 3) says that the manifestation of polite behavior is to respect others through communication using language that does not belittle or demean others. Then, Wijaya (2014: 1199) also states that the characteristics of modesty can be assessed by:

1. Not easily being suspicious of others.
2. Not showing off.
3. Not being arrogant.
4. Being honest.
5. Being helpful.

2.2.4 Bravery

According to Webster (1981: 269), bravery is facing something involving possible unfortunate or disastrous consequences or endurance (like hardship) using self-control and mastery of tears and often with a particular objective in view. Bravery arises from mastery of fear and intelligence. Kasron (2017: 111) states that bravery is a major component of the emergence of the power of anger in someone, because someone's anger is a truly real form, but the combination of the two makes the strength of the spirit that keeps a person subject to an educated mind in order to take actions to be carried out. Then, according to Greenberg (2012: 15), characteristics of bravery are:

1. Feeling fear yet choosing to act.
2. Following one's heart.
3. Persevering in the face of adversity.
4. Standing up for what is right.
5. Expanding one's horizons

2.3 Effect

Effect is a change, reaction, or impression that is caused by something or the result of something. Rahman (2018: 4) states that the effect of the moral values for human is to protect them from disintegration and preserve civilization from loss. Without moral values, nations do not rise despite no matter how much knowledge and prosperity they reach. Knowledge and morals are related to each other.

3. Research Method

Research technique is one of the most essential factors for collecting and analyzing data in a scientific study. The research technique consists of a systematic way of how a study is conducted to indicate to the readers what research design is used. The research design in this study is done by descriptive qualitative method.

This is in line with Creswell (2013: 3) who says that research designs are the specific procedures involved in the research process: data collection, data analysis, and report writing. In addition, a research design is an activity that requires a researcher to determine the design based on the object of research.

To analyze the data that in the novel, the writers use a descriptive qualitative method, exploring and understanding the meaning the social phenomena, in this case, matters concerned with moral values. The process of research starts with tabulated data inclined to the object and discussion of the research. All the data are then analyzed to reach the final conclusions.

4. Discussion

4.1 Honesty

Honesty is a trait that requires a match between the words spoken and the actions taken by someone. It means that someone can be said to be honest if he says something that is in accordance with the truth and accompanied by appropriate actions. It can be seen in the following data:

‘I have decided something,’ he said. ‘I am going to let you in on the deepest darkest secret of my whole life.’

I was sitting up in my bunk watching my father.

‘You asked me where I had been,’ he said. ‘The truth is I was up in Hazell’s Wood.’ (Dahl, 1975: 32).

Danny asks his father where he is when Danny falls asleep, and then Danny’s father tells Danny the truth that he is going to Mr.Hazell’s jungle to try to poach the pheasants. The quotation shows us about the honesty of the character in this novel.

Another inspector turned up and took a sample of petrol from one of our underground storage tanks. My father explained to me they were checking up to see if we were mixing some of our second-grade petrol in with the first-grade stuff, which is an old dodge practised by crooked filling-station owners. Of course we were not doing this ... (Dahl, 1975: 45).

Danny’s father tells him Danny that the police are checking their petrol station because the police think that they mix the first grade petrol with some second grade one to maximize the profit. But the police are wrong because Danny and his father are honest men.

‘What will you tell him, Dad? I mean about how it happened?’
‘I’ll tell him the truth,’ my father said. ‘Doc Spencer is my friend’
(Dahl, 1975: 68).

Danny asks his father about what he says when he meets Doc Spencer, and then Danny’s father answers his son’s question by telling him that he says the truth to Doc Spencer about what has happened to him. This shows us that Danny’s father is an honest person.

‘You may be permitted to cheat and lie and swindle in your own homes,’ he went on, ‘but I will not put up with it here!’ (Dahl, 1975: 97).

Captain Lancaster warns the students in his class not to cheat while he is in charge of the class. This shows us that Captain Lancaster teaches his students about how to be honest.

4.2 Responsibility

Responsibility is a human awareness of intentional or unintentional behavior or action. This is about understanding of responsibility and being responsible means acting as an embodiment of awareness of responsibility.

When I was four months old, my mother died suddenly and my father was left to look after me all by himself. I had no brothers or sisters. So all through my boyhood, from the age of four months onward, there were just the two of us, my father and me (Dahl, 1975: 11).

Danny tells us how responsible his father has been for taking care of him since Danny is just four months old. This shows us the act of being responsible of Danny’s father to his son.

While I was still a baby, my father washed me and fed me and changed my nappies and did all the millions of other things a mother normally does for her child (Dahl, 1975: 12).

Danny states that his father has done all the house chores and worked in their Garage-Petrol Station since Danny’s mother passes away. But Danny’s father does that sincerely as a form of responsibility and love for his only son, so that Danny does not feel a lack of love from his father.

My school was in the nearest village, two miles away. We didn’t have a car of our own. We couldn’t afford one. But the walk took only half an hour and I didn’t mind that in the least. My father came with me. He insisted on coming. And when school ended at four in the afternoon, he was always there waiting to walk me home (Dahl, 1975: 23).

Danny’s father always accompanies Danny to school by walking and he always picks up his son everyday. This is one of the examples of his father’s responsibility.

‘You can fly the kite all by yourself any time you like,’ my father said.
‘But you must never fly the fire-balloon unless I’m with you. It’s

extremely dangerous.’ ‘All right,’ I said. ‘Promise me you’ll never try to fly it alone, Danny’ ‘I promise,’ I said (Dahl, 1975: 27).

It can be seen how responsible Danny’s father to his son is by prohibiting Danny to fly the fire-ballon alone, because it is very dangerous and it can cause a problem to Danny if he plays it alone.

‘What do you want to inspect our caravan for?’ my father asked.

‘To see if it’s a fit place for humans to live in,’ the man said. ‘We don’t allow people to live in dirty broken-down shacks these days.’ My father showed him the inside of the caravan which was spotlessly clean as always and as cosy as could be, and in the end the man had to admit there was nothing wrong with it. (Dahl, 1975: 27)

Danny’s father shows the inspector the inside of their caravan to show them that the caravan is clean enough for a person to live inside it. This is one of the acts that shows us how responsible Danny’s father is to make their caravan always clean, so he and his son can live inside it safe and healthy.

‘You mean you actually drove here in the Baby Austin?’ ‘Yes.’ ‘You’re crazy,’ he said. ‘You’re absolutely plumb crazy’ ‘It wasn’t difficult,’ I said. ‘You could have been killed,’ he said. ‘If anything had hit you in that little thing, you’d have been smashed to smithereens.’ (Dahl, 1975: 63)

Danny’s father feels worry after knowing that his son is driven to the Baby Austin to the forest because eventhough Danny knows how to drive, Danny is still a seven year old boy who should not be allowed to drive a car. This shows us how responsible Danny’s father is to his son by worrying his son driving a car to pick him up in the forest.

With my father’s hand on the wheel I had no fear of hitting the hedge or anything else, so I pressed down hard on the accelerator. The speedometer needle crept up to forty (Dahl, 1975: 63).

Though he is being injured, Danny’s father is still trying to help his son driving the car by controlling the steer so Danny can drive the car without fear. This shows us that Danny’s father is responsible to his son by helping Danny to make sure that his son drives the car safely.

I must have gone to sleep after that because the next thing I heard was Doc Spencer’s voice saying to my father, ‘Well, my goodness me, William, what on earth have you been up to?’

I opened my eyes and saw the doctor bending down over my father, who was still lying on the floor of the workshop (Dahl, 1975: 69)

Danny wakes up when he hears Doc Spencer speak to his father about how the injury happens, and then he sees Doc Spencer checking his father. This shows us how responsible Doc Spencer is by taking care his patients in their home.

I stood outside the workshop with Doc Spencer and watched the big white thing drive out of the filling-station. ‘Do you need any help?’ Doc Spencer said. ‘I’m fine, thank you.’ ‘Go to bed, then, and get a

good sleep.' 'Yes, I will.' 'Call me if you need anything' 'Yes.' The marvellous little doctor got into his car and drove away down the road in the same direction as the ambulance (Dahl, 1975: 75).

It can be seen how responsible Doc Spencer is to Danny while Danny's father is being hospitalized for a leg injury. This shows us the act of Doc Spencer being responsible even though he has no obligation to take care of Danny.

The doctor opened the car door but he didn't get in. He looked at me very sternly and said, 'When did you last have something to eat, Danny?' 'Something to eat?' I said. 'Oh... well... I had... er...' Suddenly I realized how long it had been. I hadn't eaten anything since I had had supper with my father the night before. That was nearly twenty-four hours ago. Doc Spencer reached into the car and came out with something huge and round wrapped up in greaseproof paper. 'My wife asked me to give you this,' he said. 'I think you'll like it. She's a terrific cook' (Dahl, 1975: 76).

Danny realizes that he has not eaten since the night before. After knowing about it, Doc Spencer gives Danny the food which has been cooked by his wife. This shows us how responsible Doc Spencer is to Danny by giving him some food to make sure Danny gets enough food to eat when Danny's father is still in the hospital.

The next morning, a Monday, my father was up at six o'clock. 'I feel great,' he said. He started hobbling round the caravan to test his leg. 'It hardly hurts at all!' he cried. 'I can walk you to school!' (Dahl, 1975: 77).

Despite the leg injury that he has since the incident in Mr. Hazell's forest, Danny's father still insists on accompanying Danny to school by walking. This shows us how responsible Danny's father is to his son by still willing to take Danny to school by himself and he does not want the injury to prevent him doing it.

At about ten-thirty, he climbed out of his bunk and put the kettle on. 'What's the matter, Dad?' 'Nothing,' he said. 'Shall we have a midnight feast?' 'Yes, let's do that.' He lit the lamp in the ceiling and opened a tin of tuna and made a delicious sandwich for each of us. Also hot chocolate for me, and tea for him. Then we started talking about the pheasants and about Hazell's Wood all over again (Dahl, 1975: 105).

Danny asks his father whether they can have some mini late night dinner, then his father says yes to Danny's request and prepares some food and drink for them. This shows us that how responsible Danny's father is to his son by serving his son some food and drink.

'Oh, I know you're closed,' the woman called out through her window. 'But couldn't you please let me have a few gallons? I'm just about empty' She was a good-looking woman with dark hair. 'Give it to her,' my father said. 'But be quick.' (Dahl, 1975: 105).

This shows us how responsible Danny and his father are to their customer. They serve the customer even though the petrol station is closed due to their plan to poach in Mr. Hazell's forest.

4.3 Modesty

A modest life is not always in poverty, but it is about feeling satisfied, grateful, avoiding being excessive. To be modest, we can also share happiness with others, for example, by helping other people.

We lived in an old gipsy caravan behind a filling-station. My father owned the filling-station and the caravan and a small field behind, but that was about all he owned in the world. It was a very small filling-station on a small country road surrounded by fields and woody hills (Dahl, 1975: 12).

Danny informs us that he and his father are living their life as modest people by living in an old caravan station with a small field with a Petrol Station on a small country road.

I was helping my father to fit new brake linings to the rear wheel of a big Ford (Dahl, 1975: 22).

Danny helps his father by doing the work as a co-mechanic in their garage. From what Danny does, it is seen that he has a modest attitude as characterized by Wijaya (2014: 1199).

The world I lived in consisted only of the filling station, the workshop, the caravan, the school, and of course the woods and fields and streams in the countryside around. But I was never bored. It was impossible to be bored in my father's company (Dahl, 1975: 23).

Danny informs us despite modesty in his life, Danny always feels grateful because of the presence of his father in his life. This is one of the acts of modesty shown by the character in this novel.

I helped him to hop over to the car, and after a bit of a struggle he managed to get in. His left leg was doubled up underneath his right leg and the whole thing must have been agony for him. I got into the driver's seat beside him (Dahl, 1975: 67).

Danny helps his injured father to get into the car. From what Danny does it is seen that he has a modest attitude as characterized by Wijaya (2014: 1199).

My father once told me that Doc Spencer had been looking after the people of our district for nearly forty-five years.

He was over seventy now and could have retired long ago, but he didn't want to retire and his patients didn't want him to either (Dahl, 1975: 70).

Danny's father tells Danny that Doc Spencer does not want to retire, because he still wants to take care of his patients and he is adored by his patients.

4.4 Bravery

Bravery is an act of a person that is usually used to fight fears such as injustice, forms of oppression and things that one thinks appropriate to fight. Bravery usually comes when someone is under pressure and is required to make a decision regardless of the pain. It can be seen in the following data:

‘Were you frightened, Dad?’ ‘No,’ my father said. ‘It was thrilling to see him, and a little eerie, but I wasn’t frightened. Go to sleep now. Good-night.’ (Dahl, 1975: 21).

Danny’s father tells Danny about what he feels during his experience when he sees the BFG. Danny’s father does not feel scared at all. This shows us that Danny’s father is brave enough when he sees something unusual in his life.

I looked again at the clock. He had left the caravan at six, which meant he had been gone over eight hours! It took me two seconds to decide what I should do (Dahl, 1975: 50).

Danny worries his father because he is still not back home at the promised time from the forest, so immediately Danny bravely decides to search for his father himself in Mr Hazell’s forest.

At that point a wild and marvellous idea came to me.

Why shouldn’t I go in the Baby Austin? I really did know how to drive. My father had always allowed me to move the cars around when they came in for repair. He let me drive them into the workshop and back them out again afterwards (Dahl, 1975: 50).

Danny bravely wants to drive Baby Austin to pick up his father from Mr. Hazell’s forest. Danny is brave enough to drive the car because he has already tried to do it before his father’s supervision.

“Next time you threaten someone with a good hiding I suggest you pick on a person your own size,” my father said. “Like me, for instance.” Mr Hazell still did not move. “Now go away, please,” my father said. “We do not wish to serve you.” He took the key from my hand and tossed it through the window. The Rolls-Royce drove away fast in a cloud of dust (Dahl, 1975: 44).

Mr. Hazell threatens Danny but Danny’s father is brave enough to stand up for his son from the grumpy Mr. Hazell. From what Danny’s father does it is seen that the father has a brave attitude, as characterized by Greenberg (2012: 15).

I switched on the torch. A brilliant beam of light reached out ahead of me like a long white arm. That was better. Now at any rate I could see where I was going. The keepers would also see. But I didn’t care about the keepers any more. The only person I cared about was my father. I wanted him back (Dahl, 1975: 59).

Danny begins his adventure in Mr. Hazell’s forest to find his father; Danny turns on the torch to lighten up his way through the forest. He does not care whether the guard will see him or not. This shows us Danny’s bravery to face everything dangerous when rescuing his father.

I sat very still in my bunk, watching my father as he put each capsule back into the bottle. I could hardly believe what was happening, that we were really going to do it, that he and I alone were going to try to swipe practically the entire flock of Mr Victor Hazell's prize pheasants. Just thinking about it sent little shivers of electricity running all over my skin (Dahl, 1975: 87).

Danny and his father are planning to hunt down all of the Mr.Hazell's pheasants by using the sleeping pills. This shows us how brave Danny and his father are by arranging a plan to wipe out almost all of the pheasants in the forest.

'When Mum was here, Dad, did you go out very often at night or was it only now and then?' 'You mean poaching?' 'Yes.' 'Often,' he said. 'At least twice a week.' 'Didn't she mind?' 'Mind? Of course she didn't mind. She came with me.'
(Dahl, 1975: 103).

Danny asks his father about how mom feels when Danny's father is poaching the pheasant in Mr. Hazell's forest. Surprisingly Danny's father tells Danny the bravery of his mom. She comes along with her husband to the forest to poach Mr.Hazell's pheasant.

Then all at once, I saw the keeper turn away his head to inspect the wood behind him. My father saw it too. Quick as a flash, he pulled the bag of raisins out of his pocket and tipped the whole lot into the palm of his right hand. 'Dad!' I whispered. 'Don't!' But with a great sweep of the arm he flung the entire handful way over the bushes into the clearing (Dahl, 1975: 103).

Danny's father throws the whole raisins when the guard faces the other directions. This action requires a will to be brave in any situation.

5. Conclusion

Based on the analysis of the moral values in Roal Dahl's novel *Danny the Champion of The World*, it can be concluded that:

1. There are several moral values that are found in this novel. They are honesty, responsibility, modesty, and bravery.
2. Moral values can make people feel grateful for what they have in their life and can provide a good lesson for life.
3. This novel is worth reading as it can be used a guidelines in life.
4. Moral values can make a person realize the mistakes that he has made because of his self-ego.

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AINUN'S MARITAL COMMITMENT IN HABIBIE'S NOVEL *HABIBIE & AINUN*

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Abstract

This study deals with the Ainun's marital commitment in Habibie's Novel *Habibie & Ainun*. The novel is taken from the true story of the author. In this novel, Ainun teaches readers how to carry out their obligations as a good wife and be able to take care of children and home with patience and faithfulness. The marital commitment contained in this novel is Ainun's way of becoming a wife. The analysis is based on the theory of Marital Commitment by Adams & Jones. They explain there are three commitments. They are personal, mental and structural commitments. In completing the analysis, the study uses descriptive qualitative method. The result of this study is presented in the form of description. In the analysis, it is shown that Ainun proves her personal and mental commitments in the novel. She always prioritizes her family. She is also described as a faithful companion. She always accompanies her husband in every ups and down moments. These descriptions are as her personal commitment in her marriage. Then, she is portrayed as a religious woman who always cares about the welfare of the nation. Thus, this leads us that Ainun shows her mental commitment. But, structural commitment cannot be shown in the novel. All in all, the novel may imply a moral lesson about how to build a solid commitment in a marriage.

Keywords: commitment; marital commitment; marriage; structural commitments

1. Introduction

Commitment is a cornerstone of human social life. Commitments make individual's behavior predictable in the face of fluctuations in their desires and interests, thereby facilitating the planning and coordination of joint actions involving multiple agents Michael and Pacherie (2014).

This study is focused on Ainun's marital commitment in Habibie's Novel *Habibie and Ainun*. The novel related to the sacrifice, love and trust in wife's forming harmonious household. Ainun as figure in the Novel had become a good example to the person around her and can be motivation for us to follow her to be a great women.

The researchers analyze a woman as the object that never runs out into a dish in the theme of women. The stories in the novel we discuss in this study, for how become educated women, this research shows that the character of Ainun in the novel is describe gentle, patient, polite, wise, and compassionate. Ainun's attitude and speech is a sincere and simple manner, and committed to fostering a sakinah family.

The patient nature illustrated when Ainun faces in a problem of living and difficult life at the beginning of marriage. Ainun never complains about problems and she faced all of them persistently. She stayed strong through it all and continued to give Habibie the support and reassurance he needed.

The character of Ainun is that she always respects the other one's opinion. Their loving nature was reflected when Habibie and Ainun's relationship grew closer and they agreed to build a *sakinah* family based on pure love. Ainun's figure is known as gentle with sincerity. She never complains about her household tasks. Even though she is a doctor, she keeps taking care of her family by her own hands. It seems that Ainun really keeps her commitment in a marriage. She plays her role as a wife patiently. This is very inspiring to discuss how she keeps marriage commitment. This is the background of this study. Furthermore, it can be suggested to the readers to be able to love literary works, especially novels as useful reading because there are many benefits that can be taken by readers for life enlightenment.

2. Literature Review

Recently, marital commitment is conceptualized as composed of three dimensions: the personal, moral, and social structural (Adams & Jones, 1997). Personal commitment is one's attitudes or feelings about the other and the marriage. The focus is on the positive features of the person or marriage, such as one's attraction and love for the other. Moral commitment is the moral obligations that keep one in the marriage. These obligations may be rooted in religious beliefs or personal standards as to the appropriateness of dissolving particular kinds of relationships. Although personal commitment and moral commitment involve internal factors that keep one in a marriage, social structural commitment involves the external factors that prevent dissolution of the marriage. It would include alternative relationships that one sees as available and investments that would be lost should the marriage end.

According to Kanter (1972), the above dimensions of marital commitment are similar to earlier work on commitment in which three types were identified: affective, moral, and instrumental commitment. Affective commitment included the positive feelings among individuals that served as the basis for group solidarity, moral commitment involved up holding the norms and values of a group, and instrumental commitment was the evaluation of greater profits compared to the costs for staying in a group. The writers find that measures of global commitment commonly found in the literature, such as Rusult's (1983) measure, are actually measures of personal commitment (Johnson, 1999). In addition, because we are using couples during the first 3 years of marriage, research indicates that what binds couples together in the early years of marriage is personal commitment rather than, for example, structural commitment (Johnson, 1991). To trust is to put one's fate in another's hands or give up control. Trust should also lead to greater marital commitment (Larzelere & Huston, 1980). In this study, the couple is the unit of analysis. We examine withinperson effects that is the effect of each of the variables for husbands and wives separately but we also investigate the cross-spouse effects of the control variables or the effect of one spouse's behavior on the other spouse (in Tang and Curan, 2012)

Marital commitment is composed of three dimensions: the personal, moral, and social structural (Adams and Jones, 1997; Johnson, Caughlin, and Huston, 1999 in Stets and Hommons, 2022).

Personal Commitment defined as the *want to* aspect of commitment, arises because of attraction to the relational partner, the relationship itself, or the couple identity (Johnson, 1999). Studies examining personal commitment typically assessed as global commitment that taps personal commitment; he concludes that greater relationship commitment is positively associated with perceptions of equity and negatively related to perceptions of inequity (Crawford, 2003; Weigel, 2006). One explanation for this positive relationship between relationship commitment and equity is that couples with higher personal commitment have less difficulty in problem solving (Swensen and Trahaug, 1985) and are active in maintaining the quality of the relationship (Ogolsky, 2009). As such, individuals who have greater personal commitment or being with a partner whose personal commitment is high should be associated with a higher likelihood of perceiving the division of chores as fair.

Moral commitment, defined as the *ought to* aspect of commitment, comprises obligations and social rules, such as commitments to institutional systems including marriage. One may stay married because of internal constraints, such as concerns about divorce, children, and morals. Moral commitment is related to religious attitudes and church participation. For moral commitment, spouses who perceived marriage as spiritual, and had greater joint religious activities, have less marital conflict and greater collaboration (Mahoney, 1999). Greater perceived constraint because of concerns about consequences after breakup or reactions from one's social network is associated with higher relationship adjustment (Rhoades, 2010). These findings imply that individuals with greater moral commitment should be more likely to accept the current division as it is and to consider it fair. Furthermore, marrying a partner whose moral commitment is high should also be associated with a higher likelihood of responding to the division as fair given that the partner may share a similar idea of the division, or emphasize the benefits for the marital union more than for the individual.

Structural commitment, defined as the *have to* aspect of commitment, is conceptualized such that one feels that he or she must stay in the relationship because of external constraints. These include unfavorable alternatives disadvantageous consequences after divorce, irretrievable investments in the marriage time and resources and social pressure from in-laws; Adams & Jones, (1999). For example, wives with more resources and alternatives outside of marriage lower structural commitment may feel the division as unfair to them because they feel less appreciated for the housework that they do (Lee and Waite, 2010). For individuals with greater structural commitment maintaining a relationship makes sense as long as there are no attractive alternatives (Michaels, Acock, and Edwards, (1986). Thus, individuals who stay married because of high structural constraints or are married to a partner whose structural commitment is high should be more likely to report the division as fair because there is no better alternative (Lennon and Rosenfield, 1994).

3. Research Method

In exploring this research, the writers use descriptive qualitative method. Arikunto (2013) states that descriptive research is the research that study intended to investigate the circumstance, conditions, situation, events, and activities, the result of which are presented in the form research report. Therefore, the research design adopted in this study is descriptive qualitative because the discussion are accomplished descriptively. The focus of the study is the whole surroundings of the novel related to Ainun's Marital Commitment in *Habibie's Novel Habibie & Ainun*.

4. Discussion

4.1 Personal Commitment

4.1.1 Family-Oriented Woman

The family is the smallest unit of society consisting of the head of the family and several people who are gathered and also people who always accept the shortcomings and advantages of those around them, good or bad, family members, still cannot change the existing nature, the outline is good directed and the bad are corrected without judgment.

According to Salvicion, (1998), in the family there are two or more than two individuals who are joined by blood relations, marital relations or adoption, in their lives in one household, interact with each other and in their respective roles and create and maintain a culture. Parents set a good example for their children, their attitudes and their conduct. A parent should put a child in a good environment. A Children have the right to live in good social environments especially, wards that teach them to cling to family and community. Starts in the house doing good habits, then moves on to society. A good environment will also affect a child's future success because a positive attitude always leads to positive things too. The good will always be role models and guidelines. The following quotation proves to that Ainun is a woman whose orientation is family.

“Saya belajar menggunakan waktu secara maksimal sehingga semuanya dapat terselesaikan dengan baik mengatur menu murah tetapi sehat, membersihkan rumah, menjahit pakaian, melakukan permainan edukatif dengan anak, menjaga suami, membuat suasana rumah yang nyaman; pendeknya semuanya yang harus dilakukan agar suami dapat memusatkan perhatiannya pada tugas-tugasnya. Saya belajar tidak mengganggu konsentrasinya dengan persoalan persoalan di rumah” (Habibie, 2010: 38)

“I learned to use my time to the maximum so that everything can be resolved properly by arranging cheap but healthy menus, cleaning the house, sewing clothes, doing educational games with children, taking care of my husband, creating a comfortable home atmosphere; in short, everything that must be done so that husband can focus his attention on his duties. I learned not to disturb his concentration with problems at home.”

When Ainun and her family move from Achen to Hamburg and they look for a new house, Ainun is in her second pregnancy, and her condition is the same as her first pregnancy. She never complains to take care of her son. She finishes her household task patiently and she always keeps smiling. Her patience is truly for her family's happiness. The following shows that indeed, she is a family oriented woman.

“Mengasuh ilham yang begitu aktif sambil mengandung, muntah, membereskan rumah seorang diri adalah pekerjaan yang tidak gampang. tetapi Ainun tidak pernah mengeluh dan melaksanakan tugasnya dengan kesabaran sebaik mungkin. Ia tetap segar dan cerah jikalau saya pulang. Senyumnya terus memberi ketenangan dan mencerminkan kebahagiaan” (Habibie, 2010 : 47)

Raising an inspiration who is so active while pregnant, vomiting, cleaning the house alone is not an easy job, but Ainun never complains and carries out her duties with the best possible patience. She is still fresh and bright when I come home. Her smile continues to give me peace of mind. and reflects happiness.

Ainun works as a doctor in Hamburg hospital. But, at that time Ainun feels uneasy because she cannot take care of her own children. She feels sorry for deciding to working outside rather than caring her family at home. The following quotation in the novel shows that family is her orientation.

“Dan terasa ada yang mengganjai, sehari-hari mengurus anak orang lain padahal anak sendiri tidak terawat. Maka kembalilah saya kepada filsafah saya semasa tinggal di Oberforstbach: filsafah hidup mengutamakan anak dan keluarga daripada mencari kepuasan profesional dan penghasilan tinggi. Menyesalkah saya mengambil keputusan itu?” (Habibie, 2010: 62)

And it felt like something was up, taking care of other people's children every day even though their own children were not cared for. So I returned to the philosophy of fah sava while living in Oberforstbach: the philosophy of life puts children and family first rather than seeking professional satisfaction and high income. I regret taking that decision.

The quotations above show that Ainun really prioritizes family. She accomplishes everything for his family. She is willing to put down her job to take care of her children. All these are done for the happiness of her family. This proves that Ainun is a family-oriented woman.

4.1.2 Faithful Companion

It starts with a background monologue the writing of this novel that tells the reader for saying this book is dedicated to the author's beloved wife's. The statement is that Habibie really loves her wife, Ainun. Habibie's type of love is one-sided love. Unity of soul, spirit, mind, and soul Conscience as Habibie himself said.

“Kami tidak pernah berpisah. Dimana ada Ainun saya ada di sampingnya”. Dan di mana saya ada, Ainun berada di samping saya. Kami menyatu dan manunggal pasang surut selalu bersama” (Habibie, 2010:252-256)

We never parted. Where there is Ainun I am beside him And where Sava is, Ainun is by my side. We are united and the ups and downs are always together.

The above monologue shows that Ainun is a faithful companion for her husband. Ainun always faithfully accompanies them in all their moments of togetherness. The following statement shows that Ainun is always ready and steady in accompanying Habibie even though she is not in a good condition.

“Ainun selalu setia menemani dan membantu saya dalam menjalankan tugas berat, meski kondisi Ainun tidak begitu sehat. Semuanya dilakukan dengan dedikasi dan semangat yang luar biasa” (Habibie, 2010:251).

Ainun has always faithfully accompanied and helped me in carrying out heavy tasks, even though Ainun's condition was not so healthy. Everything was done with dedication and extraordinary enthusiasm.

It is clear that Ainun is a loyal wife. Even though Ainun is sick, she always dedicates herself to her husband. She never shows a dull or sad face. The smile is always plastered on her face. Her smile makes everyone feel happy and at ease.

“Ainun tidak pernah mengenal lelah dan menyerah. Ainun selalu memperhatikan saya dan juga keluarga. Selalu member senyuman yang bagi saya memukau, menenangkan, mengilhami sepanjang masa kurindukan. Transparansi antara kami di pelihara dengan penuh kemesraan yang di kalbui oleh cinta yang murni, suci dan sempurna” (Habibie, 2010:128)

Ainun never gets tired and gives up. Ainun always takes care of me and my family. Always gives a smile that for me is stunning, calming, inspiring for all the times I miss. Transparency between us is maintained with full of affection that is filled with pure, holy love and perfect.

Ainun is always present whenever her husband is. She always supports and gives him sweet smile. This can uplift her husband spirit again. She always pays attention to her husband and also family. She is really described as a faithful companion not only for her husband but also the whole family.

4.2 Moral Commitment

4.2.1 Religious Woman

Communication becomes very important between husband and wife, because with good communication, misunderstandings and all negative things in a family can be resolved more easily. Sometimes directly or indirectly, husband and wife do cursive communication. Cursive communication is a form of relationship between two people who convey a message with a coercive effect on the person receiving the message, this form of communication can trigger an attitude of blaming each other and easily ignite quarrels between husband and wife. When husband and wife realize each other's short comings. both of them will not criticize and blame each other because often misunderstanding of the partner's short comings and weaknesses is the main cause of divorce. In this feature, the religious family is indicated by the actions of not blaming the spouse, not imposing the will, and striving to understand the short comings and weaknesses of the partner. A wife should be able to be independent in doing other things in the family.

The wife also has an obligation to serve her husband and maintain family secrets so that the dignity and honor of the family can be maintained properly. Because revealing his family's secrets means ruining his own household. A wife must maintain

good manners with her husband, obey her husband's wishes as long as it is in goodness and always gentle, the wife does not leave the house without the husband's permission, and a wife who has an independent attitude. In the *Novel Habibie & Ainun*, there are many religious values that can be taken for example in the following quotation:

"Ainun tersenyum dan bibirnya bergetar, mengenal Ainun yang sangat religious dan tiap hari membaca ayat-ayat suci al-quran saya yakin bibirnya bergetar karena memanjatkan doa ketika mendengar ucapan saya" (Habibie, 2010 : 20)

Ainun smiled and her lips trembled, knowing Ainun who is very religious and every day reading the holy verses of the Koran, I'm sure her lips trembled because she said a prayer when she heard my words.

The quotation above shows that Habibie tells that Ainun enters her 60 years. They increasingly feels that the confidence between the two of them is getting closer each other. At that time, Habibie says that Ainun was born for him and also him too. Habibie's statement makes Ainun trembled and then she prays for their thankfulness.

Then, on the back cover of this novel there is a photo of Habibie and Ainun in the city of Mecca. Implicitly, the photo tells and explains that he is performing the pilgrimage in Mecca. This photo also shows that his identity is a muslim who tries to obey the Pillars of Islam. This monologue is when Ainun is critical because he underwent several surgeries. This proves Habibie's closeness to God.

"Ainun sangat bahagia dan menikmati tiap kesempatan yang diberikan oleh Allah SWT. Pandangan mata dan senyuman yang selalu memukau dan terus saya rindukan yang selalu mengalbuli kehidupan kita berdua" (Habibie, 2010 :57)

Ainun is very happy and enjoys every opportunity given by Allah SWT. The look in her eyes and smile are always mesmerizing and I continue to miss the one which always haunts our lives together.

The author of the novel conveys that Ainun as a devout wife who is religious and has a high sense of love for others has taken her time, energy and money to be given to her foster children, totaling 95 foster children. It is also told that Ainun is very religious. Ainun is always following her husband to have fasting every Monday and Thursday. She also reads Koran together everyday. The quotation below shows her piety.

"Saya bersyukur, Allah SWT Menjadikan ainun menjadi istri, ibu anak saya ilham dan thareq, pendamping saya dalam melaksanakan tugas berjiwa sosial dan bermasyarakat, berdedikasi dan berdisiplin dan pekerja keras tanpa mengenal lelah dan menyerah. Demikian sifat ainun yang sangat religious selalu bersama saya puasa senin dan kamis dan setiap hari selalu membaca al-quran satu juz kitab suci al-quran (Habibie, 2010 : 158)."

I am grateful, Allah SWT made ainun a wife, the mother of my child, ilham and thareq, my companion in carrying out the duties of a social and community spirit, dedicated and disciplined and a worker to the

race without getting tired and giving up. Such is the nature of ainun who is very religious always together I fast on Mondays and Thursda and every day I always read the Quran one juz the holy of the Quran everyday."

The quotation above shows that Ainun is a good wife in life. She takes care of children. She is also a good woman. Ainun also shows that she is a very religious woman because she always follows her husband in doing sunnah fasting on Monday and Thursday. She always keeps her praying. She expresses her thankfulness to God by keeping her family well.

4.2.2 Nation-Oriented Woman

The nationalism researched in this study is focused on a person's ideology as dedication and spirit to achieve mission of the nation. In the novel, Ainun seems to fulfill the nature of nationalism. As the wife of a member of the Development Cabinet, Ainun must actively participate in the Dharma Wanita organization which was formed to help civil servant families to be prosperous and independent families through improving the quality of education, economy and socio-culture of the members. Similarly, Ainun began to be active and took the initiative to creatively mobilize mothers in companies. She directly leads such as PT Nurtanio (IPTN/PTDI), Pindad and PAL. Ainun formed an organization and a network directly influenced the lunch menu and nutrition for the company's employees independently. Her thought is based on the accumulated experience of building, and developing her own family well and successfully. The condition of such national oriented women is depicted as following:

"Saya menyaksikan bagaimana Ainun secara sistematis, profesional, konsisten penuh dedikasi dan perhatian terhadap kerja bakti sosial. Ainun menangani masalah administrasi, hukum, peralatan teknis, medis dan pendanaan satu per satu untuk menyelesaikan semua proyek yang dia kerjakan" (Habibie, 2010 : 127-128)

I witnessed how Ainun systematically, professionally, consistently, full of dedication and attention to social service work. Ainun handles legal administration issues, technical equipment, medical and funding one by one to complete all the projects he works on.

The quotation above shows that Ainun is a woman who does not give up easily or gets tired in carrying out her duties as a powerful and strong lady. Ainun has never been careless in dealing with the problems professionally, consistently and full of dedication. Ainun also recommends that people should donate their eyes for those in need to prioritize and pay attention to their recovery, this is of an example of Ainun's wise attitude.

"Sebagai istri seorang cabinet pembangunan, Ainun harus ikut aktif pada organisasi dharma wanita yang di bentuk untuk membantu keluarga pegawai negeri menjadi keluarga sejahtera mandiri melalui peningkatan kualitas, pendidikan ekonomi dan social budaya" (Habibie, 2010: 124)

As the wife of a development cabinet, Ai nun must actively participate in the dharma wani organization which was formed to help families of civil servants become independent prosperous families through quality improvement, economic and socio-cultural education.

The quotation above shows that she is already an expert in taking care of the household overseas. It is very possible for Ainun to succeed in building the life of cabinet. Ainun also applies her experience to the organization she is always active in guiding and uses the members to achieve the desired goals.

5. Conclusion

After analyzing the Ainun's Marital Commitment in Habibie's novel *Habibie & Ainun*, there are some conclusion which can be presented. There are two forms of commitment in marriage presented by Ainun in the novel. The first commitment is personal commitment. This commitment are shown by several quotations found in the novel. Those quotations proves that Ainun is a family-oriented woman. Then, she is also a faithful companion to her husband. This is as Ainun personal commitment. Second, the mental commitment is also describe in this novel through Ainun. In the novel, she is portrayed as a religious woman. Besides, she is also a nation-oriented woman. She always thinks about other people. She is aware of the nation prosperity. This shows Ainun's mental commitment. There is one form of commitment that cannot be found in this novel. It is structural commitment.

The results of analyzing Ainun's Marital Commitment in Habibie's novel *Habibie & Ainun* also have a good value for the reader. Implicitly, the novel tells that education can encourage someone to do more positively in life. The more educative someone is, the more beneficial he is. It is the moral lesson that can be taken from the novel.

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TIME DEIXIS IN ANTHONY MCCARTEN'S SCREENPLAY *THE THEORY OF EVERYTHING*

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Abstract

This research is about time deixis on the screenplay of *The Theory of Everything* by Anthony McCarten with various indicators that explain the whole analysis, such as multiverse concepts in the physics law that are in force. The lack of understanding of language and time deixis is a serious problem often creating chaos in human civilization, resulting in something very extraordinary bad impact on life that seems to have nothing to do at all. This research is useful to make humanity aware of the importance of understanding language and understanding pluralism as a new era of human, not only in culture but also the way to learn. In the fact, that has small probability of success to rebel it off since it involves the prosperity of human life throughout the world. However, this study does not aim to force readers to change the ideology, perspective, and point of view that have been believed, only as the informative research showing new concepts of understanding literary work and life concepts so far. Notwithstanding, political interests in the future may be able to restructure all policies that have been mutually agreed internationally, if the agreement is nearing a saturation point. The method used in this study is a scientific methodology with qualitative description by collecting data through the screen play and literary review. And, various historical and future suggestion are also presented in this study. The results show that there are exposures of time deixis in the screeplay: ambiguity, polysemy, and vagueness

Keywords: civilization, ideology, pluralism, time deixis,

1. Introduction

Miscommunication, either non-verbal or verbal, can create a larger recession scale that will magnify some bad impacts. They are such as economic crisis, conflict and violence, and extreme poverty as the beginning of plague, famine, war and death by design, not only human but also all creatures and nature. Therefore, good communications are the main keys to solve those. Communication is a process of exchanging information between individuals through a system that is common or prevalent, both with symbols, signals, or behavior or actions (Himstreet and Baty, 1987). The analogy of this is '*Butterfly Effect*', as an underlying principle of chaos. To minimize these, many preventive steps are taken. One of them is by developing good

communication on early level of language skills since infant, as the language development (Kennison, 2013).

Those communications need different adequate disciplines. Non-verbal communications require some adequate psychology disciplines, including visual cues such as body language, distance and physical environment, paralanguage, and haptic, (Giri, 2009). Meanwhile, verbal communications require some adequate linguistic disciplines, which performance use language form of speech, conversation, handwriting, narratives, manual communication, oral communication, storytelling, vocalization, written communication. Both non-verbal and verbal communications require semiotics.

The Theory of Everything is a film produced by screenplay visualization of a British drama biography in 2014. It tells of a Cambridge University astrophysics student Stephen Hawking starting a romantic relationship with a student majoring in literature Jane Wilde. While pursuing his research, Stephen's muscles began to malfunction, causing Stephen to fall and hit his head on the ground. Stephen knows that he has motor neuron disease. When Stephen becomes closed and focused on his work, Jane claims that she loves Stephen. Then, they married. And after that, Stephen developed a theory about the visibility of black holes and became a world-famous physicist.

In this research object, there are characters named Stephen, Jane, and Jonathan. They used some time deixis in a triologue conversation in scene of the screenplay as the best sample for this research. Therefore, time deixis becomes important to be investigated because it is one of main problems in language of ambiguity, polysemy, and vagueness.

2. Literature Review

2.1 Cognitive Semantics

Cognitive semantics is the study of linguistic meaning. Cognitive semantics holds that language is part of a more general human cognitive ability, and can therefore only describe the world as people conceive of it, (Croft, 2004). Moreover, ambiguity, polysemy, and vagueness are terms used in cognitive semantics referring to different instances of plurality of meaning. According to Deane (1988) these three phenomena “form a gradient between total semantic identity” (vagueness) “and total semantic distinctness”.

Something is called ambiguous when it can be understood in two or more possible senses or ways. A word or sentence is ambiguous when it has more than one sense. A sentence is ambiguous if it has two (or more) paraphrases which are not themselves paraphrases of each other. For example, “We saw her duck” is a paraphrase of “We saw her lower her head”, and of “We saw the duck belonging to her”. In this case, we consider that *we saw her duck* is ambiguous (Joannette, Goulet 1990). “Ambiguity can arise in a sentence for a number of reasons; through the ascription of multiple meanings to single words, through the assignment of different syntactic structures to a sentence, or through the use of certain expression that may have semantic scope”.

Furthermore, according to Levinson (193), lexical ambiguity is any ambiguity resulting from the ambiguity of a word. For example, in the sentence *The captain corrected the list* is lexically ambiguous. The word list has two possible meanings, either record (short pieces of information, such as people's name) or lean (in a ship). Lexical ambiguity can be created from because of polysemy and homophony.

Structural ambiguity appears because of the resemblance of phrase. Each word which forms a phrase actually should be clear, but the combination can be interpreted more than one meaning. For example, in the sentence I met a number of old friends and acquaintances. The word old (past or someone who has been already old, in this case about age matter) in this sentence can be connected with friends (people who you know well but not in family members) and acquaintances which means people that you have met but do not know well. Structural ambiguity happens if there is a sentence which is ambiguous because its words relate each other in different ways, even though none words are ambiguous.

Moreover, polysemy occurs where a word has two or more related meanings. Example, Bright is shining, or intelligent. Then, to glare is to shine intensely, or to stare angrily. And, a deposit is minerals in the earth, or money in the bank. And, Vagueness refers to a lack of clarity in meaning. For example, *Go down the road a ways and then turn right* is vague because “a ways” does not precisely explain how far one should go down the road.

2.2 Deixis

Levinson (1983) defines pragmatics as the study of deixis, implicature, speech acts, and aspects of the structure of discourse. Levinson (1983) also suggested that the most obvious way in the relationship between language and context is reflected in the structure of the languages themselves and in the embodiment of deixis. Levinson divides deixis into 5 categories, namely: person deixis, place deixis, time deixis, discourse deixis, and social deixis. Levinson says that deixis is a very easy way to study, the relationship between language and context or the relationship of deixis with language is reflected. Based on this understanding, it can be described as people deixis, place deixis, time deixis, discourse deixis, and social deixis.

People deixis, that is, giving forms according to their participation in language events when the utterance is spoken. For example, it is ‘I’, and ‘we’, as first person of people deixis; ‘you’ as second person of people deixis; ‘he’, ‘she’, ‘they’, and ‘it’, as third person of people deixis. Place deixis, namely giving form at location according to speakers in the language event. For example, it is ‘here’, and ‘there’ as adverbs of place; ‘this’, ‘that’, ‘these’, and ‘those’ as demonstratives; and, ‘comes’, and go as the motion verbs. Time deixis, namely giving form in the time span when an utterance is uttered. For example, it is ‘yesterday’, ‘now’, ‘tomorrow’, ‘then’, ‘two weeks’, and ‘night’. Discourse deixis is a reference to certain parts of the discourse that have been given or are being developed. For example, it is ‘therefore’, ‘still’, ‘in conclusion’, ‘to the contrary’, and ‘actually’; social deixis, namely the giving of forms according to social differences that refer to the participant's role, especially aspects of social relations between speaker and listener or speaker with some references. For example, it is ‘uncle’, ‘Mr.’, ‘Mrs.’, and ‘Sir’.

As the focus of this research, time deixis “is concerned with the ending temporal points and spans relative to the time at which an utterance is produced in a speech event” (Chomsky, 2002). It refers to the speaker’s speech. Distal is whether it spoken, before and after speech, and proximal is close to speech. It can manifest in lexical or grammatical forms. It is worth nothing that we also use elaborate systems of non-mechanical temporal references such as calendar time and clock time. However, these forms of temporal reference are learned a lot later than the deictic expressions like

'now', thus time deixis is useful to help the reader understand the meaning contained in the screenplay. Time deixis is also called temporal deixis.

3. Research Method

In conducting research, we need study design. Study design or research design refers to the strategy to integrate the different components of research projects in cohesive and coherence way. Some experts have different opinion about what is mean by research design. According to Creswell (1993) research design is plans and the procedures for research to detailed methods of data collection and analysis. For this research, descriptive qualitative method is used because this study focuses on the analysis or interpretation of the written material in context. Materials can include textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc. The material of this study focused on screenplay of *The Theory of Everything*.

The data collection technique used in this study is documentation analysis. Documents as data sources are used to test, interpret, and predict. The source of data in this study is the screenplay *The Theory of Everything* by Anthony McCarten. The data of this study are time deixis contained in a scene in the screenplay *The Theory of Everything* by Anthony McCarten.

This study uses documentation analysis from within the screenplay of *The Theory of Everything* by Anthony McCarten. Documentation analysis is carried out to collect data sourced from archives and documents related to research

4. Discussion

This screenplay was adopted from Stephen Hawking's biopic, the character concretely existed on earth in *Brane universe*. But, as the continuity of this study, this screenplay is totally different. We assume this screenplay universe is from Anthony McCarten's thoughts in the symbolic form which finished written in 2013 on earth in *Milky Way* galaxy in *Brane Universe*, with *zeptosecond* and *Gregorian Calendar* system as its time law.

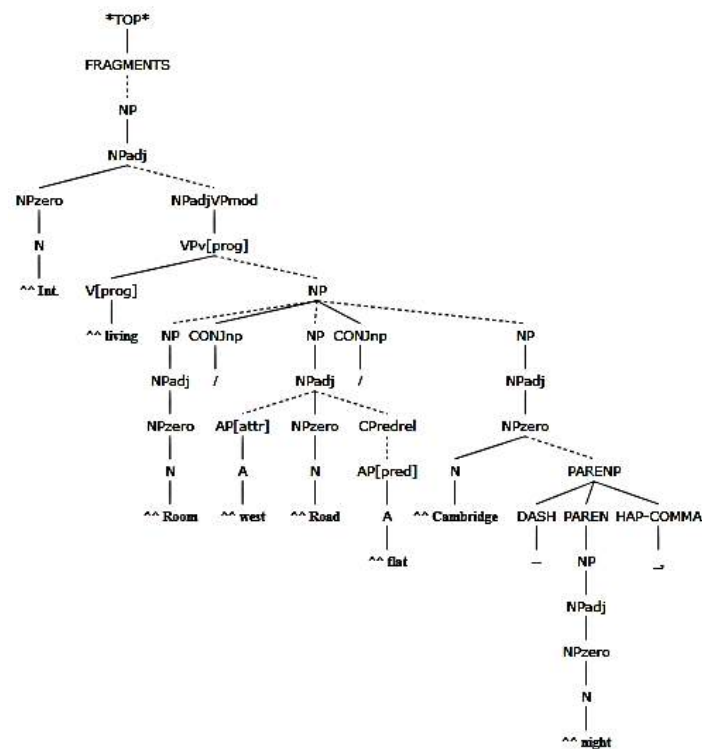
Every element mentioned in the screenplay is similar to the elements of earth. In this research, we determine that page 57 until 61 of the screenplay show the forms of time deixis in scene of Stephen, Jane, and Jonathan's triologue conversation in Anthony McCarten's screenplay *The Theory of Everything*.

4.1 Time Deixis Analysis of Ambiguity, Polysemy, and Vagueness in The Scene Heading of the Screenplay

To analyze time deixis ambiguity, polysemy, and vagueness in the scene Heading of the Screenplay, we find an utterance in page 57 of the screenplay as follows:

INT. LIVING ROOM/WEST ROAD FLAT/CAMBRIDGE –NIGHT
(McCarten, 2017)

In that scene heading, the phrase of time deixis is 'NIGHT', after dash which has the same function as parenthesis and can be analyzed in structural meaning. And, the author of this screenplay, Anthony McCarten, is identified as the deictic center, because only he mentions that phrase. However, his body is not present concretely at that time moment, and never be along the screenplay. And, to prove the existence of ambiguity, polysemy, and/ or vagueness of that utterance, we show its constituent structure tree diagram, as follows:



Picture 1.0
C-Structure of INT. LIVING ROOM/WEST ROAD FLAT/CAM

As shown in the picture, NIGHT is the distal form of time deixis in the utterance of this scene. NIGHT is a phrase after DASH which is interpreted in parenthesis. Its function is as a confirmation of the time in the previous clause of same utterance. Its part of speech is adjective. However, its structural meaning cannot be identified in this case, because of the writing rule of *scene heading* that does not allow it; if it is not DAY, it must NIGHT, so, there is no ambiguity on it.

In general case, polysemy of NIGHT phrase can be identified as darkness, wax, paraffin, eve, eventide, dewfall, blackness, gloom, or opacity. However, as the default rules on writing a Scene Heading screenplay, the phrase NIGHT can only have one lexical meaning, namely the period of ambient darkness from sunset to sunrise in each twenty-four hours of the related scene of the screenplay. And, the appearance of the constituent structure will never help the existence of the polysemy of NIGHT in this utterance.

The only terminology in cognitive semantics that can be interpreted is vagueness. To prove it, we can determine West Road Flat - Cambridge in London in the approach of Brane Universe, as mentioned in the scene heading, in the coordinates of equinox 51030 '26 "N 007 '39" W and UTC + 1, similar in the galaxy *Milky Way* in *Brane universe*. There is no specific relative time mentioned to describe night as a time deixis phrase in scene heading.

Based on the explanation the coordinates of equinox and UTC, it can be interpreted as 06:30 P.M to 04:00 A.M of the night. That in terms of time division, early morning is also referred to as night although in the European zone division, it has

entered morning time. So, the distribution of it is more to the perspective of the people in the environment in referring to certain hours.

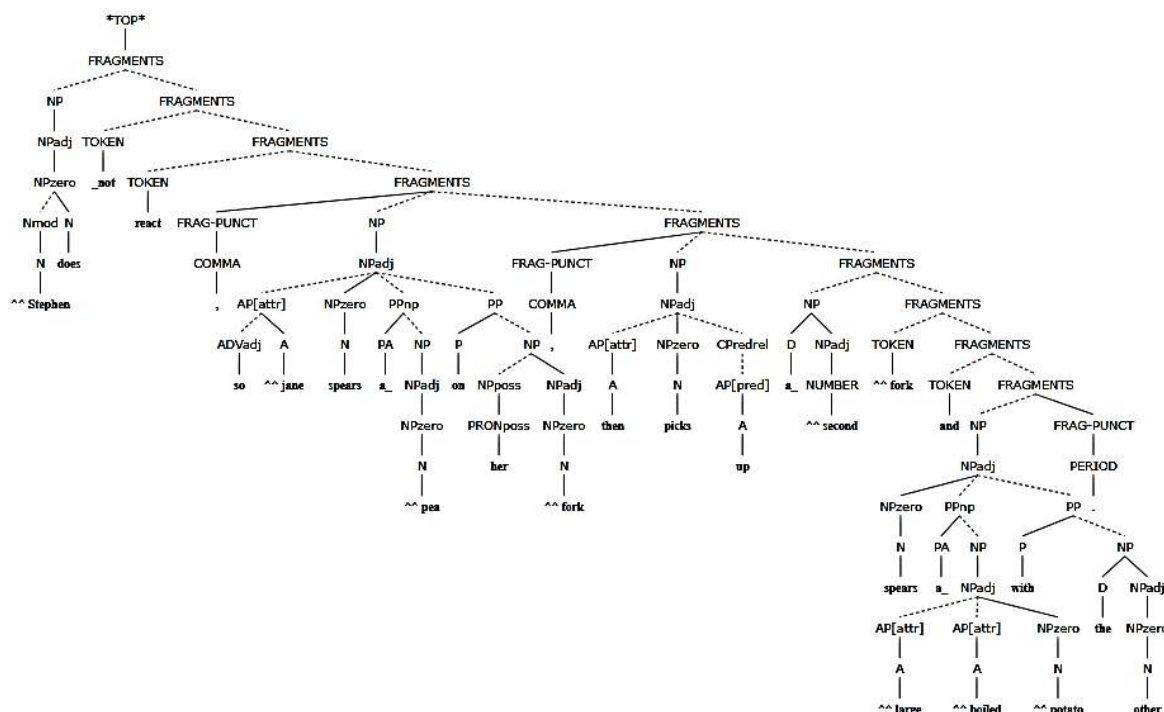
4.2 Time Deixis Analysis of Ambiguity, Polysemy, and Vagueness in the Action of the Screenplay

To analyze time deixis ambiguity, polysemy, and vagueness in the action of the screenplay, we find an utterance in page 58 of the screenplay as follows:

STEPHEN doesn't react, so JANE spears a PEA on her FORK, then picks up a SECOND FORK and spears a LARGE BOILED POTATO with the other. (McCarten, 2017)

In that *action*, the phrase of time deixis is 'then' can be analyzed in structural meaning. Anthony McCarten is identified as the deictic center. There is time deixis "then" in the second utterance. The phrase "then" in that action is a distal time that is in her zero conditional utterance, and is relative when referring to the *Gregorian calendar* with the physical laws on earth in Milky Way galaxy in Brane universe, regardless of the geographical and astronomical position of the phrase, because it is not bound by any space.

The phrase 'then' refers to the first *zeptosecond* after "JANE spears a PEA on her FORK" is finished, until "the SECOND FORK picks up and spears a POTATO LARGE BOILED with the other" is finished. And, its duration is based on the way JANE doing that action normally, but definitely it is less than one minute, because there is no information about slow motion or fast motion in hurry. And, to prove the existence of ambiguity, polysemy, or vagueness of that utterance, we show the constituent structure tree diagram of it, as follows:



Picture 2: C-Structure of STEPHEN doesn't react, so JANE spears a PEA on her FORK, then picks up a SECOND FORK and spears a LARGE BOILED POTATO with the other

As shown in the picture, 'then' is the distal form of time deixis in the utterance of this scene. 'Then' is an adverbial phrase attributive of third clause of this action. Its function is as a confirmation of the time in the previous clause of the same utility. So, its lexical meaning can be interpreted that 'then' means at a particular time in the past or in the future. And, its structural meaning according to the Tree Diagram can be identified at a glance to have the ability of the subject, whether the adverbs are Jane's attribute or Stephen's attribute, because, no relevant pronoun is placed on the clause in the form of the simple present tense.

However, in this research, it can be determined that 'then' is the attribute of JANE. The first proof, JANE and 'then' in the second clause, is directly under the same fragments, even though it breaks down on different branches. The second proof is referring to the context of Stephen's health condition itself, *Motor Neuron Disease*, of course the effect of it, he cannot lift anything, including being able to pick up a SECOND FORK. The STEPHEN Health condition context statement is proven as follows:

STEPHEN

I have a disease, Bri.

BRIAN

(whispers)

Is it--venereal, Stephen?

STEPHEN

No. Motor neuron disease. Lou Gehrig's Disease. He was a baseball player.
(McCarten, 2013: 29)

In general case, polysemy of 'then' can be identified as at that time, at that point, in those days, at that point in time, next, after that, afterwards, subsequently, later, in addition, also, besides, as well, additionally, on top of that, over and above that, moreover, furthermore, what's more, to boot, too, in that case, that being the case, that being so, under those circumstances, and it follows that

However, as the default rules on writing an action of screen play, the phrase 'then' can only have various lexical meanings, namely at a particular time in the past or in the future. And, the appearance of the constituent structure might help the existence of the polysemy of 'then' in this utility, as long as it functions as a time process that occurs after the previous clause.

To prove its vagueness, we can determine verbs 'spears' and 'picks' have the parallel tense in the action at normal duration. there is no specific relative time mentioned to describe night as a time deixis phrase in that action. In conclusion, based on the explanation the coordinates of equinox 51030 '26 "N 007 '39" W and UTC + 1, similar in the galaxy *Milky Way* in *Brane universe* and UTC, it can be interpreted as a very short moment of 06:30 P.M to 04:00 A.M from second clause to third clause of the utterance.

4.3 Time Deixis Analysis in the Dialogue of the Screenplay

To analyze time deixis in The Dialogue of The Screenplay, we find an utterance in page 60 of the screenplay as follow:

JANE (CONT'D)

But if you want to incorporate peas into the menu, which Stephen now wants to do, then it all goes. (McCarten, 2017)

In that dialogue, Jane is the deictic center. There is time deixis phrase "now" in the second clause, and "then" in the third clause. The phrase "now" In Jane's dialogue indexed is a proximal time that is in her zero conditional utterance, and is relative when referring to the Julian calendar with the physical laws on earth in Milky Way galaxy in Brane universe, regardless of the geographical and astronomical position of the phrase, because it is not bound by any space. The phrase now refers to the first zeptosecond to "want to incorporate peas in the menu" right when the phrase "now" is finished spoken by Jane. In spite of saying it to Jonathan, but in fact, she said it for everyone in the world. In this case, Jonathan is only the objective example.

Furthermore, the duration of that time continues until it is done in the future. However, the phrase "now" in the utterance can refer to the duration that has been done before that is distal backward from the deictic center. This is proven in Stephen's dialogue before, where the actual duration for incorporating "incorporate peas into the menu" was done before the Jane's dialogue. The process of "incorporate peas into the menu" use time as a driving force for the process because the process cannot happen without time.

Meanwhile, the phrase "then" In Jane's dialogue indexed is the distal time contained in her zero conditional utterance, and is relative when referring to the Gregorian calendar with the physical laws on earth in Milky Way galaxy in Brane universe, regardless of geographical and astronomical positions the phrase, because it is not bound by any space. The phrase then refers to the first *zeptosecond* after the desire "to incorporate peas in the menu " is done in the future until an indefinite period of time. This is a prediction of what will happen in the future of "it all goes". However, "then" of the utterance can refer to the duration starts during which the "My new project - disproves it" ongoing.

5. Conclusion

Language is an arbitrary system of sound symbols used by the public for communication purposes. The use of language as communication is inseparable from meaning. That knowledge of meaning is very necessary for the communication interactions. Communication interactions make language a dynamic element. That language as a dynamic element is always analyzed and studied using various approaches, including physics. It introduced a new framework for all of physics and proposed new concepts of space and time in literary work like screenplay. And, space and time is one of the concepts of the universe. Space will be very dependent on time, and vice versa. Many scientific theories to the paradox have defined space and time. Therefore, knowing language epistemology of various knowledge especially in creating screenplay makes the development of industries win the competition against global uncertainties.

In examining time deixis in screenplay, various related disciplines like physics, geography, astronomy, linguistic, can be used as tools to understand and explain it furthest, without breaking the limits of the research, as long as it is logic and acceptable by the audiences that have open-minded personality. Furthermore, the screenplay is an abstract literary work from a human named Anthony McCarten living

on Earth in Milky Way Galaxy of Brane Universe. Also, It is a literary work in the form of a man's imagination that contains the narrative, dialogue, behavior, or instructions about a series of scenes played by the characters and all elements involved in it based on universal reflection, such as global uncertainty and many life concepts that come from collective unconscious of human being predecessors in unicellular or multicellular organism, whether in the past, present, or future time.

The analyzed scene of this research explains that a conversation has time deixis different perception from one reader to another, and it is not good to generalize everything into one scope. Furthermore, the unconscious items of the scene may have sensitive issue that hurt some people in the world. That is why pluralism acceptance and respect is needed in this new world order, without any force action and purpose to make them leave what one already believes. In the other hand, the annihilation of that acceptance only makes human being face its own armageddon or apocalypse by plague, famine, war, and death by design, however the opposite possibility of it still can be manifested.

This research has a brief impact for realizing the very importance of the survive of creative industry element as the political weapon to spread out hegemony or controlling human mind. So, screenplay writers need qualified educations, experiences, environments, researches, and other supporting factors in order to create a spectacular screenplay, especially with a fulfill knowledge of time deixis against the global uncertainties, with this scene research as the sample.

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POST-TRAUMATIC STRESS DISORDER IN KATHLEEN GLASGLOW'S NOVEL *GIRL IN PIECES*

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Abstract

This study aims to reveal the Post-Traumatic Stress Disorder in Kathleen Glasgow's Novel *Girl in Pieces*. It focuses on the PTSD experienced by the protagonist, Charlie Charlotte Davis. The main purpose of this study is to determine the factors of PTSD and the symptoms of PTSD experienced by Charlie Charlotte Davis. This study applies the theory of PTSD proposed by Rosenberg. In analyzing the topic, the researchers use qualitative research method to process and arranges the data. The types of data of the study are from two data sources, i.e. primary data and secondary data. The primary data are from the text of the novel *Girl in Pieces*. The researchers find sixteen data to be included in the analysis. The secondary data are taken from books and other sources related to the analysis such as articles on PTSD, literary theory, the author's biography, internet sites and other relevant information to the analysis of this study. The results of the study show that the factor of PTSD suffered by Charlie are due to psychological factors, such as her beloved father's death which always makes Charlie remember the sad event, her reminiscences about the past of herself and her beloved late father, which always haunt her that she always blames and harms herself, and always avoids memories that trigger her trauma. She also avoids people's questions that might make her remember the unpleasant events.

Keywords: avoidance symptoms, factors of PTSD, intrusion symptoms, symptoms of PTSD, psychological factors, sociological factors

1. Introduction

Every human can be affected by Post-Traumatic Stress Disorder (PTSD), based on age, gender, social level and occupation. According to National Institute of Mental Health (2020), some people develop Post-Traumatic Stress Disorder (PTSD) after experiencing a shocking, scary, or dangerous event. It is natural to feel afraid during and after a traumatic situation. Fear is a part of the body's normal "fight-or-flight" response, which helps us avoid or respond to potential danger. People may experience a range of reactions after trauma, and most will recover from their symptoms over time. Those who continue to experience symptoms may be diagnosed with PTSD.

PTSD can occur at any age, including children. Many terrible events could come from family, community, or friendship circles; for example, seeing with our own eyes the murder of someone, losing a person we love the most in our lives. Besides, it could be due to an act of bullying that can make us feel afraid or always overshadowed by the event and make us affected by PTSD. Scott (2001:98) states that people with PTSD usually experience ongoing depression, generalized phobias, social phobias, and excessive fear.

Girl in Pieces (2016) is a novel written by Kathleen Glasgow. It is the debut novel of Kathleen Glasgow published in the United States by Delacorte Press, an imprint of Random House Children's Books, a division of Penguin Random House LLC, New York. *Girl in Pieces* is a haunting story of a 17-year-old girl named Charlie who is suffered through an incredible number of terrible events that causes her to suffer PTSD. This amazing novel shares Charlie's story on her struggles to find ways to overcome her PTSD, which becomes the main focus of study.

Post-Traumatic Stress Disorder (PTSD) is a mental disorder that may occur in people who have experienced or witnessed traumatic events such as natural disasters, serious accidents, terrorist acts, or rape, or who are threatened with death, sexual violence, and have witnessed unpleasant events that could have come from people whom they love. According to Carlson and Ruzek (2013) based on the medical world and mental health experts, it is known that PTSD is a mental disorder that specifically arises due to traumatic experiences.

There are some reasons why the researchers are interested in carrying out their study on this topic. The first reason is that this topic is the dominant theme in the novel. Besides, PTSD is a stress disease that is very possible to happen in the daily lives. People often experience a number of unpleasant events in their lives. PTSD also causes people to be more introverted, difficult to get along with, difficult to feel love from others, often blame themselves and sometimes can also hurt themselves. Therefore, PTSD is considered a serious problem since it can endanger people's life. Besides, the factors and symptoms of PTSD are also reflected in this novel. Thus, it is a very interesting topic to be researched as it will be a number of useful significances for the readers.

2. Literature Review

2.1 Post-Traumatic Stress Disorder

According to Carlson and Ruzek (2013), based on the medical world and mental health or mental health experts, it is known that PTSD is a mental disorder that specifically arises due to traumatic experiences. According to Suthamnirand et al. (2014), the main symptom of this disorder is still remembering events well as if the event is still happening, trying to avoid things related to the event, as well as emotions and negative thoughts because of it, which occur for more than 1 month after the traumatic event. Scott (2001: 98), states that people with PTSD usually experience persistent depression, generalized phobia, social phobia, as well as excessive fear. According to Hamblen (2006), the causes that influence the onset of PTSD in someone are how severe the traumatic event is, the reaction to the traumatic event, and the duration of the event that causes the trauma.

Post-Traumatic Stress Disorder (PTSD) is a psychiatric disorder that may occur in people who have experienced or witnessed a traumatic event such as a natural disaster, a serious accident, a terrorist act, war/combat, or rape or who have been

threatened with death, sexual violence or serious injury (Sunardi, 2007). People with PTSD may relive the event via intrusive memories, flashbacks and nightmares; avoid anything that reminds them of the trauma; and have anxious feelings they do not have before that are so intense that their lives are disrupted.

PTSD is a controversial concept that historically was viewed with suspicion by scientists and professionals, and only accepted as a scientifically valid phenomenon when it was included as a diagnosis in 1980 in the Third Edition of the American Psychiatric Association. The PTSD symptoms appear to involve changes in the brain and body's stress and mood regulation systems that have been identified in scientific neuroimaging research and that may have a genetic basis. PTSD often also involves serious problems with other forms of anxiety (such as panic or phobias), depression, anger and impulse management, and stress-related medical illness.

2.1.1 Factors of Post-Traumatic Stress Disorder

The nature of the traumatic stressor and how directly it is experienced can account for much of the differences in stress response. If the level of stress is high enough, then, the average person can be expected to develop some psychological difficulties (which may be either short-lived or long term) following a traumatic event. That is why the cause of post-traumatic stress disorder is related to so many factors.

According to Rosenberg and Kosslyn (2010: 317), there are two factors of PTSD, namely psychological factors and social factors. The two factors take a big role to lead someone to PTSD. Both of these factors can influence each other in particular ways and lead to PTSD.

a. Psychological Factors

Psychological factors that exist before the traumatic event occurs affect whether a person will develop PTSD. Such factors include a history of depression that the person has or other psychological disorders that they already have. Also, the beliefs the person has about himself or herself and the world can create vulnerability for PTSD; it makes them unable to control the stressors.

b. Social Factors

Social factors have a big role both before the traumatic event and afterward. Also, these social actors determine whether PTSD develops. The social factors include the additional stress of lower socioeconomic status and the level of social support provide to the person as a trauma victim.

Like other stressors in life, socioeconomic factors can affect an individual's ability to cope. People who need to worry about the food, clothing, and housing needs of themselves or their family members have fewer emotional resources to deal with traumatic events, and therefore are less likely to get through the difficulties without suffering from PTSD compared to more fortunate people. The level of social support to the person with a trauma can lower the possibility to develop PTSD. People who receive support from others immediately after a trauma have a lower risk of developing PTSD. According to Hatta (2016), a person can get PTSD after he or she has experienced events such as: being raped or sexually assaulted; hit or damaged by someone in the family or a victim of violent abuse; in an airplane or train accident; in a hurricane, or fire; in war; in the event where a thought arises one may be killed, or after seeing events. Sufferers of PTSD often have nightmares or frightening thoughts about their

experiences. They try to distance themselves from what reminds them of the experiences and may feel angry and distrustful or take things lightly about other people.

Brewin, et.al. (2000) state that the risk factors for experiencing PTSD are living in a traumatic and dangerous event, having a history of mental illness, getting injured, seeing people injured or killed, feeling scary, helpless, or extreme fear, not getting social support after the event dealing with additional stress after the event, such as cases of illness, loss of a loved one, and injury, or loss of a job or home.

2.1.2 Symptoms of Post-Traumatic Stress Disorder

Levers (2012) states that who continue to develop PTSD (Post-Traumatic Stress Disorder) after stress and traumatic events show characteristic signs of the disorder, which include re-experience (symptoms of experiencing relapse of the traumatic event), avoidance of the environment, and hyper arousal (*agitated*). Lever's claim is supported by Phoenix Australia (2021) in which it is said that PTSD, or posttraumatic stress disorder is a set of reactions that can occur after someone has been through a traumatic event, and the main symptoms of PTSD are:

- a. Re-living the traumatic event through distressing, unwanted memories, vivid nightmares and/or flashbacks. This can also include feeling very upset or having intense physical reactions such as heart palpitations or being unable to breathe when reminded of the traumatic event.
- b. Avoiding reminders of the traumatic event, including activities, places, people, thoughts or feelings that bring back memories of the trauma; negative thoughts and feelings such as fear, anger, guilt, or feeling flat or numb a lot of the time. A person might blame themselves or others for what happens during or after the traumatic event, feels cut-off from friends and family, or loses interest in day-to-day activities.
- c. Feeling wound-up. This might mean having trouble of sleeping or concentrating, feeling angry or irritable, taking risks, being easily startled, and/or being constantly on the lookout for danger.

According to Robin (2012:311), the symptoms of PTSD are grouped into four major categories: intrusion symptoms, avoidance symptoms, mood, and cognitive changes symptoms, and arousal and activity symptoms. A person must have each of those four major categories to be diagnosed with post-traumatic stress disorder.

a. Intrusion Symptoms

People with PTSD sometimes re-experience the traumatic event. The person often recalls the event or has nightmares, intrusive images, and physiological reactivity to reminders of that trauma. These memories or trauma can come back without being expected by the person that has PTSD. The person may be intensely upset by reminders of the event and has a strong emotional and physical reaction to cues that resemble or symbolize an aspect of the trauma. Sometimes, memories or trauma can feel so real like it is happening again to the person as a flashback inside their mind; this is called a dissociative reaction.

b. Avoidance Symptoms

This symptom is about avoidance of stimuli associated with the event or a general numbing of responsiveness. Some may try to avoid all reminders of the event or situations that trigger memories of the trauma, such as a place, item, and a topic that is

related. Other people try to avoid thinking about the trauma; some may remember only disorganized fragments of the event as a blurry memory. The person is using avoidance to try to prevent reminders, the strategy often fails, and so re-experiencing occurs.

c. Mood and Cognitive Changes Symptoms

The third symptoms are other signs of mood and cognitive change after the trauma. These can include the inability to remember important aspects of the event, persistently negative cognition, blaming self or others for the event, pervasive negative emotions, and lack of interest or involvement in significant activities, feeling detached from others, or inability to experience positive emotions.

d. Arousal and Activity Symptoms

These symptoms include difficulty in falling asleep or staying asleep, irritability, difficulty in concentrating, hyper vigilance and an exaggerated startled response. Laboratory studies have confirmed these clinical symptoms by documenting the heightened physiological responses of people with PTSD to images of combat. It is not unusual for people with PTSD to experience other mental health problems as well, like depression or anxiety. Some people may develop a habit of using alcohol or drugs as a way of coping.

3. Research Method

This research is analyzed by applying the theory proposed by Rosenberg (2010). In conducting this study, the researchers use qualitative research method to process and arrange the data. According to Moleong (2007: 6), qualitative research is a research that aims to understand the phenomena experienced by research subjects. It is more appropriate and suitable to be used for researching matters relating to research on the behavior, attitudes, motivations, perceptions and actions of the subject. In other words, this type of research cannot use quantitative methods.

The researchers conduct this research through several stages, such as taking the data from the novel entitled *Girl in Pieces* written by Kathleen Glasgow, finding and marking some words and sentences related to PTSD experienced by the protagonist in the novel, and finding and retrieving supporting data from other sources such as PTSD articles published in scientific journals, books, and other information suitable to improve the analysis.

4. Discussion

Post-Traumatic Stress Disorder (PTSD) is a mental health problem that can occur at any age. It can occur because the sufferer has previously experienced very traumatic experiences, such as death, natural disasters, serious events, etc. Besides, it can also be self-harm. In this part, the discussion focuses on the stress experienced by the protagonist of the novel named Charlie Charlotte Davis.

4.1 Factors of Post-Traumatic Stress Disorder

4.1.1 Psychological Factors

Psychological factors that exist before the traumatic event occurs affect whether a person will develop PTSD. Such factors include a history of depression that the person has or other psychological disorders that he already has. In the novel, the protagonist, Charlie suffers PTSD due to some psychological factors such as when she is a child; she

is different from other children due to her strange appearance and her body is covered with scars made by her. Such memories or psychological factors have triggered Charlie to develop PTSD.

Charlie experiences trauma since her childhood which can be seen in the following quotations.

A girl is born. I start with myself: a girl with clumpy hair in a yellowy, fuzzy cardigan on the first day of a new school, all her scars hidden under the sweater and her jeans. What a sad girl she is, mouth clamped shut, eyes burning, a force field of anger and fear vibrating inside her. She watches the other kids, how easily they move around each other, laughing, adjusting, headphones, whispering. She wants to say *My father is in the river down the street* but she says nothing (Glasgow, 2016: 311).

The data above show that Charlie has had a trauma that causes her to suffer from PTSD. The traumas that she cannot express have developed into the disease she is suffering now, namely a trauma from the past. She has not been able to forget her bad experience on her first day of her new school because it has made an impression on her life. She cannot forget how she sees her beloved father commits suicide in the river and at that time she could not do anything to stop her father's action.

The psychological factor experienced by Charlie is also seen from the data below.

Felix said to do something I loved. Or felt complicated passion for. Ariel said to use myself. Louisa gave me the story of her life. *A drunk and a drunk met and they made a mess me: me. I was born with a broken heart* (Glasgow, 2016: 311).

The quotation above shows that Charlie is born with a broken heart, it is caused by a sense of disappointment in her very sad life. Charlie thinks so that she could accept all of this with sincerity, but still she could not forget things that have happened to her.

4.1.2 Social Factors

Social factors have a big role both before the traumatic event and afterward. Also, these social actors determine whether PTSD develops. The social factors include the additional stress of lower socioeconomic status and the level of social support provided to the person as a trauma victim. Social factors can also be from the experiences of the social environment or the community telling stories about dark stories in their lives, and the person concerned listens to stories continuously which will make the person traumatized by PTSD because of hearing these stories. It is shown in several paragraphs in the novel. Charlie has impaired social factors and it can be seen in the following quotations.

The girls here, they try to get me to talk. They want to know *what's your story, morning glory? Tell me your tale, snail.* I hear their stories every day in Group, at lunch, in Crafts, at breakfast, at dinner, on and on. These words that spill from them, black memories, they can't stop. Their stories are eating them alive, turning them inside out. They cannot stop talking (Glasgow, 2016: 9).

In the quotation above, we can see that Charlie often listens to stories of black memories every day; the stories come from the people around her. Things like that make it hard for Charlie to forget the dark events that have happened to her.

Another social factors experienced by Charlie is also seen from the data below.

By eight-thirty we're in Group and that's when the stories spill, and the tears spill, and some girls yell and some girls groan, but I just sit, sit, and that awful older girls, Blue, with the bad teeth, every day, she says, *Will you talk today, Silent sue? I'd like to hear from Silent Sue today, wouldn't you, Casper?* (Glasgow, 2016; 11).

The quotation above shows that Charlie does not want to tell her story in public; she is not comfortable with it. For her it really hurts and it will open old wounds. At Charlie's recovery place, other patients often tell about their dark memories to make them feel calmer, and that is also part of therapy. That is what Charlie often hears so that sometimes Charlie feels sick of the dark story.

4.2 Symptoms of Post-Traumatic Stress Disorder

4.2.1 Intrusion Symptoms

People with PTSD sometimes re-experience the traumatic event. The person often recalls the event or has nightmares, intrusive images, and physiological reactivity to reminders of that trauma. These memories or trauma can come back without being expected by the person that has PTSD. The person may be intensely upset by reminders of the event and has a strong emotional and physical reaction to cues that resemble or symbolize an aspect of the trauma. Sometimes, memories or trauma can feel so real like it is happening again to the person as a flashback inside their mind; this is called a dissociative reaction. Charlie experiences symptoms of PTSD as a result of the trauma she suffers and these symptoms are shown in several paragraphs in the novel *Girl in Pieces*. This can be seen in the quotation below.

Before he got sicker, my father used to take me on long drives to the north. We would park the car and walk the trails deep into the fragrant firs and lush spruces, so far that sometimes it seemed like night because there were so many trees, you couldn't see the sky. I was small then and I stumbled a lot on stones, landing on mounds of moss. My fingers on the cold, comforting moss always stayed inside me. My father could walk for hours. He said, "I just want it to be quiet." And we walked and walked, looking for that quiet place. The forest is not as quiet as everyone thinks (Glasgow, 2016: 29).

Intrusion symptoms are often felt by PTSD sufferers, without realizing they often experience flashbacks, nightmares, which can make it difficult for the sufferer to forget the dark events experienced. Flashback experienced by Charlie can also be seen from the following data.

That time, I tried so hard to fucking die. But here I am. On the street, where I used to live, I called it my street feeling. It's like electrical wire is strung tight through my whole body. It meant I could ball my fists and fight for the forgotten sleeping bag by the river against two older women. It meant I could do a lot of things just to make it through the night to another endless day of walking, walking, walking (Glasgow, 2016: 40).

Based on the data above, we can see that Charlie often experiences flashbacks of memories or things she has done or bitter moments in her life. Flashback cannot be determined when the time will come, it will come by itself, Charlie will suddenly remember it all.

Another intrusion symptoms experienced by Charlie can be seen from the evidence below.

What I don't write is: I'm so lonely in the world I want to peel all of my flesh off and walk, just bone and gristle, straight into the river, to be swallowed, just like my father (Glasgow, 2016: 29).

The evidence above shows that Charlie is remembering things that she has never told anyone else; her desire to peel all her flesh and walk in the river to drown, as her father has done, thus costing her beloved father's life. In other words Charlie remembers how much she wants to kill herself by doing the same as her father, because she feels so lonely in the world.

4.2.2 Avoidance Symptoms

This symptom is about avoidance of stimuli associated with the event or a general numbing of responsiveness. Some may try to avoid all reminders of the event or situations that trigger memories of the trauma, such as a place, item, and a topic related. Other people try to avoid thinking about the trauma; some may remember only disorganized fragments of the event as a blurry memory. The person is using avoidance to try to prevent reminders, the strategy often fails, and so re-experiencing occurs.

Barbero thinks I'm afraid of him, but I'm not. There's only one person I'm afraid of, and he's far away, on the whole other side of the river, and he can't get to me here (Glasgow, 2016: 20).

It can be seen from the data above that Charlie is showing avoidance symptoms and she has thoughts and feelings related to the traumatic event. As Charlie says from the data above, she is afraid of someone far from the other side of the river approaching her; Charlie means the shadow of her father who dies by committing suicide in the river. She is afraid of it because something like that could bring back memories of her past trauma, and she does not want that to happen.

The avoidance symptoms experienced by Charlie is also seen from the data below.

Every day, she asks me this. One day a week, someone else asks me- Doc Dooley, maybe, if he's pulling a day shift, or the raspy-voiced, stiff-haired doctor with too-thick mascara. I think her name is Helen, I don't like her; she makes me feel cold inside. One day a week, on Sundays, no one asks us how we're feeling and that makes some of us feel lost (Glasgow, 2016: 29).

Based on the data above, it is very clearly shown by Charlie that she shows Avoidance Symptoms, namely she avoids people/doctors who often ask her every day about her day and whatever she feels for one day. Charlie really does not like the doctor, because asking will make Charlie recall the trauma wounds she has tried to forget, even though the question from the doctor is part of Charlie's trauma therapy.

Another avoidance symptoms experienced by Charlie can be seen from the evidence below.

My brain starts to circle, circle, even as I keep drawing Blue. There are things happening that I don't want to think about, not right now. Words happening, like *sorry*, and *attic* and *underpass* and *hurting me* (Glasgow, 2016: 38).

The above evidence shows Charlie does not want to be influenced by her bad thoughts that appear at the time she does not want. It is very annoying for Charlie, because she could not concentrate well. These bad thoughts are like telling Charlie to hurt herself and blame herself for the incident that befalls her beloved father. She really does not like and avoids such thoughts and this is very clear that Charlie has Avoidance Symptoms.

4.3 Mood and Cognitive Changes Symptoms

The third symptoms are others signs of mood and cognitive change after the trauma. These can include the inability to remember important aspects of the event, persistently negative cognition, blaming self or others for the event, pervasive negative emotions, and lack of interest or involvement in significant activities, feeling detached from others, or inability to experience positive emotions. Charlie experiences symptoms of PTSD as a result of the trauma she suffers and these symptoms are shown in several paragraphs in the novel *Girl in Pieces*. This can be seen in the quotation below.

I close my eyes, drink the last of the bottle, smash it against the wall. I am dark, dark, all dark. I have to cut it out, this thing in me that thought I could better. I have to remember how stupid I was, how fucking stupid (Glasgow, 2016: 293).

These symptoms usually occur after someone experiences a very imprinted trauma in her life that makes a change of mood, mind and behavior that is sometimes not in accordance with what she wants, such as hurting herself, blaming herself and lack of enthusiasm for life towards a positive direction. It can be seen from the data above that Charlie appears to be in reduced interest or involvement in significant activities.

Mood and Cognitive Changes Symptoms experienced by Charlie can also be seen from the following data.

There are too many people in my head. I claw at my body to get them out, to peel out the blackness spreading inside me. I'm running blind, ghosts swallowing me (Glasgow, 2016: 291).

Through the data above, it appears that Charlie experiences negative emotions. This symptom causes Charlie to always have bad emotions and always think of hurting herself. It can be seen from Charlie who wants to scratch her body in order to vent all her emotions.

Another Mood and Cognitive Changes Symptoms experienced by Charlie can be verified from the data below.

I have nothing now. Not Riley, not Mikey, not Ellis, not my drawing. I suck in my breath, try to stem a fresh wave of sobs. I'm so tired again. Tired of *trying* (Glasgow, 2016: 309).

Mood and Cognitive Changes Symptoms causes Charlie not to be able to control herself when she feels emotions, or when she does not have the desire to do significant things. The evidence above shows that Charlie is tired of it all. She is too tired to try again, because the symptoms take over her emotionally.

4.3.1 Arousal and Activity Symptoms

These symptoms include difficulty in falling asleep or staying asleep, irritability, difficulty concentrating, hyper vigilance and an exaggerated startle response. Laboratory studies have confirmed these clinical symptoms by documenting the heightened physiological responses of people with PTSD to images of combat. It is not unusual for people with PTSD to experience other mental health problems as well, like depression or anxiety. Some people may develop a habit of using alcohol or drugs as a way of coping. This can be seen in the quotation below.

Everything is too quiet. I trace a finger along the walls. I do this for hours. I know they're thinking about putting me on sleep meds after my wounds heal and I can be taken off antibiotics, but I don't want them to. I need to be awake and awake. He could be anywhere he could be here (Glasgow, 2016: 14).

The quotation above shows Charlie's sleepless behavior because if she falls asleep, she will be given medication by a psychiatrist and she cannot sleep just in case. Charlie's attitude is included in the arousal and activity symptoms.

Charlie's arousal and activity symptoms can also be seen from the following data.

I close my eyes, drink the last of the bottle, smash it against the wall (Glasgow, 2016: 293).

Based on the data above, we can see that Charlie likes to drink alcohol when she is under stress from her trauma. Apart from hurting herself, Charlie also vents her emotions by getting drunk. For someone who is affected by PTSD, such a thing is a natural thing, because only in this way can she express her pent-up emotions and so that she can get rid of the feelings/thoughts that haunt her about the previous trauma.

Another Charlie's arousal and activity symptoms can also be seen from the evidence below.

Riley and Wendy stole somebody named Luis's car, bought some more drugs who knows where, and started driving out to the casino (Glasgow, 2016: 298).

We can see from the quote above that Charlie and her friends besides drinking alcohol, also use drugs; in this way she tries to get through the trauma she experiences. Such things could at least make Charlie feel less burdened by her evil thoughts and by the dark memories she has.

5. Conclusion

The protagonist by the name of Charlie suffers from PTSD due to psychological factor that is her depression history in her life. The psychological factor experienced by Charlie has the characteristics that she does not like to be asked about how her day is, or forced to tell about her past with other people. Charlie always remembers things related to her sad events, especially about her father's death. She often stays away from

something that can spur her to remember her past. She often blames herself, does self-harm, and gets drunk. Besides, she also uses drugs to make her mind calm. The symptoms experienced by Charlie are a whole of a variety of symptoms namely intrusion and avoidance symptoms. Charlie often reminisces about the past of herself and her beloved father, blames herself, makes self-harm, and always avoids memories that are related to her trauma. She also avoids people/questions that might make her remember the unpleasant events in her life.

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MISCHIEVOUS BEHAVIOR IN HONEY DEE'S NOVEL *UNBROKEN VOW*

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Abstract

This study is entitled Antagonist's Mischievous Behavior in Honey Dee's novel *Unbroken Vow*. The story tells about the antagonist, Mirriam who comes from family trouble and she is full of jealousy when seeing someone who has a happy family. Mirriam has a desire to destroy the protagonist's family by giving poison, injecting narcotics, making sexual abuse, and attacking everyone around her. The researchers are curious and interested in analyzing the antagonist's mischievous behavior because all the deeds are weird. The researchers also wish to know the reasons why the antagonist does such things. This article uses mischievous behavior theories by Purwanto and Denis. In completing the analysis, this study uses descriptive method proposed by Meoleong who describes the ways of conducting research method. The findings show that the types of mischievous behavior conducted by the antagonist are: attacking her rival, sexual abuse, injecting narcotics and giving poison; while the reasons of mischievous behavior are having problems at home, being bullied and having no clear boundaries.

Keywords: antagonist, behavior, mischievous behavior.

1. Introduction

Literary work is a reflection of human life which also discusses human attitudes and behavior in it. Behavior is one of a branch of literary psychology that discusses the attitudes or actions of people based on environmental influences (Kartini, 1980: 94). Literature and psychology are related because they discuss a person's psyche, where literature itself has characters who play an important role in the storyline. The protagonist and antagonist or both of them have different behaviors and they affect the course of the story. Differences in the behavior of each character are usually influenced by the environment around them. They can be good or bad because of the encouragement of several factors that make them in that way.

One form of bad behavior is mischievous behavior and well-known among teenagers. Mischievous behavior is a bad act or manner showed by someone who can harm and diminish one's enthusiasm (Purwanto, 2015). The person does that thing because there is an impulse from the instinct of feeling or emotion, and it can result in a desire or motive from someone's mind. Besides, this mischievous behavior causes

serious harm and damage. For this study, the researchers discuss the mischievous behavior of the antagonist named Miriam in Honey Dee's novel *Unbroken Vow*.

In Honey Dee's novel *Unbroken Vow*, the antagonist Miriam, described as a person, who does not like to make a friend in her environment especially at school. Because of that factor, she always gets bullied by everyone at school, and many of bad issues are pointed to her. In the past, Miriam is a cheerful girl who is always smiling. But her behavior changes since her mother passes away, and her father decides to get married again. She hates many things which are related with the happiness. When she sees someone else happy, she starts planning bad actions on that person to destroy that person's life and feels what she feels. When entering into the protagonist's life named Claire, Miriam causes a trouble to destroy Claire's family.

There are many types of behavior, but this study just focuses on the mischievous behavior that the antagonist's does in the novel, and why the antagonist does it. The reason why the researchers choose this study as a point of discussion is because few have discussed mischievous behavior in a novel. Most researchers on mischievous behavior are field research, not literary research. Therefore, the researcher assumes that there is still a lack of knowledge about literary psychology that deserves to discuss like this. Therefore, the researchers decide to discuss the antagonist's mischievous behavior in the novel *Unbroken Vow*, and this study can also be an alternative discourse about mischievous behavior that occurs in real life.

2. Literature Review

The antagonist character is the cause of conflict in the story. The character who is the main opponent of the protagonist is called the antagonist (Sudjiman, 1988:19). The antagonist character has the opposite nature to the protagonist. If the protagonist has a good character in the reader's point of view, then the antagonist can make the reader feels annoyed because the antagonist creates many conflicts in the story. Even though they create a lot of conflicts, the antagonist can make the story more interesting with the presence of a strong contradictory character.

Behavior is described as an attempt on the part of an individual to bring about some state of affairs—either to effect a change from one state of affairs to another or to maintain a currently existing one (Ossorio, 2006: 49). The changes in circumstances brought about by the individual depends on how a person behaves. Sometimes, behavior can also be influenced by environmental factors. If the environment is bad, then someone can act badly, and vice versa. The human brain learns something through what it sees. Moreover, the environment is the place where humans develop, so that it becomes the reason why the environment can influence one's attitudes and actions. Thus, a person's behavior depends on how someone acts. These factors, such as environment, education, or beliefs, are the primary reasons for a person's good or bad behavior. It all depends on what one's purpose is in life. Therefore, a bad environment affects a person's behavior negatively. Usually, those things affect teenagers because at their age, they are still unstable, and easily influenced by the surrounding atmosphere. One of the bad behaviors that occur in teenagers is mischievous behavior.

Mischievous behavior is a bad act or manner showed by someone who can harm and diminish one's enthusiasm (Purwanto, 2015). A person who has mischievous behavior can harm those around them because of their desire. If they do not get what they want, they will continue to make those around them feel uncomfortable. Besides, mischievous behavior is behavior related to a person's efforts to achieve the wrong

goals, such as seeking attention, seeking power, and seeking revenge (Greenberg, 2008). Mischievous behavior is also said to be a form of someone's mistake in fulfilling belonging to something so that a person can make every effort to satisfy these psychological needs even by mischievous behavior, which can violate applicable social norms.

Here are some acts of mischievous behavior:

- **Giving Poison**

Giving poison is one of the bad acts shown by someone who can harm one's enthusiasm. Moreover, a poison is any substance that is harmful to someone's body. Also, the effects of poisoning range from short-term illness to brain damage, coma, and death (Medline, 2018).

- **Injecting Narcotics**

Injecting means administering narcotics using a needle and syringe into a vein, into a muscle, or under the skin. Then, injecting narcotics like heroin and cocaine is very risky. There is a higher risk of overdose if narcotics are injected (NHS Inform, 2022).

- **Sexual Abuse**

In reality, apart from women, sexual abuse can happen to anyone. It does not matter on a person's age, gender, sexual orientation, men, children, or transgender. People who are victims of acts of sexual abuse certainly experience the same impact as other victims (Rahmawan, 2021).

- **Attacking Someone**

An attack means attempting to inflict harm with physical violence against another.

All the actions are done in order to achieve their goals. Someone who commits mischievous behavior, especially teenagers, can do anything to achieve the goals they have planned from the start. But the goal they want to achieve is usually wrong, like wanting to destroy someone's happiness, as Miriam does to Claire. But behind the detrimental actions, there are several reasons why teenagers have mischievous behavior.

Every behavior that a person exhibits has a reason behind it. These reasons support why someone has this personality, such as teenagers who have mischievous behavior. According Denis (2020), there are five common reasons why teenagers have mischievous behavior: **1. They Don't Have Clear Boundaries** (Teenagers need boundaries to regulate their lives because they want a free life. They think that they are capable of living their own lives as adults. It is freedom that makes their behavior out of bounds. If they do not have clear rules of life, then the chances of them acting badly will be much greater). **2. They Are Being Bullied** (Bullying is one of the reasons teenagers have mischievous behavior. If they get bad behavior anywhere, then it will disturb their minds to be unstable. It is instability that makes them behave badly, because they feel scared and upset. Then, they do not know how to express those feelings, so they come out as anger). **3. There Are Problems at Home** (Teenagers' mischievous behavior may be caused by internal factors such as family problems. If there is a problem going on in the house, it can be scary for the teenagers, and they start acting out to get attention). **4. They Are In the Wrong Crowd** (Socialization is one of the reasons a person's behavior

is formed, especially teenagers. In this phase, teenagers begin to mingle with some of the crowd. But it could be that the crowd is not good for them and can result in bad behavior for teenagers, because in this phase they want freedom, as mentioned in the first point). **5. They Are Struggling At School** (The last point is related to the second point that mentioned. If teenagers have problems at school, it can frustrate them and make them think about things they should not. Because school is one of the places where they spend a lot of time, one of the reasons for the formation of teenagers' behavior depends on the school environment)

Based on the five points above, the researchers conclude that the reasons teenagers have mischievous behavior are because they do not have clear boundaries or rules in life. Their behavior also depends on the school environment, and is affected by problems that occur in their families.

3. Research Method

In conducting this research, the theories of mischievous behavior by Purwanto (2015) and (2020) are used to explain the antagonist's mischievous behavior and the reasons why antagonist does it. To do the analysis, qualitative methodology is one of the methods that can clarify every point identified. Meolong (2007: 4) mentions qualitative method as a research procedure that produces descriptive data in the form of written texts. In this research, there must be some procedures or steps to gather the data as a whole. In this study, the procedures conducted are: collecting the data obtained from Honey Dee's novel *Unbroken Vow*, taking important note based on the words, phrases, and sentences related to this study, classifying the data into points included in the problem of this study and finally, organizing the whole data. Data analysis is used to analyze the data and it must be valid and real. Therefore, the researchers, first, analyze the data referring to words, phrases, and sentences in Honey Dee's novel *Unbroken Vow*; second, preparing the data in the form of quotations and describing them in detail and third, arguing the data and taking some findings.

4. Discussion

As stated earlier, this study discusses the antagonist's mischievous behavior and the reasons why the antagonist does it. It is discussed by using the theory of Purwanto (2015), who mentions that mischievous behavior is a bad act or manner shown by someone who can harm and diminish one's enthusiasm.

4.1 The Antagonist's Mischievous Behavior

At this point, the analysis focuses on certain matters that have been mentioned in the scope of the study, which covers the mischievous behavior that Mirriam does in the novel *Unbroken Vow*.

4.1.1 Giving Poison

Giving poison is one of the bad acts shown by someone who can harm one's enthusiasm. Moreover, a poison is any substance that is harmful to someone's body. So, when we lose something as a result of the poison, it will make someone lose what they should have. It is just like what Mirriam does to Claire's family, and tries to make Claire lose something.

"Mirriam is very helpful. She makes mommy hot green tea every morning..." (Dee, 2020: 250).

Claire says if Mirriam always makes a hot green tea every morning to take Claire's adoptive parents' heart. Although in the quotation, it is not mentioned if Mirriam puts poison in the tea, but the fact that Mirriam has bad plans to destroy Claire's family from the beginning. Then, Claire realizes Mirriam's mischievous behavior and asks her,

"So when mom got miscarried, you did it?" (Dee, 2020: 397).

"You saw it right how the bitch cried? 'Oh my God! I lost my baby again, Drey. I cannot be a mother.' It is so easy to make her cry" (Dee, 2020: 397).

It proves that she puts poison in the hot green tea that Claire's adoptive mother drinks every morning. But not only that, Mirriam also causes Claire's adoptive mother to miscarry and makes all of Claire's family, including her adoptive little brother, Archie, and her adoptive father, Drey, frustrated. In addition, Mirriam also gives the poison to Claire's adoptive little brother, as portrayed in the following:

"The doctor said that Archie has food poisoning and dehydration from vomiting too much" (Dee, 2020: 261).

Mirriam is always willing to assist Claire's family in preparing anything at home, including food. The evidence is clear when Claire asks it again in the quotes below:

"Did you poison Archie? He felt weak for up to a week because of you? Such a jerk! What do you want?" (Dee, 2020: 397).

"Nothing, I just want you to feel what I feel, Claire. Being alone and forgotten" (Dee, 2020: 397).

Mirriam put poison in Archie's food without anyone knowing. She has a plan from the beginning, so well that she succeeds in achieving her goal. What is more, Mirriam does not have any specific reason to do that; she just wants to fulfill her desire, although it can harm people.

4.1.2 Injecting Narcotics

One of the bad acts of mischievous behavior is injecting narcotics into someone. Besides being able to harm someone, the person concerned also violates the norms. When narcotics are used for medical purposes, such as for pain relief during surgery, it does not matter because the function is different. But if it is used for the wrong things, such as making someone addicted or carrying out other bad actions, it can be a matter that concerns crime.

"Steve found a used injection. He sniffed the inside of the injection then shook his head" (Dee, 2020: 307).

Steve, who is a friend of Claire's adoptive father, checks the chaos that occurs. The chaos is that Steve suspects Drey of sexually abusing her and being unconscious until the morning. Therefore, Steve and Claire want to make sure that it is not Claire's adoptive father, named Drey, who is doing it, and hope that everything is

misunderstood. Claire believes that it is not Drey who has injected the narcotics, and Mirriam admits it if she does that, as portrayed in the following:

“Drey buys vodka, not narcotics. But he injected narcotics into his arm. At my house there is a supply of syringes and for depression sedatives for Ryn. Drey could not possibly take narcotics” (Dee, 2020: 339).

“....I injected his arm and neck when he wanted to return to the room” (Dee, 2020: 398).

Mirriam does inject narcotics into Drey with the intention of making Drey unconscious and then rape her. She also says that she really wants Drey because he is so sexy. So the researchers can conclude that one of the mischievous behaviors that Mirriam engages in is injecting narcotics.

4.1.3 Sexual Abuse

Sexual abuse is one of the bad acts of mischievous behavior that Mirriam does in the novel *Unbroken Vow*. Mirriam sexually abuses Drey, Claire's adoptive father, where the person who does this is a 15-year-old girl to a married man. From this case, it is evident that sexual abuse is not only perpetrated on women but men as well. Moreover, sexual abuse can cause physical and mental illness.

“I am not doing anything, dude. All I remember is Mirriam coming to greet me. She seduced me, but for God's shake! I was angry and kicked her out. She was wearing sexy clothes, but I'm not thinking about raping my daughter's friend” (Dee, 2020: 311).

“I know right Drey is a bastard, but he will not think to do a rape with someone who is underage. There is something wrong Steve...” (Dee, 2020: 320).

After finding out Drey is unconscious due to the influence of narcotics, Steve and Drey's wife, Savana, still do not believe that it is Drey who sexually abuses Mirriam. Therefore, Mirriam approaches Drey, wearing sexy clothes, and she tries to seduce Drey. It is clear that Mirriam has bad intentions towards Drey. In addition, Claire tries to help Steve find other evidence.

“According to several articles I have found regarding sexual abuse, Drey's character should not fit this well. Drey buys vodka and fights with mom. But did he really take it out on a kid like Mirriam? He can find sex workers to satisfy him” (Dee, 2020: 338).

“This is so wrong. Cal, like you said, Drey could not have raped anyone. He is not an idiot who committed crimes in his own home with evidence strewn across the floor” (Dee, 2020: 339).

Drey is a man who is married, and he loves Savanna very much. He can contact sex workers to satisfy his desires. He is also a wealthy man who can do that. In addition, no one commits a crime and leaves evidence at the scene, unless the person

intentionally wants to cause trouble. Because of that, Claire and her friend, Caleb, come to Mirriam and ask her directly to make things clear.

“Who was raped you?” (Dee, 2020: 398).

“Chill out babe, no one raped me. I really wanted Drey, but he was so hard. Moreover, I had to drag him to the room without anyone else knowing” (Dee, 2020: 398).

“You're disgusting. You did penetration when Drey passed out. What a shame! You did the rape. You are the one who was sexually abused. I don't know what you're thinking about, but you're doing this just to hurt me and destroy my family? Unbelievable!” (Dee, 2020: 398).

4.1.4 Attacking Her Rival

Attacking someone is one of the bad things that can generally be committed to someone who is underage because they cannot control their emotions. They do this action because there is a factor that makes them emotional. For example, there are words that make them feel offended, and they feel angry about it and spontaneously attack the people around them. Mirriam attacks Claire, Caleb, and Archie. It is because of Claire's words that provoke her emotions.

“Heath Gramham has recorded everything you said. He sent it to the police, and tomorrow you will rot in a mental hospital” (Dee, 2020: 400).

“Mirriam screaming and throwing a cat carcass at me. After that, she attacks me with a pair of scissors” (Dee, 2020: 401).

Mirriam attacks Claire because Claire says there is someone who records everything that Mirriam says. The footage is evidence of the crime that Mirriam commits. Therefore, Mirriam is afraid if the footage reaches the police, she will end up being punished or put in a mental hospital because she is still underage. But Mirriam does not give up attacking Claire until she gets injured.

“Mirriam does not stop attacking. Even the scissors hit Archie's face and the kid bleeds. She grabs my hair again and tries to get the scissors up my neck, but I hold her hands” (Dee, 2020: 401).

“Take it off, Claire! Let me kill you” (Dee, 2020: 401).

“She tried to attack me again but failed. Heath comes to us and grabs Mirriam, so that she cannot attack us again. Now it is over” (Dee, 2020: 402).

Mirriam does not stop attacking Claire until someone stops her. If her desire to attack Claire is not satisfied, she will not give up. So it is fortunate that Heath is there and helps Claire from Mirriam's attack.

4.2. Reasons of Mischievous Behavior

The reasons of mischievous behavior according to Denis (2020), among others:

4.2.1 Having No Clear Boundaries

One must have clear boundaries in their life because if they do not have rules of life or even go beyond those limits, one's life will fall apart and be looked down upon by others. It is like Mirriam, who has no clear boundaries in her life, so she can do anything regardless of whether what she does is right or not.

“She steals small objects that escape the view of people, and keeps them in her locker. Now, no one wants to be friends with her” (Dee, 2020: 178).

“Mirriam addicted to tranquillizers. She steals tranquilizers at the pharmacy and also commits other thefts” (Dee, 2020: 205).

Mirriam does not have clear boundaries because she steals things that do not belong to her. If she has a bounds in her life, Mirriam would not have done such a bad thing. Even more, she keeps the items that she takes in a locker where students would be able to find them. Rather than hiding it in an unknown location like a normal thief, Mirriam steals it as if she is simply satisfying her desire. The items that Mirriam steals are not high-value items, but only small items of little value. Therefore, some of the students keep their distance from her as not to be influenced by Mirriam's bad behavior. But not only that, when Claire visits Mirriam's house and enters her room, she is confused and feels surprised at the same time because seeing Mirriam does an action that crosses the line.

“Mirriam sitting on the floor with her eyes closed. On the floor there is a big star in a circle. At each end of the star, there are white candles that half burnt, and in front of them there is the carcass of a dead stray cat. The circle is called the pentagram, and the dead cat is an offering to the devil. Mirriam makes an offering to the devil” (Dee, 2020: 395).

Mirriam makes an offering to the devil, which is wrong and crosses the line. That action that Mirriam does is not justified in any religion, because every religion teaches good things and beliefs are the foundation of life. If a person does not have that foundation, then she will do everything she wants, whether it is good or bad. So Mirriam is someone who does not have clear boundaries.

4.2.2 Being Bullied

Being bullied is one of the reasons Mirriam has mischievous behavior. Mirriam is an underage person who is emotionally unstable. So if she gets bad treatment in her school environment, it will make her think: why be nice if she is treated badly. Even more, school is a place where she spends a lot of time, and if the school environment is not pleasant, it would cause Mirriam to be mentally stressed and change her mindset.

“At the last turn of the corridor, Jade's shoulder bumps into a girl's shoulder. Jade growls harshly” (Dee, 2020: 168).

Jade is one of the exclusive students at school who has high popularity. Apart from having a pretty face, Jade also comes from a rich family and is quite smart at

school. Because her life is almost perfect, she looks down on the lives of others, including Mirriam. Moreover, Mirriam comes from a troubled family, and she looks messy at school. So there is no reason for Jade and her squad to bully Mirriam. When Mirriam bumps into her shoulder, Jade stares at her and wants to curse. But she holds back because she wants to maintain her image as a perfect girl in front of Claire. Also at lunch time, no one wants to sit with Mirriam as quoted below:

“I see that girl. She is sitting on the bench alone. No one seems to care about her. Because of the curiosity, I asked Jade who is she” (Honey Dee, 2020: 178).

“She is Mirriam Rivera, do not mind her” (Dee, 2020: 178).

Mirriam is sitting alone while the other students are sitting in groups. The school consists of several groups, so they make friends based on their class. For Mirriam, who does not belong to any group and ends up alone, she is only one of the bullied students. Jade also influences Claire to ignore Mirriam. Even during the next lunch time, Claire accidentally bumps into Mirriam and makes her lunch tray fall on the floor.

“Claire! Do not let that bitch get the attention. She is fucking loser!” (Dee, 2020: 195).

Jade does not let Claire help Mirriam because of Claire's mistake. Even though Claire wants to help Mirriam, because of Jade's words, she gives up. Meanwhile, Mirriam's face turns red and she looks down until her entire face is covered by her messy hair. Even though the other students do not like Mirriam either, there are some who feel sorry for her. But Jade does not let them pay any attention to Mirriam. Jade indirectly says that Mirriam's presence is not important and only disrupts the party. Even Jade says that to Claire in an angry tone and glares at her. Claire's act of inviting Mirriam is the worst for Jade.

“Mirriam does not have anyone. She is being bullied at school by Jade and the squad, so no one wants to be her friend. I think it is normal if her behavior is weird and the way she talks does not match with the conditions” (Dee: 238).

Besides many bad issues about Mirriam, like she steals some things and puts them in her locker, Jade is also one of the reasons why Mirriam does not have any friends. Even though the other students do not like Mirriam's mischievous behavior, at least they do not bully her. But Jade and her squad, who bully Mirriam at school, come from an influential family. Because the other students do not want to get into trouble with Jade, they listen to what Jade is saying about not being friends with Mirriam.

4.2.3 Having Problems at Home

A person's behavior is formed based on their environment. The first environment that has a big influence is the family environment. If a person lives in the midst of a bad family, then they will follow the bad behavior of their parents. However, if a teenager lives in a troubled family, they will not live according to the rules and have the potential to cause problems for others and themselves.

"Mirriam Rivera has a lot of trouble. Her mother goes crazy in the hospital. It is because her father always does physical abuse. Who knows? I think her mother is dead" (Dee, 2020: 178).

"Mirriam changed since her mother's death. She used to be a sweet, cheerful girl. But since her mother died, she has turned gloomy. She hates many things and starts doing bad things to other people or animals. I think she does not like seeing other people happy" (Dee, 2020: 403).

Mirriam's mother enters a mental hospital due to physical abuse by her father, therefore, Mirriam's psyche is disturbed and she has mischievous behavior due to witnessing things that should not be seen by an underage person. Moreover, Mirriam is very close to her mother. She has her own happiness when her mother is alive. But it is lost because of her father's bad behavior. When our happiness is taken away by others or destroyed by our family, it is very painful. Mirriam experiences mental stress from an early age due to living in a troubled family.

"I hear a girl's scream. That is Mirriam Rivera. An old man grabs Mirriam's arm roughly. He forces Mirriam into the white SUV" (Dee, 2020: 204).

"A teacher who saw that approached Mirriam's father. Mirriam used the opportunity to get out of the car. But her father faster than her and he pushed Mirriam's head harshly into the car" (Dee, 2020: 204).

"When the car passed me, I can see Mirriam pressing her face against the window. She looks very scared" (Dee, 2020: 204).

Mirriam's father is abusive to his family. It is evident when Mirriam screams, seeing her father. Even her arm is violently pulled and she is forced into the car. Moreover, Mirriam is treated badly in public. Her father does not care about the situation at school. It can have a bad influence on other students who see it. When the car is moving, Mirriam tries to get Claire's attention, and she hopes Claire can help her. But at least Claire cannot do anything to save Mirriam. She is traumatized by her own father and cannot forget the gloomy past. Through her reaction, she is treated badly at home.

"She is a weird girl. She got hit by her father it means she made a mistake" (Dee, 2020: 244).

"Parents should not beat their children, and treat them badly" (Dee, 2020: 244).

"I often hear that children from troubled families are weird. They harbor anxiety, disappointment, and wounds that cannot be healed. That is why many of them have bad behavior" (Dee, 2020: 238).

Even if children make a mistake, the best thing a parent should do is to give them good advice instead of judging or hitting them. It is like Mirriam; she is an

underage person and she needs guidance, affection, and attention from her parent. But due to her parent's own fault, she has mischievous behavior.

5. Conclusion

Mischievous behavior is an action that is usually caused by underage people, and it usually due to lack of attention from their parents. Mischievous behavior can cause harm not only to other people but also to the person who has the bad behavior himself. A person who has excessive desires is not good because they can do anything to fulfill their desires. The mental condition of underage people is unstable so that they need clear boundaries. The environment has an important influence on the behavior of a child in the future. Children usually follow the nature of their parents because their parents are the role models for them. The types of mischievous behavior conducted by the antagonist in this study are attacking her rival, sexual abuse, injecting narcotics and giving poison; while the reasons of mischievous behavior are having problems at home, being bullied and having no clear boundaries.

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