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INDONESIAN UNIVERSITY STUDENTS' MINDSET ABOUT THE ROLES OF TALENT AND EFFORT IN EFL LEARNING

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Abstract

Mindset plays a significant role in language learners' success. The present investigation examined the mindsets of Indonesian students with respect to their English language learning proficiency, specifically exploring whether such proficiency is attributable solely to innate talent or whether it requires individual effort. The primary objective of this study is to ascertain whether the mindset of individuals towards learning English is characterized by a growth orientation, which is influenced by effort, or a fixed orientation, which is influenced by talent. Additionally, the study seeks to explore the potential impact of this mindset on the motivation of individuals to study English. A sample of 150 university students from various academic disciplines was surveyed to gather data. The present investigation utilized a mindset survey, which was administered through the completion of a questionnaire and subjected to quantitative analysis. Based on the data, it can be inferred that students hold the belief that exerting effort is of greater significance than possessing innate talent when acquiring proficiency in the English language. This encompasses the capacity to endure critique and surmount obstacles and challenges. The present study characterizes the students' attitude towards English as exhibiting a positive trend of progressing and developing, which is expected to yield enduring advantages for their English learning. They understand the significance of acquiring English proficiency for future employment opportunities and the diverse range of potential applications in their daily routines.

Keywords: *EFL learners; effort; Indonesia; language learning mindset; talent*

1. Introduction

The success of language learners is undoubtedly impacted by a multitude of factors. Among those factors, positive psychology, which acknowledges and values the positive influences in language learning, has recently emerged in the field of English as a foreign language (EFL). The linguistic performance of learners can be influenced by positive psychological factors, including but not limited to wellbeing, resilience, and emotion regulation (Wang, Peng, & Patterson, 2021). These factors can also contribute

to learners' motivation and desire to achieve success in foreign language learning (Hu, Sidhu, & Lu, 2022). In the realm of EFL pedagogy, the concept of mindset has garnered increasing interest in contemporary times, owing to its numerous affirmative implications.

Mindsets, also referred to as implicit theories, pertain to fundamental presumptions that individuals hold regarding the inherent characteristics of diverse human attributes, including intelligence, personality, or language aptitude (Dweck, 2012). Mindsets are predicated upon two fundamental tenets: some individuals adhere to the notion that these attributes are static (fixed mindsets). Conversely, others subscribe to the belief that these attributes are more pliable and can be honed through hard work and instruction (growth mindsets). It would be an oversimplification to posit that an individual's mindset can be reduced to a binary classification of either a growth or a fixed mindset. According to Dweck (2006) and Mercer & Ryan (2010), mindsets may exhibit domain-specificity, whereby individuals may hold distinct mindsets in various domains. It is possible for an individual to exhibit a growth mindset orientation in a particular domain while simultaneously displaying a fixed mindset orientation in another domain.

In the context of language learning, the mindsets of students may have a correlation with their actions, behavior, emotions, and motivation (Blackwell, 2007). According to the theory of mindset, students who possess a growth mindset, i.e., those who believe in the malleability of their personal traits, are likely to attain greater success as compared to students who hold a fixed mindset, i.e., those who believe in the immutability of their personal traits. Students with a growth mindset believe that human capacity can be expanded through hard work and perseverance (Dweck, 2006). They believe that with effort, they could improve their language abilities. They are more likely to exhibit a greater propensity towards mastery-oriented objectives, which encourages them to persevere in the face of adversity and allows them to sustain their interest in a given task despite encountering challenges (Tang et al., 2019).

Those with a fixed mindset, on the other hand, believe that intelligence, talent, and personal attributes are inherited. They believe that an individual's language proficiency is dependent on their innate talent, which must be nurtured or developed through training in order to acquire a skill or comprehension (Gagné, 2000). Consequently, a language learner with a fixed mindset is unlikely to engage in language practice as they perceive it to be futile (Dweck, 2006). Students with a fixed mindset typically exhibit tendencies to evade challenges, give up more readily, believe that effort is pointless, disregard criticism, and feel threatened by the success of others. Students with a fixed mindset may encounter challenges in their personal growth, thereby exhibiting a tendency to surpass their objectives in comparison to those who possess a growth mindset. According to Claro et al. (2016), individuals who allocate more time towards studying and less time towards concerns about appearing intelligent tend to perform better academically.

Research exploring the function of mindsets in the context of foreign language (FL) instruction has revealed that growth mindset constitutes a noteworthy motivational factor that exerts a favorable impact on FL acquisition (Bai & Wang, 2020). Studies have indicated a positive correlation between growth mindset and various academic outcomes, including students' academic performance (Wang, Yuan, & Wang, 2020), motivation (Ryan & Mercer, 2012), and language achievement (Khajavy, Pourtahmasb, & Li, 2021; Rui & Muthikrishnan, 2019;). Moreover, scholarly investigations indicate

that possessing a growth mindset facilitates the advancement and sustenance of students' endeavors towards self-regulated learning, thereby directly enhancing their academic achievements (Pintrich, 2003).

The influence of students' mindsets on the efficacy of their language learning is a noteworthy consideration, prompting inquiry into the mindsets of English as a Foreign Language (EFL) students with respect to their language learning endeavors. The application and investigation of language learning mindsets have been observed in diverse EFL settings, including Thailand (Chuanon, Kuroda, & Yuankrathok, 2022), Iran (Khajavy, MacIntyre, & Hariri, 2020), and China (Yao et al., 2021; Zhang & Cui, 2010). Nonetheless, scant scholarly inquiry has been carried out in the Indonesian EFL milieu. The mindset of students should be taken into account by EFL teachers in Indonesia to ensure that learning objectives are effectively achieved. Moreover, prior research has tended to concentrate on examining university students who are enrolled in departments related to the English language. The present study was undertaken to address a gap in the literature by examining the mindset of Indonesian university students who are pursuing degrees in non-English majors towards the acquisition of English language skills. Specifically, the study aimed to ascertain whether these students exhibit a growth or fixed mindset in relation to their English language learning.

3. Research Method

The present study employed quantitative methods as a means of testing objective theories through the analysis of variable relationships. The aforementioned variables can be quantified through the utilization of instruments, thereby enabling the application of statistical techniques for data analysis (Creswell, 2014). This investigation centers on the perspectives of students regarding the mindset they adopt when learning English.

3.1 Population & Sample

This study was carried out at a public university located in North Sumatra, Indonesia. The present investigation comprised a sample of 150 participants who were in their seventh semester and belonged to ten departments that did not offer English as a foreign language as a major. The departments included Sharia Accounting, Islamic Banking, Social Studies Education, Islamic Religious Education, Early Childhood Education, Biology Education, Elementary School Teacher Education, Science Communications, Public Health, and Mathematics Education. Each department was represented by 15 students. While the present study does not specifically focus on gender and age, it is noteworthy that the sample population consisted of 43 male students and 107 female students.

3.2 Data Collection and Data Analysis

The methodology employed for data collection involved the dissemination of online questionnaires through the Google form platform. Subsequently, participants were instructed to provide truthful responses based on their personal experiences. The questions were translated into Indonesian to facilitate the comprehension of the participants. The participants were instructed to select their preferred option from a set of 12 survey items, each of which was assigned a numerical value ranging from 1 (Strongly disagree) to 5 (Strongly agree), with the remaining options falling in between these two extremes. Descriptive statistical calculations were conducted to assess the mindsets of students regarding their self-perceived intelligence levels. The survey

instrument was employed to ascertain the extent to which the participants' attitudes towards English language learning evolved or persisted over time, and to determine whether these attitudes had any bearing on their motivation to acquire English language proficiency. The data that was gathered was analyzed utilizing the IBM SPSS software.

4. Results and Discussion

The objective of this investigation was to ascertain the impact of students' mindsets on their acquisition of the English language, specifically with regard to their adherence to either a growth or fixed mindset, which is manifested through their perception of effort and talent. A survey instrument was employed to ascertain this information. The survey comprises of four distinct sections. This section centers on their conviction regarding the significance of English language proficiency for their prospective professional pursuits and their routine existence. The subsequent segment centers on external evaluations of individuals, exploring their reactions to criticism, including whether such feedback motivates them or engenders a sense of despair. The third section of the study centers on the frequency of exercise, while the fourth section pertains to the level of exertion. The aforementioned components were utilized to assess participants' perceptions regarding the role of effort and talent in English language proficiency. Participants' responses indicated that those who disagreed were more inclined to believe that English language proficiency is an innate talent, whereas those who agreed believed that exerting effort can enhance one's capacity to achieve proficiency in English.

Table 1. Results of students' responses to the questionnaire

Research Question	***Mean***	***SD***	***Description***
Is learning English important? If it is important why is it important			
1. It is important because learning English can help my career in the future	*4.28*	*0.860*	*Strongly Agree*
2. Important because it helps in my daily life	*4.35*	*0.819*	*Strongly Agree*
3. Important because it can expand knowledge of language	*4.41*	*0.706*	*Strongly Agree*
If there are errors in the use of grammar, do you accept criticism?			
1. I accept criticism because it can help me improve my English	*4.47*	*0.702*	*Strongly Agree*
2. Grammar is not important because what is important is mutual understanding	*4.47*	*0.748*	*Strongly Disagree*
3. Accept criticism because you can learn from it	*4.43*	*0.669*	*Strongly Agree*
Do you regularly or often study English?			
1. Yes, often because I want to develop my language knowledge	*4.43*	*0.709*	*Strongly Agree*
2. Not too often because my English ability is my talent since childhood	*4.45*	*0.774*	*Agree*
3. It does not require more effort because English is difficult	*4.44*	*0.700*	*Strongly Agree*
In learning English, do you put in a lot of effort?			
1. I put in a lot of effort because I want to get high marks	*4.47*	*0.692*	*Strongly Agree*

2. I really practice because learning English must require more effort	*4.43*	*0.717*	*Strongly Agree*
3. It takes more effort because I realize that English is important	*4.38*	*0.766*	*Strongly Agree*

Table 1 above indicates that the highest mean score pertains to the students' strong agreement towards the necessity of exerting effort in enhancing their English language proficiency. This finding suggests that the students possess a growth mindset towards English language acquisition, wherein they perceive that success in this domain is primarily attributed to effort rather than talent. The data indicates that a significant proportion of students hold the belief that talent is the primary factor in acquiring proficiency in English. This finding is noteworthy as it suggests that a limited number of students exhibit a growth mindset. The findings of this investigation are consistent with Horwitz's (1988) study, which revealed that language learners commonly hold diverse perceptions regarding the optimal approach to acquiring a language. One prevalent notion is that certain individuals possess an intelligence or talent for languages, which allows them to learn any language easily. According to the "Critical Period Hypothesis," there exists a belief among certain individuals that acquiring a second language is a more arduous task for adults (Lenneberg, 1967). The focal point of these beliefs pertains to the convictions held by students regarding their ability to perform, rather than their actual intelligence and aptitude. The observation suggests that individuals who exhibit rapid learning and diligent effort may possess a fixed mindset, whereas those who demonstrate slower learning and persistent effort may possess a growth mindset.

4.1 Awareness of the importance of English

From the results of the first part of the questionnaire, it can be inferred that the participants in this investigation exhibit a strong motivation to make efforts in acquiring proficiency in the English language. This is attributed to their recognition of the significance of English for their personal development, which is indicative of a growth mindset. A minority of respondents expressed dissent, suggesting that a limited number of students held the belief that linguistic abilities were innate and associated with a fixed mindset. Regarding the initial research inquiry, the mean responses of the participants indicate a high level of agreement with regards to the significance of acquiring proficiency in the English language. According to the first point, survey participants exhibit a high level of motivation to acquire proficiency in the English language, as they perceive it as a valuable asset that can significantly enhance their professional prospects in the long run.

The high motivation of individuals to learn English stems from the perceived benefits it can bring to their future careers, as the proficiency in English language is closely linked to the progress of a nation. The adoption of technology and information can potentially alter the internal culture of a country. The aforementioned relationship has an impact on both income and economic circumstances. According to data released by the World Bank in 2017, there exists a correlation between a nation's net per capita income and its level of English proficiency. The level of income is directly proportional to the level of ability. Consequently, a considerable number of individuals are presently motivated to acquire proficiency in the English language to advance their professional pursuits.

The assertion that English is of great importance in the contemporary globalized world is reinforced by Nishanthi's (2018) research, which demonstrates that it is the most commonly spoken language worldwide. In contemporary times, employers exclusively seek individuals who possess proficient English speaking and writing skills. The significance of English language has been amplified in various domains such as education, engineering, and medicine due to the progressions in technology. English holds significant importance for various professional contexts. The acquisition of knowledge serves as a motivating factor for individuals to pursue further studies and enhance their proficiency in the English language.

At the second point, the acquisition of the English language holds significant importance as it can facilitate daily activities. The participants exhibit a strong inclination towards acquiring proficiency in the English language owing to its utility in comprehending literature, periodicals, and audio-visual media that employ English. This is corroborated by the third point of the survey, wherein the respondents express a resolute agreement towards their continued motivation to learn English, citing their desire to acquire proficiency in the language as the driving force behind their pursuit. Expand their linguistic proficiency.

This result was in line with the research conducted by Klimova (2011). Motivation has been a crucial concept in the field of language acquisition research. Recognizing the significance of language acquisition can serve as a driving force for individuals to persist in their language learning endeavors. This is consistent with the research conducted by Ushioda (2005). The examination of motivation in education has demonstrated that it is perceived as a variable that educators employ in diverse manners to influence their students. Methods and approaches for enhancing motivation.

4.2 Attitude towards criticism of others

From the responses to the second part of the questionnaire, it can be inferred that students possess a marginally receptive disposition towards criticism, which is regarded as a constructive measure to enhance their performance. This outlook aligns with the growth mindset, as it motivates them to strive for improvement. Conversely, if students adopt a defeatist attitude towards criticism and resign themselves to the notion that language proficiency is an innate ability, they are exhibiting characteristics of the fixed mindset. A few respondents expressed dissenting views, suggesting that certain students perceive language abilities as inherent talents and attribute them to a fixed mindset. In the subsequent inquiry, the participants expressed dissent towards the critique, indicating a degree of receptiveness to feedback. The state of openness was incomplete as evidenced by the lack of agreement among responses at point 2. This suggests that the individuals in question do not prioritise grammar and do not exhibit a significant level of attentiveness to grammatical correctness in their spoken English. Consequently, their lack of emphasis on grammar cannot be considered a manifestation of exertion, as they do not demonstrate a substantial investment in comprehending grammatical rules and are thus impervious to critiques of their grammatical usage. In point 1, it is noteworthy that the responses of the average participant exhibit a strong inclination towards agreement, suggesting a receptiveness to constructive feedback as a means of enhancing their proficiency in the English language.

Constructive criticism is a crucial element in identifying the specific areas that require further development and enhancement. While it may be perceived as a failure to receive critical feedback during the learning process, the receipt of constructive

feedback can actually facilitate the growth and development of learners in such a state (Fong et al., 2018).

Regarding point 3, the survey participants exhibit a strong consensus that being subjected to critique concerning their English language usage has bolstered their motivation to pursue further education and enhance their language proficiency. Consequently, upon encountering constructive criticism, emotions of inadequacy that are frequently linked with sentiments of unease, diminished self-confidence, and apprehension are substituted with emotions of optimism and acknowledgement of an individual's capabilities. This statement suggests that tolerance analysis serves as a means for individuals to identify areas of weakness and subsequently improve upon them, often in response to a range of factors, with the ultimate goal of enhancing their overall proficiency.

4.3 Frequency of exercises

In the subsequent inquiry pertaining to English language learning routines, participants exhibit a strong consensus on the first item, which garners the highest mean score. This item posits that consistent studying and practice can enhance language proficiency, thereby motivating respondents to diligently engage in language practice to improve their skills. According to point 2, a minority of participants concur that regular practice is not necessary for acquiring English language proficiency, as they hold the view that foreign language aptitude is an innate ability that one possesses since childhood. Regarding point 3, there is a consensus that diligent practice is not deemed crucial due to the inherent difficulty of acquiring proficiency in the English language. With respect to this issue, it has been observed that a considerable number of individuals perceive English as a challenging language to acquire. This perception aligns with the concept of a fixed mindset and necessitates the educators' focused consideration.

4.4 Effort

The third research question on point one elicited responses indicating that the participants are inclined towards investing greater efforts in enhancing their English proficiency, as they perceive it to be instrumental in achieving favorable academic outcomes. This phenomenon can be attributed to the primacy of the belief that value is of utmost importance among some individuals. However, it should be noted that not all individuals subscribe to this belief, and consequently, they exert greater effort in their academic pursuits to attain favorable grades. According to the respondents' perspective on the second point, acquiring proficiency in English demands a greater amount of effort. The acquisition and use of the English language pose significant difficulties for students, particularly those who do not have a native proficiency in the language, as evidenced by the findings of a study conducted by Salsabilla (2021). Learning the tone, language, pronunciation, and structure of English through listening to English speakers poses a challenge for students. Thus, there is a requirement for a resolution to aid in the advancement of students' acquisition of the English language. Similarly, Dincer (2017) underscored the intricacy of spoken English, which renders it challenging to comprehend. Consequently, language acquisition requires learners to allocate a significant amount of time and exertion towards achieving proficiency.

5. Conclusion

In general, the prevailing mindset towards English language acquisition among students is characterized by "strongly agree." This finding indicates that the participants possess a growth mindset. The aforementioned findings indicate that the incorporation of four key elements, namely motivation, constructive feedback, consistent practice, and diligent effort, facilitates the cultivation of a growth mindset among students, thereby enhancing their proficiency in acquiring and utilizing the English language. The study's findings suggest that individuals who possess a growth mindset hold the belief that their intelligence and abilities can be enhanced through learning. The individuals contend that, through perseverance and direction, they can enhance their abilities. Consequently, individuals aspire to acquire further knowledge and enhance their proficiency. The individuals in question exhibit motivation driven by the achievements of their peers, derive satisfaction from engaging in demanding tasks, demonstrate resilience when confronted with obstacles, view exertion as a means to attain expertise, assimilate knowledge from errors and evaluations, and derive pleasure from undertaking challenging assignments. The cognitive orientation of students can exert an influence on their scholastic achievements, educational conduct, and affective states. Notwithstanding the frequency of learning, the students remain entrenched in a fixed mindset as they perceive English to be a challenging subject. The prevailing belief in this instance is that individuals who possess a high level of proficiency in English language possess innate abilities, thereby negating the need for frequent practice as their cognitive disposition is similar. Thus, this presents a hindrance for individuals. The objective for teachers is to ensure that English language instruction does not appear arduous and tedious for students.

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LEXICAL BORROWING OF SOCIAL MEDIA TERMS IN LIPUTAN6.COM WEBSITE

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Abstract

This article explored the application of borrowed English words, mainly social media terms, on the website Liputan6.con. The urgency of this study is to highlight the development of the Indonesian language, which has experienced integration with foreign languages over time and one factor is the progress of technology in which there is no limit or restriction in spreading information. This study focused on identifying the types of borrowed words used in Liputan6.com. The researchers employed a variety of theories and borrowed words. This study used content analysis as a research method to explore the types of 50 borrowed words found on the website. Reading through the actual website posts, categorizing the borrowed words, and analyzing the collected data were carried out in the data analysis. The authors discovered three different types of borrowing words in the social media section of Liputan6.com. They were Loan Blends, used 33 times; Loan Shifts, appearing 36 times; and Loan Words, used 17 times.

Keywords: *borrowing; morphology; word formation*

1. Introduction

Advances in technology have opened opportunities for every citizen to interact with other citizens. The absorption word is one of the cultural products arising from the communication of Indonesian citizens with other citizens, whether through social media or meetings, which are increasingly easy to realize. That is why there are foreign languages whose words are similar to Indonesian. Languages undergo dynamic changes over time in every country, including Bahasa Indonesia. As a language spoken and used by people, Bahasa Indonesia constantly evolves and adapts to changing human thought and cultural influences. According to Juliawan (2017), the Indonesian language has rapidly changed. These changes reflect the dynamic nature of language development and the impact of cultural exchange on language evolution. Due to colonial and religious influences, Indonesian has many borrowed words from Arabic, Dutch, and other European languages. According to Damanik (2017), English is a widely recognized international language, and as a foreign language, it has played a significant role in influencing the vocabulary of many countries, including Indonesia. This influence is reflected in adopting and incorporating English words into Indonesian. Therefore, the impact of English on Indonesian language development cannot be

denied. Although not every country's population speaks English proficiently, it turns out that it is a very popular language (Prasetyani, 2020). This can be seen by the use of the word "download" which is more commonly used than the word "unduh."

Borrowings are now used in many areas of life, not just education (Anam & Nirmala, 2019). In everyday life, borrowing words is often used, but not many people acknowledge the origin of the language of the words used. For example, the word "*adil*" in Indonesia is a borrowing from Arabic, "*adil*" which mean justice (Mahfud, Astari, Kasdi, Mu'ammar, Muyasaroh, & Wajdi, 2021).

Borrowings from the source language is necessary to expand the concept's usage needs in the target language (Septianasari, 2023). Using borrowed words can ease communication across diverse languages and cultures, fostering better comprehension and collaboration among different communities. Furthermore, incorporating borrowed words can enhance the diversity and richness of the Indonesian language. Since it borrows many words from other languages, its vocabulary is constantly developing (Muziatun, 2017). With new words, Indonesian can become more dynamic and adapt to the times. Indonesians have adopted English words into their language because they perceive them as prestigious and more favorable than using native Indonesian vocabulary (Rohbiah, 2019). Moreover, the pressure of globalization and modernization is the main reason for borrowing English words.

Currently, many borrowings can be found in various mass media. One of them is regarding social media topics on the Liputan6.com Website. Liputan6.com is a well-known online news portal in Indonesia. The number of Liputan6.com's news is increasing and varying with channels tailored to readers' needs, such as Politics, Sports, Business, Techno, Showbiz, Health, Lifestyle, Global, Automotive, and Regional Citizen6, which accommodates citizen journalism.

Based on the explanation above, the authors believe this research is essential to introduce society to the development of the Indonesian language, which has experienced integration with foreign languages over time. The authors are interested in analyzing borrowings related to social media on Liputan6.com. In this study, the authors will focus on the types and percentages of borrowings found on Liputan6.com. The authors hope this research can be useful for writers and readers.

2. Literature Review

Morphology is a branch of linguistics that studies words' internal structure and the rules governing how words are formed, modified, and inflected in a language. (Heine & Narrog, 2015). Understanding morphology is essential to understanding how words are formed and contribute to a language's structure and meaning (Bauer, 2021).

There is a morphological process in morphology that is referred to as word formation. Word formation is the process of creating a new word different from the root (Anggrisia, Rosyidah, & Riza, 2017). An area of linguistics known as word formation analyzes the patterns languages use to create new lexical units or words. Word formation can be accomplished through various methods, such as compounding, affixation, and conversion (Kara & Şahin, 2021).

Over time, certain English words have been integrated into Indonesian as loanwords. These words, adapted from English into the native Indonesian language, are commonly called borrowings (Anggraeni, 2021). According to Mahlangu (2016), borrowing a word is when another language adopts a word from another language. Borrowing can occur due to various factors, such as cultural and social contact, trade

and migration, and the need for new vocabulary in a changing world (Breitbarth, 2021). The act of borrowings occurs when the target language lacks suitable terms to describe unfamiliar concepts, mainly due to the introduction of modern technological and scientific ideas from the source country (Afitri & Alamsari, 2022).

Regarding the types of borrowing, the following are the descriptions of three different types proposed by Allan (2020). First, the term Loan Word refers to the process of morphological acquisition that involves no morphological change but may involve phoneme substitution (Allan, 2020). These importations do not entail grammatical change. It is possible to conclude that the borrowing used the source word's pronunciation and spelling. For example, *feature* becomes *fitur* in the new word.

Second, Loan Blend is defined as a morphological replacement and importation combination, but the structure matches the concept (Allan, 2020). Foreign and native words are blended during the loan blend process. It is a new idiom that develops the borrowing process and has similarities to a loan blend. It is equivalent to a new idiom that develops during the borrowing process, loan blend. For example, *application* in English becomes a*plikasi* in Indonesian.

Third, Loan Shift refers to a morphological replacement without importation but also includes loan translation and semantics loan (Allan, 2020). Foreign concepts are portrayed by native speakers when it comes to loan shifts. For example, the word "*aksi*" in Indonesian comes from "action" in English. Additionally, its etymology is "Actio" from Latin.

3. Research Method

Every proposed research requires some steps, which are commonly referred to as processes. Content analysis is a methodology for implying factual information about the contexts in which text (or other meaningful content) has been used. As a method, content analysis requires specialized procedures that can be learned and separated from the authors' authority (Krippendorff, 2004). The authors are the primary instrument in this study because she collects, read, and analyze data from a website. Since the authors believe this method is appropriate for this research, the study intends to use content analysis. As previously stated, the context in the text was the focus of this study, so content analysis was used.

Data were any information collected, processed, or analyzed to provide insights, support decision-making, or drive action (Davenport & Kim, 2021). With the rise of technology and the internet, there has been a massive explosion in the amount of data generated and collected daily. This has led to the development of big data analytics, data science, and machine learning that seek to make sense of this vast amount of information. In this study, the data includes words in a quote or sentence in each social media section. The data were borrowed words gathered from the Liputan6.com website. The authors collected 50 English borrowed words in the October 2022 - February 2023 edition.

4. Results and Discussion

The results are presented and discussed in the following. The researchers consulted two dictionaries to determine the definition of each word in this study: 1. Kementrian Pendidikan dan Kebudayaan (2022, November 12). *Kamus Besar Bahasa Indonesia* (*KBBI*) Daring. https://kbbi.kemdikbud.go.id and 2. Murray, J. (2022, November 20). *Oxford English Dictionary*. https://www.oed.com/

Table 1. The Results of Borrowed Words

No	*Words*		*Types of Borrowing*		
	Indonesian	**English**	**LW**	**LB**	**LS**
1	akun	account	-	√	-
2	aksi	action	-	√	√
3	aktif	active	-	√	√
4	anonim	anonymous	-	√	√
5	aplikasi	application	-	√	√
6	avatar	avatar	√	-	√
7	basis	basis	√	-	√
8	blog	blog	√	-	-
9	blokir	block	-	√	√
10	data	data	√	-	√
11	digital	digital	√	-	√
12	enkripsi	encryption	-	√	-
13	eror	error	-	√	√
14	fitur	feature	-	√	√
15	identitas	identity	-	√	√
16	informasi	information	-	√	√
17	interaksi	interaction	-	√	-
18	isu	issue	-	√	-
19	komentar	comment	-	√	√
20	komunikasi	communication	-	√	√
21	komunitas	community	-	√	√
22	koneksi	connection	-	√	√
23	konten	content	-	√	√
24	kreator	creator	-	√	√
25	media	media	√	-	√
26	menu	menu	√	-	√
27	mode	mode	√	-	-
28	partner	partner	√	-	√
29	platform	platform	√	-	√
30	populer	popular	-	√	√
31	posting	posting	√	-	-
32	privasi	privacy	-	√	-
33	profil	profile	-	√	√
34	proteksi	protection	-	√	√
35	rekomendasi	recommendation	-	√	-
36	respons	respond	-	√	√
37	server	server	√	-	-

38	siber	cyber	-	√	-
39	system	system	-	√	√
40	situs	site	-	√	√
41	social	social	-	√	√
42	spam	spam	√	-	-
43	status	status	√	-	√
44	topik	topic	-	√	√
45	tren	trend	-	√	-
46	verifikasi	verification	-	√	√
47	versi	version	-	√	√
48	virtual	virtual	√	-	√
49	virus	virus	√	-	-
50	web	web	√	-	√
		Total	17	33	36

Note: LW= Loan word
LB= Loan blend
LS= Loan shift

Sign: √ = Yes
- = No

In this chapter, the authors will analyze the words already being collected. The authors will describe the word according to the types of borrowing. The authors will discuss the phoneme substitution, morphological change, spelling, and pronunciation of the terms.

4.1 Loan Word

The authors found 14 social media terms that can be categorized as loan words. The terms will be displayed according to the alphabetic order as in the table below.

Table 2. The result of Loan Word

No	Indonesian	English
1	avatar	avatar
2	basis	basis
3	blog	blog
4	data	data
5	digital	digital
6	media	media
7	menu	menu
8	mode	mode
9	partner	partner
10	platform	platform
11	posting	posting
12	server	server
13	spam	spam
14	status	status
15	virtual	virtual
16	virus	virus
17	web	web

For the lexical meaning, the authors used KBBI Daring Kemendikbud for Indonesian terms and Oxford English Dictionary for English terms.

1. Avatar

"Avatar" is an Indonesian word that refers to *"gambar tiga dimensi yang digunakan untuk menggambarkan seseorang dalam dunia maya."* (KBBI). While in English, a forum means "A graphical representation of a person or character in a computer-generated environment, esp. one which represents a user in an interactive game or another setting, and which can move about in its surroundings and interact with other characters." (OED). There is a morphological change in this term but also a change in pronunciation. In Indonesian, it pronounces*/a.va.tar/* while in English, it is pronounced*/ˈavəta:/*

2. Basis

"*Basis*" is an Indonesian word that means *"asas; dasar."* (KBBI). While in English, basis refers to "the bottom of anything, considered as the part on which it rests or is supported; the foundation, base, foot." (OED). The entire word is borrowed from the source language, so the spelling is the same but differs in pronunciation. In Indonesian, it is pronounced */ba·sis/,* while in English, it is pronounced*/ˈbeɪsɪs/.*

3. Blog

In Indonesian the word "*blog*" refers to *"catatan harian atau jurnal pribadi di internet yang dapat diakses oleh siapa saja."* (KBBI). While in English, the word blog means "a frequently updated website, typically run by a single person and consisting of personal observations arranged in chronological order, excerpts from other sources, hyperlinks to other sites, etc.; an online journal or diary." (OED). Phoneme substitution and morphological change has not occurred in this word. The term "blog" in Indonesian has the same spelling and pronunciation as the word "blog" in the English language.

4. Data

"*Data*" in Indonesian means *"informasi dalam bentuk yang dapat diproses oleh komputer, seperti representasi digital dari teks, angka, gambar grafis, atau suara."* (KBBI). While in English, it means "quantities, characters, or symbols on which a computer, considered collectively perform operations." (OED). The entire word is borrowed without changing in spelling but differs in pronunciation.

5. Digital

The word "*digital*" in Indonesian has the meaning *"digital berkaitan dengan atau menggunakan komputer atau internet."* (KBBI). While in English, the word digital refers to "a device, piece of equipment, etc., which uses digital technology." (OED). Phoneme substitution and morphological change have not occurred in this word. The term "digital" in Indonesian has the same spelling and similar pronunciation as the word "digital' in English. In Indonesia, it pronounces */di·gi·tal/,* while in English, it pronounces */ˈdɪdʒɪtl/.*

4.2 Loan Blend

The authors found 33 social media terms that can be categorized as loan blends. The terms will be displayed according to the alphabetic order as in the table below.

Table 3. The Results of Loan Blends

No	English	Indonesian
1	akun	account
2	aksi	action
3	aktif	active
4	anonim	anonymous
5	aplikasi	application
6	blok	block
7	enkripsi	encryption
8	eror	error
9	fitur	feature
10	identitas	identity
11	informasi	information
12	interaksi	interaction
13	isu	issue
14	komentar	comment
15	komunikasi	communication
16	komunitas	community
17	koneksi	connection
18	konten	content
19	kreator	creator
20	populer	popular
21	privasi	privacy
22	profil	profile
23	proteksi	protection
24	rekomendasi	recommendation
25	respons	respond
26	siber	cyber
27	sistem	system
28	situs	site
29	sosial	social
30	topik	topic
31	tren	trend
32	verifikasi	verification
33	versi	version

For the lexical meaning, the authors used KBBI Daring Kemendikbud for Indonesian terms and Oxford English Dictionary for English terms.

1. Akun

"*Akun*" is an Indonesian word which means "*catatan tentang nama pengguna, kata sandi, dan hak untuk mengakses jaringan atau sistem daring*." (KBBI). While in English, the term account is "an arrangement whereby a user is given (frequently personalized) access to a website, program, system, etc., typically by entering a username and password at a prompt; the data and settings specific to each user of the website, etc." (OED). This word is categorized as a loan blend because the sound and spelling of this term integrate two processes between a foreign language and a native language. This word also has different pronunciations and spelling.

2. Aksi

"*Aksi*" is an Indonesian term which means "*Gerakan*." (KBBI). While in English, the word action refers to "Something that is done." (OED). The spelling and pronunciation occur in this word. The suffix -ion is changed in English and becomes "si" in Indonesian.

3. Aktif

In Indonesian the word "*aktif*" means *"giat (bekerja, berusaha)."* (KBBI). While in English, the word active refers to "In operation, working; effective, functional." (OED). The spelling of "*aktif*" in Indonesian is different in English, but it is almost similar in pronunciation because of a suffix substitution. The Indonesian word replaces the phoneme /c/ with /k/, /v/ with /f/, and adds /e/at the end. This word is classified as a loan blend type according to the form of borrowing because this word is a combination of two languages.

4. Anonim

"*Anonim"* in Indonesian means *"tanpa nama; tidak beridentitas; awanama."* (KBBI). While in English, anonymous refers to "a person whose name is not given, or not known; an anonymous person. Frequently as the proper name of an anonymous authors." (OED). The spelling and pronunciation have changed. The consonant "y" in English becomes "i", and the suffix *-ous* is eliminated.

5. Aplikasi

"*Aplikasi*" is an Indonesian word that has the meaning *"program komputer atau perangkat lunak yang didesain untuk mengerjakan tugas tertentu"* (KBBI). While in English, the word application means "a piece of software designed to perform a specific function other than one relating to the operation of the computer itself; an application program; (in early use also) a function performed by such a piece of software." (OED). There is a partial phonetic change that incorporates the English and Indonesian languages. The pronunciation and spelling are also different because it fits the Indonesian language. The suffix -ion is eliminated and becomes "si".

4.3 Loan Shift

The authors found 36 social media terms categorized as loan shifts. The authors found the word origin of these terms based on the Oxford English Learner's Dictionary. The lexical item will be displayed according to the alphabetic order as in the table below.

Table 4. The Result of Loan Shift

No	Lexical Item	Word Origin
1.	action	Latin: actio
2.	Active	French: actif
3.	anonymous	Latin: anonymus
4.	application	French: application, applicacion, appliquation
5.	avatar	Sanskrit: avatāra
6.	Basis	Latin: basis
7.	Block	French: bloc
8.	comment	Latin: comment

9.	communication	Anglo-Norman and Middle French: communicacion, communication
10.	community	Anglo-Norman and Middle French: communité, comunité
11.	connection	Latin: connexiōn-em
12.	content	French: contenu
13.	creator	Anglo-Norman: creator, creature, criator
14.	Data	classical Latin: data
15.	digital	classical Latin: digitālis
16.	Error	Old French: error, errur, errour
17.	feature	Old French: feture, faiture
18.	identity	Middle French: identité, ydemtité, ydemptité, ydentité
19.	information	French: information
20.	media	Latin: media
21.	Menu	French menu
22.	partner	Latin: partition; Anglo-Norman French: parcener
23.	platform	French: plateforme
24.	popular	Latin: popularis
25.	profile	Italian: profilo
26.	protection	Anglo-Norman: protectione, protectioun, protecciоun, protexcion, protexcioun, protexciun, protexion, protexioun
27.	respond	Anglo-Norman: respunt
28.	Site	Anglo-Norman: sit, site, sist, scis
29.	social	Middle French, French: social
30.	Status	Latin: status
31.	system	Middle French: sisteme, systeme
32.	Topic	Latin: topica
33.	verification	French: verifier
34.	version	French: version
35.	virtual	Latin: virtualis
36.	Web	Old English: web

Table 4 show the result of borrowed words that can be classified as Loan Shift. It shows that borrowed words can be taken from Latin, French, Sanskrit, Anglo-Norman, Italian, and Old English. For example, the term "avatar" is an example of a loan shift in the context of technology and online communication. Originally, the term "avatar" is from Sanskrit and refers to a Hindu concept of a deity or personification of a divine being in human form. However, the term has taken on new meanings and uses in the context of technology and online communication. In social media, an avatar can refer to a user's profile picture or digital image that represents them online. Besides, the term "profile" is from Italian and refers to a side view of a person's face, as in a portrait or sculpture. However, the term has taken on new meanings and uses in the context of technology and online communication. In social media, a user's profile is a page that displays their personal information, profile picture, and posts.

Figure 1. The total percentage of borrowed words by types

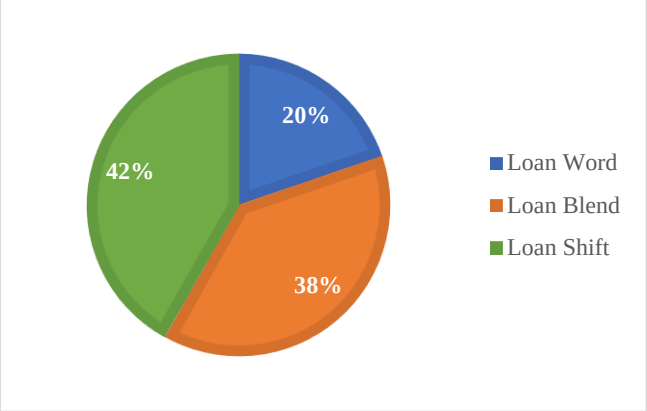


Figure 1 shows the study's results that several different borrowed word kinds were found in the 50 words, with a total frequency of 86 found in the data, including loan word (17 words, 20% of total), loan shift (36 words, 42% of total), and loan blend (33 words, 38% of total). Loan shift is the type that predominates in this case. The authors discovered from the data that one term can contain more than one type of borrowing.

4.5 Discussion

This study examined the types of English borrowed words and their spelling changes in the social media section of the Liputan6.com website. The researcher identified and analyzed 50 borrowed words, with a total frequency of 86 found in the data. The study provides insights into how borrowed words are adapted and modified in the context of social media.

The presented data in the table reveals several noteworthy findings. Firstly, the study categorizes borrowed words, which include Loan Blend, Loan Shift, and Loan Word. The data shows that the study identified a total of 17 Loan Words (20% of the total), 33 Loan Blends (38% of the total), and 36 Loan Shifts (42% of the total).

In addition, the researchers correlate the findings with some related studies. The first research was conducted by Adha (2016), an Islamic State University Sunan Ampel Surabaya student who completed the other research. In his research, he tried to analyze the process of changing the meaning of music terms in English by borrowing words and attaching the word's origin. This study showed the change of meaning process in borrowed words from the HAI magazine in three chosen editions: the Extension of meaning and the Narrowing of meaning. Meanwhile, this study showed three types of borrowed words from the Liputan6.com website: Loan word, Loan Blend, and Loan Shift. The number of data was also different. This study took 50 data on borrowed words in social media terms, while Adha took twenty-five data on borrowed words in music terminology. Another study by Hermawan (2018) focused on finding the kinds and changes of meaning processes of English borrowed words in technology terms.

5. Conclusion

After completing this research, the authors provide conclusions about the study results that can solve the research question. This study demonstrates the types of English borrowed words in the social media terms of the Liputan6.com website. The

authors selected the terms based on the news published from October 2022 until February 2023. The authors found fifty terms in the data analyzed. The authors discovered three different types of borrowed words in the social media section of the Liputan6.com Website.

They are loan words (17 words, 20% of total), loan shift (36 words, 42% of total), and loan blend (33 words, 38% of total). Following the preceding explanations, Loan Shift is a dominant type used on Liputan6.com's website. From the data, the authors found that one term can have more than one kind of borrowing. For example, Indonesia's term "anonim" can be categorized as loan blend and loan shift. The term media in Indonesia can be categorized as loan word and loan shift.

Studying borrowed words can be a fascinating and informative topic, as it allows us to explore the complex interactions between languages and cultures. It can happen in any area of our life, such as in the broadcast field, politics, music, or entertainment. It can also occur in any circumstance, including in written sources and everyday conversation. This chapter offers recommendations that morphology researchers in the future might consider, particularly concerning the study of borrowed words. The recommendation is that a future researcher should consider a spoken source as an object of research for word study. Because some researchers typically used articles as research objects to examine borrowed words, this will establish an exception in borrowed word research. The study can focus on the sociolinguistic study of borrowed words about how borrowed words are used in a particular community or context. This could involve examining the attitudes of speakers towards borrowed words, exploring the social and cultural factors that influence the use of borrowed words and analyzing the role of borrowed words in shaping linguistic and cultural identity.

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POLITENESS VIOLATION IN EFL CLASSROOM: AN ETHNOGRAPHY OF COMMUNICATION APPROACH TO CLASSROOM INTERACTION

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Abstract

In every English learning class, there must be a process of communication between lecturers and students, upholding intellectual values in communicating. Both have different social distancing that will make some politeness violations in classroom. Politeness is an important factor in human interaction, a behavior polished by relying on social conventions, institutionalized and socially evaluated. This research aims to analyze the politeness violation in EFL classroom and the most dominant of politeness violation by means of descriptive qualitative method, revealing social phenomena, using an ethnographic of communication approach. The participants of this study are three lecturers and the students of three English classes. The study uses a qualitative descriptive method and ethnography of communication approach. The results of this study show politeness violation of tact maxim, 42,30 %, approbation maxim, 9,61 %, generosity maxim, 3,85%, modesty maxim, 13,46%, agreement maxim, 25%, and sympathy maxim, 5,76%. The most dominant politeness violation is politeness violation of tact maxim.

Keywords: *EFL classroom interaction; ethnography of communication; politeness; politeness violation*

1. Introduction

In every English learning class, there must be a process of communication between lecturers and students. Lecturers and students are an academic community that upholds intellectual values in communicating. Therefore, one main requirement needed by person to do communication is to make sure that the listener or people involved in the conversation will cooperate each other; so, the communication will be a success (Bintoro, Manugeren, & Pratiwy, 2022). Students must have communicative competence which does not only consist of linguistic competence, but also socio-cultural competence, interactions, formulas and strategies (Celce-murcia, 2007). Kasper in Senowarsito (2013) says that sociocultural, interactional, and strategic competencies refer to the speaker's pragmatic knowledge. A pragmatic perspective can be defined specifically as knowledge of communicative action and how to apply it, and the ability to use language appropriately in context. The classroom can be seen as a sociolinguistic environment and community of discourse where we speak using various functions of

language to build communication systems, and the interaction of lecturers and students is believed to contribute to the development of student language (Consolo, 2006).

Jiang (2010) states that the classroom is one of the places where interactions between lecturers and students occur. The interaction process must be effective and polite. If the class interaction goes well, the knowledge that will be conveyed by the lecturer will be well received by the students. The professional role of lecturers gives them the right to evaluate student behavior, limit their freedom of action, control resources and provide critical feedback, which will inevitably pose a threat to the positive and negative faces of students. In addition, lecturers are models in class and students will imitating the way the teacher teaches them. Therefore, in creating good interactions in class, lecturers and students must make good interactions.

As stated by Khosh that in order to understand an interlocutor from another culture, it is essential to be aware of politeness or impoliteness in his/her culture and teach politeness to second language learners as well (Kameh Khosh, Rossinskaya, & Rossinsky, 2022). In learning English there is interaction between lecturers and students. Both have different social distancing. Both of them could have violated the politeness maxim, and the two of them in dialogue could have used different politeness strategies. In line with Khosh, Putrawan (2022) states that in Indonesia, it is common in EFL classrooms to use both Indonesian and English to clarify grammatical rules and motivate pupils.

Chejnová (2014) studies the realization of politeness violations in e-mail communication by analyzing the spoken way of expressing politeness, the degree of regularity, and the number of lexical and external modifications. By exploring socially appropriate greetings and communicative variables in their own cultural context, teachers can then help students understand appropriate communication in the target language. For example, "Hey where are you going?". This may be linguistically correct, but not proper politeness in English (politeness violation). Understanding politeness discourse and how thoroughly politeness influences all aspects of daily social interaction among students themselves can lead to a deeper understanding and awareness of politeness in the target language.

Although a large number of studies on language politeness have been conducted, this research attempts to analyze language politeness violation in the classroom, using the ethnographic of communication method, applying a qualitative research. In addition, the researcher uses Leech's maxims (2014). It is because these maxims are very relevant to the conditions of the cultural background and politeness in Indonesia, which incidentally is an eastern nation that tends to respect others, not more on self-expression.

2. Literature Review

Politeness is generally related to the relationship between two participants who can be referred to as self and others. In conversation, one is usually known as a speaker, and other people as speech partners. Politeness is achieved based on distance or social closeness between the speaker and the interlocutor. Politeness that is oriented to maintaining politeness/face because of closeness is called familiar, friendship and solidarity (Leech, 2014). The politeness theory reveals the degree of politeness based on politeness notions. Politeness is defined as the emotional state or self-image of each person that should not be embarrassed.

Politeness is an important factor in human interaction. Polite behavior is behavior that is polished by relying on social conventions, which are institutionalized and socially evaluated (Watts, 2003). The main motivation is to maintain cooperative social interactions and avoid unnecessary conflict. In other words, politeness serves to maintain the social status quo and avoid devaluation by others. Behaviors or speech acts that are considered 'polite' can differ from one speaker to another and from one community to another, depending on the social context involved in the situation. Politeness is attached to communicative actions but is connected to interactional relations which are transmitted by social standards dictated by cultural norms. As stated by Fitriyah, etal (2019) that the students and lecturers must have communicative competence that does not only consist of linguistic competencies, but also concerning of socio-cultural ones. Therefore, it is important for community members to recognize social consensus among community members and be deemed appropriate by community members.

Politeness has several characteristics. First, according to Goffman (1967), a person is obliged to protect his 'face' and the 'face' of others in social interactions. Goffman defines the concept of face as the positive social value that a person claims for himself by the lines that others perceive him to have taken during certain contacts. According to him, 'The face is an image of the self depicted in terms of approved social attributes. A person's face is evidently something that is not lodged in or on his body but something scattered situated in the flow of events in encounter and becomes apparent only when these events are read and interpreted for the judgments expressed in them.

Reiter (2000) argues that social judgments of politeness are not wholly based on speech or actions, and therefore speech or actions alone cannot be considered intrinsically polite or impolite. On the other hand, politeness is primarily based on the relationship between communicators based on shared values and standards in the cultural values of society. In line with Reiter, Eelen (2001) also argues that politeness is significantly dependent on appropriateness. In other words, although politeness starts from the speaker's personal goals, the communicative success of expressions of politeness in the act of speaking depends heavily on the use of the correct level and type of politeness, determined at the right time, in the right way, and determined by what kind of social norms. appropriate in the given situation.

Li (2012) also analyzes the discourse used on Wiki mediated communication of EFL in China. The results show also studies the use of impoliteness strategies in academic blog discussions which show the emergence of strategies used to interpret conflict. Chejnová (2014) studies the realization of impoliteness in e-mail communication by analyzing the spoken way of expressing politeness, the degree of regularity, and the number of lexical and external modifications. The researchers observe that the participants used both positive and negative strategies in conveying their meaning.

Other studies that investigate politeness in an academic context include Sabee and Wilson. They research students' main goals, attributions, and facework in conversations with their teachers about disappointing grades, as well as various FTA (face threatening acts) and politeness strategies they use (Sabee & Wilson, 2005). In line with this statement, Littlejohn and Foss (2008) state that conversation is a sequence of interactions, namely the beginning of the conversation and the end of the conversation, taking turns and the purpose of the conversation. Based on these

statements it can be said that the research data used in English politeness are the utterances spoken by the people involved in the conversation.

In dialogue, people do not always deal directly with textual issues, but also deal with interpersonal rhetoric. If as textual rhetoric requires the principle of cooperation, then as interpersonal rhetoric requires the principle of politeness. The principle of politeness is translated into maxims, namely *tact maxim* (give a low value to speaker's wants), *generosity maxim (*give a high value to others wants), *Approbation maxim* (minimize dispraise of others, maximize praise of other), *modesty maxim* (minimize praise of self, maximize dispraise of self), *agreement maxim* (minimize disagreement between self and other, maximize agreement between self and other), *and sympathy maxim* (minimize antipathy between self and other) (Leech, 2014).

3. Research Method

This research is qualitative research and using an ethnographic of communication approach. As stated by Emzir (2009) that ethnography as a method refers to social research characterized by (1) human behavior in everyday contexts, (2) data collected from a range of sources by prioritizing observation and conversations that relatively informal, (3) unstructured data collection initially as a raw format. (4) a single background or group of relatively small scale, and (5) data analysis involves the interpretation of the meaning and function of human action.

As explained by Brewer (2000), the ethnographic method is a type of method involving procedural rules for collecting data. Ethnography tends to rely on a number of specific data collection techniques, such as naturalistic observation, documentary analysis, and in-depth interviews. This research method is based on Dell Hymes's ethnographic theory of communication, regarding the analysis of communication components, namely: "The Ethnography of Communication" which is then shortened to "The SPEAKING Grid"(Johnstone & Marcellino, 2010).

The participants of the study are three lecturers and 70 English class students of 2021 at Islamic College Jakarta. Data Collection Techniques in this study include: (1) *Observation.* The researcher recorded things that happened during the process of learning English in class. For example, what is the process of communication, when the lecturer starts lessons in class, how is the process of communication between lecturers and students, how is the class atmosphere during learning, and so on. (2) *Recording*. The researcher recorded by using video and a tape recorder. After recording the object under study, the next step is to listen to the recording and identify the utterances used in classroom (3) *Interview*. To find out the reasons why they used the utterances more deeply, the researcher make interview to the lecturers and the students.

Triangulation was also carried out in the form of checking data from data sources, data collection techniques, theories and methods. This is followed by interviews and the use of recordings/recordings, photos and videos.

Furthermore, this method is also more specific into the Troike's analysis model into an Analysis of Communication, which includes: (1) analysis of communication situations, (2) analysis of communication events, and (3) analysis of acts of communication (Saville-troike, 2003).

The detailed explanation is as follows:

Table 1. Troike's Analysis of Communication

No	Analysis Stage	Politeness Analysis
1	Situation Analysis (Communicative situation and context of communication)	Assessing communication patterns, such as, what is the context, how to communicate, communication situations, communication rules, communication components, and communication functions in the community
2	Event Analysis (Communicative event or whole set of components intact)	Including the general purpose of communication, the same general topics, participants who generally use the same varieties of language, with the same rules of interaction and in the same settings.
3	Action Analysis (Communicative act)	Single interaction functioning such as statements, requests, commands, or nonverbal behavior

4. Discussion

Someone should communicate politely to anyone regardless of time and place. Included in the English language learning dialogue, lecturers and students should carry out dialogues in a polite manner, so that forms of violations in language politeness should not need to occur. Violation of the politeness principle is found in the English language learning dialogues used by lecturers and students. The distribution of occurrences of the politeness violations in English language learning dialogues at the Islamic College Jakarta is shown in table 2 below.

Table 2. Occurrence of Politeness Violations in Learning English.

No	Politeness Violation	Amount	Percentage
1	Violation of Tact Maxim	22	42,30 %
2	Violation of Approbation Maxim	5	9,61 %
3	Violation of Generosity Maxim	2	3,85 %
4	Violation of Modesty Maxim	7	13,46 %
5	Violation of Agreement Maxim	13	25 %
6	Violation of Sympathy Maxim	3	5,76 %
	Amount	52	100 %

Based on the table above, it is found that the violation of tact maxim reaches 22 utterances (42.30%); then followed by the violation of agreement maxim, 13 utterances (25%). Next, the violations of modesty maxim expose 7 utterances (13.46%). Violations of approbation maxim are of 5 utterances (9.61%). The violations of sympathy maxim are of 3 utterances (5,76%). The last is the violations of generosity maxim, 2 utterances (3.85%).

Based on the research data, it is known that the violation of tact maxim is dominant, namely there are 22 utterances. The 22 utterances are used by the lecturers and students. The data show that the speech participants in communicating do not maintain the principles of politeness to their speech partners.

Politeness of the use of language can be seen from at least two aspects, namely the choice of words, and the power of language. The ability to choose a speaker's words can be one of the determinants of the politeness of the language used. The choice of words in question is the accuracy of the use of words to express meaning and intent in a certain context, so as to have a certain effect on the speech partner. Every word besides having a meaning also has a certain language power. If the choice of words used creates a certain language power, and the language power that arises makes the speech partner objectionable, the speaker will be perceived as being impolite. The politeness violations that occur in the data above is because the teaching lecturer does not minimize benefits for himself, but rather maximizes benefits for himself.

The examples of dialogue

a. Violation of Tact Maxim

This Maxim requires each speaker to minimize the harm to others, or maximize the benefits to others. This is done solely to create a polite impression on the interlocutor. However, in learning English, this maxim is often violated. The speech participants try to maximize losses for others and seek benefits for themselves. Violation of this tact maxim was found in 22 utterances.

Situation. On Monday, at 08.00 – 09.30 in classroom 305 Islamic College Jakarta, the researcher conducted research in an English class which was attended by 22 students (S) and taught by Lecturer 1 (L1).

Event. Lecturer (L1) discussed the Topic of Transportation then asked students (S) about the meaning of gridlock.

(01) L1: Great. All right, let's start our lesson today. We will discuss our last topic about transportation problem. What vocabulary that we used previously??

(02) S1: Gridlocks.

(03) L1: Yes, Gridlock... (she's pointing at a student) Ok. *What is gridlock?*

(04) S2: We cannot move anymore.

(05) L1: Ya, we cannot move anymore. *What is the difference between gridlock and congestion?* (Lecturer is looking at the class with a smile) Very good. Okay, *what is the difference? Gridlock and congestion.*

(06) S2: Congestion, you still can move, but gridlock you cannot move anymore, stuck.

(07) L1: Stuck, we are stuck, okay! *Another word for congestion? Traffic congestion is...??*

(08) S3: Traffic jam.

The conversation above shows that lecturer (L1) repeatedly asked direct questions to the interlocutors Students (S1), (S2), and (S3). These direct questions will make students confused in answering it, which question should be answered first. The direct question posed by this speaker clearly does not provide an advantage for the interlocutor, but on the contrary, the speaker has maximized the loss for the interlocutor.

Action. Asking questions directly can be categorized as a form of violation of politeness, but in the context of learning English in class it can still be done because class learning is bound by scientific norms which are marked by narratives based on facts, logic, and conveyed in a straightforward manner.

b. Violation of the Acceptance Maxim

The maxim of acceptance requires each participant to always maximize losses to oneself and minimize gains to oneself. In learning English, this maxim of acceptance is ignored so that speakers tend to maximize benefits for themselves. There are five speech turns found which are indicated to violate this maxim. Of the five speech turns that violate this maxim, they are found in the following conversation examples.

Situation. On Monday, at 08.00 – 09.30 in class 313 at Islamic College Jakarta, the researchers conducted research in an English class which was attended by 22 students and taught by Lecturer1 (L1).

Event. Lecturer (L) discussed the topic of *Transportation* and then asked students (S) about traffic jams in Indonesia.

(01) S1: Such as in Lombok.
(02) L1: *Lombok is a small province, so I don't think gridlock happens.*
(03) *Traffic jam, yes. No gridlock in Lombok, according to them.* Ok.
(04) L1: Now…I wanna show you the video …ya…we will watch movie ….
(05) S1: Yeay, watching movie...Wow, refreshing...

The violation of the acceptance maxim in the dialogue above occurred when L1 said that *Lombok is a small province, so I don't think gridlock happens. Hourly traffic, yes. No gridlock in Lombok, according to them. Ok.* The utterances conveyed by L1 include utterances aimed at saving face for himself.

Action. Speech that contains saving face for oneself is included in the violation of the maxim of acceptance.

c. Violation of the Maxim of Generosity

Good and polite communication will be built if each speech participant applies the maxim of generosity, in which the speech participant must minimize disrespect for others. The generosity maxim can also occur if the speech participant maximizes respect for others. However, in learning English, which happens the other way around, the participants are often said to be disrespectful to their interlocutors. Violation of this maxim was found in two speech turns. Of the two speech turns that violate this maxim, they are included in the following examples.

Situation. On Monday, at 08.00 – 09.30 in class 305 at Islamic College Jakarta, the researchers conducted research in an English class which was attended by 22 students and taught by Lecturer1 (L1).

Event. Lecturer (L) discussed the topic of *Transportation* and then asked students (S) about traffic jams in Indonesia

(06) S1: *Except Sunday.*
(07) L1: *Ooh, except Sunday, okay. Yeah. I mean working days, every working days, almost everyday? You, making me confused (laughing). Ok. And then, what did you take?? What kind of public transportation did you take? (still asking to Junia)*
(08) S1: Angkot
(09) S8: ***Say it...! Say...*** *(speak to Junia)* ***say that, don't be shy. Say, just angkot.***
(10) S1: *Yes, just angkot.*

The students' utterances indicated that they had violated the maxim of generosity. As a speaker, Student (S) has maximized his disrespect to his interlocutor by saying *Say it...! Say...* (speak to Junia) *say that, don't be shy. Say, just angkot*. This speech conveys the impression of being forced and belittling Junia's ability to be able to answer questions from lecturers.

Action. The use of utterance *say it…say it* several times is clearly a form of impoliteness which is a violation of this maxim.

d. The Violation of Modesty Maxim

Cooperative speakers will always maintain good communication principles. In communicating with the interlocutor, a good speech participant will be polite in front of the interlocutor so that by doing so he will never highlight his abilities or tell all the advantages he has such as intelligence, wealth, achievements and so on. If these principles are violated, the result is that he is considered arrogant.

In learning English, there are several utterances that show the attitude of speakers who are not polite to their interlocutors. The attitude of the speaker who is not polite is manifested in utterances that sound irritated, annoyed, and angry at the other person he is talking to. Data on the violation of the humility maxim were found in seven speech turns. Of the seven speech turns, some of them are found in the following conversations.

Situation. On Monday, at 08.00 – 09.30 in class 305 at Islamic College Jakarta, the researchers conducted research in an English class which was attended by 22 students and taught by Lecturer1 (L1).

Event. Lecturer (L) discussed the topic of *Transportation* and then asked students (S) about traffic jams in Indonesia

(11) L1: *Oh you always get a headache every time you use public transportation?*

(12) S3: *Yes. But if I go to school I don't use public transportation, I go on foot. Yes, I always get what I want.*

(13) L1: *So, you always get what you want? **Hmmm... That's too philosophical**. So, this is talking about public transportation seeing from the philosophy point of view. Ok, so, the conclusion is you get a headache every time you use public transportation. Ok, how about you, Nila? So, do you also have headache?*

In the dialog, the student (S3) said *Yes. But if I go to school I don't use public transportation, I go by foot. Yes, I always get what I want*. When listening to the answer of the interlocutor, the speaker in this case L1 immediately rebutted *So, you always get what you want? Hmmm... That's too philosophical.* From this statement it can be seen that L1 (20) seemed to belittle the answer from S3 and did not give an opportunity to see what S3's answer meant, on the contrary L1 said that S3's answer was very philosophical.

Action. Speech that belittles or underestimate and does not respect the opinions of others is clearly a violation of the maxim of modesty.

e. The Violation of Agreement Maxim

In order to maintain relationships with people, good communication strategies are often needed. One of these strategies is to avoid conflicts that might occur when

communicating, because conflicts usually come from disagreement of opinions between speakers and interlocutors. An effort to avoid this disagreement is to maximize agreement or compatibility between one speech participant and another. Even if there are opinions that must be different, it is better to use partial forms of disagreement.
In the English class , there were thirteen utterances of disagreements. From these utterances, some of them could be found in the following conversations.

Situation. On Monday, at 08.00 – 09.30 in class 305 at Islamic College Jakarta, the researchers conducted research in an English class which was attended by 22 students and taught by Lecturer1 (L1).

Event. Lecturer (L) discussed the topic of *Transportation* and then asked students (S) about traffic jams in Indonesia

(14) S1: *Okay guys, I want to tell you about my home remedies in my family. Okay, I don't know what's the name but I said it poisons antidote. From a bite of animal, like centipede. Do you know centipede? Lipan in bahasa. Ok. In family we have many traditionalist medicines to cure poisons. Do you know samsu?*
(15) S2: ji samsu??
(16) S1: ***no, some kind of water, but the smell is different, we call it samsu***

The disagreement can be found in the conversation by S1 (23) who said *no, some kind of water, but the smell is different, we call it samsu*. In this speech it shows that the speaker feels unsuited to the interlocutor, even though the answer given by the interlocutor resembles what the speaker intended.

Action. If we look closely, the utterances above have proven that the speaker has deliberately maximized disagreement between himself and other people, so that this utterance is included in the category that violates the maxim of conformity.

f. The Violation of Sympathy Maxim

To maintain good relations with other people, a sympathy maxim is required. Sympathy maxim requires speakers and speech partners to maximize sympathy and minimize antipathy between them. In a natural speech, this maxim needs to be obeyed because basically everyone needs to sympathize with the achievements that have been achieved, or feelings of sorrow, or calamities that have befallen other people. People who get achievements need to be congratulated, and people who get calamities need to be given words that show our sympathy or concern.

Situation. On Monday, at 08.00 – 09.30 in class 307 at Islamic College Jakarta, the researchers conducted research in an English class which was attended by 22 students and taught by Lecturer 3 (L3).

Event. The lecturer discussed the topic of *clauses* and then asked students (S) about clause models in English.

(17) L3: *Adjective clause*. *Kalau digunakan sebagai benda*?
(18) S6: *Noun*
(19) L3*:* *Kalau digunakan sebagai* adverb?
(20) S6: *Verb.*
(21) L3: ***Easy kan, gampang*** (*dengan intonasi yang agak tinggi*). ***Jadi begini ya, when we put the connector in front of the sentence,*** *at the beginning of the sentence there must be comma, harus ada koma ada connectornya di awal. Sejak saya kecil, saya sudah berbicara bahasa inggris,* how do you say?

In dialogue above, L3 (28) said *Easy kan, gampang. Jadi begini ya, when we put the connector in front of the sentence, at the beginning of the sentence there must be comma, harus ada koma ada connectornya di awal. Sejak saya kecil, saya sudah berbicara bahasa inggris, how do you say?.* This utterance was delivered by the speaker as a response to the interlocutor's answer S6 (27). In this speech, it seems to belittle the ability of the interlocutor with the expression "*Easy, kan*", and indicates his lack of sympathy for the interlocutor".

Action. The utterances conveyed above clearly violate the sympathy maxim because the speaker does not maximize sympathy for the interlocutor.

The main principle to be able to speak politely is to have good prejudice towards everyone. That is, everyone wants to be respected and appreciated, so respect them. A speaker who maintains the humility maxim in communicating will be polite in front of his interlocutor so that by doing so he will never highlight his abilities or tell all the advantages he has as intelligence, wealth, achievements and so on. If these principles are violated, the result is that he is considered arrogant.

This utterance which indicates antipathy towards other people in learning English is found when the lecturer expresses his disapproval directly to the students. A sense of antipathy (not sympathy) is shown by the lecturer when responding in a cynical and disparaging tone to student answers. Disapproval shown by a speaker will lead to a feeling of antipathy towards his interlocutor, such as when L3 asks a student *Itu apa tuh baca?* (what are you reading?), and is answered by S *Nggak tahu. (*I don't know). The answer given by th student annoyed L3 and asked the student again *Lho kok nggak tahu?* (How come you don't know?). Interrogative sentences delivered by speakers are like in general someone makes interrogative sentences, but the use of the sentence *Lho kok nggak tahu?.* (how come you don't know) make sounds cynical. This cynicism utterance shows that the speaker has antipathy towards his interlocutor.

There is no sympathy in utterance of L3 either, when the lecturer says *Easy kan, gampang. Jadi begini ya, when we put the connector in front of the sentence, at the beginning of the sentence there must be comma, harus ada koma ada connectornya di awal. Sejak saya kecil, saya sudah berbicara bahasa inggris, how do you say?.* (it's Easy, isn't it? So, it's like this, when we put the connector in front of the sentence, at the beginning of the sentence there must be a comma, there must be a comma and a connector at the beginning. Since I was little, I have spoken English, how do you say?) This utterance was conveyed by speakers as a response to student answers. In this speech, it seems to belittle the ability of the interlocutor with the expression *Easy kan, gampang!* indicates his lack of sympathy for the interlocutor. The utterances conveyed above clearly violate the sympathy maxim because the speaker does not maximize sympathy for the interlocutor.

5. Conclusion

Based on the findings above, there are violations of the principle of politeness between lecturers and students. The distribution of the frequency of violations of politeness principles in learning English at the Islamic College Jakarta shows the violation of tact maxim of 22 utterances (42.30%). Then followed by the violation of agreement maxim, 13 utterances (25%). Next, the violations of modesty maxim 7 utterances (13.46%). Violations of approbation maxim are of 5 utterances (9.61%). Next is the violations of sympathy maxim 3 utterances (5,76%). The last is the violations of generosity maxim,2 utterances (3.85%). Based on the research data, it is

known that the violation of tact maxim is dominant, namely there are 22 utterances. The 22 utterances are used by the lecturers and students. The data show that the speech participants in communicating do not maintain the principles of politeness to their speech partners.

In the process of learning English, it is necessary to pay attention to the actual function of language, namely as a means of communication. Thus, we should not be focused only on grammatical rules of language, but also attention to the practical use of language in everyday life, especially the concept of politeness in English that might may be different from our cultural background.

This research is politeness violation in speaking English in classroom. The interaction between lecturers and students creates a somewhat tense or rigid atmosphere, so that they are less able to express themselves more freely so that variations in language use are less visible. Therefore, it is suggested for other researchers to research English politeness in different situations, for example in situations of short conversations (small talk) between students in the dormitory, in English courses between teachers and students, or in a student research seminar using the Indonesian language.

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HEGEMONY IN HAMKA'S NOVEL *TENGGELAMNYAKAPAL VAN DER WIJCK*

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Abstract

The research discusses the issue of hegemony in Hamka's novel *Tenggelamnya Kapal Van Der Wijck.* The work is apparently coded with custom system in its society and can be seen as a reflection of social reality. The novel explores the custom system in Minangkabau society and reveals that nearly every member of the society is bound by the existing cultural norms. From one side, the cultural system gives a good guideline for the people; but on the other side, the hegemony within the cultural systems brings the people into rigidity. No one is brave enough to stand against the hegemony of the existing norms. The research focuses solely on the form of hegemony practices done by the elders in Minangkabau culture. This research is done by descriptive qualitative method through literary sociological approach by using the theory of power of hegemony proposed by Antonio Gramsci. The data are obtained by using reading and noting technique. The data source is the novel *Tenggelamnya Kapal Van Der Wijck* by Hamka. The results of the research consist of two points; (1) hegemony in the form of ideology namely authoritarianism. (2) hegemony in the forms of culture namely kinship system and social stratification in Minangkabau.

Keywords: *Authoritarianism; hegemony; kinship; social stratification; power*

1. Introduction

The appearance of power, violence and forced marriage in a society influences people's behavior in a daily life. This case is caused by the existence of hegemony of power emerging in a social life. Hegemony is described by Gramsci as the foundation of a ruling class, in which ideas are used as a power to eliminate class struggle, capable of muting conflict of interest sufficiently to allow class societies to function (Bates, 2013: 351). It is relevant with the custom portrayed in the novel *Tenggelamnya Kapal Van Der Wijck* by Hamka which was firstly published in 1938, and filmed under the same title and has been printed until now. The background of this novel is Hamka‟s opinion on the strictness of custom and social relations that hinder the love relationship of a couple. One of the cultural hegemonies portrayed in this novel is a marriage rule stating that a marriage done between someone and another person coming from out of Minangkabau tribe is strictly forbidden in the society. Hamka feels that these customary regulations are not in accordance with the teachings

of the religion in the area, namely Islam. The novel talks about a protagonist named Zainudin who faces many obstacles in having a love relationship. Zainudin is an orphanwho wanders into the land of his father‟s birth, Padang. He falls in love with a beautiful and original girl of Minangkabau, Hayati. Hayati is also an orphan who lives with her uncle, a customary leader in her village. In the novel, Hamka describes a young man named Zainudin who is forged with a life full of simplicity and is considered to be someone who is not of customary descent. He loves a girl named Hayati who is raised by a family and society that maintains strong cultural tradition. However, their love affair faces many obstacles because Hayati‟s family members do not like Zainudin because his origin is not traditional according to the local community.

The researchers are curious to know more about the custom influenced by the hegemony upheld by the society in the novel. Then the topic discussed often occurs in real life today so that it can be a moral lesson which should be learned by the readers. The novel is written by one of the figures in Indonesian literature, Prof. Dr. H. Abdul Malik Karim Amrullah (1908 – 1981) or known as HAMKA who is very famous in Indonesia. The novel is more unique and interesting than others because the author of this novel has a good intention to criticize some traditions that have been done by society at the time, especially about "forced marriage". Hamka is known as a writer, humanist, scientist, leader, cleric, preacher, politician, educator, as well as an expert in Islamic religious sciences. As a writer, Hamka has produced some works of romance literature which are quite reckoned with in the Indonesian literary scene. Among his romances are *Di Bawah LindunganKa'bah (1937), Tenggelamnya Kapal Van Der Wijck (1938) and Merantau Ke Deli (1939).* He has also produced hundreds of works which include novels, sufism, philosophy and interpretations which are still being read by people. He writes the *book Sejarah Kerajaan- Kerajaan Islam Nusantara.* In the field of religious sciences, he writes a book of commentaries that we then know as *Tafsir Al- Azhar,* something that seems rarely by Muslim scholar in Indonesia. He also writes various Islamic works in the various fields, namely *Pelajaran Agama Islam, Falsafah Hidup, Lembaga Budi, and Lembaga Hidup.* Hamka has also been the rector of the Islamic University of Jakarta and Prof. Mustopo University of Jakarta. Hamka has received several awards at the national and international levels such as Doctor Honorary Award, al-Azhar University, 1958; Doctorate of Honoris Causa, University of Malaysia, 1974; and the title of Datuk Indono and Prince Wiroguno from theIndonesian government.

2. Literature Review

2.1 Gramsci's Theory of Hegemony

It is generally agreed upon that Antonio Gramsci shares with Marx and the Marxists as a whole of their belief that the struggle between the ruling class and the subordinate working class is what enables society to move forward. However, when it comes to the way, the ruling class dominates and rules and this case Gramsci distances himself a lot from Marxism. In Other words, whereas the Marxists focus on the coercive practices of the ruling class and its tendency to exploit the proletariat by means of force, Gramsci emphasizes the role of ideology. In his opinion, before the ruling class resorts to direct force and coercion, it seeks to make its rule acceptable by all classes. This is what Gramsci calls "hegemony". To foster a better understanding of the gramscian concept ofhegemony, it is useful to highlight its link to earlier Marxist

thought. Relatedly, Marx is of the opinion that the world cannot get its real meaning through our views and perceptions as idealist philosophers claim. For him, our ideas and views necessarily appear within certain historical and social contexts. In his own words, “life is not determined by consciousness, but consciousness by life” (Jones, 2006: 28).

According to Marx, since the ruling class owns and controls the means of production, it must equally control the means of intellectual and cultural production. Consequently, the ideas of the ruling class must be the most prevailing ideas in society. Put in Marx‟s words, “the ideas of the ruling class are in every epoch the ruling ideas, the class which has the means of material production at its disposal has control at the same time over the means of mental production” (Jones, 2006: 28). By implication, therefore, what follows is that since the economic base is the determining element in society, the success of the working class revolution requires a fundamental change in the economic base. To argue this point, Steve Jones says:

> To truly change society, the base would have to be fundamentally changedand this for Marx, writing in the context of industrial society, entailed workers seizing control of the „means of production‟ (above all, the factories). It follows from this argument that super structural changes penal reform, say, or abolishing private education could not in themselves be truly revolutionary. This is not to say that they would be unwelcome, but they would not change the essential characteristics of capitalist exploitation (Jones, 2006: 29).

It can, therefore, be argued that Marx and his followers are so obsessed with the economic factor that they ignore the role culture and ideology can play in the productionof social relations. For them, it is always the economic base that determines the status people occupy in society. This is to imply that if the working class wants to become the dominant class in society, it must have total control of the base. That is, revolution would be possible only if there is a fundamental change in the economic base.

Gramsci rejects the Marxist claim that the power of the ruling class is limited to the economic base. For him, a social class becomes hegemonic not only by controlling the means of production and coercing other classes but rather by establishing their consent. In fact, consent is so important to Gramsci‟s theory of hegemony. The point being made is that before the ruling class resorts to force and coercion, it seeks to indoctrinate the proletariat with those ideas that make them consent to their subordinate position. Gramsci holds the view that hegemony is always established on

The “spontaneous” consent given by the great masses of the population to the general direction imposed on social life by the dominant fundamental group; this consent is “historically” caused by the prestige (andconsequent confidence) which the dominant group enjoys because of its position and function in the world of production (Jones, 2006: 12).

In the main, Gramsci‟s concept of hegemony can perhaps be traced back to Marx‟s prediction that the working class revolution which took place in Russia would spread to all advanced capitalist societies. Gramsci notices that this was not the case. On the contrary, although the suffering of the working class was very obvious, the ruling classes of all capitalist societies managed to maintain their rule, in some cases without even using physical force and coercion. According to Gramsci, the

subaltern peoplewere so manipulated that it did not even occur to them to question the dominant system of rule which came to be seen as the "norm". The dominant groups managed to stabilize their rule by seeking to win the approval of other groups. To argue this point, Dominic Strinati maintains:

> Dominant groups in society, including fundamentally but not exclusively the ruling class, maintain their dominance by securing the "spontaneous consent" of subordinate groups, including the working class, through the negotiated construction of a political and ideological consensus which incorporates both dominant and dominated groups (Jones, 2006: 165).

The main point to get hold of here is that the consent of the people is what makes the rule of the dominant class secure. This is why the latter relies more on manipulative and ideological means than direct force and oppressive power. Put differently, when the subaltern people believe that it is in their interests to accept the leadership of the ruling class, they do so willingly.

2.2 Theory of kinship

According to Fox (1966), the kinship system has an important meaning in many societies, both simple and advanced societies. Relationships with ancestors and relatives are the key to relationships in the social structure. Relationships with relatives become the axis of various interactions, obligations, loyalties, and sentiments. In a society where kinship is very important, loyalty to relatives replaces loyalty to others. This means that the kinship system is closely related to the social structure it builds further.

The Minangkabau ethnic is famous for its matrilineal kinship system. The matrilineal kinship system is rare because only a few ethnic groups in the world have it. Heider (1997: 182) mentions several examples of matrilineal societies in the world such as the Navajo and Hopi people in North America, several ethnic groups in sub-Saharan Africa, some cultures in India, especially in the southern state of Kerala. According to Heider, the largest matrilineal population is the Minangkabau ethnic group in Indonesia. According to Marzali (2000), the characteristics of the matrilineal system are as follows:

1) descent is traced through the female line;
2) lineage group members are recruited through the female line;
3) inheritance and political succession are channeled throughthe female line.

Meanwhile, Kato (1978) describes the characteristics of the Minangkabau matrilineal system, namely:

1) The formation of the lineage group is organized according to the female line;
2) The lineage group is headed by a man called the *penghulu*;
3) The pattern of local dual settlement in the sense that a man stays at his wife's house at night and during the day at his parents' house;
4) The authority in thefamily is in the hands of the *mamak.*

2.3 Theory of Authoritarianism

The initiator of the new research stream on authoritarianism is Robert Altemeyer (1988). His approach leaves the theoretical basis of the Freudian psychodynamic theory behind and focuses on learning processes highlighting agents of socialization, such as

family and peer group, and the context of society. In his work the so-called right-wing authoritarianism is influenced by situation or environment rather than just personality development. Another fruitful stream of contemporary authoritarianism research relates authoritarianism to threat and fear (Duckitt, 2001). Combining classical assumptions with the threat theory conceptualized by Stephan and Stephan (2000), authoritarianism appears to be a consequence of rapid social change perceived as individual or collective threat (e.g., unemployment, processes of culture change).

2.4 Theory of Social Stratification

Historically and sociologically speaking, there is no classless society. All societies exhibit some forms of ranking whereby its members are categorized into positions that are higher or lower, superior or inferior, prestigious or insignificant, in relation to each other (Davis & Moore, 1945). This form of categorization that operates in a structured system of inequality in which members are ranked based on selected criteria there by limiting members are ranked based on selected criteria thereby limiting members‟ access to wealth, power and opportunities is referred to as social stratification. That is, social stratification is a sociological term that applies to the ranking or grading of individuals and groups into hierarchical layers such that inequality exist in the allocation of rewards, privileges and resources.

According to Giddens (2001), social stratification simply refers to as structured inequalities between or among different social groupings. It is to be noted that these inequalities are engendered not by mere categorization of individuals according to their attitudes but by an established system of classifying groups; a complex of social institutions that generate observed inequalities which unequally distribute societal resources (such as income and power) with the most privileged individuals and families enjoying a disproportionate share. Some individuals, by virtue of their roles or group memberships, are advantaged, while others are disadvantaged. If stratification is universally necessary (Davis & Moore, 1945) and disadvantageous to certain groups, then societies must create a democratic structure that allows social mobility – the ease and frequency of moving into a different class, rank, group or hierarchy than that into which one was born – since the fairness of societies is only judged by its level of social mobility (Simandan, 2018).

3. Research Method

This research is a qualitative descriptive research. According to Creswell (1994: 18), qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. Using descriptive qualitative methods means providing detailed description, explanation, and interpretation of the data to be obtained from a research. This method is applied because the researchers want to do deep exploration about social phenomenon related to cultural hegemony which can be found in a society. Descriptive data referred to in this research is to use data in the form of words, phrases, clauses, sentences or paragraphs, not numbers.

The data are taken from the novel *Tenggelamnya Kapal Van Der Wijck* in the forms of text referring to hegemony proposed by Antonio Gramsci. The research deals with the hegemony: authoritarianism and kinship system and social stratification of Minangkabau. All the hegemonies are adjusted with the above-mentioned points of discussion. Sources of data in research are subjects from which data can be obtained.

The sources of data are taken from other related sources such as books, journal articles and other sources.

Data collection procedure in this research starts from getting a full understanding of the novel entitled *Tenggelamnya Kapal Van Der Wijck*. Relevant data are selected and identified. Theories related to the subject matter of the research are observed and selected. Data analysis in the research consists of three flows of activities that occur simultaneously, namely data collection, data reduction, data presentation, conclusion drawing/verification (Miles and Huberman, 1994).

In data collection procedures, the data are obtained from what is read and recorded in a detailed description, in this case about the hegemony in the novel *Tenggelamnya Kapal Van Der Wijck*. In presenting the data, the classified data are then arranged in an orderly manner so that it is easy to understand. The data are then made into a table and analyzed or interpreted according to the context of the text in order to obtain a description related to the hegemony. Finally conclusions are made about the results from the data obtained from the beginning of the research. This conclusion still requires verification (re-examination of the truth of the report) so that the results obtained are truly valid.

4. Discussion

In this research, the researcher uses hegemony theory proposed by Antonio Gramsci. According to Gramsci, hegemony can be achieved through coercion. Coercion is the cultivation of power from the dominant group by using violent apparatus such as the police (Faruk, 2017: 135). In line with this, the research discussing issue relates to the hegemony contained in the novel *Tenggelamnya Kapal Van Der Wijck* includes: kinship system, authoritarianism and social stratification of Minangkabau.

4.1 Kinship System of Minangkabau

Minangkabau kinship system is Matrilineal. Matrilineal is a society custom regulating the flow of descent from the mother‟s side. The principle of the Minangkabau community kinship system is matrilineal descend, which counts the members kinship through the maternal line. Minangkabau community kinship system in the novel is clearly described from the beginning story told with background of Zainudin‟s father who has no female siblings. As a result, it cannot inherit from the mother‟s line. That matter also has an impact on Zainudin who knows that his father and mother are from different tribe which causes him not being considered have Minangkabau descent by the community of Minangkabau in Batipuh village. In Minangkabau custom, Zainudin is called as a *banana child* who is the result of different ethnic marriage. This thing affects his life when he wants to get married to Hayati. Their love relationship was strongly opposed by Hayati‟s uncle "Datuk". It can be noticed from the following text:

> *…"Zainuddin," ujarnya. "Telah banyak nian pembicaraan orang yang kurang enak kudengar terhadap dirimu dan diri kemenakanku. Kata orang tua-tua, telah melakukan perbuatan yang buruk rupa, salah canda, yang pantang benar di dalam negeri yang beradat ini. Diri saya percaya bahwa engkau tiada melakukan perbuatan yang tiada senonoh dengan kemenakanku, yang dapat merusakkan nama Hayati selama hidupnya. Tetapi sekarang saya temui engkau untuk*

> *memberi engkau nasihat, lebih baik sebelum perbuatan berkelanjutan, sebelum merusakkan nama kami dalam negeri, suku sako turun-temurun, yang belum lekang di panas dan belum lapuk di hujan supaya engkau surut"...* (Hamka, 2017: 59)

The data source above shows the existence of hegemony addressed to Zainudin. The text is a dialogue between Datuk and Zainudin describing a rejection to Zainudin who proposes Hayati to be his wife. The rejection is caused by kinship system regarding thatZainudin is not original person of Minangkabau. Kinship system of Minangkabau is matrilineal where lineage is based on maternal line. Woman in a matrilineal society has a stronger position in the family and in decision making. It is known that Zainudin‟s mother is from Mengkasar meanwhile the role of woman is very important in kinship system of Minangkabau. For that reason, Zainudin gets a rejection of Hayati‟s uncle. The rejection can be noticed clearly from the text *nian* (KBBI) taken from Indonesian means *very* showing that very many people talk about the special relationship between Zainudin and his niece named Hayati and it makes the people around unhappy and do not like Zainudin. The people there hate what Zainudin does to Hayati because they suppose that the deed done to Hayati is something marked based on the view of religion namely Islam and the custom in that area. Moreover, the utterance of Datuk "*kata orang tua-tua*" is a form of strengthening to support him not to approve the relationship between Zainudin and Hayati where the role of elder people is dignified especially about something related to the custom or local norm. Although Datuk is convinced that Zainudin does not do something bad forbidden by religion to his niece that can ruin a good name of Hayati in her whole life, he keeps giving advice to Zainudin to break the relationship before it goes further which possibly can ruin their good name in that area. In addition, the utterance of Datuk *lebih baik sebelum perbuatan berkelanjutan, sebelum merusakkan nama kami dalam negeri, suku sako turun-temurun, yang belum lekang di panas dan belum lapuk di hujan supaya engkau surut* describes that Datuk upholds the dignified custom of Minangkabau and regards Zainudin is not an original person of Minangkabau. It can be noticed clearly from the text *nama kami dalam negri* uttered by Datuk to Zainudin showing that Zainudin is out of their tribe namely Minangkabau. Besides, the text *supaya engkau surut* describes that Datuk also asks Zainudin to surrender the special relationship to Hayati before being late. The utterance is as if a conclusion expressing that breaking the relationship is a better decision which should be taken by Zainudin. Another description showing kinship system of Minangkabau is also found when Hayati is afraid of responding Zainudin‟s letter expressing his feeling to Hayati. It can be seen from the following text:

> *... "Segala perkataan Tuan itu benar, tidak ada yang salah. Tapi peredaran masa dan zaman senantiasa berlain dengan kehendak manusia, di dalam kita tertarik dengan tertawanya, tiba-tiba kita diberinya tangis. Saya ingat kekerasan adat di sini, saya ingat kecenderungan mata orang banyak, akan banyak halangannya jika kita bercinta-cintaan. Saya takut bahaya dan kesukaran yang akankita temui jika jalan ini kita tempuh" ...* (Hamka, 2017: 56)

The text above shows that Hayati worries and feels a fear if she has a love relationship with Zainudin. It is not because she does not love Zainudin but she knows there will be so many obstacles which they will face later. The text *Saya ingat*

kekerasan adat di sini describes that Hayati really understands about a strict custom in that area especially about "marriage rule" emphasizing that a marriage done between someone and another person coming from outside of Minangkabau tribe is strictly forbidden. Hayati realizes that Zainudin must be regarded as someone from a lower class society because he is not an original person of Minangkabau. In fact, Zainudin‟s father is from Minangkabau but his mother is from Mengkasar. From the case, it can be seen that having an origin of Minangkabau blood is something priceless in the kinship system of Minangkabau society.

4.2 Authoritarianism

Leaders in authoritarian systems often exercise their power arbitrarily and consider themselves above existing law. The existence of authoritarianism can be found everywhere. It is not only in the government system but also in the society as it is portrayed in the leadership in the society of Minangkabau depicted in the novel *Tenggelamnya Kapal Van Der Wijck*. Hayai‟s uncle "Datuk" is a customary head who upholds the custom rule and adheres authoritarianism system causing the appearance of hegemony addressed to Hayati and Zainudin. The following is the text describing hegemony referring to authoritarianism:

> … *"Sudahkah engkau tahu, Hayati?" "Apa Engku? "Zainudin telah saya suruh pergi dari Batipuh. Kalau dia hendak menuntut ilmu juga, sebagai niatnya bermula, lebih baik dia pergi ke Padang Panjang, dia telah mau."* … (Hamka, 2017: 62)

The text above shows an authoritarianism of Datuk commending Zainudin to leave Batipuh. Datuk does not like the coming of Zainudin in the villagewhich he leads. Besides having a relation with Hayati, Zainudin is not regarded as an original person of Minangkabau. Thus, as a customary head, Datuk emphasizes that a marriage between Minang person and someone from outside of Minang is strictly forbidden in Minangkabau tribe. As for the reason, he uses his authority and power to instruct Zainudin to leave Hayati and Batipuh. On the other side, when Hayati knows that Zainudin is commended to go, she begs a pity to Datuk as the following text:

> *… Oh Engku, mengapa engkau sampai hati membunuh Zainudin danmembunuh kemenakan Engku sendiri? …* (Hamka, 2017: 63)

The data source above describes how Hayati begs a pity to Datuk. She kneels on Datuk‟s leg not to do it but it does not make Datuk change his mind. The text *mengapa engkau sampai hati membunuh Zainudin dan membunuh kemenakan Engku sendiri* clearly describes that Datuk‟s decision makes her and Zainudin lose spirit of life and undergo depression. However, as an elder man named Datuk, the decision made by him is something right. Furthermore,he has a power and authority to do so. In this case, the hegemony portrayed in authoritarianism does exist in the novel.

4.3 Social Stratification

In accordance with the structure of Minangkabau society and agrarian economy during the colonial era is still simple, thus social stratification has not been complicated. In general, the level of Minangkabau social norm is only applied for society in a certain village. Social stratification of Minangkabau society contained in the novel clearly shows the boundaries among social class. Hayati belonging to the upper social class is

not allowed to marry Zainudin whose status and origin are considered unclear by Hayati‟s family. Hayati's family prefers to accept another man named Aziz who has a higher social status from life to Zainudin. below is the text showing the hegemony emphasizing a social stratification:

> *...Hai Upik, baru kemarin kau memakam garam dunia, kau belum tahu belit-belitnya. Bukanlah kau sembarang orang, bukan tampan Zainudin itu jodohmu. Orang yang begitu tak dapat untuk menggantungkan hidupmu, pemenung, pengiba hati, dan kadang - kadang panjang angan-angan. Di zaman sekarang ini haruslah suami penumpangkan hidup itu seorang yang tentu pencaharian, tentu asal usul. Jika perkawinan dengan orang yang demikian langsung, dan engkau beroleh anak, kemanakah anak itu akan berbako?...*
> (Hamka, 2017: 63)

The text above is a conversation between Datuk and Hayati describing hegemony referring to a social stratification. The rejection to Zainudin by Datuk is caused by the existence of social stratification. Zainudin is regarded as a member of low social class so that it is not suitable if he gets married to Hayati whose social stratification is higher than his. It can be noticed from Datuk‟s utterance through the text *Bukanlah kau sembarang orang, bukan tampan Zainudin itu jodohmu* strongly emphasizes that Hayati is an extra ordinary person coming from high social class meanwhile Zainudin is considered from low social class having no good financial condition as it is portrayed in the text *Di zaman sekarang ini haruslah suami penumpangkan hidup itu seorang yang tentu pencaharian*.

5. Conclusion

Based on the research of hegemony, it is concluded that the elements that build hegemony of power in the novel *Tenggelamnya Kapal Van Der Wij*ck by Hamka is influenced by the background and view of the author coming from Minangkabau descent who knows clearly about all Minangkabau customary systems as described in the background of the novel. This thing shows a sign of the existence of relationship between literature and society. Common sense owned by Hamka also has considerable dominant influence in the hegemony of power contained within the novel. Hamka‟s common sense is depicted in the figure of the protagonist of the novel namely Zainudin. Zainudin is the one experiencing the hegemony power of elderly people and custom in Minangkabau tribe. The hegemony powers depicted in the novel are classified into kinship system, authoritarianism and social stratification of Minangkabau. On the other side, the existence of common sense of Hamka is not separated from the existence of Minangkabau customary knowledge factor in *tambo* which is the source of the stipulation traditional systems in Minangkabau custom. The folklore which still exists today used as a guide to traditional life of Minangkabau getting renewal from religion namely the creation of customary and the religion relation does not make a complete change in the custom of Minangkabau. The relationship also influences the occurrence of inner class positions of Minangkabau society depicted in the novel namely class position between custom and religion. On the other side, the role of mother at this time begins to change because of being influenced by kinship terms applied in Indonesia, as well as the strengthening of the core of the family that reduces the role of *mamak* and the strengthening of the father's role in Minangkabau society.

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AN INVESTIGATION OF TEACHER-STUDENT VERBAL INTERACTION IN AN INDONESIAN EL CLASSROOM: A FLANDERS INTERACTION ANALYSIS CATEGORY (FIAC) SYSTEM

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Abstract

This study aims to investigate the nature and extent of classroom interactions using the Flanders Interaction Analysis Category System (FIACS), a valuable tool for identifying, classifying, and monitoring verbal interaction in educational contexts. Specifically, the study seeks to analyze the interaction patterns between teachers and students, as well as the role of teachers in a public senior high school located in Medan, Indonesia. Participants in this qualitative inquiry included 36 eleventh-grade students and an English teacher. Utilizing an observation tally sheet, video recording, and interviews with the teacher and some students, the data were collected on the conversation between teacher and students during two 60-minute class meetings. The results reveal that the interactions that occur in the EFL class comprise a sum of 10 FIAC components. The pattern of interactions between teacher and students in the classroom is characterized by two-way communication. During classroom interaction, the role of the teacher encompasses that of a motivator, organizer, and prompter.

Keywords: *classroom interaction; Flanders category; student talk; teacher talk*

1. Introduction

Classrooms are commonly identified as social settings where regular interpersonal exchanges occur. Throughout the educational process, there exists a continual exchange of ideas and communication between learners and their teachers or peers. This exchange of communication and engagement that occurs within a classroom setting is known as "classroom interaction." Classroom interaction has impacts on students' learning experience, learning process, and. Moreover, the interaction that takes place within the classroom setting has the potential to cultivate critical thinking skills and promote higher-order learning among students, ultimately contributing to their academic achievement and intellectual growth. Dagarin (2004) characterizes classroom interaction as a two-way process in which the teacher influences the students and vice versa.

Within the confines of English as a Foreign Language (EFL) educational setting, there will be ongoing communication between teachers and students as they actively

engage in the study of a foreign language. The significance of interaction within an EFL classroom setting lies in its capacity to establish a connection between the teacher, who serves as the purveyor of knowledge, and the student, who serves as the recipient of knowledge. Effective interaction and communication during classroom sessions have been found to facilitate the process of knowledge transfer (Fithriani, 2021) and strengthen the relationship between teachers and students. The capacity of a teacher to communicate proficiently with their students has a direct influence on the academic performance of the students. The level of interest exhibited by students towards acquiring a foreign language is contingent upon the nature of their interaction with the teachers. EFL students are expected to attain language proficiency through self-directed and self-sufficient practice. To discern interaction patterns within classroom environments during the educational process, it is crucial to examine the verbal exchanges that occur between teachers and students in EFL classes.

The significance of interactions in the EFL classroom has prompted several researchers, including Lucha and Berhanu (2015), Sejtanic & Ilic (2016), Sharma and Tiwari (2021), and Ayunda, et al. (2021), to investigate this area of interest. These scholars have employed Flander's (1970) Flanders Interaction Analysis Category (FIAC) to scrutinize the interactions that transpire. Tichapondwa (2008) posits that the analysis of interaction activities can be conducted through the utilization of the FIAC approach. The purpose of the FIAC is to exclusively monitor oral exchanges that occur within the classroom setting.

Despite the extensive utilization of FIAC approach in prior research on EFL classroom interactions, the predominant reliance has been on data collection through observation and video recording, with a lack of supplementation through participant interviews. Alternatively, the researchers may opt to conduct unilateral interviews with either the teacher or the students, without engaging in further investigation through the interviewing of both parties. Through the utilization of in-depth interviews, researchers are able to acquire a greater amount of data that is not attainable through mere observation. The aforementioned assertion aligns with Ary et al.'s (2010) argument saying that interviews serve as a valuable means of acquiring information that may not be attainable through observations alone, and can also serve to corroborate observational data. To enhance the precision of the data, this current study integrates both observational and interview methods with teacher as well as students. Furthermore, prior studies employing Flanders theory to analyze EFL classroom interactions had rarely discussed the specific interaction patterns that transpire within EFL classrooms, as well as the respective roles of teachers within these interactions. Familiarity with interaction patterns and teacher roles during such interactions can assist teachers in gauging the academic potential of their students within the classroom setting.

Geared by the aforementioned empirical void, the present study endeavors to examine classroom interactions in an Indonesian EFL context with respect to their categories and patterns, and to scrutinize the extent to which the teacher is involved in these interactions.

2. Literature Review

2.1 Classroom Interaction

Classroom interaction refers to the exchange of information and ideas that takes place within the confines of a classroom setting. This interaction may involve communication between teachers and students, students and their peers, or group

discussions that involve all students. It is worth noting that these interactions can be initiated by either the teacher or the students themselves (Shomoosshi, 1997). Siddig and al-Khudry (2018) posit that classroom interaction refers to the exchange of communication between teachers and students within the classroom setting, facilitating opportunities for mutual engagement. Dagarin (2004) explains that "class interaction" takes place between teachers and students during the instructional process. The term "classroom interactions" refers to all the exchanges that take place within the educational setting during the process of instruction. This interaction holds significant importance as it can impact the students' comprehension of the learning process. In addition, the interactions between teacher and students have an impact on the efficacy of the instructional process (Dahliana, 2019).

Classroom interactions can be classified into two distinct categories, namely verbal and nonverbal. Verbal communication between students and teachers is a crucial component of the teaching and learning process in the classroom. This interaction has been shown to have a positive impact on language acquisition and instruction within the classroom setting. Rustandi and Mubarok (2017) assert that interaction plays a pivotal role and confers benefits in this context, as it facilitates the enhancement of students' language proficiency through exposure to speech from other teachers or students. Furthermore, students can be motivated and encouraged to think, comprehend, and respond to the material presented by the teacher through classroom interactions, thereby creating an active and interactive classroom. Nasir et al. (2019) posit that classroom interaction can prove efficacious when a greater number of students if more students have the opportunity to cultivate their target language. For this purpose, teachers need to structure their instructional materials in a way that fosters active engagement from their students. Teachers must be able to coordinate how class discussions are conducted so that students are involved in the interaction process, as opposed to simply conveying information without involving students. (Giorgdze & Dgebuadze, 2017; Yanfen & Yuqin, 2010).

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2.2 Flanders Interaction Analysis Category (FIAC) System

Tichapondwa (2008) asserts that the Flanders Interaction Analysis Categories System is a valuable tool for identifying, classifying, and monitoring verbal interaction in educational contexts. As per the present discourse, the utilization of interaction analysis facilitates the classification of classroom discourse into distinct categories, namely teacher talk, student discussion, and silence during the teaching and learning process. The classroom interaction patterns proposed by Flander (1970) is presented in the following tables:

Table 1. Flanders Interaction Analysis Categories (FIAC) System

No.	Flanders Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect Talk
	1. Accepting Feelings Accepting and clarifying students' feelings in a friendly and open manner, feelings can be positive and negative.
	2. Praising or Encouragement In addition, when a student responds to a question posed by the teacher, the teacher provides positive reinforcement by using words like "good," "very good," "better," "right," "great," and "carry on."

	3. Accepting or Using Ideas of Students If a student makes a recommendation, the instructor (teacher) may summarize it in his own words or manner. The instructor (teacher) may respond, "I get what you're saying." Alternately, the instructor develops, builds, or clarifies ideas or suggestions made by a pupil.
	4. Asking Question When a teacher poses a question based on his or her own thoughts and anticipates a student response, he or she is engaging in the practice of questioning the material or the methods.
B.	Direct Talk
	5. Lecturing Giving information or an opinion about the course material or method; expressing his own thoughts; providing an explanation; referring sources other than the students; or posing rhetorical questions.
	6. Giving Direction Students are required to follow the teacher's instructions, directives, or orders, including: A) Pick up your book; B) Get up; C) Finish the workout.
	7. Criticizing or Justifying Authority • This conduct is included in this category when teachers encourage their pupils not to interrupt with silly inquiries. • Teachers who question pupils on "what" and "why" also fall into this group. • Outlining the teacher's motivations for his actions
Student Talk	
	8. Student Talk Response It includes student comments in reaction to the teacher's speech. Student responds to a question posed by the teacher.
	9. Student Talk Initiation Students' comments in reaction to the teacher's remarks. Expressing one's own thoughts, posing a fresh question, having the flexibility to form an opinion or a line of reasoning, and moving beyond the confines of the framework.
	10. Silence or Pause or Confusion Pauses, brief intervals of quiet, and confusion that prevent the observer from understanding what is being said.

2.3 Interaction Patterns

Interaction patterns are the method of work or form of directional communication carried out by the teacher with the students or the students with the teacher. Ur (1996) classified the interaction patterns into 10 sections, namely:

a. Group Work: Students work together within a group to complete tasks, thus creating interactions that make the rest look more active.
b. Close-end Teacher Questions (IRFs): Teachers have only one true or false answer.
c. Individual Work: Teachers assign tasks and instruct students how to do those tasks.
d. Choral Response: When the teacher delivers a model related to the material, it is repeated several times and responded to simultaneously by the student.

e. Collaboration: Students work on the same tasks and help each other complete those tasks in order to achieve good results.
f. Student initiates, teacher answers: Students think about questions to be asked, teachers answer questions. But the teacher will choose who to ask.
g. Full Class Interaction: All students discuss and debate one topic given by the teacher; the teacher will occasionally join to stimulate student participation.
h. Teacher Talk: The teacher explains and the students listen and note.
i. Self-access:student-centric, where students can choose their own topics and assignments and work independently.
j. Open-end Teacher Question: Questions that require answers with deep thought so that students think and offer according to the rules given

3. Research Method

This current study utilized a qualitative methodology. McLaughlin, et al. (2012) defines qualitative research as an approach that employs methodologies intended to offer a comprehensive and contextual portrayal of educational or social phenomena. The research employed the Flanders Interaction Analysis Category (FIAC), a methodology first introduced in 1970, to examine classroom interactions.

The study involved the participation of an English teacher and 36 eleventh-grade students (23 females and 13 males) from a public senior high school located in Medan, Indonesia. This study focused on the conversations that took place between the teacher and the students over the course of two 60-minute instructional sessions. This research employs classroom observations as a means of uncovering authentic phenomena that occur within the educational setting. According to Chuntala (2019), the act of observing can be accomplished through various means such as visual, auditory, perceptual, and sensory modalities. Subsequently, in order to further investigate data that was not acquired through observations, the researchers conducted interviews with the teacher and six students. Furthermore, in the course of conducting observations and interviews, the researchers employed video and audio recording devices to capture the classroom environment with precision. As Burn (2000) asserts, video recording is a crucial method for augmenting research data, as it provides unbiased firsthand information when cross-checking information obtained from teachers during classroom observations.

Following the collection of observation data, video recordings of the observation and audio interviews were transcribed into written format. The results of the observations and video transcript were analyzed using the Flanders Interaction Analysis Category (FIAC) to designate the type of category of interactions that occurred in the classroom interaction, and then the percentages were tallied. In addition, the researchers analyzed observational data employing the theories of Ur (1996) and Harmer (2007) to determine the role of teachers in classroom interaction. Finally, the audio transcript of the interview was analyzed and coded in order to corroborate the findings obtained from the results of the observation.

4. Discussion

4.1 Category Classroom Interactions that Occur With Percentage Based on FIAC

According to Flanders Interaction Analysis (1970), verbal interaction can be broadly classified into two categories, namely teacher talk, which encompasses both direct and indirect influence, and student talk. Presented herein is a tabular

representation of the distribution of speaking time between the teacher and the students in the classroom, along with its constituent elements based on FIAC framework.

Table 2. Classroom Interaction Percentage

Categories	Component	Percentage	Total Percentage
Teacher Talk Indirect Influence	Accepting feeling	4.03%%	32,25%
	Praising or encouraging	10.48%	
	Accepting or using ideas of students	4.84%	
	Asking question	12,90%	
Teacher Talk Direct Influence	Lecturing	10.48%	23,38%
	Giving direction	11.29%	
	Criticizing or justifying authority	1.61%	
Student Talk	Student talk response	29.03%	44.36 %
	Student talk initiation	12.10%	
	Silence or confusion	3.23%	

Table 2 above shows the smallest percentage of classroom interaction is in the criticising or justifying authority section. Based on the results of the observation, the teacher will criticise the student directly if the behaviour of the student violates the order of learning, such as making trouble in the classroom, but the teacher will never directly blame the student for a wrong or less satisfactory outcome. In an interview with Mrs. RL, she said that "*I hardly ever criticise the outcome of the assignment or blame the student's answers directly if they are wrong, because if it is criticised, it will embarrass the student, who then becomes upset and is afraid to answer questions.*" Here is the criticism or justification of authority in the classroom interaction found in the observation:

Teacher: Bardi, keep silent please. *Jangan kamu ajak ngobrol temanmu si Fahri, biarkan dia mengerjakan tugasnya.*

The researchers also found that in the classroom, interaction was more dominated by teacher talk, where the question category occupied the highest percentage of 12.90%, followed by giving direction. In the interview, Mrs. RL always asks a variety of questions to gauge the student's activity, because if the student is not plunged with questions, then the student will tend to be passive. This is in line with what was said by Sundari et al. (2017), who explained that by asking questions of students, it can stimulate their participation in interacting throughout the teaching and learning process in the classroom. According to Behnam (2009), the most influential teaching actions are questions and things that are consistent from time to time.

This was demonstrated by the highest percentage of student talk, the student talk response, with a total of 29.03%. This shows that students are more active in responding to the teacher's questions or words than in taking their own initiative in asking. Based on the results of interviews with several students, they said that the reason they were happy to answer the questions asked by their teacher was because Mrs. RL always appreciates their answers, even if the answers are wrong. She always gives appreciation

and praise, such as "good job, very god," which makes students motivated and enthusiastic in answering questions. Conversation like below:

Teacher : *nah*, for the last part is resolution. So, what is the resolution about?
Students : problem solving *sampai akhir cerita* miss.
Teacher : okey, good. Now we will talk about past tense.

4.2 The Pattern of Teacher and Students Interaction in the Classroom

This section discusses the findings of interaction patterns in the EFL class based on the Ur (1996) theory. First, the choral response pattern occurred when the teacher entered the classroom and greeted the students by saying “good afternoon dear, what your feeling today?” The student replied, “Good afternoon Miss, I’m feeling great today.” The choral response pattern occurs, for example, when the teacher asks the student what the title of the text is, like is the conversation bellow:

Teacher : Please open your textbook page 28, *sudah?*
Students : sudah *miss*
Teacher : what is the tittle of the text*?*
Students : The Legend of the Crying Stone

Second, an open-ended teacher questioning interaction pattern where the questions given by the teacher have open answers with many possible answers, so that many students give varied answers. Here is a question from the teacher:

Teacher *:* What are the characteristics of narrative text?
Students A *:* Fiction
Students B *: author’s imagination*
Students C *: dimulai dengan* once upon a time, one day.
Teacher *: okey, selanutnya apa lagi?*
Students D *:* has three structure miss, there is orientation, complication the same resolution miss.

Third, the interaction pattern found in this study is teacher talk. In this pattern, the teacher will explain the material and the student will quietly listen and record the material in response.

Teacher *:* in the narrative text use simple past, this is because the narrative is a story *yang keadiannya menceritakan tentang masa lalu.* Well for the simple past tense has two types formula, *yaitu* verbal dan nominal. *Rumus positifnya yaitu Subject + Verb 2 + Object*
Students *:* silent and writing

Fourth, the student initiates interaction pattern, that is, the pattern that occurs when students think that they are initiative to ask directly to the teacher and then the teacher gives responses and feedback.

Student *: Miss, apakah saya harus dibuat keterangan bahwasanya kalimat tersebut termasuk verbal atau nominal miss?*
Teacher *: tidak perlu*
Students : thank you *Miss*
Teacher : But, please *buat keterangan apakah kalimat tersebut merrupakan kalimat positif, negative ataupun* affirmative.

The last is the individual work pattern, which is the interaction pattern in which the teacher gives instructions to do the task and how to do it.

Teacaher: Now, please open your book page 32, *perhatikan teks yang berjudul* The Goose Girl
Students: *sudah miss*
Teacher: for your assignment, please try to find write the past tense sentences that are in the story.

4.3 The Teacher's Roles in Classroom Interaction

In this section, we will discuss the findings about the role of teachers in class interactions. The first is the role of the teacher as a controller; in the observation, it is seen that the teacher always reviews the student's behaviour and language and advises the student, as in the following conversation quote:

Student : *miss saya ingin bertanya*
Teacher : In English, please
Student : Okay, sorry miss

Second, the role of the teacher as a prompter or motivator, where in the observation it is found that the teacher often motivates the student through the phrase of praise or encouragement, such as in the following conversation:

Teacher : Good job, *Widya,* let's go, any else*? Jangan mau kalah dengan Widya*
Students : me miss

Third, the role of the teacher as a resource is seen in the classroom interaction. This is evident when the teacher answers student questions and explains the material about simple past tense clearly and in detail. The role of the teacher as a resource is also visible when the student tries to ask questions directly, but the student does not know his English vocabulary, so Mrs. RL helps the students.

Students A : Miss, why I replaced by you*?*
Teacher : because, this is *kalimat tanya.* If you want to ask someone, so *kalian pasti menggunakan kata* you *(kamu) kan? Tidak mungkin kalian menggunakan kata* I *(saya), berarti kalian bertanya untuk diri sendiri dong.*

The next role of the teacher is as an assessor, that is, to evaluate, correct, and give feedback to students. Mrs. RL is always seen paying attention to students and making notes as a evaluation-speaking English student. When the student answered the question, Mrs. RL never directly blamed the result of the student's work, but Mrs. RL would help the student correct the mistakes and then explain them back to the whole class. The role of the teacher as an advisor is seen in the conversation quotation below:

Student Reza: I don't go to the market, miss*?*
Teacher : God*, but masih belum tepat. Reza, masih ada yang harus dirubah.* The correct sentence is I don't go to the market, because if the sentence is negative, and use verb *1 bukan* verb *2.*

The last role of the teacher is as an organiser, where the teacher gives a number of information and instructions, such as where students should start to work and when to stop.

Teacaher: Now, please open your book page 32, *perhatikan teks yang berjudul* The Goose Girl
Students: sudah miss
Teacher: for your assignment, please try to find write the past tense sentences that are in the story.

5. Conclusion

The analysis suggests that within the context of classroom interaction, teacher talk is more prevalent than student talk. Notwithstanding, it should be noted that students are not entirely passive and reticent during classroom sessions, as there exist instances wherein they engage in communication by responding to questions and instructions from the teacher. The classroom is characterized by several interaction patterns, including choral response, teacher talk, student-initiated individual work, and open-ended teacher questions. Among these patterns, the open-ended teacher question stands out as particularly significant, as it has the potential to stimulate student engagement and activity. The present study identifies five distinct roles that teachers assume, namely: controller, motivator, resource, assessor, and organizer.

Since the percentage of teacher talk tends to be more dominant and students may not initiate discussions without prompting, the researchers propose that in classroom interactions, the teacher may act as a facilitator by maintaining control and organizing the classroom. Therefore, students have the potential to become more engaged in cultivating their skills and exhibit greater dedication. For future researchers, it is suggested to conduct research over longer periods of time by utilizing additional research instruments to enhance the precision of data.

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POVERTY IN ANDREA HIRATA'S NOVEL *ORANG ORANG BIASA*

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Abstract

This study aims to reveal poverty which is one of the social problems reflected in Andrea Hirata's novel *Orang Orang Biasa*. This research is considered important and feasible to do because it is an effort to convey social criticism to the government and related parties on poverty which is the most common social problem often faced by society. This research is a descriptive qualitative research and applies the sociological theory of literature put forward by Laurenseon and Swingewood (1972) to understand and evaluate literary works by considering social aspects. The finding of this study indicates various types of social problems in the novel stem from one problem, namely poverty, both material and moral poverty.

Keywords: *briber; corruption; crimes; education inequality; money laundering; poverty; robber; social media; theft*

1. Introduction

Literature was born from the author's anxiety to see the various social problems that occur among the people in their environment. Literary works, which are social portraits, can reflect various aspects of life in society, describe the psychological state of society, and provide input for solving various problems that occur; all of this is certainly a source of thought, inspiration, and community readiness in dealing with social conditions that occur in society. In addition, literary works also act as entertainment media (Derrida, 2015; Eagleton, 2017; Attridge, (2017). Literary work, which is a reflection of cultural values, cannot be separated from social culture and the lives of the people it describes because it presents a picture of life, and life itself is largely composed of social reality. In this sense, life includes the relationships between people in a society. Thus, viewing literary works as depictions of the world and human life, the main criterion imposed on literary works is the truth of the depiction or what is intended to be described. Literature as a mirror of society examines the extent to which literature is considered a reflection of the state of society. In this case, the social function of literature is examined to determine to what extent literary values are related to social values and to what extent literature can function as a means of entertainment and, at the same time, as community education for readers.

Social problems are problems in society that make it difficult for people to reach their full potential, and social problems usually tend to develop when people become negligent and fail to take matters seriously. Social problems and social critics are two things that are interrelated because social criticism usually arises due to social problems

that occur in society and have not been resolved; while social problems are certain things that always occur in all societies. Kristen, et al. (2017) argue that social problems arise owing to the inconsistency of relations between individuals and groups and, if not resolved, can have a negative impact on social life, such as hampering the peace and comfort of the community in all forms of social interaction. Social problems that occur in society generally occur due to social inequality, which is usually the result of uneven levels of education in society where not all scientific developments can be enjoyed equally by all levels of society. This is in line with the opinion proposed by Mooney, et. al., (2021), who argue that social problems can be caused by changes in individual or group attitudes due to the development of science and technology, social systems, cultural shock, and cultural and social gaps. Zaitov & Teshayev (2022) claim that poverty, crime, gender discrimination, family disorganization, environment, population, belief system, and bureaucracy are problems that are always visible in society.

As a creative work in the form of fiction, which is the mirror of social life and whose reality or facts are made up in such a way by the author, literary works not only display beauty and contain moral messages and normative advice, but literature can also be used as a powerful weapon for social criticism. Therefore, if literary works are used as a medium to convey criticism of social reality, then literary works actually fulfill their social function. It functions as a social criticism of the social problems that exist in society. The social function of this literary work is expected to be able to make humans aware of actions that are beneficial to their interests. In line with this view, Endraswara (2013) states that social criticism will show readers that every literary work is a mirror of social and cultural life.

Apart from the press and physical movements in the form of demonstrations, literary works are an effective means of conveying social criticism, and one of the literary works that is often used by writers as a medium for social criticism is the novel. A novel, which is a reflection or mirror of social life, usually contains educational, social, cultural, economic, and political aspects of social life; therefore, at the same time, a novel is always used to criticize those aspects. Hasibuan, Efendi, & Margana (2021) state that social criticism is the author's response to the phenomenon of the problems that exist around him. In line with this statement, Wibowo (2018) claims that social criticism that exists in literary works can be in the form of criticism of social life that exists in real life, namely in the form of social inequality, which often causes social problems.

Farida & Andalas (2019) argue that in human life, there are many social phenomena, especially poverty and crime, that characterize the journey of human life. Social criticism occurs because of an imbalance in social conditions in the reality of life. The problem of social criticism often occurs in income distribution and development differences in people's lives (Farida & Andalas, 2019: 75). Wibowo (2018) further argues that the discrepancy between reality and expectations tends to lead to dissatisfaction, and this feeling of dissatisfaction gives rise to social criticism expressed through various media. Literature is one of the media for conveying social criticism. If literary works are used as a medium to convey criticism of social reality that is not in favor of the interests of society, then literary works are actually carrying out their role as social control. Social criticism is a form of communication in society that functions as control over the course of a social system or social process. Social criticism in literature is a form of communication in society that aims to control the course of a social system or social process. Literature is seen as the most effective in carrying out social criticism

of power and an order that deviates from the norm. Therefore, literary works as social criticism are an important thing that is useful for maintaining the existing social system.

According to Soetomo (2013: 308), the condition of poverty, with its various dimensions and implications, is a form of social problem that describes conditions of low welfare. Therefore, socio-economic criticism arises because of the existence of economic disparities in society. One of the Indonesian novels that presents interesting social criticism of poverty is *Orang Orang Biasa*, written by Andrea Hirata. This novel talks about the social problems of marginalized, small, and middle-class people who are able to do something extraordinary. They are ten characters who befriend well, namely Debut, Salud, Tohirin, Rusip, Handai, Sobri, Honorun, Nihe, Dinah, and Junilah. They are going through a difficult life, and are experiencing acts of social discrimination in the form of persecution because they come from different family backgrounds with a lacking economy and also do not have good academic ability.

The poverty reflected in the novel *Orang Orang Biasa* by Andrea Hirata is very often encountered in real-life society. It is also the reason for the researchers to choose this topic as their research topic because they are very sure that this research can be an afterthought for the government or parties that have the capacity to make policy changes, especially related to opportunities for ordinary people to have equal opportunity to study at any faculties in universities. The description of social problems in this novel is fitting and relevant to the most common social problems in real life. The poverty found in this novel would be studied further using the sociology of literature.

2. Literature Review

2.1 Sociology of Literature

At the most basic level of content, sociology and literature share a similar perspective. Sociology is essentially the scientific, objective study of man in society, the study of social institutions, and the study of social processes; it seeks to answer the question of how society is possible, how it works, and why it persists (Laurenseon 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 are conditioned by the mechanisms of socialization. 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 the 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 that is studied through the eyes of literature in relation to sociology. The 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.

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). Laurenseon and Swingewood (1972) further argue that, as with sociology, literature too is preeminently concerned with man's social world, his adaptation to it, and his desire to change it. In this respect, the novel, which is the major genre of literature in industrial society, plays important roles as a means of faithful attempt to re-create the social world of man's relations with his family, with friends, with politics, with economics, with religions, with the state, etc. It also outlines its roles in other social structures, such as 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 analyzes 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.

Amase, et.al (2013) claims that literature must serve society by steeping itself in politics and by intervening, 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 sense of 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, 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 a sociological point of view is relevant since the sociology of the 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 representation of the 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 work is written. In this research, the social problems revealed in Andrea Hirata's *Orang Orang Biasa* will be analyzed from a sociological perspective.

2.2 Sociological Approaches of Literature

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

1. Literary works as a mirror of the times

This approach relates to the time when literary works were 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 they were written.

2. Literary works as the author's social situation

In this approach, the writer is influenced by the situations and conditions under which the literature 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 relates 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. The 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 interesting.

In line with Laurenseon and Swingewood's approaches to literature sociology, Ratna (2004: 60) states that the philosophical basis of the sociological approach is the intrinsic relationship between literature and society. Relationships are caused by: a) literary works are produced by authors; b) the author himself is a member of society; c) the authors use the wealth that exists in society; and d) the results of the literary work are used again by society. Wellek and Warren (1990: 110) state that the sociology of literature, namely linking literature with certain situations or with certain political, economic, and social systems, is divided into three qualifications, namely: (1) Sociology of the Author: It covers the profession of the author and literary intuition. The issues related here are the economic basis of literary production and the background of the author's social status. The author is a citizen, so he can be studied as a social being. (2) The sociology of work; in this case, it is concerned with the literary work itself and in relation to social issues, which are the subject of its study, or what is implied in the literary work and what the goal is. The common approach taken by sociology is to study literature as a social document. (3) Sociology of readers and the social impact of literary works; in this point, authors influence society as well as are influenced by society; art not only imitates life but also shapes it.

Based on the description above, the researchers decide to apply Laurenseon and Swingewood's (1972) first and second sociological approaches to literature as the focus of this research, which constitutes the representation or mirror of the social problems in a society. Besides, Hirata's background as a member of the community inspired him to write the novel *Orang Orang Biasa* because he was influenced by the situations and conditions taking place in his living area. Moreover, it is also due to Hirata's social background, in which he reacts and responds to the system that has happened in the society where he lives. It was the event that occurred in his environment that inspired Hirata, who is sensitive to what is happening around him, to write the novel *Orang Orang Biasa.*

2.3 Social Problem

A social problem is a dysfunction in the social institution that needs urgent intervention from the appropriate agents in society (Kallen, Miller & Daniels, 1989). Social problems usually occur when certain social phenomena or conditions disturb the social order. In the early stages, such conditions usually do not become a serious concern for those dealing with or related to the problem because they usually do not cause or have not caused serious adverse effects on the social system. But gradually, they accumulate and begin to affect normal social life. Such conditions will only be recognized as a social problem. As soon as social problems take root and develop beyond the limits of tolerance, hatred arises against them, and there are demands for improvement in the interest of social harmony.

Social problems are crucial to sociological study; hence, they cannot be underestimated in substantiating the knowledge of students of the world around them. This is due to the fact that problems exist in all societies, from the dawn of time until

today, with different gravity, causes, and implications for the sustenance of the society. A social problem can either be seen at the individual or societal levels. A problem is social if and only if the issue(s) affect a larger percentage of people. However, an issue that affects an individual or a group of people without any worthy implication on the social system is rather described as an individual issue, as conceptualized by Wright Mills in the promise of sociological imagination (Mills, 1959).

By compilation of what is categorized as a social problem without any focus on the area's affected, the long list includes but is not limited to: terrorism, unemployment, gun violence, poverty, employee theft, kidnapping, robbery, rape, armed robbery, mortality, gangsterism, cultism, human immunodeficiency virus and acquired immune deficiency syndrome (HIV/AIDS), war, inflation, immorality, corruption, and so on (Aborisade, 2017; Lufkin, 2017; Aborisade, 2014). Obileye & Aborisade (2020) state that all the aforementioned social problems have a bearing on all the pillars of society: family, economy, politics, education, and religion. However, the developmental silhouette among nations is a result of the capabilities of human and material resources available to manage the public issue. Over time, diverse factors have been attributed to engineering the nature of the social problem in a particular society. Some factors are governmentally related (at any level), some are globally engineered (based on international relations), and some are individually planned.

Social problems are abnormal symptoms that are unwanted in the concerned society. Because elements of society cannot function as expected by society, they cause disappointment and suffering among the people (Soekanto, 1999: 395). Social problems that arise from deficiencies in humans or social groups stem from economic factors (poverty, unemployment, prostitution, and crime), biological factors (physical illness and disability), psychological factors (mental illness, poor memory, difficulty adjusting, and suicide), and cultural factors (divorce, child delinquency, differences in religion, ethnicity, and race).

The focus of the social problem discussed in this study is only poverty, which constitutes the most common social problem encountered by society and usually disrupts the balance in people's lives.

2.3.1 Poverty

Parrillo (2008: 697–698) states that poverty is one of the world's most costly and serious social problems. It represents the vast unused and underused potential of millions of people; it costs societies in lost revenues, in lost productivity, in ill health, social dysfunction, and environmental degradation, and in vast sums that must be spent either to alleviate poverty's worst symptoms through social welfare programs or to police or control its unruly victims. Social scientists generally define poverty in two ways. Absolute poverty is the condition in which people are unable to achieve the basic necessities of life, such as food, clothing, and shelter. Relative poverty refers to some socially constructed norm of well-being in comparison to some proportion of a society thought to be lacking. The "poor" in the rich industrialized countries are not, for the most part, materially deprived in the absolute sense. With the help of government transfer programs, such as income support and food and housing subsidies, they may have an apartment to live in, enough food to eat, clothing, and even some amenities like television and cars. Yet in relation to the rest of society, they are "poor." Their housing is substandard, their neighborhoods are rundown and high in crime, their stores lack the variety and quality of more affluent sectors, their clothing is limited to cheap clothing

chains or thrift store hand-me-downs, and their potential is limited by poor schooling and health care.

Poverty as both absolute and relative deprivation has been part of the human condition for thousands of years, but it was only during the 20th century that poverty came to be recognized as a social problem for which there could be public remedies. Traditional societies met people's needs through a combination of the individual's own labor and the obligation of the kinship group to care for its own. In such societies, the poor were those who remained outside this sphere of care, set adrift through war, famine, or the loss of family. Further, Parrillo (2008: 701) argues that poverty is a sustained low standard of living and a lack of resources. In real terms, poverty is hunger, lack of shelter, no access to medical care, no access to education, no job, powerlessness, and a lack of representation and freedom.

3. Research Method

This research is designed to obtain answers to social problems in Andrea Hirata's novel, *Orang Orang Biasa.* Concerning the statement above, the method used in this study is structural analysis, which starts 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 using descriptive qualitative research with a text analysis design. Frankel and Wallen (1993: 23) define the descriptive method as "a method used to explain, analyze, and classify something through various techniques, such as surveys, interviews, questionnaires, observation, and tests." Moreover, Fraenkel and Wallen (1993: 380) define qualitative research as "a research study that investigates the quality of relationships, activities, situations, or materials." The qualitative method uses descriptions and categories (words), for example, open ended interviews, naturalistic observation, and document analysis.

Regarding the subject of the research, the writer believes that this research has potential material to be analyzed by a descriptive qualitative method since this research is going to analyze and describe social problems that commonly happen in a society reflected in a novel, which is a mirror of actual life.

Besides, in this research, library research is used to collect all the data needed that has a correlation to the research project. Therefore, in this research, words, phrases, or sentences related to the text of the topic analyzed in Andrea Hirata's novel entitled *Orang Orang Biasa* are used as sources of data. The primary source is Andrea Hirata's novel *Orang Orang Biasa,* published in 2010 in Bloom's Modern Critical Interpretations, edited with an introduction by Harold Bloom. The secondary sources are books, theses, articles from journals, and proceedings.

The analysis technique used in this research is content analysis. Content analysis is a research technique for making imitative inferences and validating data by paying attention to the context (text). Basically, content analysis in the field of literature is an effort to understand literary works from an extrinsic perspective. The aspects that cover the contents of the literary structure are discussed, lived, and discussed in depth. The extrinsic elements of literature that attract quite a lot of attention from content analysis include: (a) moral and ethical messages, (b) educational values (didactic), (c) philosophical values, (d) religious values, (e) welfare values, etc. In other words, researchers only use content analysis if they want to reveal the content of certain values in literary works. Content analysis is used to reveal, understand, and capture the message of literary works. Meaning in content analysis is usually symbolic. The task of

content analysis is none other than to reveal the hidden symbolic meanings in literary works (Endraswara, 2008: 160). Content analysis is appropriately used to reveal the value of the content that exists in literary works.

After the data are collected, the researchers analyze them using the descriptive method. To analyze the data in this study, the researcher used content analysis, which is a scientific analysis of the message of a communication. Content analysis is a research technique for making imitated and valid inferences from the data by paying attention to the context. It means that this analysis deals with communication or communication content in the novel, as proposed by Bungin (2012). Thus, this research focuses only on the text in the novel *Orang Orang Biasa* by Andrea Hirata by applying the theory of sociology of literature proposed by Laurenseon and Swingewood (1972).

4. Analysis

This research focuses on the poverty of the marginalized in the novel *Orang Orang Biasa* by Andrea Hirata.

Poverty is the inability to meet basic needs such as food, clothing, shelter, education, and health. Poverty can be caused by a scarcity of means of meeting basic needs or by difficulty accessing education and employment.

In the novel *Orang Orang Biasa*, Hirata describes the educational poverty experienced by the main characters. The educational poverty experienced by the characters in this novel is the starting point for the various problems in the novel.

> Terkumpul secara ilmiah berdasarkan kecenderungan bodoh, aneh, dan gagal, sembilan anak berderet-deret di bangku paling belakang itu: Handai, Tohirin, Honorun, Sobri, Rusip, Salud, dan tiga anak perempuan: Nihe, Dinah, dan Junilah. (Hirata, 2020: 7)

Gathered scientifically based on stupid, strange, and failed tendencies, nine children lined up at the very back: Handai, Tohirin, Honorun, Sobri, Rusip, Sulud, and three girls: Nihe, Dinah, and Junilah.

The quotation above reflects the situation in a class where the students are classified by their teachers as students who are not smart or have less intelligence than their friends in class. It is on the basis of this consideration that they are placed in one place, that is, in the back seat. Their inability to understand lessons in class like other students makes the students feel grouped or isolated by their teachers and friends; however, this condition eventually makes them close friends.

Furthermore, the number of students who are grouped at the very back of the class increased by one more student, namely Debut Awaludin. Debut on his own awareness and not because of being grouped by the teachers or his friends begging the homeroom teacher to move his seat to the back. Debut does it since he is an idealistic student and feels hatred for the discriminatory treatment carried out by the school, as well as his dislike of the Trio Bastardin and Duo Boron, who always act arbitrarily and often bully the nine students. Debut does not accept the ruthless treatment of Bastardin and Boron, who like to bully Salud. Debut takes the initiative to defend the nine students, especially Salud, who is always bullied.

> Tak ada ombak tak ada angin, Debut Awaluddin menghadap wali kelas dan minta dipindahkan tempat duduknya ke belakang. Alasannya: dia benci akan perlakukan sekolah, Trio Bastardin, dan

> Duo Boron pada Sembilan anak pecundang itu, terutama pada kebrutalan Bastardin dan Boron yang suka menindas Salud.
> (Hirata, 2020: 15)

No waves or wind, Debut Awaluddin faced the homeroom teacher and asked to move his seat back. The reason: he hates the way the school, the Trio Bastardin, and Duo Boron treat those nine loser children, especially the brutality of Bastardin and Boron who like to bully Salud.

The quotation above clearly shows that Debut is an idealist who cannot accept the injustice that is happening at his school. Debut convinces Salud that from now on Bastardin and Boron will no longer dare to bully him because Debut promises to defend Salud to the end, and since Debut's presence, the students who sit in the back seats have turned into a kind of ten close friends. Without any command, the ten students put their hands in the middle, piled their hands on top of each other, and threw their hands away while shouting to show that they were committing to becoming a unified group and ready to face the Bastardin and Boron groups.

Dinah, who is a group member of the ten students, a group of students formed when they were still in high school, a group of very ordinary people who do not have any achievements, must withdraw from high school. Dinah withdraws from high school for only one reason: economic pressure. After dropping out of high school, Dinah helps her father sell children's toys on the street.

> Diantara sepuluh penghuni bangku belakang dulu, Dinahlah yang pertama mohon diri dari SMA. Alasannya bukan karena dia terlalu murah senyum, atau terlalu banyak angka merah di rapor, atau terlalu sering dihukum berdiri di sudut kelas oleh Ibu Desi Mal karena tak becus matematika, tapi dia berhenti dengan hormat, atas permintaan sendiri, tanpa tekanan dari pihak mana pun, kecuali tekanan ekonomi.
>
> Karena tidak ada harapan di sekolah, Dinah bekerja membantu usaha ayahnya berdagang mainan anak anak di kaki lima.
> (Hirata, 2020: 28)

Among the ten former occupants of the backseat, Dinah was the first to excuse herself from high school. The reason wasn't that she smiled too much, or too many red marks on the report card, or that Mrs. Desi Mal punished her to stand in the corner too often for not being good at math, but that she stopped respectfully, at her own request, without pressure from any party, except economic pressure.

Because there was no hope at school, Dinah worked to help her father's business selling children's toys on street vendors.

The lines above show clearly that Dinah withdraws from school at her own request due to the economic inability of her family to pay as well as support for Dinah's school. Economic pressure is the only reason why Dinah withdraws from school, and this is the beginning of Dinah's poor education, which has affected her economy for generations.

Dinah withdraws from school because she feels there is no hope at school, and she also realizes that her father is just a street vendor of children's toys. Dinah finally decides to help her father's business selling children's toys to street vendors. The story about Dinah's poverty is further described by Hirata, in which Dinah finally got married

to a street vendor as well, and they have four children from their marriage. Their poverty is further illustrated by Hirata, where Dinah's husband falls ill and Dinah has to provide for her four children and her husband alone.

> Dinah dan 4 ananknya itu tinggal di rumah petak di belakang Pasar Inpres, tipikal hunian para pedagang kecil. Setiap malam putri putri kecilnya harus menyingkirkan barang dagangan sekedar untuk menemukan sedikit tempat untuk belajar atau untuk tidur. Hidup mereka yang sudah susah megap megap semakin morat marit setelah suaminya tidak bekerja. (Hirata, 2020: 28-29)

Dinah and her 4 children live in a row house behind the Inpres Market, a typical dwelling for small traders. Every night her little girls have to put away merchandise just to find a little place to study or to sleep. Their life, which is already hard to gasp for gasp, becomes more and more chaotic after her husband is unable to work.

The excerpt above clearly illustrates the poverty of Dinah's family. Although it is described that Dinah, her husband, and her children have a place to live, the house is just a small row house with no rooms. This can be seen from the description that Dinah's daughters have to get rid of their merchandise just to sleep. What Dinah's children do shows that their row house must have been small and also lacked rooms. Apart from that, it is also clear that their lives are unfortunate as well as difficult, and now they are, of course, even more difficult because Dinah's husband is no longer able to work due to illness.

The data above also shows us clearly that it is poverty that forces Dinah to leave school. It cannot be denied that economic poverty is one of the main social problems facing the Indonesian nation. Sharp economic disparities are still found in various regions of Indonesia. Equality and economic prosperity have not touched all children in the nation. On the one hand, there are people who have extraordinary wealth in this country who are commonly called conglomerates, and on the other hand, there are people who live below the poverty line who are usually called the marginalized. These marginalized people have a very difficult time just meeting their living expenses. In this country, there are still poor people who cannot even afford to pay for school up to high school level.

Dinah's experience at school, in which she felt hopeless about carrying out her schoolwork, is now experienced by her children. Dinah's children feel the same as Dinah did when schooling, in that Dinah's children do not have any objectives for their future lives either because studying is difficult for them. Their school supplies are also always incomplete, and every day they have nothing else to think about except struggling to make a living.

> Maka, anak-anak itu tak pernah punya cita-cita sebab mau belajar saja susah. Perlengkapan sekolah selalu tak lengkap dan saban hari tak ada hal lain selain soal berjuang menyambung hidup. (Hirata, 2020: 29)

So, those children never had ideals because it was difficult for them to study. School supplies were always incomplete and every day there was nothing other than struggling to make a living.

It is explained in the lines above that the mediocrity of Dinah's is typical of the poor. As a dominant example of the life of the grassroots, Dinah is resigned to

education and prefers to make a living rather than go to school. Later, because Dinah has no other job skills, selling toys is the main source of income she can make.

In this novel, Hirata also describes that the level of education for the poor tends to decrease. For reasons that are quite cliche, it seems as if the fate of children is determined by following in the footsteps of their parents. Therefore, the younger generations that are influenced by this mindset, have no creative thinking, or even dare not to think about their brighter future; even they tend to surrender to their poor lives and do not have aspirations to live a better life by improving their education.

Influenced by her mother's pessimistic character, Aini, Dinah's eldest daughter, also feels pessimistic about her schooling. Aini also does not have good achievements at school and is also far from things related to rankings or class champions. Aini is included in the category of students who have the most potential not to go to a higher class.

> Terimbas hawa pesimis Ibunya akan sekolahnya, si sulung Aini malah lebih pesimis lagi. Dia jauh dari hal-hal berbunyi ranking. Umpama kategori murid terbaik dilebarkan sampai 300pun, Aini tetap tak masuk. Sebaliknya umpama ada kategori 20 murid yang paling potensial tak naik kelas, nama Aini nomor satu. (Hirata, 2020: 31)

Affected by her mother's pessimism about her schooling, the eldest Aini is even more pessimistic. He is far from things related to rankings. If the best students category were widened to 300, Aini would still not be included. On the other hand, if there is a category of 20 students who have the most potential to fail a grade, Aini's name is number one.

The excerpt above explains that the mindset of parents can actually have an immense influence on their children. Dina's mindset about the hopelessness of school turns out to have a negative impact on her eldest daughter's mindset. Aini makes her mother an idol, so her mother's poor education mindset and the thought that education could not give her hope make Aini also lack the enthusiasm to study and improve her family's economy.

> Aini menyediakan diri untuk berhenti sekolah dulu demi merawat ayah yang sangat disayanginya. (Hirata, 2020: 32)

Aini volunteered to quit school first to care for her father, whom she loves so much.

Just like her mother, who makes school not something important, so does Aini. When her father falls ill and is unable to carry out routine activities and needs treatment, Aini decides to temporarily quit school so she can take care of him. This excerpt also shows that this family is so economically poor that they cannot take the father to the hospital to get doctor's care. The very reason why Aini’s father is not taken to the hospital to have proper treatment from doctors is due to economic problems. They are so poor that they cannot afford to pay for medical treatment at the doctor, and the father is only treated at home. Aini temporarily sacrifices her education so she can take care of her father.

Moreover, for Aini, ideals are very expensive objects that are unaffordable for her to own or buy. Therefore, when her teacher at school asks her about her goals, in contrast to her classmates, who on average scramble to raise their hands to answer the teacher's questions, Aini just looks down silently and does not dare to answer anything.

> Jika guru bertanya soal cita-cita, murid-murid lain berebut menunjuk, Aini sendiri yang menunduk. Karena dia sudah pasrah dikader ibunya untuk menjadi pedagang kaki lima mainan anak-anak, melanjutkan usaha keluarga. (Hirata, 2020: 30)

If the teacher asked about ideals, the other students scramble to point, Aini herself looks down. Because he had resigned herself to her mother's cadre to become a street vendor of children's toys, continuing the family business.

The excerpt above clearly describes the reasons why Aini has no objectives in her life. Aini's main reason is because she has resigned herself to continuing her mother's business that has been hereditary, namely being a street vendor of children's toys. In addition, the lines above also explain that the mentality of parents and the household environment have a strong influence on the psychology of their children. Dinah's view that formal education at school is not very important makes Aini's mindset also patterned after that of her mother.

In addition, small traders, or cart traders, commonly do not have a higher education. They only have the highest degree at the junior high school level. They only sell on the side of the road, from street vendors, or from store awnings every day. Their lives also seem to have been patterned for a long time and have become like a hereditary profession. It is as if they were satisfied with their work in such a way that it is very difficult for them to get out of poverty.

> Mereka adalah keluarga pedagang kecil atau pedagang bergerobak, yang rata-rata hanyalah berijazah paling tinggi SMP atau MTs. Mereka berjualan di pinggir jalan, kaki lima, emper-emper toko. (Hirata, 2020: 30)

They are a family of small traders or wheelbarrow traders, most of whom only have a junior high school or MTs certificate at the most. They sell on the side of the road, sidewalks, store awnings.

This excerpt tells about the marginalized, with their low education level, whose professions are small traders living in hardship, economic poverty, and educational poverty. Education has always been the thing that is not prioritized, so the problem of educational poverty always becomes an unresolved problem. This is also what keeps them from getting out of the cycle of poverty that has been previously passed down by their families. The notion that working is better than schooling is also still a thorny problem that makes the level of economic poverty unresolved.

5. Conclusion

The friendship, which consists of 10 persons named Debut, Handai, Tohirin, Honorun, Sobri, Rusip, Salud, Nihe, Dinah, and Junilah, began when they were in high school, where they were students who were classified as not very smart, so they had to be placed at the very back; in fact, some of them did not even graduate from high school. When they are adults, they are still united in maintaining their friendship, even though their fates are different. They are still the same in their simplicity. During high school, they often got bullied by the trio Bastardin and the duo Baron.

The poverty reflected in Andrea Hirata's Orang Orang Biasa is mainly a manifestation of the poor education experienced by marginalized people. Hirata in the novel describes the unfair treatment of the nine stupid people in their class. There is also

the problem of bullying between people who are weak and alienated from people who are stronger and more powerful in the educational environment. This behavior has a lasting impact and mentally disrupts the victims of the bullying. People who are stupid and have weak academic abilities so that they cannot compete in the field of education are ignored by teachers and classmates who have abilities above these stupid students. This has an impact on their mentality, which becomes increasingly lazy to study and makes them feel inferior to having worthy goals.

The difference in status between the poor and the rich in this novel can also be seen in the novel, in which a girl from a poor family named Aini tries hard to study because she wants to be smart so she can be accepted as a student at the Faculty of Medicine. However, when she has been accepted at the Faculty of Medicine, her mother finds it difficult to find funds to pay Aini's down payment and tuition fees, which are very expensive and impossible for poor people like her to pay. This becomes a manifestation of the problems of economic poverty and the world of education in Andrea Hirata's novel *Orang Orang Biasa*. The conflicts contained in the novel *Orang-Orang Biasa* by Andrea Hirata are, of course, interrelated between poor education, poor wealth, and poor morals. The crimes described in this novel are related to poverty and the minimum level of education, so it is difficult to get a decent job to make ends meet, which forces some people to commit crimes.

Social status and educational poverty experienced by the ten friends and Aini prove that these problems stem from poverty.

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PARAGRAPH UTILIZING ON BBC NEWS IN ANALYSING SIMPLE PRESENT TENSE: A MORPHOLOGICAL APPROACH

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Abstract

The purpose of this study is to investigate the paragraphs utilization on BBC News in analyzing simple present tense by using morphological approach. The object of the research was non-EFL students of IAIN Syekh Nurjati Cirebon. The sample of the research was 32 students. This research implemented a descriptive method, an action research. An action research is a method of testing theories using the real world. To make the students understand the simple present tense therefore the researcher applied a morphological approach to analyze simple present tense. The steps of the research are first the students are asked to read the paragraph of the BBC News and then find the simple present in which the verbs experienced affixation -s, -es, and -ies. The next step is that the students complete the missing word. Data collection is taken from the students' answers. The students do the activity regularly to know the influence of the treatment. The resulting score of the post-test showed that the ability of the students in analyzing simple present tense in English News by using BBC News application and using morphological approach was effective. It indicated that all treatments successfully helped the students in analyzing simple present tense. Based on the score after the implementation of the treatment, the analyzing skill of the students improved. Adding -s, -es, and -ies on the verbs in the simple present in the paragraph of the news on BBC News is a morphological process.

Keywords: *BBC news; morphological approach; paragraph; simple present tense*

1. Introduction

English is one of the foreign languages that the Indonesian people need. Along with the development of technology, English is to be a requirement for some goals (Hayrunnisa, 2019). Furthermore, English has been improved in education. Starting from elementary until university level all students learn and need English to help them improve their knowledge and skill. The students have to improve their English skills, which are speaking, listening, reading and writing. The students should master all the English skills but in reality some of students in the school get many obstacles toincrease their speaking, writing, listening and reading. One of the difficult skills based on the student's perspective is writing. The fact proves that many students get confused to form sentences in their writing. Writing is one of the producing skills that the students have

master. Nowadays, the teacher may use some learning application to help the students in their writing problem (Gibriel, 2017).

All the teachers have to upgrade their ways of teaching to be adjusted to the development of technology (Abdi & Makiabadi, 2019). This technology era is one of the progresses that can help the entire field especially in language skill. The improvement of technology has helped many teachers or educators. Those who cannot use the features of the technology will be outdated as they will implement traditional method in their teaching, which is not suitable to this era. This is the case why the students stillget some difficulties in improving their language skill especially writing. By utilizing technology, everyone could get any information easily.

Technology has been proven as a cognitive tool as well as an instructional media. Lai et al. (2022) suggest that technology can help all the educators and the students in classroom settings by improving inquiry, communication and students' self-expression. Hawkridge (2022) states that teaching by technology motivates students to express their knowledge, improve their skill and share many things such ideas as well as criticism. Sayaf, et al., (2022) state that using technology in learning process can make the students confident in learning.

By using technology such as laptop and smart phone, the teacher and students can choose some learning applications that support their language skill. One of the interesting learning applications is BBC News that the application contains some news of the whole world. By this application, the students will have many benefits as they can be update the newest news of the world and at the same time they can improve their English skill. The students can analyze the paragraph in the news about the simple tense. Officially, English has 12 "tenses". Tense relates to times, simple present, past, and future. Murcia as cited in (Taufik, 2013) has named four aspects, simple (sometimes called zero aspect), perfect, progressive, and their combination, perfect progressive of present, past, and future.

BBC News is one of the applications that serves the news around the world (Hijjo & Kadhim, 2017). BBC News uses English in their paragraph therefore it has many benefits not only informing the update news but also giving chances for improving English skill (Teng, 2015). In this research BBC News is a treatment for the students in analyzing simple present tense by using morphological approach. BBC News as media is hoped to give contribution for the students' interest in analyzing simple present tense.

Identifying the simple present tense can be challenging for some students, particularly if they are not familiar with the basic grammatical concepts of tense and verb forms. Here are some tips that can help students better identify the simple present tense in a paragraph: Understand what the simple present tense is: The simple present tense is used to describe actions that are happening now, are always true, or occur on a regular basis. For example, "I play football every Sunday" or "The sun rises in the east." Look for verbs that end in "-s" or "-es": Verbs in the simple present tense that are used with he, she, or it add an "-s" or "-es" to the base form of the verb. For example, "She walks to school every day" or "He watches TV in the evening." Look for time markers: Time markers such as "always," "often," "sometimes," or "every day" can indicate the use of the simple present tense. For example, "I always brush my teeth before going to bed" or "She sometimes sings in the shower." Pay attention to the subject-verb agreement: In simple present tense, the subject and verb must agree in number. For example, "They eat pizza for lunch" (plural subject) versus "She eats pizza for lunch"

(singular subject). By applying these tips and practicing with examples, students can become more proficient in identifying the simple present tense in a paragraph.

In learning tenses such as simple present, it is also learning grammar and structure. Simple present is a form of verb to describe fact story, daily activity, habit, action which happens right now. It expresses what something happens often in the present time. Simple present tense shows the action that happens repeatedly. Nephawe & Lambani (2022) state that simple present is something that happens consistently, every day, every week and so on. By simple present tense in the writing the readers can identify the time and situation of the news. For third person singular the verb must be added with -s, -es and -ies. There are some rules that should be known and mastered.

Examples:

Add "-es" to the infinitive that it is ended with letter ss, o, x, z, ch, and sh.

kiss+ es = kisses	wash + es = washes	teach + es = teaches
do + es = does	go + es = goes	wish + es = wishes
fix + es = fixes	watch + es = watches	catch + es = catches
buzz + es = buzzes	mix+ es = mixes	smash + es = smashes
catch + es = catches	pass + es = passes	stress + es = stresses

Add "-i+es" to the infinitive that it is ended with letter 'y' preceded by consonant, before adding "es" the consonant y is changed into i than add "es"

cry + es= cries	modify+es = modifies	fry+es = fries
copy+es = copies	clarify+es = clarifies	dry+es = dries
try+es = tries	autopsy+es = autopies	marry+es = marries
fly+es = flies	deny +es= denies	carry + es = carries
apply+es = applies	accompany+es = accompanies	reply+es = replies

In general the verb is added with "s" except the verbs ending in ch, sh, ss, o, z and x; vowel +y also adds s

buy +s= buys	drink+s = drinks	record+s = records
kick+s = kicks	build+s = builds	write+s = writes
investigate+s = investigates	cut+s = cuts	wear+s = wears
observe+s = observes	spend+s = spends	bend+s = bends
understand+s = understands	swim+s = swims	burn+s= burns

The process of affixation is also called morphological process. Morphology is one of the linguistic studies that learns about morpheme, word and its combination. The kind ofmorphology is divided into free morpheme and bound morpheme. Free morpheme has two, lexical and functional morpheme. Bound morphemes are divided into two namely derivational morpheme and inflectional morpheme. Based on the process of adding -s, -es and -ies above, they are named inflectional morpheme. This definition becomes more understandable based on the examples below:

modify □ modifies He modifies his car.	catch □ catches He catches the ball in the classroom.	understand □ understands She understands the material.

Those processes are called bound morphemes which is a part of inflectional morpheme (Emodi & Ezema, 2022). The process of adding -s, -es and -ies to the verb is

called the inflectional morpheme. Inflectional morphology not only happens to verb but also occurs with nouns and pronouns. Inflectional morphology is part of bound morpheme, which shows how words vary to describe grammatical contrasts insentences such as singular/plural or present/past tense.

From the explanations above, the adding of -s, -es, and -ies to the verbs in simple present tense in the paragraph of the news on BBC News is a morphological process. The adding of -s, -es and -ies to the verbs in the simple present tense, is a part of bound morpheme. There are also some parts related to the effectiveness of the use of paragraph on BBC News in teaching-learning media.

2. Literature Review

The language has developed fast. It causes some new words. The words, themselves are sometimes informal words that are not appropriate to be implemented in scientific writing. Most of the participants know about the patterns used in simple present but they face some difficulties when they have to put the verb as a context of simple present.

Any mistake might happen in analyzing the present tense owing to the students' lacks of comprehending of simple present; morphological processes and the method used by the teacher in teaching simple present tense.

There are some previous researches that have done the same research and their articles are used as references for the current research.

1. The Analysis of Morphological Process of Students' English Utterances, written by Alhasibunur,
2. An Analysis of Inflectional Affixes Error in Argumentative Writing, written by Ninsiana, W., & Hakim, L.
3. An Analysis on Students' Difficulties in the Use of Plural "-S" Form and Simple Present Marker "-s", written by Astriyanti, D.

3. Research Method

This research is done by qualitative descriptive research method. Qualitative descriptive research is a type of qualitative research that aims to provide a detailed and comprehensive description of a particular phenomenon or subject. It is often used in fields such as social sciences, education, health care, and psychology, and can be particularly useful in situations where little is known about a phenomenon or where a more in-depth understanding is required. Qualitative descriptive research typically involves collecting data through methods such as interviews, focus groups, observations, and document analysis. The data collected is then analyzed using techniques such as content analysis, grounded theory, or thematic analysis. The analysis of the data is used to identify common themes, patterns, and relationships that exist within the data.

Action research is a method of testing theories using the real world. To make the students understand the simple present tense therefore the researcher applied morphological approach in analyzing simple present tense. (Best & Kahn, 1995) explain that the descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the state of the subject and object in the study can be people, institutions, society and others that at the present moment are based on the facts that appear . The object of the research were non EFL students of IAIN Syekh Nurjati Cirebon. The sample of the research were 32 students.

It is believed that research on treatment by using application in the field of information systems should not be reduced to analysis of only artificial intelligence, only people, or only processes. In this research, the application was examined that was BBC News to improve the students' interest in learning English especially analyzing English paragraph.

The steps of the research are first the students are asked to read the paragraph of the BBC News and then find the simple present in which the verbs experienced affixation -s, -es, -ies . The next step is that the students complete the missing word. Data collection is taken rom the students' answers. They were done to know about the effectiveness of using news paragraph on BBC News to teach students about simple present tense. Finally the researcher did the data display before coming to the conclusion.

4. Discussion

The results of the research show the data of students' ability in analyzing simple present tense before implementation the application of BBC News by using morphological approach. The researcher applied pretest to find the accurate data of students' ability. The final result of pre-test was presented in the table below.

Table of descriptive analysis of the pre-test

	Pre-test
Mean	63.64
Median	62.60
Modus	65.00
Standard Deviation	10.47
Highest score	80
Lowest score	34
Variance	108.50

Based on the result of data finding, it shows that the pre-test result appeared in lower score than the mean score of pre-test, that was 63.64, median score of pre-test 62. 60, the modus score of pre-test was 65.00, standard deviation score of the pre-test was 10.47, highest score of pre-test was 80, lowest score of pre-test was 34, and variance score of pre-test was 108.50.

The result score of pre-test shows that the ability of the students in analysing simple present tense in English News has improved. Students need some approach to understand the simple present tense in paragraph. In this, the researcher used BBC News, an artificial intelligence to help the students in improving language skills. Using BBC News with some interesting features gives students motivation to learn better.

The researcher explains how the simple present tense occurs by using morphological approach. In the sentence of the news paragraph, the students understood the simple present tense better. Therefore, the students were helped in analysing simple present tense by understanding morphological process. The students understood the process of affixation -s, -es, and -ies to the verb in simple present.

The results of the research show the data of students' ability in analyzing simple present tense by using morphological approach. The researcher applied post-test to find the accurate data of students' ability after implementation the application by using

morphological approach .The final result of the post-test was presented in the table below.

Table of descriptive analysis of the post-test

	Post-test
Mean	78.78
Median	77.70
Modus	70.00
Standard Deviation	9.74
Highest score	88
Lowest score	60
Variance	95.70

Based on the results of post-test data finding, it shows that the post-test result appeared higher than pre-test score. The mean score of post-test was 78.78.64, median score of pre-test 77.70, the modus score of pre-test was 70.00, standard deviation score of the post-test was 9.74, highest score of pre-test was 88, lowest score of pre-test was 60, and variance score of pre-test was 95.70.

The result score of post-test shows that the ability of the students in analysing simple present tense in English News by using BBC News application and using morphological approach was effective. It indicated that the all treatment successful to help the students in analysing simple present tense. The score after implementation the treatment, influences the analysing skill of the students. Adding -s, -es, and -ies on the verbs in simple present in the paragraph of the news on BBC News is the morphological process.

The positive effect using BBC News to improve students' analyzing skill of simple present tense was the features of the BBC News facilitated the users in understanding the news. Some features of BBC News are local news, some variety of news topics, viral news or top news in the world, video, history of the news and live news. The students were exited to use the application with those features. In this research the researcher guided students to choose one topic to analyses simple present tense by morphological process.

From the explanation above, it can be concluded that the t-table is 2.03. The obtained t-value was 3.47. Thus, the t-value is higher than the critical value on the table (3.47> 2.03). After computing t-test, the researcher concluded that analysing simple present tense using BBC News by morphological approach was effective and pleasant for the students. It was effective for the non-EFL students of IAIN Syekh Nurjati Cirebon in academic year 2022/2023, the theory is proved.

5. Conclusion

From the analysis, the comprehending of the students about simple present tense in the news paragraph on BBC News as the morphology part can be measured. The results of this study could give information to the educators and learners about the effectiveness of teaching English by using BBC News. The process of the treatment implementation begins with an explanation of how the simple present tense occurs in morphological approach. The students are to be made sure of understanding the morphological process in simple present tense. Therefore, the students are helped in

analysing simple present tense by understanding morphological process. The students understand the process of affixation of -s, -es, and -ies to the verb in simple present, this is a process of morphology. In short, the students understand simple present tense in news paragraph. BBC news has big benefit to improve the language skills of the students. Students are also motivated to learn English deeply. This treatment can change the mindset of students in learning English better. The teachers have to show the good example using BBC and guide the students using the application well.

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ACT OF COMMISSIVE PERFORMED BY M. JEFRI PRATAMA AS THE DEFENDANT IN THE JUDICIAL CASE OF JUDGE JAMALUDDIN'S MURDER

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Abstract

M. Jefri Pratama was the second defendant who participated in the planning and assisted in the execution of a heinous murder. It was proven that he had an affair and helped Zuraida Hanum kill her husband, as judge Jamaluddin wrote in the minutes of the court decision. This paper aims to explore the Searle's in Yule (1996: 54) commissions, which were carried out by M. Jeffri Pratama, who was sentenced to death because of his involvement in the murder. The research method is descriptive-qualitative. In this context, M. Jefri Pratama uses commissive speech acts in his utterances, which mean he will take actions in the future. This includes the meaning of promising, threatening, refusing, pledging, offering, vowing, volunteering, and changes in statements, the actor's speech situation, and the result. Its substance is seen in the discourse that leads to the meaning and order taken from the Medan High Court Decision. The purpose of this research is first to understand speech acts and the types of commissive speech acts, and second, to understand how the commissive speech acts influence people to carry out certain actions later in the murder case of Judge Jamaluddin. The results of this study have found four types of commissive speech acts: promising, offering, threatening, and refusing. Domination: the commissive speech acts produced by M. Jefri Pratama are threatening.

Keywords: s*peech acts; the commissive influence; types of commissive*

1. Introduction

By using language, humans can interact both verbally and nonverbally, through speaking and writing. The interaction of human groups is called society. In society, there are also rules that govern fellow human beings. If rules and norms are carried out by humans, either intentionally or unintentionally, they will have impacts and consequences. Likewise, wrong actions stimulated by speech will have consequences that will be detrimental to the person himself.

Pragmatic linguistic speech acts are a field of linguistics, which is the study of the relationship between language and speech context. (Levinson, 1983) "Pragmatic is the study of relations between language and context that are fundamental to an account of language understanding." Utterances by speakers can also be studied from various perspectives, such as the theory of speech acts originally developed by Jhon L. Austin

(1962). He explained that this theory explains how the speaker, with his or her speech, expects the listener to take action as expected and then how the listener interprets the meaning intended by the speaker. As Searle (1969: 42) says, "all linguistic communication involves linguistic action". This is to say that there is action in every communication people make.

An utterance is considered an action, particularly with regard to its intention, purpose, or effect. (Oxford). In his speech, the speaker asks for an action to be taken by the listener to achieve his goal. In his speech, the speaker asks for an action to be taken by the listener to achieve his goal. "All sentences that appear in a conversation are included in speech acts as described by. The speech acts consist of propositional statements and the total situation of the utterance. Speech acts are not only focused conversational sentences but also situations, because a sentence has meaning when it is associated with a situation or context. Therefore, when people analyze speech acts, they cannot separate between activities, situations, and conversations." Jhon L. Austin (1962).

In the judicial case, especially in the murder of Judge Jamaluddin, it was found that the utterances issued by the second defendant, M. Jefri Pratama, had several meanings. The writer described the meaning of his utterances with analysis so that it would help the reader understand what exactly the commissive speech acts meaning is contained in the speaker's speech. How did Jefri respond to the utterances from Zuraida Hanum as the main defendant? How did he respond and want to help the main defendant in committing the murder? And how did he persuade his younger brother M. Reza to help him in the murder of Judge Jamaluddin? And how the utterances exert such strong influence that a very cruel act of murder occurs.

The writer examines the use of speech acts in the judicial case on the murder of Judge Jamaluddin, specifically focusing on commissive speech acts as a type of speech act. So this research is formulated in terms of a research problem:

1. What commissive speech acts are performed in the judicial case of Judge Jamaluddin's murder?
2. How is the influence of commissive speech acts in the judicial case of Judge Jamaluddin's murder?

It is hoped that the answers to the research questions can provide insight into the types of commissive speech acts and how much influence they have on the actions taken in the murder case of Judge Jamaluddin.

2. Literature Review

In a study conducted on one topic, a literature review is needed with the aim of providing an overview, identifying and suggesting areas for further study on the research topic.

The researcher has carried out reading research activities against the Medan High Court Decision Result data source by recording all the utterances made by M. Jefri, analyzing and classifying each utterance into commissive acts, which represent frontier word meanings.

3. Research Method

The research method applied in this paper is descriptive-qualitative to analyze the main data. From the definition above, the researcher uses qualitative research

because the research subject is a human being and the utterances and results are in the form of a narrative description of the findings. The main theory is from Jhon L. Austin and Jhon R. Searle. Creswell (2014:42) says, "The historic origin of qualitative research comes from anthropology, sociology, humanity, and evaluation."

The object of this research is the judicial case of the murder of judge Jamaluddin, where the decisions of the Medan District High Court are the main data sources in this study, while the testimony of the second defendant, M.Jefri Pratama, is the research data. The researcher chose the second defendant in the judicial case against the murder of Judge Jamaluddin because he had an important role and put words into action. Secondary data: the researcher used information in the form of electronic books, journals, news, and websites as other information data sources. The method consists of a flow of activities that occur simultaneously and coherently, which include data reduction activities (grouping), data presentation, drawing conclusions, and verification.

4. Discussion

"Humans are given the ability to communicate. Communication using language effectively is an important life skill because, as social beings, humans need to communicate to interact with each other and fulfill their needs. Moreover, communication does not only depend on recognizing the meaning of the words in an utterance but also on recognizing what the speaker means by their utterance" (Yule, 2010:127). In its journey, the meaning of utterances that have been produced by a human child brings positive and negative interactions. Particularly in a criminal case, namely the murder of Judge Jamaluddin, it can be assumed that the utterance was part of a crime plan that ultimately resulted in the crime and the death of the victim. Proof of the planning described comes from the utterances whose effects must be borne by the defendants, namely the death sentence.

Speech acts are utterances that have a specific meaning and function in a communication system. Speech acts are an important area of pragmatics. Speech acts are also communication activities that convey the function of the intended language. Speech acts, according to J. R. Searle, have been classified into five categories (see Searle in Levinson 1983:240). "Classification is representative, directive, commissive, expressive, and declarative. Sentences based on facts or just giving their own opinion about a person's physical condition. Speech acts can describe the speaker's intention with the statement, such as a person describes in the sentence, and also provide a goal, which is the ultimate goal of the desire to be achieved by the speaker actuator."

A representative is a speech act whose utterance binds the speaker to the truth. All the utterances are produced based on the speaker's observations of certain matters, which are followed by stating facts or opinions based on these observations. "Representatives speech acts can be noted by some speech acts verbs, such as: remind, tell, assert, deny, correct, state, guess, predict, report, describe, inform, insist, assure, agree, claim, beliefs, conclude." Searle in Levinson (1983: 240)

A speech act directive is used when the speaker wants the listener to do something for the speaker. The speaker will use various methods to persuade or invite sympathy so that the listener can take action aimed at fulfilling his or her desires. Searle in Levinson (1983) "Directives are speech acts that the speaker uses to get someone else to do something. These speech acts include requesting, questioning, commanding, giving orders, suggesting, and inviting."

Commissive speech act is used by the speaker to commit themselves to some future course of action. It expresses the speaker's attention to some future action. Searle (1969:14) defines "commissives" as "illocutionary acts whose point is to commit the speaker to some future course of action." Yule (1996:54) says "commissives commit the speaker to some future action. They express what the speaker intends, such as promising, threatening, refusing, pledging, offering, vowing, and volunteering. In using a commissive, the speaker undertakes to make the world fit the word by the speaker".

Expressive is one of the classifications of speech acts that are used to understand what the speaker is feeling. The utterances express a psychological state. These According to Yule (1996), expressives are a kind of illocutionary act that states what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, sorrow, and apology.

Yule (1996) defines declaratives as "a kind of illocutionary act that changes the world via their utterances. As in the example below, the speaker has to have a special institutional role in a specific context, such as to pronounce, declare, baptize, or sentence. The words that can be indicated in this type are curse, announce, declare, define, appoint, call, bless, nominate, and authorize.

4.1 Commissive Speech Acts

A speech act that usually occurs in a conversation between one person and another is commissive. It describes the words of a vow or promise to be made for the future. Austin (2009) states that commissive is one type of speech act in which the speaker commits to doing something in the future. A commissive speech act was a speech act marked by agreement or deed in which the speaker did something.

Promising

Promising is full of promise, likely to succeed, or likely to yield good results (Merriem Webster Dictionary). A saying that describes something that will or will not succeed towards success as a result of desire.

May (1993) in Ahmad Mubais (2021), quoting Searle, says that a promise should not be about things that are going to happen or should happen anyway. Promise is one of the speech acts that deals with something that may happen in the future and the commitment of the speaker. It gives clarity that someone cannot promise that the sun will rise tomorrow because it does not deal with the commitment of the speaker, or in this case, we call the speaker a promiser.

Abdullah Husain. Ika Nurhayani & Hamamah Hamamah (2020) mention that promise is the act produced by the speaker to inform the addressee about their willingness to do an action. It can also mean a capacity for good, similar to a value that is to be realized in the near future.

Promising is a comment or utterance that will or will not be carried out. Expresses a statement of one's feelings as a verbal commitment by one person to another. A promise can be in the form of an oath, a conditional promise, or a one-word promise aimed at fulfilling various functions in social settings, such as convincing, mollifying the incense of the addressee, pleasing others, expressing acceptance, expressing refusal, or motivating others to achieve the desired result.

Data 1

"Nanti biar kak Hanum saja yang menjelaskan ke Reza" 'Later, I'll let Hanum explain it to Reza.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri arranged the meeting between M.Reza and Zuraida Hanum
A-Act	Content	M.Jefri explained that Zuraida will meet M.Reza to explain her marriage problems
K-Key		He spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Menjelaskan (v): menerangkan; menguraikan secara terang KBBI: (2007)
Explain (v): 1. To make known 2. To give the reason for or cause of 3. To make plain or understandable Webster's dictionary

Data 2

"Nanti abang telfon Reza untuk ketemuan sama kak Hanum" 'Later, I'll call Reza to meet Hanum.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri will have a call to M.Reza Fahlevi
A-Act	Content	M.Jefri explained that Zuraida will meet M.Reza
K-Key		She spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Telfon/ menelfon (v): Bercakap-cakap (memanggil) melalui pesawat telepon KBBI: (2007)
Call (v): 1. To speak to or attempt to reach someone by means of a call Webster's dictionary

Threatening

Threatening is a statement of an intention to punish or harm somebody. It means to intimidate the hearer if the hearer does not want to obey the speaker's command. It is commonly motivated by hatred and distrust of the speaker toward the hearer, in which the speaker feels that someone has higher power to intimidate the hearer via his utterance (Nabilah Fairuz Al-Bantany, 2013).

Threatening (adj): 1. Expressing or suggesting a threat of harm, danger, etc. 2. Indicating or suggesting the approach of possible trouble or danger (Merriem Webster Dictionary). A threat is a way for the speaker to express their intention to cause harm or

discomfort to the listener. It is often used as a way to intimidate the listener and warn them of the consequences, so they change their actions or behaviors. Study smarter.

Threatening is also a statement to let them know that maybe you will do a bad thing or hurt them if they don't do what you want them to do. Threatening generally indicates an intention to punish, judge, or harm someone. Giving intimidation to people who are wanted to do it. Because of the speaker's hatred and the listener's distrust. The speaker feels that someone has the power to intimidate the listener through his speech.

Data 3

"Ngapain kau yang mati. Dia yang bejat kok kau yang mati. Dialah yang harus mati." 'Why are you dead. He's the one who's depraved why did you die. He is the one who must die.'		
S-setting and Scene	Setting	In a café, Medan. November 2019
P-Participant	Speaker Listener	M. Jefri Pratama Zuraida Hanum
E-Ends	Purpose	M.Jefri convinced Zuraida
A-Act	Content	M.Jefri explained Zuraida that all was her husband's fault and he deserved to die
K-Key		He spoke angrily
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to Zuraida Hanum
G-Genre		Verbal communication

Word meaning:
Bejat (adj): rusak (tentang akhlak, budi pekerti): buruk (kelakuan) KBBI: (2007)
Depraved (adj): marked by corruption (the work of depraved minds). Webster's dictionary

Data 4

"Dia ada masalah sama suaminya yang punya banyak cewek. Perlakuannya juga kasar seperti ada 2 jiwanya. Kak Hanum jadi tertekan batin. Suaminya menghina keluarga kak Hanum." 'She has problem with her husband who has many girlfriends. The treatment was too rough as is it had 2 souls. Hanum became mentally depressed. Her husband insults Hanum's family.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri attracted M.Reza Fahlevi's sympathy
A-Act	Content	M.Jefri explained about Zuraida mentally depressed to M.Reza Fahlevi
K-Key		He spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Masalah (adj): sesuatu yang harus diselesaikan (dipecahkan); soal (persoalan) KBBI: (2007)
Kasar (adj): bertingkah laku tidak lemah lembut, memperlakukan dengan kasar (tidak sopan, mengerasi, menyakiti hati) KBBI: (2007)
Tertekan/tekanan (n): keadaan tidak menyenangkan yang umumnya merupakan beban batin. KBBI: (2007)
Menghina (v): merendahkan; memandang rendah (hina, tidak penting), memburukkan nama baik orang; menyinggung perasaan orang (seperti memaki-maki, menistakan) KBBI: (2007)
Problem (adj): dealing with a problem of conduct or social relationship, difficult to deal with Webster's dictionary
Rough (adj): characterized by harshness, violence, or force. Webster's dictionary
Depressed (adj): Low in spirit (affected by psychological depression). Webster's dictionary
Insults (v): to treat with insolence, indignity, or contempt (to affect offensively or damagingly). Webster's dictionary

Data 5

"Dia ada masalah sama suaminya. Suaminya selama ini suka main perempuan. Suka marah – marah sama orangtua kak Hanum. Suaminya merendahkan keluarga kak Hanum. Kak Hanum tidak bisa sama suaminya kalau bercerai di pengadilan. Dia mau suaminya kalau di bunuh." 'She has problem with her husband. Her husband all along like the main girl. Like to get angry at Hanum's parents. Hanum cant' be with her husband if divorced in court. She wants her husband to be killed.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri attracted M.Reza's sympathy
A-Act	Content	M.Jefri explained about the problem in the marriage of Zuraida and she wanted her husband to be killed
K-Key		He spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Main perempuan (adj): Bersuka-sukaan dengan perempuan KBBI: (2007)
Marah-marah (adj): Sangat tidak senang (karena dihina, diperlakukan tidak sepantasnya, dan sebagainya); berang; gusar. Berkali-kali marah. Mengeluarkan kata-kata menunjukkan rasa marah KBBI: (2007)
Bercerai/cerai (n): putus hubungan sebagai suami istri; talak KBBI: (2007)
Bunuh (v): menghilangkan (menghabisi; mencabut) nyawa; mematikan KBBI: (2007)
Affair (n): a matter occasioning public anxiety, controversy, or scandal. Webster's dictionary

Angry (adj): feeling or showing anger. **:** seeming to show anger or to threaten in an angry manner. Webster's dictionary
Divorce (v): to legally dissolve one's marriage with: to end marriage with (one's spouse) by divorce. Webster's dictionary
Kill (v): to deprive of life**:** cause the death of. Webster's dictionary

Refusing

Refusing can be interpreted as an adage, a statement to say or show that you are not willing to do, not receive, or not allow something. It is to display or express an unwillingness to accomplish or comply.

Based on Searle's 1975 explanation, refusal is an unpleasant reaction to invitations, requests, offers, and suggestions. The speaker has a goal or a viewpoint. As a result, the speaker rejects the interlocutor's point of view. The majority of the sentences are negative. Example, "We will not do that". Refusals are negative responses to invitations, requests, offers, suggestions, and the like that are frequently used in our daily lives. Saying "no" is somehow more vital than the answer itself. Both the speaker and interlocutors are expected to understand the context as well as the form and function of refusal, depending on cultural, linguistic, and ethnic values. Nabilah Fairuz Al-Bantany (2013).

Data 6

"Kak Hanum sudah tidak tahan" 'Hanum couldn't take it anymore.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri attracted M.Reza's sympathy
A-Act	Content	M.Jefri explained that Hanum didn't want to stay with her husband anymore
K-Key		He spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Tidak tahan (v): tidak kuat atau tidak sanggup menderita (menanggung) sesuatu KBBI: (2007)
Couldn't take (v): to receive or accept whether willingly or reluctantly. Webster's dictionary

Pledging

A pledge is a more serious promise, used as an accordance that someone will do something and stay true to what they are going to do. Pledge or pledging is the state of being held as a security, guaranty, or something given as security for the performance of an act. Webster dictionary.

In the murder case of Judge Jamaluddin, none of the utterances uttered by the second defendant, M. Jefri Pratama, described the meaning of pledging. Jefri seems to feel empathy and is supportive of all of Zuraida's wishes to get rid of her husband. He was even angry when a desperate Zuraida wanted to end her life because of her

disappointment with her husband's attitude. Therefore, the Commissive Speech Act stating pledging is not found in this judicial case.

Offering

Offer or "offer" is the opportunity for the speaker to readily volunteer to do something for the benefit of the listener. Thus, the speaker covenants to give something to the listener. They are always asked as a challenge, which gives the listener the preference to either approve or disapprove. Although, this is not always stated as a statement that can either be responded to with reception or denial.

Nabilah Fairuz Al-Bantany. (2013), Offer means saying that you are willing to do something for somebody or give something to somebody. Offer is the hearer's expression to offer an act for the hearer's or addressee's interest.

Data 1

"Nanti biar kak Hanum saja yang menjelaskan ke Reza" 'Later, I'll let Hanum explain it to Reza.'		
S-setting and Scene	Setting	In a café, Medan. Sunday, 24 November 2019
P-Participant	Speaker Listener	M. Jefri Pratama M. Reza Fahlevi
E-Ends	Purpose	M.Jefri arranged the meeting between M,Reza and Zuraida Hanum
A-Act	Content	M.Jefri explained that Zuraida will meet M.Reza
K-Key		He spoke confidently
I-Instrument		Oral speaking
N-Norm	Interaction	M.Jefri to M. Reza
G-Genre		Verbal communication

Word meaning:
Menjelaskan (v): menerangkan; menguraikan secara terang KBBI: (2007)
Explain (v): 1. To make known 2. To give the reason for or cause of 3. To make plain or understandable Webster's dictionary

Vowing

To promise solemnly or to bind or concentrate by a vow (Merriem Webster Dictionary). The other meaning taken from the Oxford dictionary is to make a determined decision or promise to do something.

The word "vow" means the notion that something needs to be done as a promise between the person and his God, and in one condition, if he doesn't do it, there will be a feeling of guilt or sin, so the person commits himself to fulfilling the vow.

The vow should be obligatorily fulfilled when the person vows to do something if his wish or a matter is accomplished, and his wish is actually accomplished according to his religious beliefs (Al Fahdawo, 2010:60) in Haider Saad Yahya Jubran article 2019.

Concerning vows. Jefri Pratama's utterances did not contain any meaningful vows in the murder case of Judge Jamaluddin. So the researchers revealed that the speech act of vowing was not found in the data source for this murder case.

Volunteering

In the KBBI Dictionary, volunteers are the same as people who are doing it voluntarily without coercion and without expecting anything in return from certain parties. From the Webster dictionary, volunteering is to offer oneself as a volunteer.

Volunteering can be interpreted as an overture to do something sincerely without being forced to do it. It is to accomplish a service of one's own will. It means choosing to offer freely without being asked.

A sentence in this conversation belongs to commissive speech acts that have the meaning of volunteer because the speaker of one free will does something for the interlocutor. Abdulloh Husain (2018)

Researchers have found that sentences stating that they will take an action voluntarily without any reward are not found in the utterances produced by M. Jefri in this murder case.

4.2 The influence of Commisive speech acts

The effect of commissive speech acts on the murder of Judge Jamaluddin is very strong. The utterances stated by the second defendant, M. Jefri Pratama, are connected to the intentions and encouragement of the other perpetrators for an act of heinous murder. The effect of commissive acts can be seen as follows:

Data 1 :*" Nanti biar kak Hanum saja yang menjelaskan ke Reza"*
'Later, I'll let Hanum explain it to Reza'

The commissive speech acts above were produced by M. Jefri. He stated that an explanation about a problem in Zuraida's life, which he was having an affair with, would be conveyed directly by the person concerned. He influenced M. Reza to get involved and tried to convince him by inviting M. Reza to speak directly to Zuraida. As a result, M. Reza met with Zuraida, listened directly to her life's complaints, and planned a day and time to carry out the execution of the murder.

Data 2 :*" Nanti abang telfon Reza untuk ketemuan sama kak Hanum"*
'Later, I'll call Reza to meet Hanum'

The commissive speech act uttered by M. Jefri above is the form of the promise conveyed by Jefri. He emphasized more that he would schedule a meeting between M. Reza and Zuraida by saying he would immediately call Reza if the time and place had been determined. The result was a meeting between Zuraida, and M. Reza and Zuraida at the Medan Johor cafe town on November 25, 2019, to be exact, 3 days before the day of the murders.

Data 3 :*" Ngapain kau yang mati. Dia yang bejat kok kau yang mati. Dialah yang harus mati"*
'Why are you dead. He's the one who's depraved why did you die. He is the one who must die'

The commissive speech act above was stated by M. Jefri as an expression of his anger towards Zuraida's husband, whom he did not like; instead, he gave the idea to Zuraida, who was in despair, that it was her husband who was very guilty and deserved to die. He really supports Zuraida's hatred and wants to help her get rid of her own husband. As a result, Zuraida had a strong desire to carry out a murder plan and asked M. Jefri to fully assist her by promising a marriage and wealth.

Data 4 :*" Dia ada masalah sama suaminya yang punya banyak cewek. Perlakuannya juga kasar seperti ada 2 jiwanya. Kak Hanum jadi tertekan batin. Suaminya menghina keluarga kak Hanum.'*
'She has problem with her husband who has many girlfriends. The treatment was too rough as is it had two souls. Hanum became mentally depressed. Her husband insults Hanum's family.'

The commissive speech acts above were explained by M. Jefri to M. Reza, the sister of Zuraida's husband, who likes to have an affair. Her husband has two personalities and always looks down on Zuraida's family, so Zuraida suffers a lot and doesn't want to live anymore. But he also explains that Zuraida can't get a statewide divorce, so they'll have to use other means to get rid of her. The result of this explanation was a sense of sympathy from M. Reza because he felt like helping his brother and was also tempted by Zuraida's promise to give 100 million plus to send M. Reza and his mother for umrah.

Data 5 :*"Dek kak Hanum ada masalah sama suaminya. Suaminya selama ini Suka main perempuan. Suka marah – marah sama orangtua kak Hanum. Suaminya merendahkan keluarga kak Hanum. Kak Hanum tidak bisa sama suaminya kalau bercerai di pengadilan. Dia mau suaminya kalau dibunuh.'*
'Hanum has a problem with her husband. Her husband all along like the main girl. Like to get angry at Hanum's parents. Her husband looks down on Hanum's family. Hanum can't be with her husband if divorced in court. She wants her husband to be killed.'

The commissive speech act above was explained by M. Jefri to M. Reza. It was to tell that his lover Zuraida's household was experiencing great emotional stress. Her husband was very rude and did not respect her parents and family at all. Not to mention her husband's habit of having affairs with many women, she explained that she could not get the divorce in court she wanted if her husband was killed. The statement above explained that M.Jefri persuaded M.Reza to understand the problem and that there was no other way but to kill Zuraida's husband, and he needed his support and assistance in the execution of the murder. And the influence of M. Jefri's explanation and invitation above M. Reza's understanding and willingness to participate in the murder plan has been proven in the police report based on the facts of the execution.

Data 6 :*" Kak Hanum sudah tidak tahan"*
'Hanum couldn't take it anymore'

The commissive speech act above was explained by M. Jefri to M. Reza, telling him that Zuraida was very depressed and no longer wanted to tolerate understanding and continue her marriage to Judge Jamaluddin. She had given up. M. Jefri tried to influence M. Reza Fahlevi about the sad experience that Zuraida had to empathize with and want to help him carry out the murder of Zuraida's husband.

4.2. Finding

The findings that were finally seen from the results of the analysis of 17 utterances produced by the second defendant, M. Jefri Pratama, are stated clearly so that the reader can understand them well.

The data in this finding section are commissive which explain promising, threatening, refusing, pledging, offering, vowing, and volunteering where the speaker orders and asks the listener to do what he has ordered:

The Commissive Speech Acts percentage in the judicial case of Judge Jamaluddin's murder:

Types of Speech Act	
Commissive : Searle/Yule Theory	**Total Number**
Promising	2 (11.77 %)
Threatening	13 (76.47 %)
Refusing	1 (5.88 %)
Pledging	0
Offering	1 (5.88 %)
Vowing	0
Volunteering	0

5. Conclusion

After analyzing the data, it is important to conclude what was stated before. So, the conclusions of this study are based on the formulation of the problem in this study; the researchers only focus on the analysis of speech acts in the form of communication functions in commissive speech acts contained in the trial of the murder of judge Jamaluddin. The formulation in this study was found: 2 promising, 13 threatening, 1 refusing, and 1 offering. The author did not find any pledging, vowing, or volunteering speech acts. It can be seen that the dominance of threatening is represented by commissive speech acts in this judicial case as the main data source.

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PERSONALITY TYPE IN TERE LIYE'S NOVEL *NEGERI PARA BEDEBAH*

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Abstract

This study is based on Tere Liye's novel *Negeri Para Bedebah*, which deals with personality types. Thomas or Tommi is a professional financial consultant and the founder of Thomas & Co., a major financial consulting firm. Thomas is a one-of-a-kind individual since his co-workers regard him as adaptable. Thomas has a labile personality in the sense that his behavior is unpredictable and also changeable, adjusting to a certain situation. The grand theory used to support the whole research is the one proposed by Gerard Heymen, in which it is stated that every individual's personality is unique and could be adjusted to a certain condition. Literary psychology is applied as an approach in the study, as literary psychology conducts literary studies by looking at literary works as psychological activities for both the author and the readers. The study is conducted by the descriptive qualitative method, showing the personality of the main character; this is a type of individual phenomenon that can also be found in society. The results show that the protagonist has three significant types of personality: smartness, self-support, and responsibility.

Keywords: *choleric; nervousness; passion; personality*

1. Introduction

The value and cognitive function of the novel lie in its psychological aspect. According to Wellek & Warren (2016), novelists provide teaching about psychology related to human behavior and personality so that readers can anticipate these personality problems. The characters in the novels are actually manifestations of members of the community in our environment because the characters in literary works are born from the observations and reflections of the novelists. This view makes it clear that literature is a mirror of truth.

The form of truth contained both in the novel and outside the novel is human behavior in the space of psychological cognition, meaning that literature is closely related to psychology. A novel as a literary genre is an imaginative life construction in which events occur and behaviors are experienced and carried out by humans as story characters. Authors in works of fiction usually try to reveal the personality of the characters. Therefore, it is easy to understand that there is an inseparable relationship between literature, especially works of fiction (short stories and novels), and drama and psychology.

Psychology is a science that focuses on human behavior, action, and thought patterns. This can be understood because behavior is an observable phenomenon and not abstract. The soul is the inner side of humans that is not observed but shows itself by being observed and caught by the senses, namely through behavior (Aminuddin, 2005).

Psychology is a science that investigates and studies human behavior or activities. Behavior and activities are manifestations of mental life (Alwisol, 2012). Psychology is the science of the soul that is obtained systematically with scientific methods agreed upon by psychology scholars at this time. Modern psychology views that the human body and soul are an inseparable unit, and mental activities appear in physical activities (Alwisol, 2012), further suggesting that psychology describes and investigates psychic activities in general in adult and normal humans, including observation activities, intelligence, feelings, will, motives, and so on.

It is argued that psychology is the science of human behavior and psychic life (the soul). The word 'behavior' or action has a broad meaning, which does not only include motor activities such as talking, running, seeing, hearing, remembering, thinking, fantasizing, reintroducing the appearance of emotions in the form of tears or smiles, and so on. Activities like thinking and fantasizing, for example, seem like mere passiveness. However, both are forms of activity, namely psychic or mental activity. Psychology, according to Santrock (2005), emphasizes the focus of its studies on humans, especially human behavior. This can be understood because behavior is an observable phenomenon and not abstract. The soul is the inner side of humans that is not observed but is observed and caught by the senses, namely through behavior.

Psychological approach emphasizes the analysis of literary works from an intrinsic point of view, especially in their characterizations. Literary psychology conducts literary studies by looking at literary works as psychological activities for both the author and the readers. Literary works, especially those in the form of prose such as short stories, dramas, and novels, always show the stories of the characters in their lives. In writing their works, the authors must present characters with unique characters and behaviors to add interest to the stories they write. This aspect is raised by literary psychology as study material, especially regarding the background of the actions and thoughts of the characters in related literary works (Caspi, Roberts, & Shiner, 2005).

The mental activity in Tere Liye's novel *Negeri Para Bedebah* focuses on the personality type of the main character, Thomas. The novel *Negeri Para Bedebah* is a novel by Dervish, known by the pen name Tere Liye. *Negeri Para Bedebah* was first published by Gramedia Pustaka Utama in 2012, with a total of 440 pages. This novel is a satire for humans who are greedy for something, but there are also descriptions of personality types that can be used as motivation and self-introspection for all circles. While reading this novel, the readers can feel the tension when the main character has to deal with the authorities and has to race against time and the police chase. In addition, readers will also feel the sadness when little Thomas has to lose his parents, living with revenge and hatred. Readers will also be curious throughout the story, guessing what will happen next, whether Thomas manages to save his parents, who is behind all this chaos, and other things. There are also funny scenes that are occasionally tucked away, such as when Thomas and Julia have to pretend to be a couple fighting when they are questioned by the police on patrol. This novel provides a lot of knowledge about the economy that is packaged nicely, and besides that, it also teaches the values of

friendship and loyalty. However, some of the terms used in this novel seem difficult for the layman to understand, because they use economic and political terms. Even so, this novel is very interesting to read, especially if the reader likes topics about economics or topics that are quite heavy.

The novel *Negeri Para Bedebah* is chosen for this study because it is very interesting to study. In it, there are interesting stories, especially the conflicts experienced by the main character and the way the main character solves the problem, and this problem can be an inspiration for readers to solve problems. The novel teaches everyone to be independent.

2. Literature Review

2.1. Psychology of Literature

In the psychological approach, the author's perceptions, dreams, conscious or unconscious mind, and the differences between the personality of the author and the author in the text are also taken into consideration. Most of the themes represented by the authors might be signs of their own personality traits. In the words of Wellek and Warren, "... writers often document their own cases, turning their maladies into their thematic material". In this context, personality, the key element in both psychology and literature, might be described "as the total pattern of characteristic ways of behaving and thinking that constitute the individual's unique and distinctive method of adjusting to his environment". Psychology is actually related to psychoanalysis in literature; in addition to the characters, the author and the writing process are also subjected to psychoanalytical approaches. To reveal the relationship between literature and psychology, it is widely held that psychology enriches the power of creation and the production process: "For some conscious artists, psychology may have tightened their sense of reality, sharpened their powers of observation, or allowed them to fall into hitherto undiscovered patterns. But, in itself, psychology is only preparatory to the act of creation, and in the work itself, psychological truth is an artistic value only if it enhances coherence and complexity—if, in short, it is art" (Wellek and Austin, 2016).

A literary work benefits from psychology in terms of successfully presenting characters, expressing their moods, and bringing the reader into the psychological dimension of human reality. Psychology and the study of literature meet in their focus on phantasies, emotions, and the human soul. Thus, there exists a two-way relationship based on mutual interaction between literature and psychology, in the form of evaluating a literary work with the resources of psychology and obtaining psychological truths from a literary work. Psychological content appears in a wide range of literary forms, from poetry to short stories, plays, and novels. However, the most explicit reference to the human mind is to be found in psychological novels, which deal with individuals' inner experiences, thoughts, feelings, emotions, and introspections.

Holland (2017) gives the following explanation of the relationship between the two disciplines: Beside literature and psychology, there is no other branch of science that is engaged so much in the study of the relationship between human body and soul with its contradictions and dilemmas, making efforts to define the relationship in terms of certain rules and to know the mysterious aspects of the human soul and its subconscious areas by means of long and detailed journeys; at the same time, both branches have been struggling in their existence between arts and science for about a century.

2.2 Personality

Personality comes from the Latin word 'persona," meaning to speak through a mask. As in ancient times, masks were born in Greece and Rome by actors while enacting plays. Thus, personality is used to influence others through external appearance. However, personality is not just external appearance alone.

Personality, which makes an individual stand apart, is the impression of characteristic attributes. It is an aggregate of an individual's physical, psychological, and behavioral aspects contributing to his 'good personality' or no personality, according to the presence or absence of the characteristic attributes.

Personality has a long history. It dates from the time of the Greek physician Hippocrates (460–377 BC). In order to understand the behavior of people in an organizational setting, we need to know the basic nature of personality. It is a psycho-social phenomenon that analyzes the cognitive features and presentation of individuals in society. Personality is made up of the characteristic patterns of thoughts, feelings, and behavior of an individual.

These attributes make a person unique. Personality originates within the individual and remains fairly consistent throughout life. Personality exhibits distinctive qualities in a person, especially those distinguishing personal characteristics that make one socially appealing. If a person wins an election on his own, society may say that he or she has won "more on personality than on capability".

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like extraversion is expected to be sociable in different situations and over time. Thus, psychology rests on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations (Ling-Xiang and Wen-Chao Geng, 2013).

2.2.1 Gerard Heymans' Theory of Personality Type

Etymologically, the term personality comes from Latin, namely 'per' and 'sonare', which later developed into the word 'persona', which means 'mask'. Personality is a field of psychological study that is difficult to describe clearly and with certainty. This is due to the fact that complexity, which concerns all fields of psychology, even the essence of personality itself is unique and multidimensional.

In the view of modern psychologists, the meaning of personality is considered an overall quality of behavior from a person's personality (Heymans in Cervone and Pervin, 2014). Heymans, a professor of psychology in Groningen, Germany, views the principle of behavior as determined by certain forces that exist in the human person. Heymans' view was coined after he diligently investigated certain forces in the human body through a questionnaire that he made and distributed to the people he chose as the object of investigation. Heymans succeeded in drawing conclusions about a person's character type based on the presence or absence of the three principles (Heymans in Hambali, 2013).

The three principles are:

1. Emotionality

Emotionality is the ease or not of the impression caused. The impression is a feeling and appreciation that humans have for and belong to a certain group.

a. Emotional group: The emotional group has high emotional quality and has traits or characteristics such as being irritable, likes to laugh, is inattentive, is intolerant, is impractical, is focused, wants to be in power, and can be trusted in finances.
b. The unemotional group: The unemotional group has low emotional quality and has traits or characteristics such as: patient, cold-hearted, careful in determining opinions, practical, tolerant, honest within legal limits, good at restraining lust, and giving freedom to others.

2. Secondary Function

The secondary function is the little or much influence of the impression that is no longer in the realm of human consciousness. Secondary functions also have certain groups, namely:

a. Groups with strong secondary functions: Groups with strong secondary functions have characteristics such as being calm, never giving up, wise, diligent, helpful, having a good memory, being free to think, liking to read, being thorough, and being consistent in modern politics.
b. Groups with weak secondary functions: Groups with weak secondary functions are primary and have characteristics such as being restless, moody, having poor memory, not being frugal, not being careful, being inconsistent, liking to talk about things that are not important, being radical in politics, and being egoistic.

3. Activities

Activity is a little or a lot of self-expression, feelings, and spontaneous thoughts. This activity also has certain groups, namely:

a. Active group
   This active group usually has weak but willing reasons to do something and has traits such as: like to move, fast acting, busy, brave, cheerful, happy to work, never give up, easy to understand, race for money, broad view, quick to reconcile, tolerant.
b. Inactive group
   The inactive group is a group that has strong reasons but does not want to act and has characteristics such as: quick to give up, quickly despairing, the problem feeling heavy, attention not deep, impractical, likes to talk about unimportant things, is lustful, extravagant, far from noise, and is reluctant to open the heart.

These three principles determine the nature of a person. If a person has one or all of the principles, or vice versa if there are none at all, the character of the individual is like the description of the principles above. Based on these three principles, Heymans (Heymans in Berkowitz, 2015) divides human personality types based on the strength of the three principles in each person into eight types.

Human Typology According to G. Heymans, a psychology teacher in Groningen, Germany, who is then very well known throughout the world as the originator of human typology in personality psychology. At the end of his investigation, Heymans succeeded in formulating a human typology, which became known as the Heymans typology. In subsequent developments, especially with the emergence of other psychologists who opposed his opinion, the Heymans typology was gradually forgotten by people. However, it is acknowledged by many that Heymans has proven that in a group of students there are types. As previously stated by Haeymans, his typology has

again attracted attention in the public audience, especially in France. According to Heymans, the personality types are:

1. Nerve Type

People who have a nervous type of character, that is, someone who appears to be very strong, fickle, and unpredictable, are very sensitive and easily offended. Besides that, a person with a nervous disposition is easily stimulated by a stimulus. He is also fierce and easily loses balance. He likes to argue with people's opinions, and oddly enough, he himself likes to reprimand others. His attitude is also aggressive, as are his actions. A person with a nerve-type character shows restlessness, impatience, shallowness in thinking and opinions, and is not practical.

2. Choleric Type

Choleric individuals are individuals who are very active, but full of emotion with weak secondary functions. The choleric type is easy to move, agile in relationships, works in spare time, is inclusive, and courageous. He is a nimble and neat person, but lacks deep thought. His emotional state is strong and volatile, but he is always optimistic and cheerful. His memory was strong, and he was careful and painstaking. In science, this kind of person is more likely to think non-abstractively, among other things, he has no intention of exacting science. This individual is a spendthrift in terms of finances.

3. Passion Type (gepassioneerden)

A person who has the character of the passive type, that is, the person who shows emotional characteristics, activities, and secondary functions, is all positive in the passive type of human. Humans who are impatient, suspicious, and like to criticize, and if offended by others, they will like to forgive, are categorized as passive humans. People with a passion-type character like to work regularly, diligently, and conscientiously, and like to stand alone. Apart from having a target for certain goals and being ambitious or power-crazed, his attitude is seen in his tough and brave actions; this kind of person is more feared by society than loved. He has a strong family system.

4. Sentimental Type

Individuals who have a sentimental type of character, namely individuals who like to seduce but are fierce and impulsive. This kind of person has a strong influence on others and is good at influencing them with his ideals. This person likes to be alone or lonely and likes nature. The character of this kind of person is not jovial, does not laugh easily, and is a bit stiff in association. The strengths of people who are sentimental are honesty, loyalty, and responsibility.

5. Amorphous Type

People with an amorphous type of character-that is, someone who is inactive, unemotional, and has weak secondary functions- Generally, people who are amorphous have weak characteristics; they usually think shallowly, are not practical, are petty, parrot-like, stiff, do not understand quickly, and are forgetful. He is a drinker, a spender, and a player. In conversation, he is cold, speaks briefly, is controlled by others, likes to isolate himself, and is often lonely.

6. Sanguinis Type

The individual has a sanguine type of character, that is, he is infantilistic (childish), but he is not easily confused in complicated and critical situations; usually, this kind can overcome and find solutions. Individuals with the sanguine type are usually able to do something fairly, deftly, and bravely. He always has a calm, gentle, sociable mood, likes to read, and has a strong memory. He is broad-minded, easily understands all problems, and his memory is loyal, especially in getting to know the people around him.

7. Phlegmatic Type

Someone who has a phlegmatic type of character, which is calm, aware, organized, nurturing, can control emotions, and is not quickly influenced by emotions, usually works diligently, regularly, neatly, meticulously, wisely, and patiently. He is also not easily discouraged, always optimistic in every relationship, intelligent, likes to stand alone (independent), has a very strong memory, and is responsive. He generally does a lot of calculations, likes to read, and likes to think.

8. The Apathetic Type

An individual with an apathetic character, namely an individual who is difficult to get along with, he is said to be a human machine, likes to be alone. This kind of individual also has an introverted attitude, does not like to laugh, and is quiet. He is apathetic about political issues; in fact, there is absolutely no self-respect, far from respect, or desire to be in power. This is due to his lack of courage and difficulty making decisions. He firmly adheres to his stance, which holds vengeance; his personal life is gloomy and unpractical (Heymans, 1987).

The personality types that stand out in the novel *Negeri Para Bedebah* based on Gerard Heymans' Theory of Personality Type are: smartness, self-support, and responsibility.

Smartness

Features:

1. Smartness refers to more aware, adaptive, and responsive infrastructures (technical, human, and social), and services taking people into consideration and the broader ecosystem.
2. Smartness pertains to the awareness of people, technologies, and any combination of people interacting with each other and/or technologies, or technologies interacting with each other and/or with people.
3. Smartness refers to smart use of resources, smart and effective management, and a network that enables participative and interactive management. Both the approach to governance and the use of technologies play key roles in smartness (Steven, 2020).

Self-Support

Features:

1. Having the ability to always try to take the initiative in everything.
2. Having the ability to do the tasks that are responsible for him.
3. Being realistic (Ling-Xiang and Wen-Chao, 2013)

Responsibility
Features
1. Keeping every word spoken.
2. Being able to maintain self-respect and respect the rules. ...
3. Holding on to commitments (Neves, 2015)

3. Research Method

This research is qualitative and descriptive. According to Moleong (2015), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words about the characteristics of an individual, a condition, or a symptom of a particular group that can be observed. Descriptive data referred to in this study is data in the form of words, phrases, clauses, sentences, or paragraphs, not numbers.

The data are taken from the novel *Negeri Para Bedebah* in the form of text referring to types of personality proposed by Heymans. The analysis deals with the types of personality: smartness, self-support, and responsibility of the protagonist. All the personality standings of the protagonist are adjusted according to the above-mentioned points of discussion. Sources of data in research are subjects from which data can be obtained. The sources of data are taken from other related sources, such as books, journal articles, and other sources.

The data collection procedure in this research starts with getting a full understanding of the novel entitled *Negeri Para Bedebah*. Relevant data is selected and identified. Theories related to the subject matter of the research are observed and selected. Data analysis in the study consists of three flows of activities that occur simultaneously, namely data collection, data reduction, data presentation, and conclusion drawing or verification (Miles and Huberman, 2015).

In data collection procedures, the data are obtained from what is read and recorded in a detailed description, in this case about the personality type of the main character in the novel *Negeri Para Bedebah.* In presenting the data, the classified data are then arranged in an orderly manner so that they are easy to understand. The data are then made into a table and analyzed or interpreted according to the context of the text in order to obtain a description related to the main character's personality type. Finally, conclusions are drawn about the results from the data obtained at the beginning of the study. This conclusion still requires verification (re-examination of the truth of the report) so that the results obtained are truly valid.

4. Discussion

Personality is unique because everyone has his own type of personality, which is always changed according to situation and condition. Personality is the dynamic of a functional human psychophysical organization that turns into specific patterns of behavior in dealing with life. The manifestation of personality is all one's own behavior. Each individual has a unique functional psychophysical organizational system in their environment. In interacting with people in their environment, each individual will have their own personality type when adapting to or giving up in that environment. The points of discussion in the study are concerned with smartness, self-support, and responsibility.

4.1 Smartness

Data 1: *"Apa tadi kualifikasinya? Lulusan terbaik sekolah bisnis? Ada ribuan orang yang memiliki predikat itu—aku bahkan punya dua." (Liye, 2012: 11).*

Thomas is a young executive; to be precise, he is an economic consultant. His expertise in the field of economics is unquestionable. He was the best student at his boarding school before, and then when he received higher education, He manages to become the best graduate, as shown in this quotation. Thomas, who has just boarded the plane to return to Jakarta from London, is immediately questioned by a young journalist, Julia. Julia is sent by the largest economic review office in Southeast Asia to chase after Thomas, whose schedule is very full, for an article interview. Thomas thinks Julia is too beautiful and empty to be a messenger for the company, rather than a television presenter. Thomas thinks that even though Julia is the best graduate from business school, the credential means nothing to her, as she herself has held the title of best graduate from business school twice. This quotation also shows Thomas' analytical skills. He criticizes Julia's office's decision to send her as an envoy because he has learned that Julia is too young and inexperienced.

Data 2: *"Aku tidak terlalu suka bicara di depan ratusan orang—yang satu pun tidak kukenal. Berada di tengah pakar, akademisi, penerima hadiah nobel ekonomi, birokrat, atau apalah yang mentereng menyebut latar belakang masing-masing ... Ruangan dipenuhi praktisi keuangan dunia. Pialang, petinggi sekuritas, direktur perusahaan raksasa, CFO, CEO, dan berbagai strata manajerial kunci. Mereka sejatinya adalah serigala berbalut jas, dasi mahal, sepatu mengilat tidak tersentuh debu, dan diantar dengan mobil mewah yang harganya ratusan kali gaji karyawan hierarki terendah mereka. Penuh semangat bicara tentang regulasi, tata kelola yang baik, tetapi mereka sendiri tidak mau diatur dan dikendalikan. Sepakat tentang penyelamatan dan bantuan global, tetapi mereka sibuk mengais keuntungan di tengah situasi kacau-balau" (Liye, 2012: 12).*

Thomas' reputation in economic consulting is well known throughout the world. In this scene, before boarding the plane, Thomas is in London to be invited as a speaker at an international economic conference. His intelligence is considered to exceed that of experts, academics, and other experts in the field of economics, so he is invited to be a speaker while other economic experts and practitioners listen and study what Thomas says.

4.2 Self-Support

Although humans are born to need other people to meet their needs, over time and through developmental tasks, a person will slowly break away from some dependencies. Independence is measured by a person's behavior, not by age. Younger people may be more independent than older people. And independence is one form of changing one's own destiny from a state of deprivation into a better situation. This attitude of independence is shown by Thomas in the following data:

Data 1: *"Aku bukan lagi anak kecil enam tahun yang berlari lari mengantar susu. Akulah bedebah paling besar dalam cerita ini. Jadi, apakah kau mau membantu atau tidak, terserah kau." (Liye, 2012: 119).*

At two o'clock in the morning, Thomas is picked up by Uncle Liem's confidants at the hotel; they mention the names of senior police officers and prosecutors who investigate Bank Semesta. Thomas recognizes both names. Both people are involved in the deaths of Thomas' parents.

Thomas wants to avenge his parents, who are burned to death, and the two suspects become important people, so that Thomas feels that life is unfair. Thomas is really looking forward to this opportunity. He is burned by his past grudge. He does not care if Julia does not want to help him. He is not even afraid to act alone, because Thomas is an independent person.

Data 2: *"Satu duda ibu-ibu tetangga memelukku, menangis tentang esok lusa semua akan pulih, janji – janji masa depan. Aku mengangguk datar, bilang, "Saya akan baik - baik saja, Ibu." (Liye, 2012:219).*

After the death of Thomas's parents, neighbors gather in the morning after the incident to make sure that both of Thomas's parents have died in the fire. Thomas is sent to another city and entrusted to a teacher at a school for orphans because there are still many officers and unknown people who are still trying to find the remaining members of Thomas's family.

The quotation above describes Thomas' condition at that time. He assures himself that everything will be fine, even though it is very hard for him to be left by his parents at such a young age. He is sure that the day after tomorrow everything will recover and start a new life for him. This is a picture of self-support.

4.3 Responsibility

While Thomas can be aggressive in certain ways, he is a responsible person. Responsibility is the attitude or behavior of taking something seriously and being ready to take all risks and actions. For Thomas, every action and decision has a responsibility. The responsibility entrusted to someone or another person is accepted as a duty. Here are the data that show that Thomas is a responsible person.

Data 1: *"Sayangnya kami tidak punya anak laki-laki. Kaulah satu-satunya anak laki-laki di keluarga besar kita. Apapun yang tersisa dari bisnis ini, kaulah yang paling pantas melanjutkan. Senin, otoritas bank sentral akan menutup operasi seluruh Bank Semesta. Senin pula, aku akan menandatangani surat pernyataan akan mengganti seluruh uang nasabah, tidak sepeserpun uang mereka akan dimakan orang tua ini. Bahkan jika itu termasuk melego bisnis properti, otomotif, seluruh perusahaan kita." (Liye, 2012: 46).*

Uncle Liem and Thomas argue after a police officer comes to the house. They question how business will be if Uncle Liem is imprisoned. Uncle Liem hopes that Thomas will continue the family business because he is the only man in their extended family taking care of his wife and children. Uncle Liem is the person in charge of their family social gathering case, and he will reimburse all the customers' money and will not take any of their money for himself.

The quotation above shows responsibility for their problems and will reimburse the customers involved. Uncle Liem also promises not to take any customer's money, even if it includes their company's business, as he says.

Data 2: *"Aku tidak punya pilihan, Theo. Jadwal konferensi itu sudah disusun sejak sebulan lalu, juga jadwal sialan ini. Aku harus menunaikan keduanya sekaligus." (Liye, 2012: 26).*

Thomas, who has just arrived at the club after coming from London, is immediately bombarded with chatter from Theo, his close friend. Theo is the one who introduces Thomas to the world of the boxing club. Theo is astonished by Thomas, who comes to the club neatly dressed and carrying the suitcase he brought during the conference. Thomas could not refuse the promise he made to come to the club to see Theo. Even though he is a busy man, he keeps his word. This quotation shows a sense of responsibility towards time and keeping promises. Thomas still makes time even though he has a busy schedule.

5. Conclusion

Negeri Para Bedebah is a realistic novel by Tere Liye. This novel is a satire on money-greedy humans that was first published by Gramedia Pustaka Utama in 2012.

In this novel, Tere Liye raises the political economy genre, which differs from his previous ones, which are usually romantic and family genres. This novel is very interesting for readers, especially adult readers who are intrigued by the world of politics and economics. The main character in this novel is Thomas, a smart character who is agile, intelligent, physically strong, dryly humorous, and handsome.

Thomas is an internationally recognized professional financial consultant. He graduated from a well-known business school as the best graduate and often travels the world as a speaker on economics and finance. However, not many people know that Thomas is part of a fighter club, like in the movie *Fight Club*, along with a number of other important people, located on the sixth floor of an office building in Jakarta. Almost no one knows who he really is or where he comes from, except, of course, family and people close to him. In this novel, readers are taken aback at how Thomas can lead the media and how the high-ranking people of the country can believe in him. Behind his glorious career, it turns out that Thomas has a sad past. His parents die in a house fire while he is delivering milk to his neighbors. His house is burned down by residents who feel betrayed by the Arisan Berantai business founded by his father and Uncle Liem.

This novel uses fairly high-level vocabulary and is written in a sophisticated style. Many terms will not be understood by the layman, as those terms are usually found in the vocabulary of political economy, such as subprime mortgage, preventive strike, stock index, CFO (Chief Financial Officer), and CEO (Chief Executive Officer).

Through Thomas' personality smarts, self-support, and responsibility, he can solve problems well. According to Gerard Heymans' theory of personality types, his smarts are categorized into passion types (gepassioneerden); his self-support into choleric and passion personality types; and his responsibility into choleric and passion personality types.

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THE IMPLEMENTATION OF LESSON STUDY TO PROMOTE LECTURERS' SKILL IN TEACHING ACADEMIC WRITING

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Abstract

Lecturers find it challenging to teach writing especially academic writing, since students face difficulties in learning during the study process. This situation may happen because of the inappropriate way of lecturers in covering the material; of all the lecturers should have a good mastery of the materials to be given. Lesson study seems to fit the lecturers' method of practice teaching to improve the skill of teaching writing skills. The study aims to describe the implementation of lesson study by five lecturers to promote the skill of teaching writing. A descriptive qualitative research design was employed with observation and interviews, which were used as the instruments to gather the data. Five lecturers joined the lesson study along with the 45 students in the class. The result shows that using lesson study can promote the lecturers' skill in teaching academic writing by guiding the students in learning, explaining the material of academic writing and varying teaching methods.

Keywords: *academic writing; lecturers' skill; lesson study; teaching writing*

1. Introduction

Lecturers' skill in delivering the material related to four basic skills becomes increasingly essential to elevate. Lecturers are expected to be able to transfer the idea of teaching and learning English and share a motivation to the students to practice the skill. This activity will focus on the students' mastering the four basic skills. It aligns with our belief that language must be practised, not only remembered. By improving the lecturers' skills in English language teaching, especially for four basic skills, students are expected to master the language better.

Regarding thexfour basic skills, writing is considered challenging for some lecturers (Argawati & Suryani, 2017). According to Pineteh, cited in Sa'adah et al. (2022), improving academic writing abilities is necessary because it is critical in socializing them into the subjects' discourse and disciplines at university. In addition, Castillo-Cuesta et al. (2021) agree that writing is the most challenging skill to master. In the teaching process, teachers often find that students face difficulties in writing, especially when they have to write the thesis statement, provide evidence and identify claims and proofs (Wale & Bogale, 2021). It may be because writing is both a process and an outcome and is a challenging and complex skill (Winarni et al., 2021). The impact of challenges is dishonesty in academics. Dishonesty is one of the significant

problems of academic dishonesty that may be widespread as conscious or unconscious actions among students (Marzulina et al., 2022). It can be concluded that writing can be tricky, even for professionals. It means the writing process is not easy and needs more time to develop writing skills. Besides, the lecturers tend to feel bored with the teaching method and think that the technique is unsuitable yet to be implemented. This condition appears due to the absence of a monitoring system for their teaching and learning activities. Lecturers must find their teaching method without advice and comments from other lecturers; so that what is considered inappropriate steps will not be noticed by the lecturers.

Something is missing in their teaching and learning activity on teaching writing. This is why many institutions conduct lesson studies in their workplace to guide the lecturers and give new visions of their teaching techniques to their colleagues. Lesson study is believed to be one way to improve skills in teaching, especially academic writing. Dudley, cited in Satriani et al. (2020) says that lesson study is a highly specified form of classroom action research that focuses on the development of teacher practice knowledge, and it involves a group of teachers collaboratively planning, teaching, observing, and analyzing learning and teaching in "research lessons." Activity in lesson study enables teachers to collaborate on selecting a topic and plan and preparing a lesson (called a research lesson); one teacher enacts the research lesson, the others observe the students in class, and finally, teachers discuss their observations (Coenders & Verhoef, 2019). In addition, lesson study is an effective method for teachers and students because the learning objectives established before the students were met, and teachers become more dedicated and committed to the teaching profession due to the process they go through in lesson study (Rajamoney, 2021.) Its implementation is expected to help the lecturers notice what works well and what is not. By recognizing the strengths and weaknesses of their teaching and learning activities, lecturers can quickly improve their teaching methods, including their method preferences.

For the reasons above, the researchers are intended to research the implementation of a lesson study to improve skills in teaching Academic Writing to the third-semester students of a university in Cimahi. The study aims to describe the implementation of lesson study on teaching Academic Writing. A group of lecturers who teach Writing for Academic Purposes, which consisted of 5 lecturers, was formed. One LectureLecturer a teacher, and the others became observers. The observers had to notice the teaching and learning process and then note something important related to it.

2. Literature Review

Writing is a difficult skill to master since it has a complex structure. It needs enormous effort to be learned (Castillo-Cuesta et al., 2021). As stated by Cer (2019), writing is a complex process as it is one of the necessary skills to generate the symbols and signs required to express our emotions and thoughts. This definition can be the reason why students face difficulties in mastering writing skills. This is in line with academic writing. It is one of the types of writing skills that students need. It is beneficial for the students since they have to write a research report or scientific essay as the prerequisite of their subject study. Academic writing is a genre resorted by individuals who could comment within the scope of a discipline and depends on various principles (Altunkaya & Ayranci, 2020).

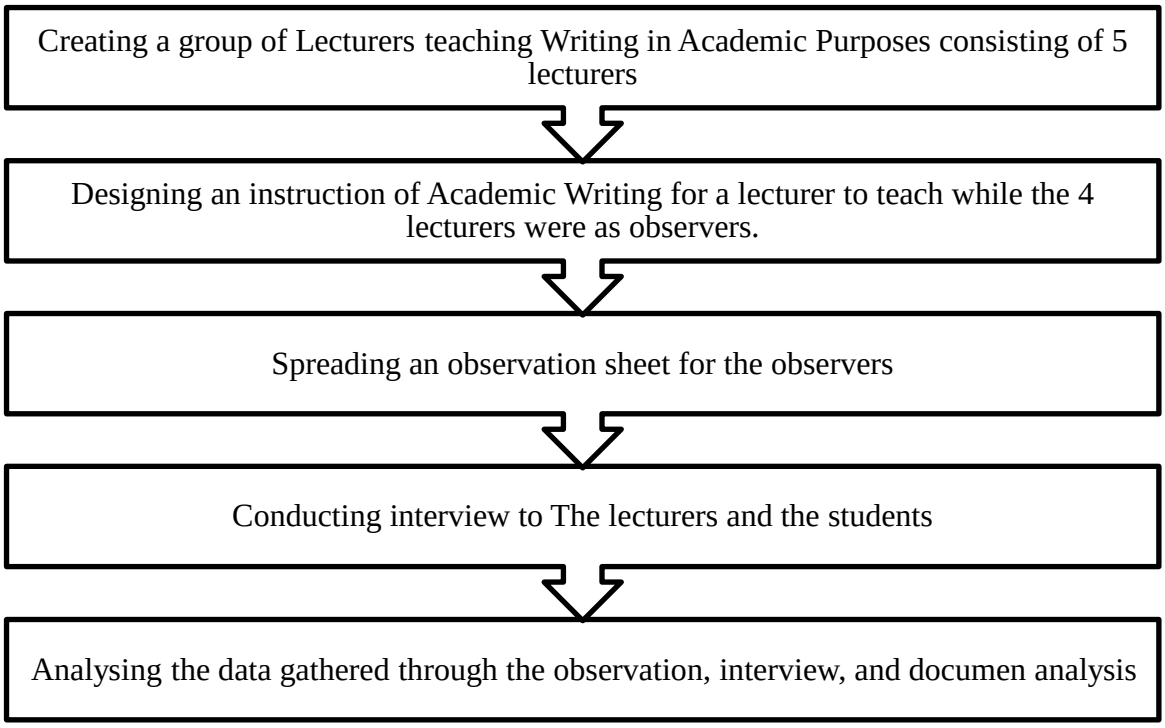
Students face difficulties in writing in an academic context. In this situation, lecturers must seek solutions to students' problems. The lesson study lecturer needs need to solve the issue mentioned. Many nations have adopted Lesson study to improve their education, creating a trend to incorporate lesson study as part of teacher development. Lesson study is a cyclical process designed to develop teacher knowledge systematically over a sustained period (Wake & Seleznyov, 2020). Lesson study has three main sections in every cycle; they are *(1) plan: planning* instruction or action in the classroom, *(2) do: doing* an action which had been planned; and *(3) see:* evaluating and revising the action done (Haryudin & Argawati, 2018). They also argue that the more cycle conducted, the better result accepted.

3. Research Method

The method used in this research is descriptive qualitative. It displays the research result in describing the impact of implementing a Lesson study on lecturers' skills in teaching Academic Writing. The data were gathered through observation, interview, and document analysis. The researchers did the observation during the implementation of lesson study to the five lecturers while teaching Writing for Academic Purposes to the third-semester students of the University level, which consisted of 45 students in class. The researchers also took the interview both lecturers and students during and after the lesson. The document analysis gained from the students' activities taught by the lecturers covered pictures of some students doing the task in their groups. To analyze the data gathered, the researchers used data triangulation technique between the interview result, the observation finding, and the document analysis gathered during the research.

In general, the research steps can be seen in figure 1 below.

Figure 1. Steps of the Research



4. Finding and Discussion

4.1 Steps on conducting Lesson study

The lesson study implemented by the researchers covered three cycles. Each cycle must consist of the Plan, Do, and See section. To see detailed activities during the study's implementation, see the data in table 1 below.

Table 1. Activities on Lesson Study

Section	Time	Activities
Plan 1	Monday, November 7th 2022	Discussing the lesson plan used in the teaching and learning section on Do 1. The theme chosen in that plan section was a conjunction in teaching conjunction, The lecturer points out the building of complex sentences using coordinative and subordinative conjunction. The method used on the first meeting of Do was (Small Group Discussion by Ornstein: 1995).
Do 1	Tuesday, November 8th 2022	One Lecturer told the students about the theme, which had already been chosen based on the lesson plan, while the four other lecturers observed the teaching and learning activities. During the lesson, the observer noted everything in the classroom concerning the method implemented in delivering the materials. Students were set in groups which consisted of 5 students. The lecturer told them some patterns of sentences using coordinative and subordinative conjunction. Then, the students started to discuss. Students tried to analyze and create sentences based on the pattern—then—the lecturer went back to every group.
See 1	Wednesday, November 9th 2022	The last step in cycle one was See. The observers gave the lecture notes during the teaching and learning process. There were some points to notice. 1) Students did the discussion only when the lectureLecturer told them 2) Students were still confused with the explanation 3) Students made many mistakes in building even a simple sentence 4) Some students were noisy, and as a result, they disturbed other groups 5) Some students did other things outside of the task given by the lecturer.
Plan 2	Monday, November 14th 2022	Regarding the theme delivered in the first meeting of Do, the lecturer and the observers designed this second meeting to see the student's understanding of complex sentences. However, this meeting focused more on building sentences with coordinative conjunction only. The method picked was Task-based Instruction (Richards and Rodgers, 2001).
Do 2	Tuesday, November 15th 2022	The lecturer started the lesson by setting the students into groups. She then gave them some questions related to the theme. The students worked in a group to do the task with the guidance of the lecturer. Finished, they presented their result to the entire class. Then, the lecturer gave feedback.

See 2	Wednesday, November 16th 2022	In this section, The lecturer received some notes made by the observers. The notes concluded that students' collaboration was improved. They worked better in their group and cooperated more with their mates. The students' understanding was also improved since the lecturer reviewed the material delivered from the previous meeting. The students' creativity began to arise since they started to find other resources to accomplish tasks given by the lecturer 4) Students focused more on the learning activity
Plan 3	Monday, November 22nd 2022	In the last cycle, the team planned to deliver the material about sentences using subordinative conjunction only. The method used was a jigsaw. Students would be set in the expert group to build the knowledge related to the topic; then, they were placed in different groups to share their knowledge gathered.
Do 3	Tuesday, November 22nd 2022	The lecturer began the class by doing an activity based on the lesson planned. The lecturer focused more on the activeness of the students. She encouraged the students to understand the concept of using a subordinating conjunction. Students worked in their expert group very well and then changed their group to get a different role. In this new group, they had to share their knowledge and absorb information from others. Lecturer kept on guiding them to discuss and share the knowledge they gained.
See 3	Wednesday, November 23rd 2022	This was the last see section of the previous cycle. There were some results. No students' collaboration was getting better than before, even though they had two different groups 2) Students were more active in gathering knowledge on their expert group. Their creativity was also improved and better than before 4) Students were able to construct correct sentences using subordinative conjunction.

The lesson study activity ended on the third cycle with nine meetings in total.

4.2 Result of observation

From the observation done by the lecturers as observers, some points could be described as the results of the student's behaviour during class. The result is presented in table 2 below.

Table 2. Result of Observation of the Students' Behaviour

Cycle	Students' Behaviour	Result of Observation
1	1) Students did the discussion only when the lecturer noticed them. 2) Students were still confused by the explanation. 3) Students made many mistakes in building even a simple sentence. 4) Some students were noisy, and as a result, they disturbed other groups. 5) Some students did different things	Based on the observation, these conditions happened due to several things: 1) The lecturer paid less attention to the students' discussion. 2) The lecturer did not give an appropriate explanation of the theme. 3) The lecturer did not provide adequate examples to the students. 4) The lecturer did not guide the students

	outside of the task given by the lecturer.	to discuss so they were noisy. 5) The lecturer only focused on some groups and tended to ignore others.
2	1) Students' collaboration was improved. They worked better in their group and cooperated more with their mates in the group. 2) Students' understanding was also improved since the lecturer reviewed the material delivered from the previous meeting. 3) Students' creativity began to arise since they started to find other resources to accomplish the task given by The lecturer. 4) Students focused more on the learning activity.	1) The lecturer gave more attention and encouragement to each group and guided them to accomplish tasks. 2) The lecturer gave them a brief explanation of the previous material before setting them into groups. 3) The lecturer created the worksheet containing some functions for the students and triggered them to find the answer from other sources. 4) The lecturer tried to louder her voice.
3	1) Students' collaboration was getting better than before, even though they had two different groups. 2) Students were more active in gathering knowledge on their expert group and sharing it with their new one. 3) Students' creativity was also improved and better than before 4) Students were able to construct correct sentences using subordinative conjunction.	1) The lecturer changed the method into a jigsaw and made sure that students worked based on their role. 2) The lecturer made two different groups and set them into the group based on their task. 3) The lecturer gave them the theme only, and they had to find the answer by themselves. 4) The lecturer gave appropriate and adequate feedback so that the students could make any corrections to their work.

4.3 Result of interview

The researchers also did some interviews with both lecturers and students to gather some information related to the teaching and learning process. The result of the discussion was then triangulated to gain a conclusion regarding the impact of the study. For detailed information about the interview can be seen in the following table 3.

Table 3. Result of Interview

No	Questions	Lecturers	Students	Triangulation
1.	What do you think about the lesson in meeting 1?	There are many groups and it is hard to observe all of the groups together since there are so many questions from the students.	The lecturer only focused on some groups.	The lecturer still focused on only several groups. There are some groups which are ignored.
2.	What are the difficulties of the lesson?	The guidance is to be given since they have to produce sentences and write something	Understanding the material, and discussing it with friends in the group since almost all of	Lack of explanation from the lecturer, or the lecturer did not transfer the

			the friends did not understand the material.	knowledge well on how to build sentences.
3.	What do you want to be in your lesson?	Students are active and still on the right track; students understand the concept instead of remembering the pattern, the class runs nicely, and the students feel happy.	The lecturer gives a briefer explanation and sets them in the group when they have already given the material explanation. The class is fun and is not too intense; an interesting class.	The lecturer could cover the whole class and could deliver the material well
4.	What does it need to be improved in the teaching and learning activity?	Students' participation, students' collaboration, students' understanding and students' ability to write complex sentences	Lectures' clearer explanation, the duration of doing the task, the exciting and fun activities	The lecturer had to be more creative to switch the method based on the student's need

4.4 Discussion

From the data gathered through the observation and interview, the researchers could reveal some results from implementing the lesson study. Before describing the development, it is necessary to describe the progress made by the lecturer during the lesson plan process in teaching Academic Writing. Here are the data on the lecturer's teaching progress from table 4.

Table 4. Lecturers' Progress from the Observation Data

Cycle	Result of Observation	Progress
1	Based on the observation, these conditions happened due to several things: 1) The lecturer paid less attention to the students' discussion. 2) The lecturer did not give an appropriate explanation of the theme. 3) The lecturer did not provide adequate examples to the students. 4) The lecturer did not guide the students to discuss, so they were noisy. 5) The lecturer only focused on some groups and tended to ignore others.	At the first meeting the lecturer still conducted the teaching and learning activities in the way she was. She focused only on several groups and did not explain the material thoroughly.
2	1) The lecturer gave more attention and encouragement to each group and guided them to accomplish tasks. The lecturer gave them a brief explanation of the previous material before setting them into groups. 2) The lecturer created the worksheet containing some tasks for the students and triggered them to find the answer from other sources. 3) The lecturer tried to louder her voice.	The lecturer began to share the attention and put more effort into monitoring the student's work in a group. She also divided the material into two meetings so that she could focus more on one specific topic. She explained the sentence pattern before setting the students in the group and explained more clearly.
3	1) The lecturer changed the method into a jigsaw	The lecturer varied her method

	and made sure that students worked based on their role. 2) The lecturer made two different groups and set them into a group on their task. 3) The lecturer gave them the theme only, and they had to find the answer by themselves. 4) The lecturer gave appropriate and adequate feedback so that the students could make any corrections to their work.	based on the students' needs; she tried to apply a new way to avoid boredom. He gave feedback on the students' work

To quickly examine the progress, we can see the following figure.

On the first meeting the lecturer still conducted the teaching and learning activities with the way she was. She focused only on several groups and did not explain the material thoroughly.

The lecturer began to share the attention and gave more effort on monitoring the students' work in group. She also divided the material into two meetings so that she could focus more on one specific topic. She explained the sentences pattern before setting the students in group, and gave a clearer explanation to them.

The lecturer varied her method based on the students' need; tried to apply a new method to avoid the boredom of the students.

The lecturer gave feedback on the students' work.

From the data displayed above, the implementation of lesson study can promote the lecturers' skill in teaching Academic Writing:

1. Guiding the students in learning.
   The lecturer became aware of the importance of the lecturer's monitoring during the students' discussion in the group. They were willing to give more effort to pay attention to all groups of students.
2. Explaining the material of academic writing.
   The lecturer learned that academic writing was difficult for students, even for boring sentences. Therefore, he or she had to give a briefer explanation regarding the given theme.
3. Varying teaching method.
   Using the same method might lead to students' boredom. By doing lesson study, they experienced method activities.

5. Conclusion

Lesson study becomes one of the solutions for the lecturers to improve their skill and their way of teaching. Regarding academic writing skill, which is considered difficult for students to master, lecturers should take the right step to form a group and do lesson study. The implementation of lesson study helps lecturers to understand the students' needs and their own weakness of their way of teaching. During the lesson study, lecturers should make many notes to monitor the attitude and behaviour of the students. The result reflects that lesson study gives advantages in improving the

lecturers' skill in teaching academic writing by guiding them during the lesson, explaining the material better and using various teaching methods.

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LEXICAL VARIATIONS OF THE AGRICULTURAL LEXICON "PLOW" IN BANDUNG REGENCY

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Abstract

This study presents the sociolinguistic study on lexical variations of the agricultural lexicon "plow". The study aims to elaborate on how the lexical variations are constructed morphologically and also explain how sociolinguistic factors affect those variations. The study is conducted by means of descriptive qualitative method. The data for this study were extracted from a register of the agricultural corpus that was created by recording and transcribing the farmers' conversations in Bandung Regency. The findings show that the lexical variations for 'wuluku' or "plow" in Bandung Regency are dominated by the agricultural lexicons that are related to agricultural tools and other agricultural activities. Morphologically, in the speakers' daily utterances, the variations for lexicons "plow" have been used attached to the prefixes *di-* and *N-* that function to create a verb. From the sociolinguistics view, it also appears that some variations come from adopting the Indonesian lexicon as the result of bilingual/multilingualism in the community.

Keywords: *agriculture; language variation; lexical variation; plow; sociolinguistics*

1. Introduction

Bandung Regency is an administrative area in West Java. Bandung Regency area is located at coordinates 1070 22' - 1080 - 50 East Longitude and 60 41' - 70 19' South Latitude and is situated in the highlands. The total area of Bandung Regency is 176,238.67 Ha and most of Bandung Regency's areas are sited between the hills and the mountains that surround Bandung Regency. With these geographical conditions, based on data on the official website of Department of Agriculture of Bandung Regency, it is stated that the workforce in the agricultural sector is in the 3rd largest rank, namely 239,004 people (20.66%) spreading over the agricultural sector development areas (WP) in WP Soreang-Kutawaringin-Katapang, WP Baleendah, WP Banjaran, WP Majalaya, WP Cileunyi Rancaekek, WP Cicalengka, and WP Cilengkrang-Cimenyan.

Ethnically, the paddy farmers that live in Bandung Regency are mostly Sundanese. In Sundanese culture, farming can be categorized as the main livelihood of Sundanese people. It is in line with the life of the Sundanese people who are surrounded by a fertile environment that supports them to plant any plants. The majority of Sundanese people residing in West Java live in the areas surrounded by hills, mountains, and valleys. Therefore, to fully make use of their environment,

Sundanese people manage their soil by doing agricultural activities (Darajat & Suherman, 2021).

Darajat & Suherman (2021) also state that in addition to environmental factors that affect their livelihoods, the settlement pattern of the Sundanese people also contributes as one of the supporting factors that encourage many Sundanese people to become farmers. Unlike some other ethics in Indonesia that are nomadic, the Sundanese settlement pattern is sedentary. Moreover, Sundanese people have carried out their agricultural activities for decades as recorded in the *Siksa Kanda Ng Karesian* manuscript, an ancient manuscript from 1518 AD (Aras, 2017).

Concerning language, living in a multicultural and multilingual community causes most Indonesian people to tend to mix one language with another. The language situation in Indonesia is very complex due to the various vernacular languages used by the various communities which have different cultural backgrounds. Those who live in different regions use different local vernaculars of their own. They will be able to understand each other if they use the Indonesian language. When they use the Indonesian language, their tone of voice or pronunciation may be different because their Indonesian is influenced by their mother tongues.

As a part of the Indonesian language community, just like the majority of Indonesians, paddy farmers in Bandung Regency mostly have the ability to speak more than one language. A greater number of them are native Sundanese speakers who use the Sundanese language in their daily conversation and in addition to their linguistics repertoire; they also have the capability to speak Indonesian fluently as the official language of the Republic of Indonesia.

Nowadays, many members of the farming community start to pursue higher education levels and expand the range of their social communities and associations. In addition, the advancement of science and technology has led to rapid social changes. These rapid social change conditions lead to the creation of various variations in their register. Look closely at utterance below:

(1) *ditektor heula ngawitan ditektor, tos ditektor ditanduran*
"(the soil) is plowed first, after that (the soil) is planted"

The lexicon *'ditektor'* (1) is not originated from the Sundanese agricultural lexicon. Morphologically, the lexicon *'ditektor'* is made of the prefix *di-* and the noun lexical '*tektor'* (oral variation of '*traktor'*). *Traktor* is the tool/vehicle to plow the soil. The data show that this variation is used by the farmers in Bandung Regency in their speech as a substitution for the traditional lexicon of "plow". Traditionally, to refer to the activity of plowing, the Sundanese use the word '*ngawuluku*'. However, over time, the lexicon *ngawuluku* is no longer familiarly used by the farmers in Bandung Regency as the tool *'wuluku'* is also abandoned by the farmer community. The lexicon *'ditektor'* is used because of the influence of the advance of technology which causes people to migrate to modern tools. Therefore, the lexicon also has to change.

In linguistics, especially sociolinguistics, variation and change in language are common norms. Walker, (2012) illustrates llinguistic variation as "differences in linguistic form without (apparent) changes in meaning. He also elaborates that language variation can be defined as "different ways of saying the same thing". "Different ways" refer to differences in the form of language (sounds, words, sentences, ways of speaking) and "the same thing" refers to the intended meaning conveyed by those forms: talking about things or events in the world, marking distinctions required by the

language's grammar, conveying the speaker's intention, or indicating something about the speaker's social position or relationship to the listener (Walker, 2021). The language background differences of the speakers in various communities will create different kinds of language variety due to the different situations and social stratification of the speakers. Furthermore, many have believed that some kind of grammatical change in at least one of the languages is an inevitable outcome of bilingualism. It has also been commonly assumed that the propensity for change is heightened when speakers engage in code-switching going back and forth between languages (Cacoullos & Travis, 2018). Considering the majority of paddy farmers in Bandung Regency live in multilingual environments, lexical variations are highly possible to occur and affect their language register.

As an agricultural country, the studies regarding agricultural lexicons in Indonesia are vast. However, the studies that particularly focus on the agricultural lexicons of Sundanese People are still limited. A few noticeable works on Sundanese agricultural terms are the work of Aras (2017), Wahya et al. (2017), Nariswari & Lauder (2021), and Darajat & Suherman (2021). Aras (2017) focused his study on the structure and the semantics of the vocabulary of Sundanese traditional agricultural systems in general without being limited to a certain region. Nariswari & Lauder (2021) specified their study on the dialectology of agricultural terms in Karawang Regency. Darajat & Suherman (2021) wrote an inventory of the names and livelihood terms of Sundanese people, both public livelihoods and livelihoods documented in the ancient Sundanese manuscript *Sanghyang Siksa Kandang Karesian* (SSKK), the ancient manuscript that was completed in 1518 AD. The most similar study to the present study is the study by Wahya et al. (2017). Wahya et al. presented the study of the Sundanese term wuluku 'plow' and its geographical spreads. However, they looked at the variations of wuluku only in Bogor Regency, Cirebon, and the border between Bogor and Bekasi.

Different from the previous studies, the present study specifically examines the lexical variation and the change of the agricultural lexicon "plow" in Bandung Regency. This paper looks at how those variations are constructed morphologically and also explains how sociolinguistic factors affect those variations. We also present some examples of how those lexicons are used in daily conversations.

2. Research Method

This study is qualitative sociolinguistics research. Qualitative sociolinguistics research (QSR) is an approach to sociolinguistics research that focuses on how people in communities use language to accomplish things in the world and seeks to examine and explain the richness of language variation in particular contexts with an overall aim of understanding the relationship between language and the social world (Langman & Sayer, 2012). Thus, this study documents the lexical variations of the agricultural lexicon "plow" that exist in Bandung Regency and how the speakers' social factors have implications on the lexical variations.

In the QSR, researchers generally rely on observation or participant observation supported by some combination of questionnaires, interviews, field notes, and recordings (Langman and Sayer, 2012). In this case, we extracted the data for this study from the paddy farmer register corpus that we have created. To build the corpus, we collected farmers' natural speech by recording the farmers' conversations. After that, we converted the recording into a written transcription.

The number of informants is not determined because this study used the snowball model, namely the technique of determining the number of informants which is getting more and more following the needs of research data. However, the informants were limited only to the age 25-70. We randomly selected the informants from eight districts in Bandung Regency specifically Paseh, Solokan Jeruk, Baleendah, Ciparay, Arjasari, Majalaya, Ibun, and Banjaran. We selected these districts because these places are on the top list of rice producers in Bandung Regency.

3. Discussion

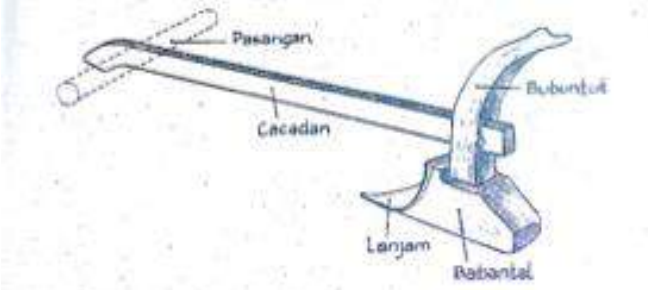
We mentioned in the introduction that language variation is an inevitable outcome of bilingualism or multilingualism. According to Walker (2021), as a result of bilingualism or multilingualism, variation occurs at all levels of the linguistics system. At the lexical level, different words can refer to the same thing (synonyms). Take for example the English words running shoes, runners, and sneakers may all be used to refer to the same type of athletic footwear.

Since they live in a bilingual and even multilingual environment, people in Bandung Regency familiarly use code-switching in their conversations. This condition gives results to the variations of the lexicon they use. In this discussion, we will elaborate morphologically on the lexical variations of the agricultural lexicon "plow" used by the paddy farmers in Bandung Regency and also how sociolinguistic factors affect those variations. In addition, we also present some examples of how those lexicons are used in daily speech. Before we look into the discussion, we would like to draw an overview of Sundanese agricultural conditions in general.

Generally, Sundanese use two forms of lexicon to describe the activity of paddy farming. As Adimihardja, (1980) says, in the Sundanese community, there are two types of agricultural activity related to paddy farming, namely "nyawah" and "ngahuma". "Ngahuma" is a paddy farming activity that does not require irrigation/water flow. Contrary to "ngahuma", "nyawah" requires irrigation/water flow. "Ngahuma" has been been known by Sundanese since Neolitic Era. Therefore, it is considered more authentic to Sundanese culture than "nyawah". However, nowadays Sundanese people are more familiar with nyawah than "ngahuma". Therefore, this study is based on the lexicon "plow" of paddy farming called "nyawah".

Traditionally, Sundanese uses the lexicon "wuluku" to signify the agricultural activity of "plow". Therefore, to begin the discussion, we would like to explain the lexicon "wuluku" in the Sundanese agricultural term. Suriamiharja in Wahya et al., (2017) states that *wuluku* is a standard Sundanese (*Sunda lulugu*) lexicon for "plow". The other forms of *wuluku* are *waluku* and *luku*, he adds . *Waluku* and *luku* are the variations that are used only in Bogor. *Wuluku* itself is a tool made of wood or iron for plowing the soil. This tool is normally attached to a buffalo. The tool is depicted by Hadi et al., below:

Figure 1. Picture of "Wuluku" Source (Hadi, et al. cited in Wahya, 2017)



Meanwhile, According to Sasmita, (2022) "wuluku" means plowing the soil by optimizing a buffalo's strength. Sasmita specifies the lexicon "wuluku" only to the agricultural work of plowing that optimizes the strength of buffalo. He also states that plowing is also named as 'singkal'. So, different from what Hadi describes, Sasmita refers to the lexicon 'wuluku' as a verb, while Hadi describes it as more of a tool (a noun). While 'wuluku' is the traditional lexicon for the term "plow" in the standard Sundanese, it is interesting that our data show that wuluku is no longer familiarly used in Bandung Regency. Despite the long history and tradition of paddy farming in Bandung Regency, the recent generation prefers to use other lexical variations as presented below:

Table 1. Lexical variations of "wuluku" in Bandung Regency

Lexicon	Variations
wuluku	*bajak (ngabajak; dibajak)*
	singkal (disingkal; nyingkal)
	traktor (ditraktor)
	téktor (ditéktor)
	garap (ngagarap; digarap)
	pacul (dipacul)
	wuku (ngawuku)

As we presented in Table 1, we discovered seven variations that semantically refer to the lexical "plow" used by the speakers in Bandung Regency. According to our findings, 'bajak' and 'singkal' appear as the most frequently used lexicon in the data, followed by 'traktor/tektor', 'garap', 'pacul' and 'wuku' respectively.

The first variation for "plow" is 'bajak'. We presume that the lexicon 'bajak' that is used as a substitution for 'wuluku' is adopted from the Indonesian lexicon 'bajak' that refers to two meanings: 1) agricultural tool made of wood or iron for loosening and turning the soil; and 2) taking over by force, accompanied by threats (usually on a plane). The first meaning of 'bajak refers to what Hadi et al., in Wahya et al., (2017) depict as 'wuluku' above. Meanwhile, according to the *Kamus Utama Basa Sunda* (Sundanese Main Dictionary), later in this paper called KUBS, 'bajak' lexically means "pirate". Morphologically, in Indonesian, the lexicon 'bajak' as an agricultural tool is classified as a noun. In the data, however, the lexicon 'bajak' is rather used as a verb. Look at the examples presented in the example (2) and (3) below:

(2) *kapungkur mah waktos ngabajak téh nya dipacul teras-teras*
"Long ago, the moment of plowing was done by shoving continuously"

(3) *Taneuhna dibajak heula, didieu mah masih kéneh nganggé tanaga sato*
"The soil is plowed first, here (we) still use the strength of animal"

In the example (2) and (3), the lexicon 'bajak' is used attached to the prefixes *nga-* and *di-*. In Sundanese, either *nga-* and *di-* functions to derivate a noun, verb, or numeral into a verb (Djajasudarma & Novitasari, 2013). Meanwhile, Sudaryat et al., (2007) mention that *nga-* is an allomorph of the prefix *N-*, along with *m-*, *n-*, *ny-*, and *ng-*. As the allomorph of *N-*, *nga-* can derivate a lexical to have a meaning of doing, behaving, causing, giving, being, and feeling. In (2), the attachment of *nga-* to the verb

'bajak' causes the lexicon 'ngabajak' to present the meaning of "doing an activity of plowing". In example (2), by using the prefix *nga-*, the speaker informs somebody is doing the activity of plowing the soil.

Meanwhile, the prefix *di-* in Sundanese can be considered as the prefix to mark either an active or a passive verb. It has meanings of doing (active), wearing (active), resulting (active), done (passive), done by (passive), and became (passive) (Sudaryat et al., 2007). Furthermore, the prefix *di-* is normally attached to a noun, a verb, or a numeral to present or create a verb (Djajasudarma & Novitasari 2013). In (3), the prefix *di-* functions as an active verb. Semantically 'taneuhna dibajak heula' means I plow the soil first. *Di-* here also implicitly shows the subject "I". However, similar to example (2), the subject is not explicitly presented and rather hidden and blended into the prefix *nga-* and *di.* This phenomenon happened due to the tendency of Sundanese speakers to drop subjects in their daily speech.

Despite the lexicon 'bajak' is not originated from the Sundanese lexicon and as we presume, it presumably was taken from the Indonesian lexicon. We discover that the speaker has used it in Sundanese utterances as if the lexicon has fully adopted into Sundanese. Therefore, we assume that the speaker has spontaneously mixed the language and unintentionally considered 'bajak' as the Sundanese lexicon. In sociolinguistics, it is natural when two or more languages are spoken by groups of speakers in the same geographical area, over time, features from one language can be transferred to the other language, especially when the languages in question are unequal in terms of prestige, institutional support, and demographic factors. The process that leads to the adoption of such features in contact languages is generally known as *interference* or *transfer* (Treffers-Daller & Mougeon, 2005). It is in line with the claim of Thomason and Kaufman (cited in Trefferes-Daller and Mougeon, 2005) that as far as the strictly linguistic possibilities go, any linguistic feature can be transferred from any language to any other language.

The second variation for lexicon "plow" is the lexicon 'singkal'. In KBUS, the lexicon 'singkal' is categorized as a noun. It refers to the part of "wuluku", specifically the sharpest part of "wuluku", the one that is usually made of iron. In the data, the lexicon 'singkal' is used morphologically attached to the prefix *N-* (in the form of *ny-*) and *di-* as in (4) and (5) below:

(4) *Teras disingkal ku munding ku traktor tiasa*
"Then (the soil) is plowed by buffalo, also (it) can be (done) by tractor"

(5) *Ngawitan, ngagalenganan teras nyingkal, teras dianglér teras dicaplak, teras ditebarkeun,*
"First, make an embakment then plow the soil, then flatten tthe soil then draw the lines on the soil, the sow the rice seeds"

As in (4) and (5), the lexicon 'singkal' is used to represent the activity of plowing. The term 'singkal' in KBUS donates to the iron part of 'wuluku' that has the function to turn up the soil. In (4) the lexicon 'singkal' as a noun is attached to the prefix *N-* (in the form of *ny-*), creating the meaning of doing work by using the iron *(singkal; as* Djajasudarma & Novitasari (2013) and Sudaryat et al. (2007) mention, the prefix *N-* in Sundanese functions to create a verb.

Therefore, literally, 'nyingkal' shows the meaning of plowing the soil using what is called 'wuluku', since 'singkal' is a part of 'wuluku'. However, in the daily utterance as presented in (4) and (5), the farmers in Bandung Regency utilize the term 'nyingkal' to demonstrate the activity of loosening and turning up the soil even by using a tractor instead of a traditional tool 'wuluku'.

Our data also show that the speakers use the lexicon 'traktor' as a variation for the lexicon "plow". The lexicon 'traktor' or in English equal to 'tractor" is a modern agricultural vehicle that functions to pull heavy things or plow the soil. Therefore, 'traktor' morphologically is categorized as a noun. In the data, the lexicon 'traktor' emerged as a basic lexicon and also as a derivated lexicon that attached to the prefix *di-*. Despite so, those two forms still represent the meaning of an activity (a verb), not a vehicle (a noun) as can be seen in examples (6) and (7) below:

(6) *Tanem heula, naon wé heula. Traktor, ngararata, nyaplak, tandur*
"Plant (it) first, anything at all. Then plow, flatten, make lines, and plant the rice"

(7) *ditraktor heula, dirarata, ditanduran… melak paré, dipupuk wé terakhir*
"First, (the soil) it is being plowed, flattened, planted… planted the rice, fertilized the at last step"

In (6), the lexicon 'traktor' as the variation for the lexicon "plow" appears in the form of a basic word without any additional affixes. However, it does not represent the lexical meaning of 'traktor' as a modern agricultural vehicle. Instead, it contextually refers to the agricultural activity of plowing the soil. In (7), the lexicon 'ditraktor' is made of the prefix *di-* + *traktor*. In Sundanese, we mention above that the prefix *di-* can function either as a passive or active voice (Sudaryat et al., 2007). In this case, the prefix *di-* is used to mark a passive voice. In result, 'ditraktor' implies 'being plowed'.

It appears that in Bandung Regency, especially in Majalaya, the lexicon 'traktor' also has oral variation namely 'téktor'. 'Téktor' is used as the variation of the lexicon "plow" by the speaker similar to the lexicon 'traktor'. Morphologically, in the data (8), the lexicon 'téktor' is attached by the prefix *di-* to derivate it into a verb as presented below:

(8) *bahasa sunda mah ditéktor, teras di lelepa, tos di lelepa teras ditandur*
"In Sundanese, it is called *ditéktor* (being plowed), then (it is) being flattened, after (it was) flatten, it is being planted"

We assume this variation appeared because Sundanese people tend to incorporate double consonants in a lexicon. Or, they just simplify the pronunciation of the lexicon 'traktor' as 'téktor' because 'traktor' sounds too foreign to them. It goes along the way as speakers adopt features from other varieties, they tend not to copy actual forms but rather expand upon categories that already exist in their language. It is in line with what Drinka, (2013) states that when speakers adopt features from other varieties, they tend not to copy actual forms, but rather expand upon categories that already exist in their language. Generally, speakers engage in less direct processes of copying, such as calquing (polysemy copying), metatypy, or grammatical replication. In this case, we argue that the speaker has done calquing. Calquing (polysemy coping) is

when speakers reshape forms already in existence in their language, refashioning them in imitation of desirable patterns in another language.

Later, we also discover the lexicon 'pacul' as the substitution for the lexicon "plow". The lexicon 'pacul' in Sundanese refers to a traditional tool to plow the soil. In English, it is equal to the lexicon "hoe". Just like the other variations, the lexicon 'pacul' is a noun that is derivated by the speaker into a verb by adding the prefix *di-* as can be seen in (9).

(9) *ti awal dipacul dugika dianglér*
"From the start, (the soil) is plowed until it is flattened"

In (9), the prefix *di-* is attached to the basic word 'pacul'. The lexicon 'pacul' is classified as a noun. So, the addition of the prefix *di-* to the lexicon 'pacul' has derivated the noun into a passive verb. Thus, contextually the lexicon 'dipacul' indicates the activity of plowing the soil by using a hoe. Differing from the previous variations, however, in the data, this specific lexicon 'pacul' is not frequently used by the speakers.

The other variation that exists for "plow" that we encountered in Bandung Regency is the lexicon 'garap'. The lexicon 'garap' in Sundanese, especially in agricultural culture has the meaning of making a farm in general. Thus, the lexicon 'garap' covers all processes of rice farming. In our data however, it appears that the lexicon 'ngagarap' which is made of the prefix *ng- + garap* has been used specifically as the variation for the lexicon "wuluku " or "plow" as presented in (10) and (11) below

(10) *Kanggo ngagarap nyaéta traktor ayeuna mah*
"To plow the soil (we use) tractor these days"

(11) *tah tos kitu siap ditebar, ditebar téh kedah digarap heula néng ku muning*
Then after (the paddy seeds) are ready to be spread, before (the paddy seeds) are being spread, (the soil) need to be plowed by a buffalo"

Last, we also discover the lexicon "wuku". We assume the lexicon 'wuku' comes as the shorter version of "wuluku". Uniquely, despite the lexicon "wuku" being the closest variation to "wuluku", the lexicon 'wuku' appeared as the least frequent variation among the others variations. It emerged only once, uttered by an elder farmer in Baleendah.

(12) *ngawuku, ngawuku téh nyawah nembéan*
"Plow the soil, 'ngawuku' is the first step in the rice farming process"

In (12) the lexicon 'ngawuku' is made of the prefix *ng- + wuku*. The prefix *ng-* functions to derivate the basic lexicon into a verb as mentioned in the previous section. Thus in (12), the attachment of the prefix *ng-* to the basic lexicon 'wuku' indicates and emphasizes the activity of plowing the soil or known traditionally in Sundanese as 'wuluku'.

4. Conclusion

To summarize the discussion in the previous section, we conclude that the lexical variations for 'wuluku' or "plow" in Bandung Regency are dominated by the agricultural lexicons that are related to agricultural tools such as *singkal, traktor/tektor,* and *pacul*. The other lexical variations are taken from agricultural lexicons that are

related to agricultural activity such as *bajak, garap, and wuku*. However, these variations that come from agricultural activity lexicons have shifted semantically from the original lexical meaning. Morphologically, in the speakers' daily utterances, the variations for lexicons "plow" have been used attached to the prefixes *di-* and *N-* that function to create a verb, whether it is an active or a passive verb. Sociolinguistically, it also appears that some variations come from adopting the Indonesian lexicon as the result of bilingual/multilingualism in the community. It is understandable since in a bilingual or a multilingual community, the speakers tend to mix their language and as a result, features from one language can be transferred to the other language**.** In the later research, since this study has not covered the lexical variations for the lexicon "plow" from a dialectology perspective, it is feasible to see whether this variation is only used by personnel or has become a regional dialect. Therefore, for future research, the study of dialectology on agricultural lexicons in the Bandung Regency is highly encouraged.

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LOVE AND BELONGING NEEDS IN ISTIQOMAH'S NOVEL *SERIBU MUSIM MERINDUIMU*

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Abstract

The aim of the study is to explore the protagonist's effort in fulfilling her love and belonging needs as viewed from Abraham Maslow's theory. There are four different levels of Maslow's hierarchy of needs discussed: security and safety needs, social needs, and esteem needs. Maslow's hierarchy of needs is often displayed as a pyramid. The lowest levels of the pyramid of needs are made up of the most basic needs, while the most complex needs are at the top. Once lower-level needs have been met, people can move on to the next level of needs. The researchers identify the characteristics of Reysa as the protagonist in *Seribu Musim Merinduimu* and analyze her fulfillment of love and belonging needs. This novel was chosen because nowadays people think that love is the right of everyone, regardless of their marital status. The researchers use qualitative descriptive analysis to reveal the findings, as the focus of the research revolves around people and their surroundings. The data were collected from the novel and other relevant sources. From the analysis of the novel, the researchers find the four hierarchy of needs. In the context of the hierarchy of needs, she faces obstacles in fulfilling her love and belonging needs because she loves a married man. But in the end, she is able to fulfill her needs for love and belonging after going through various challenges.

Keywords: *esteem; security and safety needs; self-actualization needs; social needs*

1. Introduction

A novel is a fictional piece of prose that is typically written in a narrative style and presented as a bound book. Novels tell stories, which are usually defined as a series of events described in a sequence. The novel has been a part of human culture for over a thousand years, although its origins are somewhat debated. Regardless of how it began, the novel has risen to prominence and remained one of the most popular and treasured examples of human culture and writing. Its form and presentation tend to change with the times, but it remains an essential part of the literary cultures of nearly all societies around the world.

One of the most interesting novels is *Seribu Musim Merinduimu* by Istiqomah. Istiqomah is a teacher who has written many novels, such as *Tuhan, Malu, Safir Cinta*, and *Seribu Musim Merinduimu*. *Seribu Musim Merinduimu* novel is a romantic novel,

touching the heart and spoiling the reader's imagination. *Seribu Musim Merinduimu* novel is a novel that tells the story of a woman who is the protagonist, named Reysa. Reysa is a girl who is disappointed with a boy named Bram. There is no man she loves other than Bram, until she has to accept the fact that Bram leaves her. Season after season changes, but Bram never comes to propose to Reysa, until finally Reysa meets a man who is already married, Yo. Reysa secretly loves Yo. She feels comfortable being beside Yo, after their meeting at *the durian* shop one night. Reysa feels that Yo could appreciate her with good communication. Until one day, Reysa finds out Yo's true status. Yo is married. But love and the desire to have Yo do not fade from Reysa's heart. It is amazing love.

The *Seribu Musim Merinduimu* novel consists of 236 pages, published by CV. Pustaka Media Guru in February 2020. The aims of the study are to reveal Maslow's theory of love and belonging needs in the novel by means of a literary psychology approach.

2. Literature Review

2.1 Psychology of Literature

The study is done using a literary psychology approach. Literature is a product of human thought. It can be influenced by the environment of the author, which may even contain the author's way of life. While most people consider that literary works are mirrors of human life, in other words, literary works are used by authors to tell what they feel, see, and face in the social life involving human activities. Literary works are known to people in the written form, those are novels, poetry, and also plays (Arasa, 2014). There is a close relationship between literature and psychology. Psychology helps to clarify some literary problems, and literature presents insights into psychology. To gain a deeper understanding, literature can be studied in various ways, including psychologically. Conversely, the psychologist's manner of conceiving and representing the personality is supported by the intuitive representations made by novelists, dramatists, and other creative writers. It can be seen that there is a mutual relationship between literature and psychology.

The psychological approach leads most directly to the substantial amplification of the meaning of literary works Discussing psychology and its place in literary works studying the author's imagination. Since all literary works are based on some kind of experience, and since all writers are humans, we need to be caught up in a wide spectrum of emotional problems (caused by experience). Not all psychological paths in the analysis of literary works are done to arrive at an understanding of literary works, to some extent. Literature contains several phenomena related to the human soul. The author reflects the phenomenon through characters in literary works. It makes literature analyzeable using psychological theories that also find the human soul in real life. Literary Psychology is defined as a discipline that views literary works that contain some events of human life played by imaginary characters or even factual characters.

2.2 Hierarchy of Needs

Maslow is perhaps best known for his hierarchy of needs theory, in which he proposes that human beings have certain needs in common and that these needs must be met in a certain order. These needs range from the most basic physiological needs for survival to higher-level self-actualization and transcendence needs. Maslow's hierarchy is most often presented visually as a pyramid, with the largest, most fundamental

physiological needs at the bottom and the smallest, most advanced self-actualization needs at the top. Each layer of the pyramid must be fulfilled before moving up the pyramid to higher needs, and this process is continued throughout the lifespan (Boeree, 2006). Maslow becomes one of the founders and the driving force behind the school of thought known as humanistic psychology. His theories, including the Hierarchy of Needs, self-actualization, and ultimate experience, became the fundamental subjects of the humanist movement. Maslow believes that self-actualizing, people have several key characteristics. Some of these include self-acceptance, spontaneity, independence, and the ability to have a peak experience (Cherry, 2022).

Maslow's hierarchy of needs is used to study how humans intrinsically partake in behavioral motivation. This means that in order for motivation to arise at the next stage, each stage must be satisfied within the individual themselves. Additionally, this hierarchy is the main basis for knowing how effort and motivation are correlated when discussing human behavior. Each of these individual levels contains a certain amount of internal sensation that must be met in order for an individual to complete their hierarchy. The goal in Maslow's hierarchy is to attain the fifth level or stage: self-actualization.

Maslow believes that individuals have a natural desire to actualize themselves, that is, to become what they can be. Maslow is much more inquisitive about learning about what makes individuals happy and the things they do to attain that objective. In any case, to realize this conclusion, a number of more essential needs must be met, such as physiological needs, security and secure needs, cherishing and having a place, regard, and self-actualization. If all those needs are not satisfied, human creatures will deviate.

2.2.1 Physiological Needs

Physiological needs are the first of the id-driven lower needs in Maslow's hierarchy theory. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Before these physiological needs are met, the next level of needs is difficult to fulfill. These incorporate the wants we have for oxygen, water, protein, salt, sugar, calcium, and other minerals and vitamins (Farlina & Khaleda, 2019).

2.2.2 The Love and Belonging Needs

When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. Ruth (2020) states that the need for love or belonging comes into play after the physiological and security drives are satisfied. In our day-to-day lives, we display these needs in our wants to wed, have a family, be a portion of a community, a part of a church, a brother within society, a portion of a group, or a bowling club. It is also a portion of what we explore in a career. Maslow treats the needs for love, affection, and belonging as a single category. These social motivations differ from physiological and safety needs in that they are not absolutely necessary for personal survival. Indeed, many other animals live more or less solitary lives outside the mating season (Caffee, 2013). However, human beings are exquisitely sensitive to cues of social rejection, and they respond to such cues using some of the same neural circuits used to register physical pain (Goble, 2020).

The love and belonging needs included the need to give and receive love from others and to avoid loneliness. Maslow also states that love is a healthy relationship and loving affection between two people, including trust in each other. Humans are social creatures; they need other people in their lives. Humans have a tendency to be together,

to be a part of a group, and to have relationships with other people. The requirement for love and having a place could be fundamental after the requirement for security is adequately satisfied. This requirement is displayed since people, in living their lives, require a great relationship with their family and environment. These needs for love are a driving force for people to have passionate ties to other individuals, both of the same sex and of the opposite sex, within the family environment and within the encompassing community groups. Needs are within the shape of wants, such as the desire to have friends, to have an accomplice or descendant, to be near the family, and to be adored and cherished. This makes individuals feel motivated to fulfill their needs at a higher level (Laeli, 2021).

3. Research Method

A descriptive-qualitative method is applied in this study. Qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from information sources, and carrying out the research in a natural setting (Rijal Fadli: 2021). Qualitative research is research conducted in certain settings that exist in real life (natural) with the aim of investigating and understanding phenomena: what happened, why did it happen, and how did it happen? Thus, qualitative research aims to gain an in-depth understanding of human and social problems (Creswell, 2014).

The first step is to identify the problem or phenomenon of the points of discussion in the novel, followed by a deeper understanding of the plots. The sources of the data consist of two major sources: the novel itself as the primary source, and other relevant sources. The data are taken from the novel in the form of phrases and sentences tending to the points of analysis, love, and belonging needs based on Maslow's theory.

Developing qualitative research requires data that is holistic and nuanced, allowing themes to emerge through careful analysis. In collecting data, the researchers use non-participatory observation. The steps of collecting data are reading and understanding the novel, determining the data dealing with the problem of the research, taking notes of important data to answer the statement of the research, marking the theory of approach and criticism, and evaluating the final data chosen (Wahdi, 2017).

4. Discussion

The researchers analyze deeply Reysa's love and belonging needs in *Seribu Musim Merinduimu* Novel using Maslow's Hierarchy of Needs theory. According to Maslow's theory, the drive to fulfill the needs of the hierarchy is what motivates human behavior and personality. Once a need is met, it is submerged, and the next need in the hierarchy emerges as the dominant force. Maslow hypothesizes that these needs appear sequentially. Furthermore, the lower needs are more powerful than the higher needs. The more these needs are satisfied, the better the psychological health of the individual.

4.1 Security and Safety Needs

Reysa manages to get the safety and security needs illustrated below:

> *"Berwudhulah. Sudah masuk waktu sholat Zuhur. Kita sholat bareng," ajak ibu. Aku mengangguk. Tuhan, betapa luar biasa cara ibu menghadapi semua itu. Ibu tak membelaku saat aku dicerca*

> *Merry. Dengan tatapan matanya ibu memintaku menenangkan diri. Sholat. Begitu dulu yang diajarkan almarhum bapak pada kami anak-anaknya. "Jadikan sholat dan sabar sebagai penelongmu"*
> (Istiqomah, 2020: 90).

Based on the mother's conversation with Reysa, there is a moral message that we can take from it. Her mother is able to instill in her that prayer will give a sense of security and always be under the protection of God. After physiological needs, such as security and safety, are met, the other need that has to be fulfilled is love and belonging. According to Maslow, love and belonging needs include the desire for friendship, the wish for a mate, children, and the need to belong to a family, a club, a neighborhood, or even a nation. Maslow asserts that love is not synonymous with sex; it is studied as a purely physiological need, and the love needs involve both giving and receiving love. The belonging and love needs cover a sense of trust, love, and compassion. Generally, each individual will desire a relationship of love with others, particularly the need for a sense of belonging within the group, and this is still categorized as security and safety needs.

> *"….mendengar suara baritonnya, darahku mendadak mengalir lebih deras. Jantungku berdebar kencang. Suaranya membuatku melayang"*
> (Istiqomah, 2020: 10).

This sentence emphasizes that Reysa has started to love Yo. It is impossible for our blood to flow freely, if we do not like it. This is what happens to Reysa, even though she liked Yo before she knew him more deeply. However, there is a feeling of comfort in the heart of Reysa.

4.2 Social Needs

Our social needs include the need for love and belonging. The need for love and belonging consists of a sense of connection, intimacy, trust, and friendship. Human beings have social needs that are just as important as our biological need for food. Just as we may risk death by starvation if we stop eating, those whose social needs are not met may find themselves at risk of a form of extreme emotional pain that leads to thoughts of suicide. If we want to understand human thriving, the social component is essential.

Yo always treats Reysa well, and he makes Reysa feel valuable as a woman. That is how every man should respect a woman as a physical and spiritual unity, because when women are given high and sincere appreciation, they will give their whole hearts.

> *"Perih sekali ketika aku menyadari bahwa Yo bukanlah laki-laki bebas yang dapat kuharapkan akan menjadi pendamping hidupku. Pedih sekali mengetahui bahwa di sana, di ibu kota negeri ini ada perempuan yang memanggilmu suamiku dan ada dua anak manusia yang memanggilmu papa. Artinya, perasaan cinta yang diam-diam makin subur ini adalah pintu musibah besar yang akan menerpaku."*
> (Istiqomah, 2020: 72)

Reysa knows it is wrong to love a married man, but she is helpless. She could not kill her feelings. She thinks that love is a gift from God. She has already wanted to

become Yo's life partner, but after knowing the truth, she could only say that their distance is getting closer but their boundary span is getting longer. By loving Yo, Reysa is attempting to fulfill her social need, meaning that she needs a man for her shelter, but socially, Yo is already married, so she tries to dump his social status and begins to enjoy her love for Yo.

4.3 Esteem Needs

Esteem needs are related to a person's need to gain recognition, status, and feel respected. Once someone has fulfilled their love and belonging needs, they seek to fulfill their esteem needs. Maslow breaks up esteem needs into two categories: the need for respect from others and the need for respect from oneself. Respect from others is related to achieving fame, prestige, and recognition. Respect for oneself is related to dignity, confidence, competence, independence, and freedom.

At this level, it becomes increasingly important to gain the respect and appreciation of others. People have a need to accomplish things and then have their efforts recognized. In addition to the need for feelings of accomplishment and prestige, esteem needs include such things as self-esteem and personal worth. People need to sense that they are valued by others and feel that they are making a contribution to the world. Participation in professional activities, academic accomplishments, athletic or team participation, and personal hobbies can all play a role in fulfilling esteem needs.

People who are able to satisfy their esteem needs by achieving good self-esteem and the recognition of others tend to feel confident in their abilities. Conversely, those who lack self-esteem and the respect of others can develop a feeling of inferiority.

> *"Mungkin ia muslimah terbaik yang disiapkan Allah untukku. Bila tidak, mengapa Allah mempertemukan kami di tempat yang suci ini?"*
> batin Yo (Istiqomah, 2020)

Near Hijir Ismail, Ustaz Zul's wife, Fatma, finishes her prayer. She looks at the beautiful girl beside her with a shady gaze. The girl smiled doubtfully. Her eyes stare at her right leg as if to say something. There is a gentle thumping, and there is an anxious hope flashing through the fake-legged girl's heart. The girl takes a deep breath and lets it out slowly. That girl is Reysa. Ustadz Zul's wife hugs Reysa's shoulder; she understands Reysa's anxiety.

After that, Yo comes ini and surprisingly they again meet, Reysa and Yo.

> *"Reysa!"*
> *"Yo…."*
> *"Qobiltu nikaha wa tazwijaha alal mahril madzkur wa radhiitu bihi, wallahu waliyu taufiq,"*(Istiqomah, 2020).

It is like a dream that Allah brings them together in that holy place. Indeed, Allah has arranged everything in the best way. Surely the self-esteem of either Reysa or Yo is heightened. They are now respected by their circles.

5. Conclusion

Based on the results of the research, the safety and security needs can be met. However, at the third level, the hierarchy of human needs according to Abraham Maslow's theory. Reysa faces many obstacles to fulfilling them. Reysa's disappointment

with Bram's promise to come to see her is the beginning of her disappointment with all the men. Reysa and Yo face many problems in their relationship. They are both captive to each other's feelings. After the divorce between Yo and Merry, Yo finally marries Reysa. So it can be concluded that the protagonist in this novel can fulfill his needs for love and belonging.

The basic concept of the theory of love and belonging needs is that once a need is fulfilled, it is submerged, and the next level on the hierarchy of needs emerges as the dominant force. The levels of needs are psychological needs consisting of security and safety needs, social needs, and esteem needs. All of the needs mentioned above are found in the analysis of the novel. Love and belonging needs are the desire for friendship, the wish for a mate, children, and the need to belong to, a family, a club, a neighborhood, or even a nation. Also, the need for love involves both giving and receiving love.

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DEIXIS IN THE SONG LYRICS *GOODBYE'S (THE SADDEST WORD)* BY CELINE DION

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Abstract

Deixis is used in most conversations or in writing literary works, including song lyrics. The purpose of this research is to reveal the use of deixis in the lyrics of Celine Dion's *Goodbye's (The Saddest Word)*. In this study, the descriptive-qualitative method was used to collect the data. The procedure used to analyze the data starts with collecting data, using deixis, identifying the classification of data usage from person deixis, spatial deixis, and temporal deixis, and making conclusions on the use of deixis data. The theory proposed by Yule was used to analyze and classify the types of deixis. The results showed that the three types of deixis, namely person deixis, spatial deixis, and temporal deixis, are found in the song lyrics, with details of 47 person deixis, 8 spatial deixis, and 8 temporal deixis.

Keywords: *deixis; Goodbye's; person deixis; spatial deixis; song lyrics; temporal deixis*

1. Introduction

Language is a means of communication. Language is the most powerful, convenient, and permanent form of communication. Non-linguistic symbols such as expressive gestures, signals of various kinds, traffic lights, road signs, flags, emblems, and many more such things, as well as shorthand, morse and other codes, the deaf and dumb and braille alphabets, the symbols of mathematics and logic, etc., are also means of communication. Yet they are not as flexible, comprehensive, or extensive as language is. Language is the best means of self-expression. It is through language that humans express their thoughts, desires, emotions, and feelings; it is through it that they store knowledge, transmit messages, knowledge, and experience from one person to another, from one generation to another. Most of the activities in the world are carried on through or by it. It is through it that humans interact. It is language again that yokes the present, the past, and the future together. Humans cannot be separated from social relations in their lives. To have a social relationship, communication is needed. Language is the tool of communication that plays an essential part in making communication.

Akmajian, et al. (2010) state that a language is a conventional system for communication and for conveying messages. Then they add—human language is a highly structured system within which an enormous amount of flexibility or creativity is possible. It is a certainty that language is extremely important to literary production and

discourse. Herdiyanti (2020) states that language is an important part of everyone's life because it may be used for communication and conveying ideas. Every person has a variety of languages that can be used for communication. There are spoken languages and written languages, like poetry, songs, drama, and others. In this study, the researcher analyzed the use of language in song lyrics entitled *Goodbye's (the saddest word)* by Celine Dion. Song can change ideas, feelings, and dialogue, and it is also useful to develop people's minds, ideas, etc.

According to the Oxford Advance Learner Dictionary (2018), a song is a short piece of music with words that you sing. According to Natalia (2020), music is the expression of language using rhythm, which is now much liked by many people in the world. Many people who like music cover many of the songs in the world using their first or second language. Sitorus and Herman (2019) state that song is one of the ways to communicate that enables humans to cooperate. Song is considered a system of communication with other people using sounds, and song can also be used to express a feeling, sense, idea, emotion, or thought. Nowadays, people are easygoing and like to show their feelings by writing songs. A song is another way to communicate people's feelings to someone else, and that is through lyrics. A lyric is not only the arrangement of words into sentences but also a representation of the composer's emotions to describe feelings such as falling in love, being sad, happy, jealous, brokenhearted, missing someone, hate someone, and others.

In this research, the song lyric that would be analyzed is *Goodbye's (The Saddest Word)*. It was written and produced by Robert John "Mutt" Lange, who had already worked with Dion in 1999 on *If Walls Could Talk*. Lyrically, the devastatingly emotional ballad speaks about the absolute love between a child and her mother. Celine first heard Robert John "Mutt" Lange's song in 1993s and turned it down. In October 2008s, *Goodbye's (The Saddest Word)* was included on the European version of *My Love: Ultimate Essential Collection* greatest hits, and this song was sung by Celine Dion.

Celine Marie Claudette, or Celine Dion, is a Canadian singer. She is noted for her powerful and technically skilled vocals. Dion is the best-selling Canadian recording artist and French language artist of all time. Her music has incorporated genres such as pop, rock, R&B, gospel, and classical music. The lyrics of her song are heartfelt and have a deep meaning.

Over the course of her long career, Celine Dion has received numerous awards in recognition of her music and success. Since beginning her career in 1998s, Dion has been highly recognized all over the world and received various awards, including 12 World Music Awards, five Grammy Awards, seven Billboard Music Awards, six American Music Awards, 20 Juno Awards, 50 Félix Awards, and many others. She's also the most nominated artist at the Juno Awards, with 75 nods. This is also the researchers' main reason for choosing song lyrics by Celine Dion.

2. Literature Review

2.1 Pragmatic

Pragmatics is one of the varieties of linguistics. Yule (2008: 3) says that pragmatics is the study of speaker meaning. It is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It

has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

Pragmatics is the study of contextual meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires consideration of how speakers organize what they want to say in accordance with who they're talking to, where, when, and under what circumstances.

The advantage of studying language via pragmatics is that one can talk about people's intended meanings, their assumptions, their purposes or goals, and the kinds of actions (for example, requests) that they are performing when they speak. The big disadvantage is that all these very human concepts are extremely difficult to analyze in a consistent and objective way. Two friends having a conversation may imply something and infer something else without providing any clear linguistic evidence that we can point to as the explicit source of 'the meaning' of what was communicated (Yule, 2008: 4).

Cruise (2000: 4) argues that for present purposes, pragmatics can be taken to be concerned with aspects of information (in the widest sense) conveyed through language that are not encoded by generally accepted convention in the linguistic forms used but which none the less arise naturally out of and depend on the meanings conventionally encoded in the linguistic forms used, taken in conjunction with the context in which the forms are used. Wharton (2009: 16) claims that pragmatics is by its nature a cross-disciplinary subject, with roots in philosophy and linguistics but reaching out into cognitive science, psychology, sociology, and even the study of non-human animal communication.

2.2 Definition of Deixis.

Deixis is one of the branches of pragmatics. It indicates a word or phrase that refers to objects, processes, attributes, and circumstances. An expression in pragmatics is called deixis if the phrase alternates or depends on the context of advice. According to Yule (2008: 8), deixis is a technical term (from Greek) for one of the most basic things we do with utterances. It means 'pointing' via language. Any linguistic form used to accomplish this 'pointing' is called a deictic expression. Cruise (2000: 319) says that deixis means different things to different people. Any expression that locates a referent in space or time is a deictic expression. These definitions mentioned above express that in doing communication, deixis plays an important part, whether in the context of an utterance of speech or an event. Levinson (1983: 54) defines deixis as the structure of language with the aim of indicating person, place, time, social distinctions, and roles in discourse.

2.3 Types of Deixis

Some experts classify deixis into different types. Yule (2008) classifies deixis into three types; person deixis, spatial deixis, and temporal deixis. Cruise (2000: 319) recognizes five main types of deixis: person deixis, spatial deixis, temporal deixis, social deixis, and discourse deixis. Levinson (1983) divides deixis into five types: person deixis, time deixis, place deixis, discourse deixis, and social deixis. The theory applied in this research is that proposed by Yule (2008), which divides deixis into three types.

2.3.1 Person Deixis

Person deixis involves basically the speaker, known as the first person; the addressee, known as the second person, and other significant participants in the speech situation, neither speaker nor hearer; these are known as the third person (Cruise, 2000: 319). Person deixis clearly operates on a basic three-part division, exemplified by the pronouns for first person (I), second person ('you'), and third person ('he', 'she', or 'it'). In many languages, these deictic categories of speaker, addressee, and other(s) are elaborated with markers of relative social status (for example, addressee with higher status versus addressee with lower status). (Yule, 2008: 10).

Example:

I am going to the movies
Would *you* like to have dinner?
They tried to hurt me, but *she* came to the rescue

In languages (like English) with gendered pronouns, the third person masculine pronoun has traditionally been used as a default when using "it" is inappropriate but the gender of its antecedent is unknown or inapplicable.

2.3.2 Spatial Deixis

Spatial deixis is a kind of deixis known as place or space deixis. Cruise (2000: 320) states that spatial deixis manifests itself principally in the form of locative adverbs such as *here* and *there* and demonstratives/determiners such as *this* and *that.* Yule (2008: 12) states that the concept of distance is clearly relevant to spatial deixis, where the relative location of people and things is being indicated. Contemporary English makes use of only two adverbs, 'here' and 'there', for the basic distinction, but in older texts and in some dialects, a much larger set of deictic expressions can be found.

Example:

I enjoy living in *this* city
Here is where we will place the statue
She was sitting over *there*

2.3.3 Temporal Deixis

Temporal deixis, also known as time deixis, refers to indicating a time such as *now, then, next week, last month,* and so on for interpreting most of the deictic expressions that the speakers have in their minds. Temporal in dexicals is expressed in time adverbials like *now, soon, lately, recently, ago, today, tomorrow, and yesterday* (Yule, 2008: 14). Cruise (2000: 321) also states that temporal deictics function to locate points or intervals on the time axis, using (ultimately) the moment of utterance as a reference point. There are thus three major divisions of the time axis: (i) before the moment of utterance, (ii) at the time of utterance, and (iii) after the time of utterance. The most basic temporal deictics in English are *now* and *then. In* some ways, now is a kind of temporal *here,* and displays the same capacity for indefinite extension.

Example:

It is raining *now,* but I hope when you read this, it will be sunny.

3. Research Method

The research has been conducted using the descriptive-qualitative method. Based on Creswell (2001: 20), the qualitative method is descriptive in the sense that it is

interested in process, meaning, and understanding gained through words or pictures. Thus, the writer uses this qualitative method in order to analyze the use of deixis in the song lyrics entitled *Goodbye (the saddest word*) by Celine Dion. The researchers used document analysis as the sketch in this study. Data gathered by listening to the song and reading the lyrics including the following steps:

1. Collecting the data usage for person deixis, spatial deixis and temporal deixis in song lyrics *Goodbye (the saddest word)* by Celine Dion.
2. Sorting, classifying and analyzing the data on the kinds of deixis.

There are some procedures in analyzing the data, they are:

1. Collecting data usage of deixis.
2. Identifying any classifying the data usage from person deixis, spatial deixis and temporal deixis .
3. Analyzing data usage of deixis.
4. Making the conclusion usage of deixis data.

4. Discussion

In this section, in the song lyrics entitled *Goodbye (the saddest word)* by Celine Dion, a number of deixis, namely person deixis, spatial deixis, and temporal deixis, will be analyzed in depth. Each data analysis of the deixis kinds is presented below:

Data 1:

Mamma
You gave life to me
Turned a baby into a lady
And, mamma
All you had to offer
Was the promise of a lifetime of love
Now I know
There is no other
Love like a mother's love for her child
And I know
A love so complete
Someday must leave
Must say, "goodbye"

From the lyrics above, it can be concluded that the composer tells the listener about the great love of a mother for her child. A mother shows her love since the child lives in her womb. Therefore, the child thanks the mother for having a great life. From the lyrics, it can also be seen that the song writer uses the first person singular "I" as a child who thanks her mother for her greatest love. Besides, he also uses the second singular person, "you" to point out the mother who has given a life to her child. The deictic "now" is used to show that since that time, the child has understood how great her mother's love is to her.

Data 2:

Goodbye's the saddest word I'll ever hear
Goodbye's the last time I will hold you near
Someday you'll say that word, and I will cry
It'll break my heart to hear you say, "goodbye"

In the above lyrics, the deity "I" is used to indicate that the child herself tells her mother that she will feel sad when her mother leaves her. The deictic "my" in the song lyrics above is a form of possessive adjective referring to something belonging to her. The word "my" is one of the deictic expressions that points to something belonging to the song writer. "My" is applied by the song writer to indicate that the song uses the deictic expression possessive adjective.

Data 3:

But the love you gave will always live
You'll always be there every time I fall
You are to me the greatest love of all
You take my weakness, and you make me strong
And I will always love you till forever comes
And when you need me
I'll be there for you, always
I'll be there, your whole life through
I'll be there, this I promise you, mamma

From the lyrics above, it can be seen that the writer uses temporal deixis, which indicates the time. The deictic "there" is used to indicate that the child tells her mother that she will always be by her side whenever she needs her.

Data 4:

I'll be your beacon through the darkest nights
I'll be the wings that guide your broken flight
I'll be your shelter through the raging storm
And I will love you till forever comes
Goodbye's the saddest word I'll ever hear
Goodbye's the last time I will hold you near
Someday you'll say that word, and I will cry
It'll break my heart to hear you say, "goodbye"
Till we meet again
Until then
Goodbye

In the lyrics above, the deictic "I" is used to state that the child will be the beacon of her mother through the darkness of the night. She will be her mother's wing to guide her mother's life; she will be her mother's shelter through the raging storm; and she will love her mother till ever after.

The deitic "I" is also used to indicate that the child herself tells her mother that she will feel sad when her mother leaves her in this world. The deictic "my" in the song above is a form of possessive adjective referring to something belonging to her. The word "my" is one of the deictic expressions that points to something belonging to the song writer. "My" is applied by the song writer to indicate that the song uses the deictic expression of a possessive adjective.

The analysis of the deixis can be seen in the following table below:

No	Lyrics	Types of Deixis	Meaning Deixis in Semantics
1	Mamma, you gave life to me turned a baby into a lady	You, me (person deixis)	"you" as the second person has given life to "me" as the first person.

2	And mamma, all you had to offer was the promise of a lifetime of love	You (person deixis)	"you" as the second person has offered many things for her lifetime as the promise of love.
3	Now I know, there is no other, love like a mother's love for her child	Now (temporal deixis) There (spatial deixis) I (person deixis)	"I" as the first person has known that there is no other love like her mother's love
4	And I know, a love so complete, someday must leave, must say "goodbye"	I (person deixis) Someday (temporal deixis)	"I" as the first person knows her mother's complete love, and knows that one day her mother must leave her.
5	Goodbye's the saddest word I'll ever hear	I (person deixis)	"I" as the first person has heard that "goodbye" is the saddest word.
6	Goodbye's the last time I will hold you near	I , you (person deixis) Last time (temporal)	"I" as the first person will say goodbye, and then hold her mother for the last time.
7	Someday you'll say that word, and I will cry	Someday (temporal deixis) You, I (person deixis) That (spatial deixis)	Someday "you" as the second person will say goodbye and "I" as the first person will cry.
8	It'll break my heart to hear you say, "goodbye"	It, my, You (person deixis)	When "you" as the second person says the word goodbye, "it" as the third person or the word goodbye will break "my" as the first person who is broken-hearted.
9	Mamma, you gave love to me turned a young one into a woman	You, Me (person deixis)	"you" as the second person gives love to "me" as the first person.
10	And mamma all I ever needed was a guarantee of you loving me	I, You, Me (person deixis)	"I" as the first person tells that the mother's love is the guarantee from "you" as the second person who is loving her child,
11	Cause I know, there is no other, love like a mother's love for her child	I (person deixis)	"I" as the first person has known that there is no other love like her mother's love
12	And it hurts so, that something so strong, someday will be gone, must say goodbye.	It (person deixis) That (spatial deixis) Someday (temporal deixis)	"it" as the third singular person will hurt the child very much because someday her mother must leave her.
13	But the love you gave will always live	You (person deixis)	"you" as the second person singular has given the love and it always live.

14	You'll always be there every time I fall	You, I, (person deixis) There (spatial deixis) Every time (temporal deixis)	"you" as the second singular person always stays in the place of "I" as the first person every time
15	You are to me the greatest love of all	You, me (person deixis)	"you" as the second person becomes the greatest love for "me" as the first singular person.
16	You take my weakness, and you make me strong	You, my, You, me (person deixis)	"you" as the second person takes the weakness to the strong of "my" as the first person
17	And I will always love you till forever comes	I, You (person deixis)	"I" as the first person will always love "you" as the second person until forever come.
18	And when you need me	You (person deixis)	"you" as the second person needs "me" as the first person
19	I'll be there for you, always	I, You, (person deixis) there (spatial deixis)	"I" as the first person always stays beside "you" as the second person
20	I'll be there, your whole life through	I, your, (person deixis) there (spatial deixis)	"I" as the first person always stays beside "you" as the second person in a whole of life
21	I'll be there, this I promise you, mamma	I, I, (person deixis) there (spatial deixis)	"I" as the first person promises to always stay beside "you" as the second person
22	I'll be your beacon through the darkest nights	I, your, (person deixis) nights (temporal deixis)	"I" as the first person will be the beacon of "your" as the second person in the time of night.
23	I'll be the wings that guide your broken flight	I, your (person deixis) That (spatial)	"I" as the first person will be the wings of the broken flight for "your" as the second person.
24	I'll be your shelter through the raging storm	I, your (person deixis)	"I" as the first person will be the shelter through the raging storm of "you" as the second person.
25	And I will love you till forever comes	I , You (person deixis)	And "I" as the first person will love "you" as the second person until forever comes.
26	Till we meet again, until then goodbye.	We (person deixis) Then (temporal deixis)	"we" as the first person meets each other, then says goodbye.

5. Conclusion

Three types of deixis, namely person deixis, spatial deixis, and temporal deixis, are vividly reflected in the song lyrics entitled *Goodbye (the saddest word)* by Celine Dion. Person dexis has the function of finding the participant's role in the participant. Of the three types of deixis, person deixis is used more in the song lyrics by Celine Dion, namely the first person singular "I", and the second person singular "you". Spatial deixis, indicating the place between the speaker and the hearer, includes the locations "there" and "that". The temporal deixis used to point out the time of an event includes the adverb time, namely "now", "someday", "last time", "every time", "night" and "then". The researchers conclude that the deixis is useful to describe the functions of the person deixis, spatial deixis, and temporal deixis to analyze the song lyrics. The research results show that 47 person deixis, 8 spatial deixis, and 8 temporal deixis are found in the song lyrics. With the deixis, meaning can be analyzed semantically to know what the substantive meaning is and how the deixis usage affects the whole song's lyrics.

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BAD EFFECT OF PATRIARCHAL CULTURE IN NAWAL EL SADDAWI'S NOVEL *WOMAN AT POINT ZERO*

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Abstract

This study raises the theme of patriarchal culture experienced by the characters in Nawal El Saddawi's novel *Woman at Point Zero*. The novel is considered a feminist novel because it reveals many dimensions of oppression against women and the characters' struggle against gender discrimination to get their rights. Firdaus is the main character, who lives her life in a very tight patriarchal culture from pre-marriage, marriage, and post-marriage. The research in the novel is motivated by the social reality of patriarchal ideology ingrained in society so that women are always in the realm of domesticity. The purpose of this research is to explain the bad effects of patriarchal culture to the protagonist. The data obtained from the novel are analyzed using a qualitative descriptive method because it is used to describe and interpret the subject matter. The findings of this study indicate that there are three bad effects of patriarchal culture in the novel: violence against women, subordination, and sexual exploitation.

Keywords: *patriarchal culture; sexual exploitation; sociology of literature; subordination; violence*

1. Introduction

A patriarchal culture is one where there is gender inequality between men and women. This patriarchal system has dominated the culture of society and has led to gender inequality and other inequality that affects various aspects of human activities. Men have a role as the main control in society, while women have little influence or can be said to have no rights in general areas of society, both economically, socially, politically, and psychologically, even including the institution of marriage. As we have seen, the continuity of patriarchal culture still exists in Indonesia and in several other countries. With this culture, women clearly do not have the freedom to exercise their rights and do not have the freedom to choose something based on what they want. The restrictions on the role of women in patriarchal culture make women feel shackled and discriminated against. This inequality between the roles of men and women is one of the structural barriers that causes individuals in society to not have equal access. One small example that we can see is the existence of this patriarchal culture in the family. Cultural values that construct the thoughts of mothers about having sons. Because if he

gets a girl, he must be willing to have an abortion or surrender his child to an abortion institution. There are threats and direct violence, both beatings and harassment. Not only that, patriarchy also limits other rights, namely the right to education. Women are considered unworthy of access to education like men. This is supported by the fact that women will manage household affairs later. Limited knowledge and expertise will certainly make it difficult for them to find work, especially formal jobs.

As a result, their economic status will be quite low, so they are desperate to take shortcuts, namely doing something negative in order to restore their economy.

Since the past, the culture of society in the world has placed men at the top of the hierarchy, while women have been in the second class. This patriarchal culture does not only stop at home or in the family but also becomes a culture that exists in society and the country. The patriarchal culture is socialized in society because it gains legitimacy from various aspects of life, be they state or religion. An example is found in El Saddawi's book, entitled Woman at Point Zero. In the book, it is clear how helpless a woman is in running her life because of this patriarchal culture. This is the main point of the author's research. The author will reveal the impact of patriarchal culture on women, and explain how unfair that culture really is.

This novel tells the story of a woman named Firdaus. Her father is a poor and illiterate farmer. Firdaus often helps her parents in the fields. Since childhood, Firdaus has lived under pressure and has received immoral treatment from her friend Muhammadain and her uncle. After her parents died, Firdaus lived with her uncle, who was a sheikh in Cairo. However, Firdaus is getting more and more immoral acts from her uncle. Firdaus was sent to junior high school. Firdaus was a smart kid. Instead of sending Firdaus to college, her uncle actually married Firdaus to a man she deserved to call her father. The man's name was Sheikh Mahmoud. He was a rich man, had a foul-smelling boil, and was very calculating.

This study discusses the effects that occur in patriarchal cultures. The bad experiences that Firdaus has to go through are violence, subordination, and sexual exploitation.

As we know, patriarchal culture has had so many bad effects on women. Not only adults, but also children, become victims. The gender inequality that is upheld in patriarchal culture has made women have to continue to submit to men's orders even though they don't want to. Patriarchal culture is a culture where men have a higher position than women. In this culture, there are clear differences regarding the duties and roles of women and men in social life, especially in the family. From this perception, women are considered to only be able to stay at home to continue their offspring and take care of children while doing housework, which is categorized as domestic work that can only be charged to or done by women. Meanwhile, men are perceived and placed to function productively, as breadwinners in the public sphere.

Rokhmansyah, quoted by Siti and Sakina (2017:72), says," The men have a role as the main control in society, while women have little or no influence and are said to have no rights in the territory of the general public." The patriarchal culture is depicted too. In literary works, it means literary works come from the history and socio-culture of a nation, and the author is a member of the public. The presence of literary works does not escape from human life or community (Widayati, 2019). In creating literary works, the author often takes real events in the community (Ratnaningsih, 2018), for example in the novel Woman at Point Zero.

There are seven negative effects of patriarchal culture, as explained by Suryadi (2010), namely: (1) discrimination against women, (2) exploitation of women, (3) marginalization of women, (4) women's subordination, (5) stereotypes of women, (6) violence against women, and (7) a heavier workload and a longer workweek.

From some of the explanations above, it can be concluded that patriarchal culture is a culture that is embraced by a person or group of people on the basis of fatherly or male lineage. Therefore, this type of culture only emphasizes men as the main reference, and women as an additional part of the cultural process.

The dark experiences discussed in this study are violence, subordination, and sexual exploitation. To begin with, violence is an act that refers to an inhuman attitude or behavior so that it can hurt other people who are victims of the violence and also, of course, harm the person who commits violence because it will surely harm the person who commits violence and be punished according to applicable law. "Violence is the biological child of coercion, which is manifested through coercion; acts of violence are carried out by a group against another group that can cause death, because they can injure the body, injure the body psychologically, harm, and be a threat to personal life, such as suicide (Baryadi, 2012: 34–35)". Furthermore, subordination is an assessment that one gender is inferior to the other. Subordination is more common in women and puts them in an inferior or lower position. For example, men are considered more competent at holding managerial positions than women. In addition, sexual exploitation, namely sexual acts for women where women surrender themselves because of coercion, threats of violence, or violence, Exploitation is the act of using other individuals for self-interest purposes (Joni, 2006).

2. Literature Review

2.1 Sociology of Literature

The sociology of literature is the study of a literary work and its relationship to society. In short, sociology is the objective and scientific study of humans in society and the review of social institutions and processes. Literature, on the other hand, also deals with human beings in society with regard to their undertaking to adapt to and change society.

Sociology and literature, therefore, share the same issues. The novel, as one of the major genres in literature, can be regarded as an effort to recreate the social world; relations between human beings and their families, environment, politics, the state, and others. Their distinction: while sociology makes an objective analysis of society, literature penetrates into the surface of social structure and expresses human beings' ways of comprehending their society with their feelings.

Sociology is instrumental in elucidating how each literary work is rooted in a certain social and geographical environment where it can perform specific functions and that there is no need for any judgment of value. That is why certain literary pieces may grow in one place but not elsewhere. According to Soekanto (1982), the development of attention to society, as described above, occurs in every society in this world. As well as sociology, literature also deals with humans in society and their efforts to change that society. Thus, literary works can be considered an attempt to re-create the social world, that is, human relations with family, environment, politics, country, economy, and so on. It can be concluded that sociology can provide a clear and useful explanation of literature, and one might even say that without sociology, understanding of literature is incomplete (Damono, 1979).

The purpose of sociological studies in literature is to get a complete picture ofthe relationship between authors, literary works, and society. According to Tyas (2018), the sociology of literature is an understanding of literary works by considering social aspects. Societal aspects are an indicator of the totality of the work contained in the story built by the author. In principle, the sociology of literature is an interdisciplinary study between sociology and literature, which demands that both have the same object, namely humans in society.

Based on the explanation above, of course patriarchal culture is included in the phenomenon of sociology literature. Because the novel Woman at Point Zero has a pariarchal cultural background, the researcher uses the sociology of literature in her research.

2.2 Theory of Patriarchy

Walby (1990), in her book Theorizing Patriarchy, defines patriarchy as a system of social structures and practices in which men dominate, oppress, and exploit women. She describes patriarchy as a system because patriarchy contains the idea that every male is always in a dominant position over women. Patriarchy also considers biological factors; body differences between women and men also emphasize the division of different roles. Patriarchal culture is one where men have a higher position than women. Such an ideology has persisted for quite a long time, even today. In this culture, there is a clear distinction between tasks and the roles of women and men in social life, especially in the family. At first, patriarchy is used to refer to a type of "dominated family by men", namely the house mastered patriarch's grand ladder by men (Bhasin, 1996:1).

Patriarchal culture influences community mindsets. Differences in gender have given birth to various injustices, both to men and especially to women. Women are seen as more important to work in the domestic sector, cleaning the house, cooking, washing, and raising children. Thus, the myth of occupational segregation that has been embraced in society, namely that women only take care of the household and men only earn a living outside the home, can be eliminated gradually. (Mulia, 2014:47).

In fact, women are also human beings who should have the freedom to voice their voices, choose and make decisions, and do what they want. In general, women tend to be excluded from high-paying jobs because of their gender; the jobs that women can take have been determined by men (Bhasin, 1996:6). This patriarchal culture has forced women to live a decent life. Even though there have been so many cases of the impact of this patriarchal culture, the government has still not been able to solve this one problem, considering that patriarchal culture has existed since ancient times.

The concept of patriarchy combines the concept of gender relations and then develops into two views. First, it includes injustices that often occur in relationships based on gender. Second, draw attention to the relationship between different aspects of gender relations, which then form the social system.

2.3 The Effect of Patriarchy

As we know, there are so many impacts that occur on this cultural patriarchal system. According to Wiyatmi (2012), there are so many serious problems experienced by women, including violence against women, double burden, marginalization, subordination, stereotypes, and exploitation. "There are several forms or manifestations of gender inequality, namely marginalization or the process of economic

impoverishment, subordination or the assumption of being unimportant in political affairs, the formation of negative stereotypes, and violence." (Fakih, 2016)

The following is a clearer description of the manifestations of gender inequality.

1. Marginalization

According to Fakih (2016:13), marginalization is a process that results in poverty. However, there is one form of impoverishment for one particular gender. This form of impoverishment can take the form of evictions, natural disasters, or exploitation processes. Marginalization comes from several things, such as government policies, beliefs, religious interpretations, traditional beliefs, habits, or scientific assumptions.

2. Subordination

Subordination, according to Mansour Fakih, is the assumption that women are irrational or emotional so that they cannot appear to lead, which can result in the emergence of attitudes that place women in unimportant roles. One example of a form of subordination is a husband who always makes a decision without considering his wife.

3. Stereotypes

Stereotype is the labeling of a certain group, in this case, women. One form of stereotype is the assumption that women who often dress up are considered to be trying to attract the attention of men.

4. Violence

Violence is a gender injustice in the form of an attack or assault, physically or mentally, against someone. Basically, violence arises from the assumption that there is unequal power between men and women. Violence consists of several forms: rape, domestic violence, child abuse, genital mutilation, prostitution, pornography, enforced sterilization, molestation, and sexual and emotional abuse.

From the several theories above, the focus of research on the effects of patriarchal culture that will be discussed in the novel Woman at Point Zero is only three: violence, subordination, and sexual exploitation.

3. Research Method

The research method used in this study is qualitative research. The qualitative research method is research that describes and analyzes phenomena, events, social activities, views, beliefs, and thoughts through words and language.

In this research, the author discusses the effects of patriarchal culture in Nawal El Saddawi's novel Woman at Point Zero. This study uses the survival theory proposed by Siti and Sakina (2017) to describe the meaning of patriarchal culture expressed in written form. The author uses a descriptive qualitative research method to conduct an analysis in which the method is based on data and not numbers. Therefore, the author's design was used in this study, and the findings were carried out in a descriptive form.

Cresswell (2014) states that qualitative research is research that is used to examine human and social problems. The researcher will report the results of the research based on the analysis data obtained, which is then described in detail in the research report. The focus of this research method is words.

The attention of qualitative research is more focused on human elements, objects, and institutions, as well as the relationship or interaction between these

elements, in an effort to understand an event, behavior, or phenomenon (Mohamed, Majid, & Ahmad, 2010).

The main data in this study were taken from the novel El Saddawi, Woman at Point Zero, and the data sources came from the phrases and sentences of the novel.

4. Discussion

The effects of patriarchal culture felt by the protagonist are found in the novel *Woman at Point Zero*. The name of the protagonist is Firdaus. The subject matter is about the protagonist's experience as a victim in a patriarchal culture. They are violence, subordination, and sexual exploitation. The analysis of each effect and the experience of the protagonist as a victim of patriarchal culture found in the selected novels are described further below.

4.1 The Effects of Patrial Culture

4.1.1 Violence against a Woman

Violence is any act that denigrates, insults, harasses, and attacks a person's body or reproductive function because of an imbalance of power or gender relations, which can result in psychological and physical suffering, including those that interfere with a person's reproductive health and lose the opportunity to carry out education safely and optimally.

Violence in a broad sense refers to physical or psychological acts committed by a person or group of people either intentionally or unintentionally, directly or indirectly, personally or structurally. What is meant by structural violence is violence that occurs within social structures, such as oppression by authoritarian states, systems that make society unfair, and so on.

> ''Then she brought a woman who has a small knife or maybe a razor.
> They cut a piece of flesh between my thighs. I cried all night".
> (El-saddawi, 1975:17)."

Based on the quotation above, Firdaus receives torture from a woman who is brought to her house. It is clear that the woman takes a small knife, and immediately the knife is headed towards her. Physical violence against women is shown by cutting a piece of flesh between Firdaus' thighs. This activity causes Firdaus to feel pain due to direct physical contact. It leaves wind and blood scattered everywhere.

> "On one occasion, he hit me all over with his shoe. My face and body became swollen and bruised. Then I left the house and went to my uncle's house". (El-saddawi, 1975:70)

Firdaus' husband personally commits the violence. The physical violence can be seen in how Firdaus's husband treats her. A large shoe is flung towards her face and body. It leaves swelling and bruises almost all over her body. Firdaus, who at that time just tries to endure the pain, ends up running away to her uncle's house because she feels that her husband's treat is too far away.

> "One day he hit me with his heavy stick until blood came out of my nose and ears. Then I went but not to uncle's house".
> (El-saddawi, 1975:72)

The quotation above proves that the violence is still carried out by her husband. This physical violence can be seen when her husband beats her with a stick so hard. The hit makes Firdaus' nose and ears bleed. With sobs and tears around her face and ears, she leaves her husband again, but this time she does not go to her uncle's house. With bruised eyes and bloodstains in her ears, no one pays attention to her.

> "I spoke in a low tone, but suddenly his big and strong hand slapped me with a very hard slap. The slap was the hardest slap I've ever received to my face. My head swings from one side to the other".
> (El-saddawi, 1975:79)

The physical violence is also committed by one of Firdaus' new friends. That physical violence can be seen when Bayoumi's big hand slaps Firdaus' face hard and blindly. Bayoumi thinks that Firdaus speaks in a high tone, and such a tone is inappropriate for a lowly woman. That slap is the hardest Firdaus has ever felt. Not only does Bayoumi slap her face, but Bayoumi also gets angry and continues to torment Firdaus with his own hands. Even, Firdaus' head is swinging. This makes Firdaus completely helpless at that time. Even though Firdaus tries to fight back, her strength will not be able to match the body and big fingers of Bayoumi.

> "He then locked me up. And when he came home in the middle of the night, he pulled the cloth covering my body, slapped my face, and laid his body on top of me with all his body weight".
> (El-saddawi, 1975:80)

The quotation above makes it seem as if the torture that Firdaus feels is endless. This time, Bayoumi locks her in a dark room and lets her sleep without any mat and only with a cloth covering her body. Not satisfied, Bayoumi re-enters the dark room and then carries out the next torture. The physical violence can be seen when Bayoumi's big hand again slaps Firdaus's face with great force. Like having no pity at all, Bayoumi still does the same thing, and he even betrays Firdaus, who is much smaller than him. With such a large body, Bayoumi lays his body on top of Firdaus's so that Firdaus feels extremely cramped due to Bayoumi's weight.

> "The next moment he punched me with his strong fist to the stomach so hard that I immediately lost consciousness". (El-saddawi, 1975:80)

Bayoumi still uses physical violence. It is clear that Bayoumi hits and punches Firdaus' stomach so hard that Firdaus loses consciousness. He has taken such actions many times. This violence really makes Firdaus lose her awareness and enthusiasm to live her life.

4.1.2 Subordination

Subordination of women is defined as being secondary to women who are weaker or lower than men, so that the position, function, and role of women seem to be lower than men's. According to Sultan (2012), women's subordination is a situation where a power relationship exists and men dominate women. "Men are superior to women, and women are part of men's property, so women should be controlled by men, and this produces women's subordination. It is clear that this subordination can lead to injustice in social life. As a result of subordination, the role of women is marginalized. Another consequence of this subordination is that even though women work outside the

household, They are still burdened with domestic and social jobs without being accompanied by a fair division of labor between men and women. This often happens in our environment, where women do have duties that are extremely busy and strenuous. In other words, the workload of women is greater than that of men. In addition, women are very vulnerable to gender-based violence, both in the household and in public. Firdaus also experiences the same thing. From childhood to adulthood, she has always been a victim and received some injustice like that, both in the family and in social life. She felt tired of always being at the bottom, so she forced herself to leave the house where she lived after her parents died.

> "Father won't go to bed without having dinner first, no matter what. Sometimes when there was no food in the house we would all go to bed on empty stomachs. But he always gets food".
> (El-saddawi, 1975:26)

It is clear that there is injustice in a family where fathers and children have very different positions. Firdaus and her sister endured hunger all night just because they had to fill their father's stomach. Even though sometimes there is a lot of food, they are still not allowed to eat. Injustice like this is clearly found in a patriarchal system. Firdaus's night is in contrast to her father's. His stomach is always filled with food, so he can sleep comfortably at night. This happens because this system views the position of men as always being on top, and they are always prioritized in other matters.

> "I can still paint the future with the colors that I like. But it is mine to freely decide, and change as I wish". (El-saddawi, 1975:37)

It is clear how Firdaus's life is always in confinement. Even in her own life, she does not have the freedom to express herself. Her whole life has been unfairly arranged by her family. She wishes that there is still time for her to color her own world, decide things according to her decisions, and change everything based on her will.

> "I can also know that all those who rule are men".
> (El-saddawi, 1975:41)

She is despairing because she says only men can rule. Only men have a higher position than women. Only men are considered for that higher position. Injustice like this is one of the impacts of patriarchal culture.

> "Father used to rule over the furnace room in winter and gave me the coldest room. Uncle occupies a bed for himself, while I have to sleep on a wooden cot". (El-saddawi, 1975:76)

The quotation above shows how inequality between genders is described. It is clear how Firdaus' father and uncle treat her. When it is winter, Firdaus has to endure the cool of the night without any heat at all because her father controls the firebox room so that her father will feel warm. Firdaus has to endure the pain of sleeping on wood because her uncle has taken over her bed. Under such conditions, Firdaus will endure and try to be strong, even though sometimes she is very cool at night.

> "I work in the fields, work at home, and eat my father's leftover food with my mother. And if my father doesn't leave food, then I will go to bed without dinner". (El-saddawi, 1975:103)

It shows how Firdaus lives. She has to work outside and must continue her work at home while her parents just sit quietly at home. Even though she is tired from working outside, like in the fields, she still has to be forced to finish housework like making bread dough and others. The injustice increases when, even though she finishes all the work, even for dinner she has to get it from her father's leftovers. If her father did not leave some of the food, then she would be forced to sleep on an empty stomach and full of exhaustion.

> "You lowly and poor employee, who is worthless, running after the bus to get on it. I will take you in my car because your feminine body has aroused lust. It is an honor for you to be wanted by an official of an honorable rank like me". (El-saddawi, 1975:122)

Firdaus' self-esteem is humiliated by a man. Even though she has become an employee of a company, it is still not uncommon for her to get this kind of treatment. Still, men consider women lowly just because of the clothes that make up their bodies. In fact, like normal female workers, she also wore the same clothes. She is demeaned and forced into it by a high-ranking and hopeful official.

> "Men impose deception on women, and then punish them for being deceived, oppress them to the lowest degree, and punish them for falling so low, tie them in marriage and punish them with hard labor throughout their lives, they beat them with humiliation and beatings". (El-saddawi, 1975:142)

Men have described how Firdaus thinks of men. Those who take full part in the lives of women When all the good mistakes lower the self-esteem of those who commit them, it is still women who will be punished for their crimes. When they are the ones who take their whole lives in a marriage agreement, they are still the ones who will be shown insults and beatings every day. It's as if the whole world and everything in it are silent and blind, as if they do not see that justice. In fact, if you look at it, it is women who will be the victims and those who will feel the negative effects of the harassment they do. But still, even so, it is women's self-esteem that is always in question and will always be looked down upon by society.

> "They want to feel themselves as a noble person. And reminds me of the fact that I am a lowly person". (El-saddawi, 1975:146)

Based on the quotation above, it is clear how Firdaus described herself at that time. She sees all men insisting on living in a respectable or noble way. But she remembers again that what she has gone through all this time—selling herself for money and being hit by various insults—was done by those who wanted to live a noble life.

> "How did you become one of the masters? A woman who lives alone cannot be an employer". (El-saddawi, 1975:158)

The quotation proves how men look down on and do not give Firdaus the opportunity to become employers. This injustice happens only because Firdaus is a woman and only lives alone. Even so, Firdaus still has the desire and dreams that one day she will become a master.

> "To university? Somewhere where she would sit next to the boys? A sheikh and pious man like me would send a nephew to mingle with the male crowd?". (El-saddawi, 1975:56)

It can be clearly seen that women are given the right to go to school but are limited, they do not need to pursue higher education up to university. Moreover, the university is a place for respect. It is inappropriate for women to be side by side with them. This is just an alibi because men realize that they do not want their position to be equaled by women because they are afraid that women will become smart creatures that they cannot control.

4.1.3 Sexual Exploitation

Sexual exploitation is an activity that involves both men and women, for the sake of money, one party's pleasure, profit, or other considerations, or because of coercion or the influence of adults, individuals, syndicates, or groups, related to sexual relations or behavior that causes lust. In the novel Woman at Point Zero, Firdaus also found several sexual exploitation activities.

> "Men don't know the value of a woman, Firdaus. It is the woman who determines her worth. The higher you put a price on yourself, the more he realizes your true worth. He will be prepared to pay with what he has. And if he doesn't have it, he will steal from others to give you what you ask". (El-saddawi, 1975:88)

It is told that Sharifa invites Firdaus to make money by selling Firdaus' body to men who are thirsty for their lust. It is hoped that Firdaus will get what she wants as long as she obeys Sharifa's words.

> "It was really warm in her house, and she helped me undress, took off my shoes which were full of mud, then bathed me in warm water and soap. Then he supported me onto the bed. I closed my eyes as I felt his weight pressing against my chest and stomach, and his fingers moving across my body". (El-saddawi, 1975:91)

The quotation above includes the aspect of women's exploitation because it shows the exploitation of Firdaus' body by a male practitioner who meets her when Firdaus leaves Syarifa's place. This man treats Firdaus politely and kindly. An unknown man brings Firdaus to his house. He helps Firdaus from feeling cold, but what he does is the same as other men's. He uses Firdaus's body for sexual satisfaction. Firdaus experiences exploitation of the man's body. Firdaus's body is used for his own satisfaction without thinking about their relationship status.

> "If Firdaus marries Sheikh Mahmoud and he is willing to pay a hundred pounds, I will be able to pay all my debts and will buy some clothes for Firdaus". (El-saddawi, 1975:58)

The uncle and his wife sell Firdaus to someone much older than her. Instead of being in a marriage relationship, her uncle actually takes advantage of Firdaus' body to pay off all his debts. Even though the man who is going to marry Firdaus has a very foul-smelling boil on his nose, her uncle still lets her go just because of money. This exploitation is characterized by how his family sells her only for their own profit.

5. Conclusion

Based on the analysis of the bad effects of patriarchy experienced by the protagonist in the novel *Woman at Point Zero*, it can be concluded that three bad effects of patriarchy are found in the novel, namely violence against women, subordination, and sexual exploitation. Discrimination against women is considered to violate norms without thinking about the conditions of the victims, as emphasized by the author. Such actions are very common in real life and in society. The protagonist must be forced to kill a high-ranking official because she is forced to have a relationship. She ends up fighting and killing him. The protagonist prefers to accept the hanging sentence given by the police rather than receive leniency from the president because she feels hurt by the treatment of all the men around him. The protagonist, Firdaus, experiences the bad effects of patriarchal culture found in this novel, sexual violence, subordination, and being a victim of sexual exploitation.

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GENDER INEQUALITY IN ELIZABETH RUDNICK'S NOVEL *MULAN*

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Abstract

This study is aimed at analyzing gender inequality in Elizabeth Rudnick's Novel *Mulan*. This study is focused on the phenomena of gender inequality in the novel, and the gender inequality seen through socio-cultural context. *Mulan* tells about of a young Chinese woman, a female warrior from the period of the Northern and Southern Chinese dynasties. She disguises herself as a man to fight. She replaces her father in a war. As the first child, Mulan is burdened with the tasks of bringing honor to her family; while, at that time, the kingdom does not allow a woman to join the war. Such part of the story in the novel portrays gender inequality. In the study, the descriptive qualitative method is applied. The result of this research shows that the phenomena of gender inequality cover gender violence against women presented in the novel. Besides, the gender inequality can be seen through socio-cultural context in the novel. It can be concluded that gender difference between women and men can be found in the novel. It occurs in social and cultural context in the novel.

Keywords: *gender difference; gender inequality; power oppression; violence*

1. Introduction

Gender equality is one of the important aspects in society for both women and men. Discrimination or woman inequality in terms of gender in various regions has various characteristics and levels. One of which is that women have limited opportunities related to programs and activities in the community. Every man and woman want to have freedom to do something without any gender inequality, for example; working, being a leader, and having higher education. According to Wilson (1975), the differences between women and men are the result of socio-cultural construction resulting in different roles and tasks. These differences make women always be left behind and neglected their roles and contributions in family life, society, nation, and state. Social construction places women and men in a different class. Men are identified with the bourgeois class, and women as the proletariat.

There is a difference or inequality between rights of women and men. The factors hinder the realization of equality are the delay in development of science in the society or people's attitudes in that place. The people still glorify the traditions of the past. Wadud's work is actually anxiety intellectual writer on gender inequality in society. One of the causes of gender inequality in social life is the ideology of the interpretation of the Qur'an doctrine which she considered as patriarchal bias (Wadud,

2006: 16). In order to obtain a relative interpretation objectively, a commentator must return to the basic principles in the Qur'an as her paradigm framework. That is why Wadud requires an title to understand the word view.

Related to the novel, *Mulan* is a historical fiction novel released in February 2020. The novel was written by Elizabeth Rudnick. The novel tells the story of a young Chinese female warrior from the period of the Northern and Southern dynasties (420-589 AD). She disguised herself as a man to fight in her father's place. As a child, *Mulan* was burdened with the tasks of bringing honor to her family; while, at that time, the kingdom did not allow a women to join the war. But, in *Mulan*'s family, there was no male member except her own father. His father's old condition made *Mulan* run away from home with her father's equipment and armor. She went away without thinking about what other soldier could do to her if she disguised as a man. She later joined other soldiers for pre-war training. It can be seen that gender inequality is used in the Chinese government in that century. A woman could only stay at home and could not participate in military activities. In fact, in the novel, *Mulan* can survive on the battlefield. She saves her soldier friends who should even be smarter and stronger than she is. *Mulan* in the novel is an independent woman. She does not depend on anybod who has conflict with other women in society. She also destroys stereotypes about women in society.

It is essential to analyze gender inequality in the novel *Mulan* because this topic could inspire person, and as a prospective literary scholar, *Mulan*'s heart is drawn to the era of gender equality and women's rights in the past, today, or in the future. It is argued that women can get the same rights as men can. This is the background why this topic is selected to analyze in this study.

2. Literature Review

Sociology of Literature

Sociology of literature is a literary theory that analyzes a literary work based on in social relations. The goals of sociology are the same as the other social sciences, but people view social events in their own way. According to Damono (1979: 1), in literary studies discourse, sociology of literature is often defined as an approach in literary studies that understands and evaluates literary works by considering social (social) aspects. Sociology of literature is research that focuses on the object of human study by environment. Wellek and Warren (in Suaka, 2014: 34) say that in general literary studies, sociology is divided into three, namely: sociology of writers, sociology of literary works, and sociology of reader. While, Wolf quoted by Faruk (2013: 77) gives the definition that sociology of literature is a formless, poorly defined, scientific discipline. consists of empirical studies, and various experiments on somewhat more general theories that each only has something in common in terms of dealing with literary relations with the community.

Endraswara (2011: 77) states that the sociology of literature is a branch of literary research that is reflective. According to Ratna (2013: 3), the purpose of sociology is to increase understanding of literature in relation to society, explaining that fiction does not contradict reality. Literary works are clearly constructed imaginatively, but the imaginative framework cannot be understood outside of its empirical framework. Literary works are not merely individual phenomena but also social phenomena. According to American literary critics, Wellek and Warren, the sociology of literature can be classified into three problems, as quoted from the book *Sociology of Literature, A Brief Introduction*. First, the sociology of the author which questions

social status, social ideology, and other matters concerning the author as a producer of literature. Second, the sociology of literature is concerned with the literary work itself so that the subject of the study is what is implied and what is its purpose in literary works. Third, sociology of literature is concerned with the reader and the social influence of literary works.

Gender Inequality

Gender inequality assumes that men and women are not equal and that gender has an impact on a person's life experience. Discrimination based on gender still occurs in all aspects of life, all over the world. Gender inequality is a form of treatment difference based on reason gender, such as roles, exclusion or favoritism that results in there is a violation of the recognition of human rights, equal rights between men and women, as well as basic rights in the social, political, economic, cultural and other fields (Pujar, 2016). The following are some of the causes of gender inequality according to Syam (2003) based on a sociological view which states that first, a woman is only placed at home. So, this fact does not support women to need higher education. Second, there is a psychological view of the position of women as wives who accompany their husbands without the need for more education. This is supported by the ancient view that marrying young is more honorable than being a spinster. The third cultural views of society that adhere to the notion that women are not human figures who need more education. In fact, women are seen as complementary to men.

Amnesty (2021) says that, during the French revolution, the declaration of the rights of man and of the citizen, one of the pioneering rules of civil rights, ratified in 1789, referred to human rights as the rights of all men, not human rights. This statement indirectly does not recognize women as human beings with human rights. Before the 18th century, women were still not considered as rational human beings with common sense who were entitled to have equal rights with men. As a result, women do not have the right to vote and be elected in politics. According to Wollstonecraft (1792), women are not inferior human beings. The achievement gap between women and men is not caused by the lack of women's abilities, but the lack of opportunity and access due to the stigma that limits women's freedom to choose and develop their quality of life. An example of gender equality for women is that women get space for politics, have the same property rights as men, and get the highest formal education opportunities. And for the example of gender inequality against women that often occur today is a physical and non-physical violence perpetrated by husbands against their wives in the household and gender inequality in novel *Mulan* which depicts that woman should only be at home and not freely do things outside the habits of women in that century. One example of the phenomenon of gender inequality described by Fakih (1997) is violence, physical or non-physical attack by one of the gender, family, society, and the State against other genders. All human beings, regardless of gender, have the right to develop their personal abilities, pursue careers and make choices without being limited by rigid stereotypes about gender roles. Gender equality is one of human rights as human beings. The right to live well, free from fear and free to make life choices are not intended for men, and women also have the same rights in essence.

One example of gender inequality is violence. Understanding gender violence requires an understanding of the context of gender identity, as well as a situational analysis of the impact that occurs on gender in a social context. A broader understanding of violence does not only discuss violence on a physical level but also in

a cultural context so that violence can mean more than persecution. Gender itself is a socio-culturally constructed hierarchical classification system where there is a polarization between genders that is more dominant than other genders (Fu, 2015). This causes a fundamental problem. Gender as a binary and hierarchical model that constructs society in asymmetric power relations. The polarization of masculine and feminine gender leads to power oppression such as sexism, patriarchy, misogyny, transmisogyny, heteronormativity, and homophobia are the forerunners of gender inequality itself (Fu, 2015). Gender violence then develops into violations and threats as a consequence of racism, class discrimination, and poverty in the gender dimension. Another important dimension that is closely related is structural violence which is essentially normalized violence. In the international political dimension, gender violence is a matter of concern. Now many international organizations, both government and non-governmental affiliated are trying to combat gender violence, especially against women.

The effect of gender inequality is also detrimental to the economic growth of a country or region. Gender inequality in education will result in low human capital productivity so that economic growth is also low. Klasen's and Lamanna's research (2009) shows gender inequality effects in direct and indirect education negative effect on economy growth.

3. Research Method

According to Creswell (2009: 3), research design is a set of plans and the procedures for research to detailed method of data collection and analysis. This study was conducted by descriptive qualitative design. Namawi (1993: 63) describes qualitative method as aprocedure of problem solving by describing the subject of the study based on the visibile facts. Then, Bogdan and Biklen (2012) state that qualitative is descriptive, where data are in the form of words or picture rather than numbers. Therefore, the research design adopted in this study is descriptive qualitative because the analysis and the findings are accomplished in a descriptive form. In this research, the phenomena of gender inequality was described qualitatively by giving the description of the data in the discussion. The data include the quotations in the novel in which the phenomena of gender inequality are presented. The phenomena of the gender inequality include the power oppression to women, and gender inequality seen through social context in the novel.

4. Discussion

4.1 The Phenomena of Gender Inequality in the Novel

Differences in roles and functions between men and women are known as gender differences that occur in society. One example of the phenomena of gender inequality is gender subordination, defined as the subordination (secondary) of gender to both men and women. However, many cases generally occur by women so that the subordination of women is subordinate (secondary) to women. It means that the roles, functions and positions of women are under men generally. According to Syam (2003), there is a psychological view of the position of women as wives who accompany their husbands without the need for more education. This is supported by the ancient view that marrying in young age is more honorable than being a spinster.

In the Chinese Empire, *Hua Mulan* is a vibrant, active, adventurous young woman who lives in a small village. Her parents hope that one day she will marry a good

husband. As a young woman, *Mulan* is forced to meet an old woman to show off her elegance as a future wife. Mulan is flustered and tries to pour tea in front of the old lady, but a spider causes panic and destroys the event. The old woman immediately gets angry and calls it a disgrace to the family. In the north, an imperial outpost is attacked by Rouran warriors, under the leadership of Bori Khan. They are assisted by the witch Xianniang who uses her magic to pretend to be a living soldier and report the attack to the Chinese Emperor. Later, she issued a conscription decree ordering each family to contribute one male to fight the Khan's army. Imperial soldiers arrive at Mulan's village to ask for recruits and her old and frail father Hua Zhou is forced to promise to serve as he has no sons. Realizing that her father has no chance of survival, Mulan flees with armor, horse, and sword to join in his stead. When she run away from home to join the war, she pretending to be a man because at that time the kingdom did not allowed a women to join the war or participate in military activities, but as the first child she burdened with the tasks of bringing honor to her family. The way of a woman in that century brought honor to her family is only by getting married not by participating in male activities. Because of her father conditions she did not want her father to struggle when joining the war, because of that she pretending to be a man when she was running away from home for the sake of her father and thinking by bringing honor to her family in her own way.

Mulan experiences a very struggle and hard time. She always sacrifices for the happiness of her family by acting as a woman in general, like staying at home, cooking, sewing and cleaning. It makes her sacrifice herself. She likes freedom and activities that are generally done by men. Even though her father gives her the freedom to do what she likes since she is young, the environment around her demands that she has to behave like the other girls. Because of that, her mother always tells and reminds her that she is a daughter not a son, and a daughter brings honor through marriage. The phenomena of gender (woman) inequality that occurs in the novel *Mulan* can be seen from the quotation below.

> "The least Mulan could do was offers a sacrifice to her own family. If that meant following her sister's lead and being her mother's shadow, she would do it. She would do what her father asked of her. She would make her family proud, and she would bring honor to them no matter what kinds of sacrifices she had to make." (Rudnick's, 2020: 23-24)

The data above shows that *Mulan* is willing to sacrifice anything that will be a source of pride and happiness for her father, mother and younger sibling. She feels guilty when she tries to chase a chicken and it causes an incident where a phoenix statue is broken. Apart from embarrassing her family, a woman should not chase a chicken in public. She also accidentally fells right on the phoenix statue's wings. Even so, *Mulan* still tries to become the woman as her family hopes for. She tries to further reduce her curiosity and adventurous spirit even though it hurts her. It can be seen from the quotation below.

> "Mulan tried, and tried, and tried to be the honorable daughter who would make her family proud. She dutifully sat by her mother's side and practiced weaving. She let the occasional chicken wander away even though her feet itched to give chase. When the boys of the village gathered in the courtyard to play, she did her best not to kick

> the wayward ball that stopped in her path. But despite her best intentions, it was hard to always be good." (Rudnicks 2020: 25-26)

The data above shows that *Mulan* sacrifices her true self. This is referred to as a phenomena of gender (woman) inequality where *Mulan* feels inner pressure because a woman at that time has to marry at a young age. She is only being allowed to stay at home. She cannot do activity freely even though she wants to choose to live freely and do what she loves without any coercion from her environment. *Mulan* also made a promise to her father Hua Zhou. She promises to bring honor as they ask her even though *Mulan* thinks she has another opinion in her mind. She is held back by her parents' wishes because of the manners of the environment she lives in at that time. *Mulan* thinks that she could bring honor to her family with the other way but not marriage. At the same time, she also does not want to disappoint her mother and father with her own opinion which can be seen from the quotation below.

> "Mulan knew it would not bring the honor her family wanted, and she would never admit it out loud, but she did not want to get married. She could stay and help her parents instead, she reasoned. Perhaps make them proud on her in other ways. She looked at her father with a sad look at her mother's decision to marry her off, but her father said "it has been decided, if this is the best for the honor of our family". Mulan had made vow to her father that she would bring honor to her family. Even if it meant sacrificing her own happiness. She nodded and said "it is best, I will bring honor to us all". Mulan was silent lost in her own thoughts. In one moment, her life and her fate had been decided. She had never felt more miserable." (Rudnick's 2020: 28-30)

The above quotation shows that *Mulan* cannot be honest about her own desires because of the limitations of a woman in behaving in her environment. They are raised only to bring honor to their families by marrying men chosen by their parents and elders there. Matchmaker in the village where she and her family live, has prepared a husband for her; therefore, *Mulan* takes this opportunity with a heavy heart to make her family happy with this honor even though she feels sad and does not want to do it.

4.2 Power Oppression to Women

Power is the ability of an individual or a group of people to dominate other individuals or groups based on authority, charisma or physical strength. Bori khan, makes a large group (bandits) to fight against the emperor of China at that time. He has his men to go traveling here and there. At that time, he thinks that his dark business is not safe and would be exposed because of the emperor rules that make the people very lazy. There have been no conflicts or wars lately. That makes Bori khan remembers the time when his father creates a group called *The Rourans*. It is a group filled with bandits that causes chaos in the kingdom. People get scared when they hear the name the *Rourans*. When their name is called, everyone will shut down. The time comes for the emperor to defeat and fight with the leader of *The Rourans* at that time. None other than Bori khan's father finally makes the people of the kingdom not afraid anymore. The Emperor thinks since then, everything is safe until finally Bori khan returns to take revenge on death of his father. Like the quotation below.

> "The famed Shadow Warriors had caused trading posts like this one to shut down. And then the emperor had defeated the Rouran leader, and for years, there had been no sign of the fearsome Shadow Warriors. The empire had gone back to believing it was safe. But Bori khan was about to show them, how wrong they were to believe The Rourans had been destroyed. His father had taught him all he knew before the emperor had killed him. And now Bori khan had revitalized the Rourans. It was time, he thought as his eyes flicked to the open gate of the trading post, for them to begin their revenge."
> (Rudnick 2020: 31-32)

It can be seen above that the power oppression occurs at that time. *The Rourans* and his new leader Bori khan, have prepared themselves to take revenge. It is for their revenge of the emperor for killing the leader and his father as well. On their way, they are from one village to another to tear down China's empire one by one. The *Rourans* begin to prepare themselves. He wants to see the fear in the eyes of the royal guards. It can be seen in the following quotation.

> "He wanted to see fear in the eyes of the guards when they noticed him and his men. The sound carried acrods the steppe and the guard spotted Bori khan and his warriors. A smile of satifaction spread over the Rouran leader's face as he saw panic fill the guard's eyes. As the guard began a fruitless attempt to warn the other soldiers and close the marketplace gates, Bori khan dropped his arm . In an instant, the Shadow Warriors raced across the desert. Their horses' hooves pounded on the sand, creating a huge cloud of dust behind them. The giant beasts ate up the distance and soon were upon the tranding post. Up on the wall, guards began to let loose arrows. But their aim was off, their hands shaky. The arrows flew wide and short and the Shadow Warriors galloped closer. "take out the leader!" Bori khan heard one of the guards shout. Lifting his eyes, he saw another guards take aim. Bori khan didn't hesitate." (Rudnick 2020: 32-33)

It can be seen above that the group of the *Rourans* has started to visit the royal village one by one. They come to a marketplace guarded by the royal guards, and make a scene there. The *Rourans* really enjoy the panic in the eyes of the guards, and then they start to approach slowly and to cause chaos in the marketplace.

4.3 Gender Inequality Seen through Socio-Cultural Context in the Novel

Gender Inequality seen through Socio-Cultural Context means to describe the phenomenon of gender inequality that occurs in the social sphere (Yimer, 2016). Women or men are different from functions. As the same as men, women also deserve to have dreams and aspirations. *Mulan* just wants to be honest with what she does to herself and others. When she is honest about her identity as a woman on the battlefield, *Mulan* is not given the trust and opportunity to be someone who can prove that she can also help and fight together to save her empire, family and pride. A woman by nature at that time has to follow the orders or wishes of her family and husband. Even though she lies and changes her identity as a man, she commits it all for her father. She replaces her father who is sick. She worries about her father's current condition.

She is sure her father would not be able to return home safely from the battlefield. The phenomenon of gender inequality (women) seen from social culture can be seen from the following quotation.

> "I am Hua Mulan,", she said, her voice strong, steady, and feminine. Commander Tung's expression had grown icy. "you're the imposter," he hissed his voice heavy with disappointment. "you have betrayed your regiment". Mulan hung her head in shame. Commander Tung went on. "you have brought disgrace to Hua family." His word cut Mulan like a sword through her heart. Her head flew up. There was nothing worse he could say. "Commander…" she begged. The commander didn't let her finish. "Your deceit is my shame", he went on. "When we return to the capital, I will yield my command." What punishment assigned to this imposter?" he asked. Commander Tung didn't hesitate. "Expulsion." (Rudnick's 2020: 220-222)

It can be seen above that the social culture of the Chinese empire of that century, regarding the limitations of doing something, especially women, *Mulan* finally realizes that what she has been doing all this time based on lies. It will not be a blessing for her. It is no matter how good her intentions are. After her little conversation with the witch Xianniang, she realizes how important her honesty is as her father Zhou says in the following quotation below.

> "Failure is not fatal, Mulan. This is the lesson of the phoenix. What matters is that each day you rise up and continue. The phoenix will watch over you. That's her job. Your job is to bring honor to your family." (Rudnick's 2020: 23)

It can be seen above that Zhou, the father of *Mulan*, always reminds her about the phoenix that always sees her and protects her wherever she is. He says that the phoenix is half male and half female. She is both beautiful and strong. Because of that, Mulan gets up and realizes that honesty is very important, and finally she chooses to be honest with everyone on the battlefield. She risks all the lies. She will bring her family's honor based on honesty. But still beside being disappointed, commander Tung also knows the rules that a woman or girl should just stay at home to wait for being married instead of the other way around, being curious and reckless. However, at the same time it is unfair for *Mulan* who always feels isolated as a woman who always loves to be active outside the house. Also. She has an adventurous spirit. Behind it all, apart from *Mulan* having a free and adventurous nature, this case does not make her an excuse to be free from marriage. She does all this truthfully for her father because she loves him very much.

5. Conclusion

After analyzing the gender (women) inequality in the novel *Mulan*, the conclusion can be presented. To begin with, the phenomena of gender inequality can be found in the novel. Women and men are treated differently. As it is described in the novel that Mulan, the protagonist cannot do what she wants freely. Even though her father gives her the freedom to do what she liked since she is young, the environment around her demands that she has to behave like the other girls. It is far different from what boys do as they like. Next, the phenomena of the gender difference cover two

occurrences in the novel: first, violence against women; second, power oppression to women. In the novel, there is violence in limiting activities and emotions against the character Mulan herself, Mulan forces herself to follow the habits of the environment around her. Besides, the rule powered by the kingdom limit the women's participation in the war. The emperor brings about fear to women to fight the system and the cultural power. It is described how gender Inequality is seen through socio-cultural context. The phenomenon of gender inequality occurs in the social sphere. Women or men are differently treated. Women activities are limited by the cultural doctrine. Women are forbidden to do activities like men do. If women break the cultural law, they will get costumery punishment by the society.

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BETRAYAL OF LOVE ON PROTAGONIST IN ALEX MICHAELIDAS' NOVEL *THE SILENT PATIENT*

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Abstract

This research is entitled betrayal of love on protagonist in Alex Michaelidas' novel *The Silent Patient.* This study focuses on the effect of the betrayal of love on protagonist. The data used in this study is obtained from the quotation in the novel. Collecting data is based on the theory, understandings, and explanations of betrayal of love. These are put forward by experts such as Fitness and the American Psychiatric Association. This study also uses the love theory of Stenberg. These theories are useful for providing understanding and explanations of betrayal and love related to research problems. In analyzing this research, qualitative research method was used. The result shows that there are four effects of betrayal of love on the protagonist in the novel *The Silent Patient.* They are revenge, loss of trust, loss of integrity, and betrayal trauma. Each of the effects contains three data and they are analyzed based on the theory.

Keywords: *betrayal; integrity; love; protagonist; revenge; trauma; trust*

1. Introduction

Stenberg (1986: 119-120) in *A Triangular Theory of Love*, states that love has three components of love, namely intimacy, passion, and commitment. While betrayal is an element of society. In social life, betrayal consists not only of betrayal of the state, but the experience of betrayal often occurs in relationships with family, partners, and friends. A betrayed person will suffer from the consequences of the act of betrayal, most often a loss of trust, and even worse, abandonment. Rachman in Oeing (2017: 3-4) states that betrayal is a deliberate omission by a trusted person. Some of his acts are unfaithful, infidelity, dishonesty, and the disclosure of dangerous confidential information. These actions will make the person feel very hurt.

In reality, cases of betrayal in the form of infidelity are increasingly occurring in society. Cases like this are not taboo anymore; in fact, it is not uncommon for them to become viral on social media. In literary studies, betrayal is a commonly used in literary element, which is also used in works of fiction such as films and TV series. It is often associated with or used as a plot twist. This is where literature functions as a medium for depicting humans in society and various problems in their lives.

This novel tells the story of Alicia Berenson. She is accused of murdering her husband when he is shot several times in the face. Alicia is on the scene with the gun lying next to her and with a stiff face. After that, she does not want to speak a word, not

even to defend herself. As six years have passed since the tragedy, she keeps her mouth shut and will not speak to anyone. Then, he is taken to a mental care facility called The Grove. Alicia gets acquainted with Theo Faber, who acts as the therapist treating her. Theo Faber is quite obsessed with Alicia's case and wants Alicia to talk. After a long time of interaction, Alicia is shocked by the fact that Theo is closely related to the tragedy of her husband's murder. This behavior is motivated by Alicia's shock at the infidelity and betrayal of her husband which is revealed on the night when the tragedy occurred. The story and the theme itself become the biggest reason why the researcher wants to do some analysis because this novel contains a lot of plot twists and psychological learning. The theme of betrayal is a case that often occurs in the community and it is not uncommon for it to become hot news or viral on social media. Regarding the novel, Alicia's act of killing her husband and Theo's obsession with closely related to betrayal, and this will be analyzed carefully in this study. Therefore, this study is to find out about the betrayal of love on the protagonist in Alex Michaelidas' novel *The Silent Patient,* and this was the focus of analysis in this study.

2. Literature Review

Betrayal is one of the problems that exist in human social relations. Acts of betrayal can occur in every type of relationship such as social, romantic, and friendship and it cannot be separated by age, gender, or social status. In this sub-section, the researcher summarizes and describes the definitions of betrayal by several experts. Macquarie in Fitness (2001: 2) defines the term "betrayal" into several meanings, namely surrendering something to the enemy, revealing secrets, deceiving or misleading, disloyal, unfaithful, abandoning, and disappointing expectations (himself or others). According to Fitness (2001: 2), betrayal can occur when a person sacrifices the interests of others for his own sake. In other words, this behavior implies that the traitor considers his/her needs more important than the needs of the partner or relationship. On the other hand, traitors have behaviors that do not care about the continuity of their relationship and do not respect their partners.

According to American Psychologist Associations Dictionary of Psychology (2022), betrayal is any act that violates the expectations and trust of one partner towards another. The term betrayal is usually associated with infidelity, but it can be interpreted more broadly to include acts such as lying, unfaithfulness, intentional harm breaking promises, and disclosing secrets to others. Betrayal can evoke strong emotions in the victim. The impact is very dangerous because usually, the victim will immediately cut off the relationship. Alternatively, if the traitor apologizes, the victim can cultivate forgiveness that allows the relationship to continue. Oeing (2017: 3) states that acts of betrayal can occur at macro and micro levels. The macro level is in the form of fraud to companies, people, or educational institutions, and micro-actions in the form of infidelity in intimate relationships or breaches of confidentiality in employment or service relationships. Relationships with family, friends and romantic partners can give people some of their greatest happiness, they are also the source of some of their most painful pain. When someone is in a relationship with another person, he definitely expects confidence, hope, trust, and loyalty in the relationship. However, not everyone can keep these expectations, some may violate them, and the violation of such expectations is called betrayal.

Betrayal of love is a traumatic event that causes considerable suffering to the victim. This action has several effects on the victim, including revenge (Fitness, 2001:

12), loss of trust (Oeing, 2017: ii), loss of integrity (Drevitch, (2021), and betrayal trauma (Reyes, et al (2021).

3. Research Method

In conducting research, a research design is very necessary because it can be useful as a guide for every step carried out in research so that it is more logistical and systematic. Creswell (2014: 41) defines research design as a research framework, plan, or procedure that includes collecting, analyzing, and interpreting data.

This study used qualitative research methods. Creswell (2014: 42) qualitative research is an approach taken to understand the meaning given by individuals, groups in society, or humanity. The process of data collection, analysis, interpretation, and report writing comes from documents, text, images, or tables. Therefore, this research method is very suitable for analyzing the problem in this study because humans are the main object in data collection.

4. Discussion

The discussion contains an analysis of the betrayal of love on the protagonist in Alex Michaelidas' novel *The Silent Patient*. The researcher collects data based on the theory, understandings, and explanations of betrayal of love, put forward by experts such as Fitness (2001) and the American Psychiatric Association (2022) and use the love theory by Stenberg (1986). These theories are useful for providing understanding and explanations of betrayal and love related to research problems. Based on the research problem, the researcher discusses the effects caused by betrayal. The effects include revenge, loss of trust, loss of integrity, and betrayal for love.

4.1 Revenge

Revenge is an act of hurting or injuring another person because of feelings of hurt or mistakes made by someone. This is a response from the victim to maintain his self-esteem. Just as if someone feels betrayed, revenge is one way to get back at them. Revenge as the effect of betrayal of love to the protagonist will be analyzed through the data below.

> Alicia held me in her gaze, a cryptic smile on her lips. She didn't speak.
> "Tell me why you started talking again."
> "You know the answer."
> "Do I?"
> "Because of you."
> "Me?" I looked at her with surprise.
> "Because you came here."
> "And that made a difference?"
> "All the difference—it made … all the difference." Alicia lowered her voice and stared at me, unblinking. "I want you to understand—what happened to me. What it felt like. It's important … you understand." (Michaelidas, 2019: 252).

The data above explains Alicia's revenge on Theo. It is done in a way, Alicia started to speak again. People do not know the truth behind the tragedy. They accuse, berate, vilify and say that Alicia is a mad woman who suddenly kills her husband. In

fact, there is a reason she does that, and people will not know because Alicia never Her goal is to tell the truth, and restore her self-esteem. She also wants Theo to feel the same pain and to experience as she does.

4.2. Loss of Trust

Trust means acknowledging one's honesty and ability and believing that the person can live up to expectations. In social or personal relationships, trust is the basic and most important thing. However, if someone who is trusted then betrays that hope, the victim will lose his trust and will find it difficult to trust others again. Trust is one of the important points in maintaining a marriage. When partners trust each other, there will be a sense of security, comfort, and can share positive values with each other. As experienced by the protagonist, Alicia, as the effect of the betrayal she received from Gabriel, her husband, she tends to develop negative perceptions and finds it difficult to trust others anymore. This can be proven through the quotation below.

> "Alicia made no effort to interact withpatients or staff, remaining withdrawn and isolated and for the most part, the other patients had left her alone. If people don't reply when you speak to them and never initiate conversation, you soon forget they're there. Alicia had quickly melted into the background, becoming invisible."
> (Michaelidas, 2019: 45).

The effect can be determined through the actions of Alicia who is difficult to approach and no longer wants to trust other people. The quotation above also shows that while living in Grove, Alicia never tries to mingle with other patients or with the hospital staff. She prefers to be alone and isolated. As a result, other patients do not want to approach her and are not even aware of her presence. This behavior is the result of the loss of trust experienced by Alicia. The reason is, she thinks that no one would help and believe what he said, so it is better for her to shut up and seclude himself. The lines quoted above show the effect that Alicia feels as the result of love.

4.3. Loss of Integrity

Integrity is a self-image that can be seen in daily behavior and actions. Simply, integrity is honesty which is a principle, and is always upheld. One of the characteristics of someone with integrity is positive thinking. Integrity can also be interpreted as someone who has the ability to radiate authority and honesty. In a marriage integrity is important. Integrity in marriage means honesty, sincerity, and loyalty to your partner. However, when a person loses integrity, he will lose the credibility and trust of his partner. Regarding the explanation above, as a result of the betrayal she experienced, Alicia lost her integrity and identity. This can be seen from the quotations below.

> If you told me this broken shell had once been the brilliant Alicia Berenson, described by those who knew her as dazzling, fascinating, and full of life— wouldn't have believed you. I knew then and there I'd made the right decision in coming to the Grove. All my doubts vanished. I became resolved to stop at nothing until Alicia became my patient. There was no time to waste: Alicia was lost. She was missing (Michaelidas, 2019: 34-35).

4.4 Betrayal for Trauma

The trauma of betrayal is a type of trauma that refers to the emotional pain and distress that occurs when a trusted and loved person violates someone's trust. The most common effects are anxiety and depression. One of the outcomes of betrayal trauma is PTSD (Post Traumatic Stress Disorder). Regarding the novel The Silent Patient, Alicia experienced several PTSD symptoms as a result of the trauma of betrayal she experienced, including intrusion symptoms, mood and cognitive change symptoms, and avoidance symptoms.

> "During the trial, the judge took a dim view of Alicia's persistent refusal to speak. Innocent people, Mr. Justice Alverstone pointed out, tended to proclaim their innocence loudly—and often. Alicia not only remained silent, but she showed no visible signs of remorse. She didn't cry once throughout the trial—a fact made much of in the press—her face remaining unmoved, cold, Frozen."
> (Michaelidas, 2019: 19)

The quotation above shows the effect that Alicia receives as an effect of the betrayal of love. The effect is that Alicia shows mood and cognitive symptoms characteristics as a result of betrayal trauma. One of the characteristics of mood changes is numbness. Numbness is the most common mood change shown by Alicia. As a result of the trauma she experienced, Alicia is always alone and quiet, whereas before, she is a cheerful, authoritative, and talkative girl. She also experiences cognitive changes, namely silence. One of the characteristics of cognitive changes shown by Alicia i.e., she is unable to understand, react and make decisions in the trial.

5. Conclusion

Based on the results of the analysis of the effect of betrayal of love on the protagonist in the novel *The Silent Patient*, the researcher finds four findings. They are:

1. There are four effects of betrayal of love on the protagonist in the novel. They are revenge, loss of trust, loss of integrity, and betrayal trauma.
2. Through the analysis, Alicia takes revenge by shooting Gabriel, confronting Theo, and starting to speak again to restore her dignity and reveal the truth.
3. Loss of trust can be shown from Alicia's actions i.e., difficulty trusting people and difficulty building a new relationship, difficulty trusting Theo, and loss of trust in Gabriel.
4. Loss of dignity can be proven through Alicia's behavior i.e., losing her identity and authority, feeling humiliated, and thinking she does not deserve a positive relationship and does not deserve being loved.
5. Betrayal Trauma can be shown from Alicia's behavior i.e., her emotional reactions towards Theo, her change of mood after trauma, and her avoidance of all the things related to the trauma.

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PHYSIOLOGICAL NEEDS IN JOJO MOYES' NOVEL *ME BEFORE YOU*

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Abstract

This research is aimed at protagonist's physiological needs in the novel *Me Before You* written by Jojo Moyes based on Maslow's theory. There are five basic needs based on Maslow's theory. This study only focuses on physiological needs in the protagonist's life. Physiological needs, the most important basic needs, is the elements needed by human being in maintaining life and health. This study used qualitative method to describe the obtained data. The result shows that there are four important points of physiological needs found in the protagonist's life. Those are food, water, clothing and rest. It is found that the protagonist in the novel puts first her basic needs. She fulfills her needs for food, water, cloth, and rest. The basic needs must be fulfilled first before other needs. Therefore, the protagonist in the novel can live healthily and continues her life safely.

Keywords: *basic needs; clothing; maintaining life; needs; physiological needs*

1. Introduction

Literature is an expression of human life in the form of written or oral works based on thoughts, opinions, experiences, feelings in imaginative forms, reflections of reality or original data wrapped in aesthetic packaging through language media. Literature is a creative activity that becomes a tool for appreciation and implement human feelings and messages (Sehandi, 2016). The message conveyed through literature can be effectively absorbed by the community owing to the entertainment factor (Manugeren et al, 2020).

Novel is an imaginative work that tells the whole side of the problematic life of a person or several characters. Novel can reveal all the episodes of the characters' life journey in story (Sehandi, 2016). Novel is one example of a written literature work that can describe or tell about the human life. It can be concluded that the nature of the novel is a story about imaginative human life with a fairly long plot starting from the emergence of problems to solve problems used as a tool to express and convey the message.

In time, literature then experienced a fairly rapid development. It is not only the intrinsic elements of a literary work that can be studied, but also extrinsic factors that we can study and analyze.Extrinsic factors of literature, for example, sociology of literature, psychology of literature, and literary anthropology (Sehandi, 2016). Psychology as a science will always evolve. Development thoughts and empirical studies among experts on personality humans have given birth to various theories that

vary according to perspectives and personal experiences of constructive experts the theory. One of the literary theories used to dissect literary works is Abraham's theory of humanistic psychology Maslow.

Maslow argues that human motivation is organized into a hierarchy of needs, namely a systematic arrangement of needs. One basic need must be met before other basic needs arise. This need is instinctive activate or direct human behavior. Although these needs are instinctive, the behavior used to satisfy these needs is learned, resulting in variations in the behavior of each person in how to satisfy them. Psychology of Humanistic has the advantage of being more focused on studying hierarchy of human needs. Maslow's hierarchy of needs concept assumes that lower level needs must be satisfied before higher level needs before motivator and it must be satisfied. The five hierarchy needs levels are: physiological needs, safety needs, love and belongingness, self-esteem needs, self-actualization (Maslow, 1943). Basic needs as a physiological needs are the most important needs in human life before other need. If basic needs are not fulfilled, humans will not be able to live and doing activities.

Me Before You (Moyes, 2012), a novel written by Pauline Sarah-Jo Moyes was inspired based on true story of author. She was inspired to write the novel during second pregnancy and was inspired by some of her own family who needed round-the-clock care. She was also inspired by a news radio story about a young athlete who was paralyzed and decided to commit suicide in Switzerland, and then she did these two things of hers as the main idea for *Me Before You*. She says she wants to write a story about how a man who does not compromise and makes decisions that are not approved by those around him wants to change his decisions, and people around a man who wants to change his life. *Me Before You* by Jojo Moyes is one of interesting books that describes the struggles to fulfill the human hierarchy of needs. This book discusses love, suffering, and dreams. The plot of Jojo Moyes' *Me Before You* started when Louisa Clark decided to take a job as a caretaker for the Traynor family. Will Traynor, who suffered an injury that made him unable of working and gave him quadriplegia, employed Louisa. Louisa is a brilliant girl who fights a lot and works really hard. Based on this case, the author is interested in using Abraham H. Maslow's theory to do research on the basic of needs for Louisa Clark in Jojo Moyes' novel *Me Before You*.

Louisa, the protagonist is the main character in a story. A protagonist is the key decision maker that influences the plot of a story. The protagonist plays a major role in the storyline, often portrayed as the character who faces the most conflicts and obstacles. In a complex story that contains subplots, each subplot can have its own protagonist.

It was decided to analyze this topic because this study explores the protagonist, Louisa Clark who searches for her wants and the way how she gets them. The study focuses on Louisa's physiological needs. It applies based on the hierarchy of human needs theory by Abraham H. Maslow.

2. Literature Review

Psychology is one of the fields of science and applied science that studies behavior, mental functions, and human mental processes through scientific procedures. A person who practices psychology is called a psychologist. Psychologists try to improve a person's quality of life through certain interventions both on mental function, individual and group behavior, which are based on physiological, neurological, and psychosocial processes. Need means something that is needed. Thus, human needs can

be interpreted as something that is needed by humans, or human desires that must be fulfilled, in order to achieve spiritual and physical satisfaction for their survival. These needs can be in the form of goods or services.

From the understanding above both are closely related. Psychology of needs is the study of all human needs, starting from basic needs and followed by other needs. as humans, we really need something to meet all the needs in our bodies called desires. One expert in the psychology of human needs is Abraham Maslow who is called Maslow's theory.

Basic needs are described like a pyramid hierarchy. A human being will prioritize the most basic needs first, then increase to the next needs in sequence.



Figure 1 Marlow's basic need pyramid

Maslow, an expert in psychology, who came up with this theory. The American psychologist who is also famous for his theory of self-actualization psychology has arranged a hierarchy (level) of needs into five levels. The levels are arranged in a pyramid-shaped scheme. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging needs, esteem and self-actualization. Basic needs is the elements needed by human being in maintaining psychological balance, which aims to maintain life and health. Needs is every human five basic needs, namely: psychological needs, safety, self-esteem, love, and self-actualization (McLoud, 2018). The basic needs of human are the same, although there are certain needs that are different for each individual. Basic needs is primary needs in human life, such as; clothing, food, water, and shelteror can be called a physiological needs. Clothing, food, water, and shelter are considered as a concept of human life in fulfilling their needs.

There are five levels of basic needs according to Abraham Maslow. The most basic level in Maslow's hierarchy is physiological needs. This basic need is the lowest or very first need in Maslow's hierarchy of needs theory concept. That is, this need includes biological and physical needs (Oktapiana & Skolastika, 2022).

Physiological needs have the highest priority in Maslow's hierarchy. An individual who has several unmet needs generally seeks the fulfillment of physiological needs first. Physiological needs are basic needs that absolutely must be fulfill because these needs are very basic needs. Without the fulfillment of these needs, humans will not be able to carry out life activities easily. Humans have eight kinds of physiological needs, namely oxygen, fluid or water, nutrition or food, temperature, elimination, shelter, rest, and sex. (Potter & Perry, 2005)

Safety needs is also part of basic human needs. A person needs a sense of security so that he can carry out activities that support him to meet other needs. Examples of the need for security include protection, freedom from fear, away from

threats, stability, and security from disturbance. In this case, the existence of traffic regulations, work safety regulations, health protocols, social norms, religious norms, and customary norms exist to fulfill a sense of security in living life. Thus, the danger posed by accidents, war, crime, epidemics, riots, and others can be minimized. The need for safety and security is divided into physical security (protection against threats to the body or life, disease, accidents, dangers from the environment, and so on) and psychological safety (protection from threats from new and unfamiliar experiences, such as the fear of someone going to school for the first time because they have to adapt). Like physiological needs, safety needs cannot be fully satisfied. People will constantly feel themselves as being in danger since neither they nor nature can ever fully shield them from danger. (Feist & Feist, 2006).

Following the psychological needs and safety needs, love and belonging needs are on the third level. People are social beings. Humans want a sense of connection, affection, and social contact once their need for security has been satisfied. This desire arises naturally. The need to interact with others is a part of this need. This means that since humans are social creatures, they cannot survive alone. When people are interacting socially, someone wants to be appreciated. When this need is not fulfilled, someone may feel incredibly lonely from friends, a partner, a sweetheart, or children (Maslow, 1943). This is necessary for show only because good relationships with one's family and environment are essential for people to successfully live their lives.

Advanced needs include those for self-esteem. Humans require self-esteem needs if their social needs have been satisfied. This need for self-esteem calls for strength, confidence, self-fulfillment, and self-respect. There are two categories of needs for self-esteem: the desire for success, the capacity to grant self-assurance, autonomy, freedom, and life; and, the requirement for respect, admiration, position, and excellent reputation.

The highest level of need is the need for self-actualization. According to Maslow's hierarchy of needs, the fourth level of demands must be satisfied before the fifth level may be satisfied. This drive for self-actualization motivates a person to express his full potential in his works. How to realize their potential by pursuing their interests in what they enjoy. Those who have attained this level are fully human. People who are self-actualizing are independent and able to maintain their sense of self-worth despite being scorned, rejected, and dismissed by others. They are not focused on having their demands for affection or admiration met (Feist & Feist, 2006).

In this research, the writer only focus in physiological needs which is the most important basic needs. The author wants to analyze and find out the protagonist's physiological needs, Louisa Clark in *Me Before You* based on Maslow's theory. As the protagonist, Louisa Clark frequently shows good manners and behavior. His or her appeals to the sympathies of readers or viewers.

3. Research Method

This study uses qualitative method in describing the data since the data are words. Moleong in Siregar, Nasution & Pardi (2022) states that qualitative method is a research strategy to produce descriptive data and the research results are in the form of written or spoken words from people and observed behavior. Data were collected by 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 (Pardi &

Ardescy, 2022). Data were analyzed using the techniques proposed by Creswell (2013). Data reduction is conducted after all data collection process to make the data organized based on the kinds of struggle. After categorizing the data, data interpretation were conducted to answer the research problem. Data were analyzed by reducing data, displaying data, and drawing conclusion or verification based on Miles, Huberman, & Saldana (2014).

4. Discussion

Louisa Clark is the protagonist in *Me Before You* written by Jojo Moyes. The analysis focuses on her physiological needs based on Maslow's theory. In Maslow's theory, physiological needs that must be fulfill before other needs.

4.1 Physiological Needs in Louisa Clark's Life

Physiological needs are the most basic needs of Maslow's hierarchy. These needs are also known as primary needs, such as food, water, clothing, and rest.

Food

Food is a part of physiological needs. Food is a basic human needs that is needed by the body. Food is needed by human to fulfill the human needs to carry out activities in life. Louisa as a protagonist in the novel must fulfill her physiological needs with food so that she can do her activities or continue her life.

> "I sat there, as my parents discussed what other jobs my limited qualifications might entitle me to. Factory work, machinist, roll butter. Forthe first time that afternoon I wanted to cry. Thomas watched me with big, round eyes, and silently handed me half a soggy biscuit.
> ... Thanks, Tommo,"I mouthed silently, and ate it." (Moyes, 2012: 16)

The quotation above shows that biscuit is a name of food product. Biscuits show potential as improved food (Nogueira & Steel, 2018) to meet nutritional needs or prevent diet-related illnesses. Biscuits offer several possibilities for the management of human nutrition-related disorders. They are widely consumed as snacks or as complement to other foods. They present varied forms and pleasant flavors, have long shelf lives, and provide convenience (Agama-Acevedo et al. 2012; Manley 2011). Half a soggy biscuit stated in the quotation above indicates the physiological needs. Louisa took the soggy biscuit and say thanks to Tommo then ate it silently. It proves that Louisa needs food to be not hungry.

In life people need food to continue their life and doing many activities. To get a job that her parents talked about, Louisa, who is also the breadwinner of her family, needs food to meet her needs in order to be able to do well and continue her life. Food can also function to increase Louisa's immune system so that her health can be more stable and she can work properly. Good food is needed by Louisa's body to start an activity, if her body does not get food then her body will not have an energy and all digestive systems and thoughts will be disrupted, and if Louisa's body has met her needs then she can carry out activities very well. Louisa does not only need staple foods, but she also needs additional foods such as snacks, fruit, and more. Louisa needs food every day. In general, human body requires food three times a day so that the body's intake can be fulfilled properly.

> "At lunch time I left the library and went for a brief walk around town toclear my head. I treated myself to a prawn sandwich and sat on the wall watching the swans in the lake below the castle. It was warm enough for me to take off my jacket, and I let my face tilt towards the sun.therewas something curiously restful about watching the rest of the world getting on with its business. After spending all morning stuck in the world of the confined, just being able to walk out and eat my lunch inthe confined, just being able to walk out and eat my lunch in the sunfelt like a freedom." (Moyes, 2012: 199)

The quotation above indicates that Louisa literally needs food to fulfill her physiological needs. She sits on the wall watched the swans in the lake below the castle and enjoyed the sun with her lunch. Louisa bought a prawn sandwichesas her lunch. Everyday she needs food to eat for her lunch to get energy and her strength to do what she wants in her life.

Louisa needs her lunch so she can continue her work after getting her energy back. if she only needs food once a day then his body will become weak and his health will be compromised. Louisa as the breadwinner in her family must maintain a healthy body so that she can continue her life.

Water

Water is also one of physiological needs. Water is the most important source of life needed after food. Water and water resources is very important for maintaining an adequate food supply and a productive environment for all living organisms. Water is essential to life because it heavily influences public health and living standard (Kilic, 2020). If we feel hungry, we can still stand it, whereas if we feel thirsty we will become dehydrated and can even cause death. As well as Louisa for her daily activities she also needs water so she does not get dehydrated and feels fresh every day.

> "My mother walked into the room, bearing a huge basket of neatly foldedlaundry. ... Are those yours?" She brandished a pair of socks.
> ... Treena's, I think."
> ... I thought so. Odd color. I think they must have got in with Daddy's plum pajamas.
> You're back early. Are you going somewhere? "
> ... No." I filled a glass with tap water and drank it." (Moyes, 2012: 12)

The quotation above shows a dialogue takes place between Louisa's mother who is in the kitchen. Louisa came home early from work and her mother asked where she was going after that, but Louisa did not go anywhere, she just felt thirty and needed water then she filled her glass with tap water and drank it. The dialogue shows that Louisa needs water for her physiological needs. Louisa needs water every day for her needs, without water she will feel dry and thirsty so she can not carry out her activities properly. Water is very good for Louisa's body and health. If Louisa's body lacks of water, her health will be disrupted, and she will not be able to carry out her usual activities.

Clothing

Clothing is including physiological needs. Sahoo (2008) states that as the civilization grows with time humans have tried to make clothes from various raw materials such as vegetation and animal skins. No data is available for the exact period from which humans started wearing clothes but anthropologists and archaeologists believe in the fact that early humans must adapted clothes covering their body to protect from cold, heat, rain and climate variation etc. Clothing and textiles have been an important feature in the human history and also it implies the kind of material available to a civilization and the technology they were used to make clothes. It is also believed that clothes indicated the social status of the various members of the society.

Clothing is also a basic need that is very important for daily activities. Without clothes human will feel ashamed and do not feel safe. Every human being must fulfill this need as soon as possible. If these needs are not fulfill, humans will find it difficult to carry out daily activities. As in the quote in the novel, Louisa really needs clothes as a basic need to carry out her activities.

> "You must wear a suit to an interview," Mum had instead."Everyone's fartoo casual these days."Because wearing pin stripes will be vital if I'm spoon feeding a geriatric.""Do not be smart."
>
> "I can't afford to buy a suit.What if I don't get the job?""You can wear mine, and I'll iron you a nice blouse, and just for oncedo not wear your hair up in those…" She gestured to my hair, which was normally twisted into two dark knots on each side of my head."
>
> "…Princess Leia things. Just try to look like a normal person."I knew better than to argue with my mother. And I could tell Dad had been instructed not to comment on my outfit as I walked out of the house, mygait awkward in the too-tight skirt." (Moyes, 2012: 23)

It can be seen from the quotation above that Louisa has to wear a suit for a job interview, but she can not afford to buy a suit. Then her mother offered to put on her suit. Her mother ironed a nice blouse for Louisa to be comfortable to wear even though she was a little awkward wearing her mother's too tight skirt but she wore comfortable clothes for her. Louisa must wear neat clothes to start her work, without neat and comfortable clothes Louisa will not be able to start an activity. Dressing neatly and comfortably makes Louisa more confident too. From this explanation, a suit is a basic need that must be fulfill to carry out daily activities.

Rest

Rest is a basic need that must be met for a person's physiological needs. Bernhofer (2016) stated that rest is a physical, mental and spiritual human need, common to all humanity, and is frequently prescribed around the world as a treatment for many maladies. Yet the concept of rest remains subjective, is vaguely defined and is often confused with sleep, limiting its utility for research and practice. Without a clear definition and understanding of rest and its parameters, its restorative benefits may not be realized and the advice to rest, based on little evidence, has limited usefulness and unknown risks.

Rest makes our tired bodies feel better after doing many daily activities. Margareta (2015) states that The essence of rest is being in harmony in motivation, feeling, and action. If this need is not met then our body's fitness is reduced and it will be difficult to carry out our daily activities, therefore rest is a basic need that must be met. In the novel, Louisa, who also serves as a breadwinner for her family, needs enough rest to fulfill her physiological needs.

> "I was lying sideways on my bed with my legs stretched up the wall, like I did when I was a teenager. I had been up here since supper, which was unusual for me. Since Thomas was born, he and Treena had moved into the bigger room, and I was in the box room, which was small enough to make you feel claustrophobic should you sit in it for more than half an hour at a time." (Moyes, 2012: 43)

In quotation above, Louisa was lying sideways on her bed with her feet stretched against the wall In her small room, as she did when she was a teenager. In this quotation says that lying down is rest. Louisa needs rest by lying down in her box room to make her body feel better after doing many activities such as work. Every human body must feel tired after doing a lot of activities all day. Louisa as the breadwinner in her family needs adequate rest to fulfill her basic body needs, without enough rest, Louisa's body will feel very tired and she will get sick, and with enough rest, Louisa can carry out her daily activities well and be active in earning a living.

After physiological needs are fulfill and satisfied, other basic needs also need to be met, such as safety needs to be able to support human basic needs in carrying out all activities and continuing their life properly.

5. Conclusion

In conclusion, physiological needs such as food, water, clothing and rest found in the novel are the most important basic needs in the protagonist's life. Basic needs are very important to be met for human needs. Louisa is the protagonist in the novel who pays attention to all her needs. Louisa is the breadwinner in the family who works for the William's family as a caretaker, in caring for a William who is sick. Every day Louisa fulfills her most basic needs, namely her physiological needs so that she can carry out her activities and continues her life.

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PROTAGONIST'S FRIENDS' BETRAYAL IN JAY ASHER'S NOVEL *THIRTEEN REASONS WHY*

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Abstract

This study discusses the protagonist's friends' betrayal in the novel *Thirteen Reasons Why* by Jay Asher. This study aims to reveal the types of betrayal of the protagonist's friends and to describe the impacts of the protagonist's friends' betrayal. Larson's theory is used in this research. It takes about the types of betrayal. Then, Reis' and Spencer's theory are taken to deal with the impacts of betrayal. This study uses a descriptive qualitative method to reveal the data. The data was originally taken from the novel. It is found that five data are to reveal the type of betrayal and twelve data to describe the impacts of betrayal. The results of this study indicate that there are two types of betrayal received by Hannah, i.e., intimate partner betrayal and interpersonal betrayal. It is also found that the impacts Hannah received as a result of the betrayal of her friends are loss of trust, loss of relationship/friendship, loss of sense of security, and loss of self-esteem. All data in this study prove that the protagonist's friends in the novel betray her.

Keywords: *betrayal novel; friends; sense of security; self-esteem; trust*

1. Introduction

Humans are social creatures and live on earth side by side. As social beings, humans' behaviour in society is full of positive and negative actions. Hossain (2014: 130) says that man is a social animal; thus, man has a natural urge to live an associated life with each other's, and man needs it for the existence of survival. Therefore, humans cannot be far from other humans and have attachments to each other. For survival, humans must take positive actions and avoid actions that are detrimental, inappropriate, and hurt others. However, humans do not always take positive actions, and negative actions are also inevitable. One of the negative actions in human relationships is betrayal.

Betrayal is not a new problem in human relationships. In this era, the phenomenon of betrayal often occurs around us. Betrayal can also occur in all types of human relationships, i.e., marriage or romantic relationships, friendships, the world of work, etc. According to Websters dictionary, betrayal is the act of betraying someone or something, or the fact of being betrayed: violating one's beliefs or beliefs, moral standards, etc. Akerstrom (2017: 9-11) states that betrayal is something that catches our imagination. We have all been betrayed or have been betrayed, and we have many

words to describe it, an indication of its centrality. Betrayal not only consists of treachery toward the country, but experiences of betrayal are often entangled in relations with family and friends. They will suffer the consequences of the traitor's acts, sometimes in practical ways and sometimes by the experience of having been left out.

In this study, Jay Asher's novel *Thirteen Reasons Why* by was chosen. This novel is in the young adult fiction genre and was published in 2007. The author, Jay Asher is an American researcher and novelist. He was born on September 30, 1975. *Thirteen Reasons Why* is a novel that contains the betrayal of friends. This novel tells the story of Hannah Baker, a high school student who has a sad and tragic life story. She experiences acts of bullying from her friends. Consequently, she decides to commit suicide. However, before she ends her life, Hannah makes seven cassettes containing voice recordings. The voice recording contains thirteen reasons why she decides to end her life. It is sent to her friends. She believes her friends have contributed to her suicide decision. The recording reveals the evidence and that is the reason of Hanna's suicide. The evidence shows betrayal, harassment, and bullying, which happen to Hannah.

There are three reasons why this topic is interesting to investigate and discuss. First, this novel contains problems that occur in teenagers, such as bullying, depression, romance, etc. Second, the betrayal theme in this novel is related to the researchers ' life. Third, this novel contains beneficial moral values. Therefore, with the title of this research, it is hoped that this can contribute to the problems related to betrayal. However, the problems that are analysed in this research are the types and the impacts of the protagonist's friends' betrayals in Jay Asher's novel *Thirteen Reasons Why*.

2. Literature Review

2.1.1 Friendship

Friendship is the most common relationship we meet in life. This kind of relationship cannot be avoided because humans are social beings, which means that they cannot live alone without interacting with other people. Therefore, the definition of a friend will be explained through the following definitions: According to Baron et. al. (2006), friends are people who spend time together, interact in various situations, and also provide emotional support. Sastrowardoyo (2018) states that a friend is someone who can see our weakest side. He or she can accept us as we are without needing to see our attributes whether it is a profession, or what it has. Furthermore, Santrock (2003) defines friends as a group of people who are involved in togetherness. They support each other, and have intimacy (intimacy), mutual trust, and mutual feedback that can help adolescents to maintain their own impression, capability, attractiveness, and value. Through the explanation above, it can be concluded that friends are a picture of two or more people who support each other, and have many elements of attachment to each other.

2.1.2 Betrayal

Reis and Sprecher (2009: 179) state that betrayal is a much broader term that includes lying, criticism, broken promises, intentional embarrassment, humiliation, belittlement, and gossip. Any adverse event that involves violations of expectations, trust, or commitment can be considered a betrayal. They also add that there are two types of betrayal, i.e. unintentional betrayal and wilful betrayal. Betrayal can happen by chance or on purpose. With unintentional betrayal, the abuser inadvertently breaks the rules of a relationship without intending to do so; for example, he or she may reveal a

secret, not realizing that a secret target does not mean it is shared. Intentional betrayal includes many different types of behaviour. Some wilful betrayals are premeditated, and they involve acts explicitly designed to be betrayed (for example, for revenge). Another class of wilful betrayal involves acts committed for other reasons (for example, people cheat because they are in love with someone other than their partner). According to Akerstrom (2017: 16), betrayal can be perceived as either a dramatic, unusual event or a less dramatic, more common one. Obviously, there are differences between the two. Sociologically, however, I believe it may be fruitful to analyse them as similar social forms—as breaches of trust. Whether these appear dramatic or not, it is important to acknowledge that treachery constitutes a central human concern. The importance of trust is a basic element of relationships that has been described by Bateson in Akerstrom (2017: 16). This is what mammals are about. They are concerned with patterns of relationship, with where they stand in love, hate, respect, dependency, trust, and similar abstractions vis-à-vis somebody else. This is where it hurts to be put in the wrong. If we trust and find that what we have trusted is untrustworthy, or if we distrust and find that what we distrusted is in fact trustworthy, we feel bad. The pain that human beings and all other mammals can suffer from this type of error is extreme. So, betrayal can be defined as the feeling of being harmed by the wilful act or negligence of a trusted person or those closest to him. The greater someone's trust in others, the greater the pain he will receive if betrayal occurs. According to Gusau (2021), betrayal is the act of exposing or delivering someone to an enemy through treachery or disloyalty; or the act of disappointing a person's trust, hopes, or expectations, or the act of revealing information in violation of confidence; or the failure to keep or honour a promise, principle, cherished memory, etc.; or an act or instance of unconsciously revealing or displaying some quality or characteristic, typically one that is preferably concealed.

Larson (2021) divides types of betrayal into four categories. To begin with, **parental** is when a parent or caretaker, someone you depend on to have your needs met, abuses you or fails to protect you from harm. Then, **intimate partner** is when the person betraying you is your intimate partner. This can take place when your partner is having an emotional affair or a physical affair. If one of the partners has an active sexual addiction, there is often betrayal present. Next, **institutional** is when an institution impacts you in a way that is in direct opposition to what they portray themselves to be or their stated mottos and goals. This can also occur when the institution protects the perpetrator instead of supporting the victim or whistleblower. This may include an educational institution, the military, healthcare systems, etc. and Last, **interpersonal** is when a trusted friend, peer, or individual betrays your trust. The process and outcomes of interpersonal betrayal may also be regarded as a form of interpersonal script in that people hold socially shared beliefs about the kinds of behaviours that constitute acts of betrayal and expectations about the ongoing thoughts, feelings, and behaviours of both parties to the betrayal.

2.1.3 Impacts of Betrayal

According to Reis and Sprecher (2009: 179), all forms of betrayal result in loss: loss of trust; loss of a relationship or friendship; loss of a sense of security and predictability, loss of time, energy, and effort dedicated to that relationship or friendship; loss of integrity; and loss of self-esteem. Ultimately, all forms of betrayal signify rejection and relational devaluation. People who are betrayed feel that the betrayer does not value his or her relationship with them as much as he or she once did.

Victims feel, often correctly, that the betrayer has put his or her own needs or desires above their own. However, the clarifications to the impacts of betrayal are not explained further in Reis and Spencer's theory. To reconcile these discrepancies, the researcher takes information from other experts to strengthen the arguments.

Loss of Trust

Moorman, et al. (in Zulganef and Murni, 2008: 176) say trust is a person's behavior to rely on the reliability and integrity of others in meeting their expectations in the future.According to Shanchar (2021), when betrayal occurs, things that are usually trusted between spouses or those closest to them are questioned. Shachar also explains further that the impact of betrayal is not only losing trust in others but also in oneself. The feeling of being able to trust oneself is also shaken, so the victim is always second-guessing all his decisions. Normal reactions due to loss of self-confidence, i.e., crying, are depression or anxiety, panicking, and the inability to even eat or sleep. This phase can last weeks or even months and can be triggered again if you learn new information about another betrayal.Lee and Selart (2015) state that the moods and emotions that arise from the betrayal event will affect one's trust in others. People who have experienced betrayal will usually question their approach to trust and ability to judge people. In general, the greater the trust a person places in another person, the greater the suffering he or she will feel. Trust is something that is fragile and can be lost instantly when that trust is violated.Based on the understanding above, it can be said that betrayal affects one's trust in others and in oneself. Normal reactions to the loss of trust as a result of a sad betrayal, anxiety, loss of appetite, and difficulty sleeping.

Loss of Relationship/Friendship

According to Dariyo (2004: 127-128), friendship is an emotional relationship between two or more individuals, both of the same sex and of different genders, which is based on mutual understanding, respect, and trust between one another. What makes them close to each other is the element of commitment, namely, the determination to maintain that emotional bond. Shanchar (2021) states that betrayal results in the loss of a relationship/friendship. Once the betrayal is discovered, neither the romantic relationship nor the friendship will change. Shanchar further explains that the loss of a relationship or friendship as a result of betrayal can trigger anger and often a desire for revenge. Someone who feels betrayed must have thoughts of taking revenge against the perpetrator or anyone who makes it possible to cover up the betrayal.rom the explanations above, it can be concluded that betrayal results in the loss of relationships or friendships. When trust between relationships is broken, the most common reaction is anger and resentment.

Loss of a Sense of Security

Asmadi (2005) says that security is the need to protect oneself from physical harm. The need for security is related to the physiological context and interpersonal relationships. Physiological security refers to something that threatens a person's body and life. The threat can be real or imaginary (eg: illness, pain, anxiety, etc.). In the context of interpersonal relationships, it depends on many factors, such as the ability to communicate, the ability to control problems, the ability to understand, consistent behaviour with others, and the ability to understand the people around them and their environment. Ignorance of something can sometimes create feelings of anxiety and

insecurity. De-Bellis (2014) states that when someone experiences a traumatic event, such as an accident, crime, or betrayal, the victim will find it difficult to believe in something, will lose a sense of security, and will find it difficult to control himself. The victim will feel that control has been taken, will feel powerless, and will feel completely out of control -- lost. Based on the explanations provided by the experts above, it can be concluded that betrayal results in a loss of a sense of security for the victim when he or she is threatened. The threat can be real or imaginary. The characteristics of a person who loses a sense of security are difficulty controlling themselves, feeling lost, and being powerless.

Loss of self-esteem

Salkind (2006: 1137) defines self-esteem as also being conceptualized as a state, a situational quality that is temporally raised or lowered by the events that a person experiences. The experiences can then lead to a variety of psychological defences that are directed toward bolstering or maintaining an overall sense of self-esteem. One of the effects of betrayal is the loss of self-esteem. Reis and Spencer (2009: 175) say that many people experience decreased self-esteem and a shattered identity, especially if their identity is closely related to the person they are related to. People who have been betrayed experience a number of emotions, including stress, anxiety, depression, hopelessness, bitterness, and feelings of hurt. Reis and Spencer also add that the loss of self-esteem results in feelings of "disappointment", and that feeling is the reason why victims question the betrayal behaviour and begin to look for the meaning behind the traitor's behaviour.

3. Research Method

This research used descriptive qualitative methods. According to Sugiyono (2019: 9), the descriptive qualitative method is a research method based on the philosophy of post-positivism, and it is used to examine the condition of natural objects (as opposed to experiments) as the key instrument of data collection techniques carried out with triangulation (combined). The data analysis is qualitative, and the results of qualitative research emphasize meaning rather than generalizations. The analysis in this study was to describe the topic of the problems in this study, namely the protagonists' friends' Betrayal in Jay Asher's novel *Thirteen Reasons Why*. In addition to the fact, this method is often used in literary studies. It is assumed that the descriptive qualitative method is a suitable method to analyse the problem of the study. Then, Larson's theory (2021) about the types of betrayal, and Reis and Spencer's theory (2009) about the impacts of betrayal were used as to analyse the data.

4. Results and Discussion

Several discoveries have been made. They are as follows: (1) There are four types of betrayal as proposed by Larson (2021), but the researchers only got two types of betrayal experienced by Hannah Baker, i.e., intimate partner betrayal and interpersonal betrayal. (2) Then, four pieces of data are fund to prove what type of betrayal Hannah received. (3) Hannah experienced four impacts as a result of her friend’s betrayal. They are loss of trust, loss of friendship, loss of a sense of security, and loss of self-esteem. (4) Each of the impacts contains three pieces of data as evidence to prove the statement.

4.1 The Types of the Betrayal of Protagonists' Friends

In psychologically intimate relationships, strong commitments and bonds are formed. The bond that is owned will explain that the partner will be understood, valued, and accepted unconditionally. However, betrayal by an intimate partner violates core human wants and needs. This kind of betrayal occurs when a partner lies, cheats, chronically criticizes, blocks, yells at, or abuses. The intimate partner betrayal of the protagonist, Hannah, will be proven through the data below:

> No. A rumor based on a kiss ruined a memory that I hoped would be special. A rumor based on a kiss started a reputation that other people believed in and reacted to. And sometimes, a rumor based on a kiss has a snowball effect.
>
> A rumor, based on a kiss, is just the beginning.
>
> And Justin, honey, stick around. You're not going to believe where your name pops up next
> (Asher, 2013: 30-31).

The quotation above shows the lies and slander done by Justin against Hannah. Justin and Hannah can be said to be lovers; they are attracted to and like each other. One night, they make an appointment in a park, where they kiss and hug. Justin wants more than a kiss, but Hannah refuses him. That is it, and they are both back home. However, then their relationship is strained, and Justin starts spreading negative rumours about Hannah. Just because of a kiss, rumours can arise that impact Hannah's life.

Interpersonal Betrayal

Interpersonal betrayal refers to the breach of trust by someone known and close. Interpersonal betrayal occurs when you are betrayed by a friend for the sake of another friend or when your friend does not defend you when there is a fight with other people. In the novel, Hannah is betrayed by her school friends. They slander, bully, use, and abuse Hannah. The interpersonal betrayal of the protagonist, Hannah, will be proven through the data below.

> Okay. I just looked over every name—every story—that completes these tapes. And guess what. Every single event documented here may never have happened had you, Alex, not written my name on that list. It's that simple.
>
> So, to back up a bit, this tape isn't about why you did what you did, Alex. It's about the repercussions of what you did. More specifically, it's about the repercussions to me. It's about those things you didn't plan—things you couldn't plan
> (Asher, 2013: 41-42).

The data above shows the betrayal done by Alex Standall, namely, slander. Justin and Alex committed the same betrayal, namely spreading negative rumours and slander about Hannah. Alex, who is consumed by Justin's slander, then makes a *Worst Ass in the Freshman Class* list. He put Jessica's name as the worst, which is completely contrary to reality because Jessica is very pretty, and Hannah's name as the best. Alex

does not know that his actions will cause Hannah much trouble. One of the impacts is that people always judge Hannah by her body.

Furthermore, interpersonal betrayal is done by Tyler. This can be proven through the data below:

> And I feel a little creepy telling it, too. Why? Because I'm trying to get closer to you, Tyler. I'm trying to understand the excitement of staring through someone's bedroom window. Watching someone who doesn't know they're being watched. Trying to catch them in the act of…
>
> What were you trying to catch me in the act of, Tyler? And were you disappointed? Or pleasantly surprised?
>
> Okay, a show of hands, please. Who knows where I am?
> (Asher, 2013: 75).

The quotation above shows the betrayal done by Tyler, i.e., stalking and photographing Hannah without her permission. Previously, Hannah assumed that Tyler was a good friend, even though they were not close. But she is wrong because he secretly does bad things behind Hannah's back. He takes a picture of Hannah through the open window of her room on the second floor. She shudders and wonders why Tyler does this. However, she concludes that people became interested in her (in a bad way) because of the list made by Alex. The next data to show interpersonal betrayal in the novel can be proven through the following quotation:

> Guess what, Courtney? On your way out the door, you forgot to say good-bye.
>
> So here's my theory as to why you wanted to go to a party with me: You knew I was pissed at being ignored by you. At the very least, you knew I was hurt. And that was not good for your flawless reputation. That had to be fixed (Asher, 2013: 100).

The above data is a betrayal by Courtney. Previously, Hannah thought Courtney was a friend who could be relied on and the right person to share her problems with. But it turns out that all this time, Courtney's kindness toward Hannah was just fake. She approaches Hannah, who is shunned by the other friends, only for her own reputation, to get her to be called "*the kind angel"*. Obviously, this is a form of betrayal because Courtney only uses Hannah as she pleases without knowing the consequences.

4.2 The Impacts of Betrayal of Protagonists Friends

Loss of Trust

Trust is a person's hope and belief in others' honesty, kindness, and loyalty. In a relationship, whether in a love relationship or a friendship, trust is absolute. With trust, we can imagine a future together, depend on each other, and follow the decisions and beliefs of the trusted person. However, belief is an attitude, so it is not always true nor is it a guarantee of truth. Sometimes trust will be destroyed because of an attitude against the truth, such as betrayal. The victim will definitely lose trust in the traitor. The impacts that are usually shown by the victim are difficulty trusting new relationships or

people, always questioning his decisions, depression, shaking, etc. These impacts are also shown by Hannah Baker in the novel *Thirteen Reasons Why* by Jay Asher, and this will be analysed in detail through the explanation below:

> I pretended not to notice him. Not because I had anything against him, but because my heart and my trust were in the process of collapsing. And that collapse created a vacuum in my chest. Like every nerve in my body was withering in, pulling away from my fingers and toes. Pulling back and disappearing.
>
> I sat. And I thought. And the more I thought, connecting the events in my life, the more my heart collapse (Asher, 2013: 159-160).

The above data shows that the impact that Hannah feels as a result of betrayal makes it difficult to trust new people. This is shown through Hannah's attitude, which ignores Zach, who is sitting in front of her. It is not that she is not interested, but she thinks that Zach just wants to seduce her. The data above also reveals that loss of trust can result in depression. Depression means feeling helpless and unable to think and act logically. This characteristic is shown when Hannah feels her life and trust have been shattered. Also, she feels that the reality and conditions of his life cannot be changed, so she feels sadness and emptiness. The emptiness and pain she feels are manifestations of a powerless mind. Other loss of trust experienced by Hannah will be explained through the data below:

> I wanted to tell you everything. And that hurt because some things were too scary. Some things even I didn't understand. How could I tell someone—someone I was really talking to for the first time—everything I was thinking? I couldn't. It was too soon. Or maybe it was too late.
>
> Clay, you kept saying that you knew things would flow easily between us. You felt that way for a long time, you said. You knew we'd get along. That we would connect. But how? You never explained that. How could you know? Because I knew what people said about me. I heard all the rumors and lies that will always be a part of me.
>
> I was breaking. If only Id talked to you sooner. We could have been…we could've…I don't know. But things had gone too far by then. My mind was set. Not on ending my life. Not yet. It was set on floating through school. On never being close to anyone. That was my plan. Id graduate, then I'd leave (Asher, 2013: 210-211).

The above quotation reveals that it is difficult for Hannah to make a new relationship with Clay Jensen. She knows that Clay approaches her with sincere feelings. However, she refuses because she feels that their meeting is too quick. This refusal is a shield for her not to trust other people anymore because she is afraid that he will be hurt again. Hannah also has a hard time expressing her feelings because it would be painful and horrible if Clay ever broke her trust again. Hannah also always questions every action she takes. As a result, she feels prolonged sadness and loses interest in her

usual activities, i.e., interacting and opening herself up to others. The last data to convince that Hannah loss of trust can be shown below:

> Because I wanted to be. That's all I can say. It's all that makes sense to me. How many times had I let myself connect with someone only to have it thrown back in my face?
>
> Everything seemed good, but I knew it had the potential to be awful. Much, much more painful than the others
> (Asher, 2013: 213).

The quotation above shows the depression as the impact of the betrayal she experienced. She lost trust in anyone, and it was caused by a painful disappointment. It left an imprint that haunts Hannah constantly. Hannah feels lonely even in the middle of a crowd. This results in depression, indicating emptiness, loneliness, and desolation in herself and her mind. When the mind cannot find the answer to what we want, the tendency to believe will disappear.

Loss of Relationship/Friendship

A relationship, whether romantic or friendship-based, can end for various reasons. One reason is betrayal. It can be one of the most difficult phases in a person's life because of the many precious moments and memories that have passed. However, because of betrayal, the relationship will end in separation. When betrayal occurs, it can be difficult to continue the friendship. Even though it can be forgiven, betrayal will be difficult to forget, and the pain will still leave an impression. In line with the explanation above, the loss of a relationship or friendship has several impacts on Hannah. The impacts will be explained further through the data below:

> Hello, boys and girls. Hannah Baker here. Live and in stereo.
> No return engagements. No encore. And this time, absolutely no requests.
>
> I hope you're ready, because I'm about to tell you the story of my life. More specifically, why my life ended. And if you're listening to these tapes, you're one of the reasons why.
>
> I did make copy of these tapes. Those copies will be released in a very public manner if this package doesn't make it through all of you (Asher, 2013: 7).

The data above shows the revenge that Hannah exacts on her friends. She does this by making a tape recording containing thirteen reasons why she committed suicide. It tells how, why, and which friends betrayed her, and everything is explained in detail. The explanation above, of course, refers to one of the characteristics of loss of relationship or friendship, namely the desire for revenge. The anger that Hannah feels culminates in revenge, and she wants to assert that they will reap what they sowed. She also wants her friends to know that their betrayal has a big impact on her. The tape recorder will also backfire on them. The explanations above confirm that betrayal can turn friends into enemies. The second data to explain the loss of relationship or friendship experienced by Hannah can be seen through the following quotation:

> So, I sat down and slid my hand into the middle of the table. "Olly-olly-oxen-free?" She lifted one of her hands and slapped a paper on the table. Then she pushed it across and spun it around for me to read. But I didn't need it spun around, because the first time I read that paper it was upside down on Jimmy's desk: WHOS HOT / WHOS NOT.
>
> He did not choose me over you, Jessica," I said. "He chose me to get back at you and you know that. He knew my name would hurt you more than anyone else's." She closed her eyes and said my name in almost a whisper. "Hannah." (Asher, 2013: 64-65).

The quotation above is from a conversation between Hannah and Jessica. It shows Jessica's anger towards Hannah because of Alex's list. Jessica thinks that Alex, her boyfriend, prefers Hana over her. Jessica is jealous, then blames and hates Hannah. Beforehand, Alex and Jessica were Hannah's best friends. But Alex slowly drifts away from them, which in turn makes Jessica stay away from Hannah. Alex's list also has another purpose, namely to spread negative rumours about Hannah. Whatever the purpose, Alex's betrayal produced two consequences. First, Hannah became the object of people's gossip. Second, it destroys Hannah and Jessica's friendship. This teaches that jokes can lead to slander and discord. The last data to explain Hannahs loss of relationship or friendship can be shown below:

> This was not a part of her plan. She only invited me to the party to clear her beautiful name after ignoring me for so long. A permanent photograph linking us to one another was not supposed to happen.
>
> Courtney tried to pull out of my grip. "I…I don't want to," she said. I whirled around to face her. "Why not, Courtney? Why did you invite me here? Please don't tell me I was just a chauffeur. I mean, I thought we were becoming friends." (Asher, 2013: 116-117).

The data above shows the betrayal done by Courtney to Hannah. After her friendship with Jessica had broken down, Hannah became friends with Courtney. Beforehand, she thought Courtney was someone he could confide in and depend on. But Hannah is wrong. Courtney is just taking advantage and using Hannah for her reputation. While the essence of friendship is synonymous with happy togetherness and sincere feelings without strings attached, this shows Courtney's betrayal of their friendship. She betrays the trust given to her by Hannah. The consequence is that Hannah lost respect for Courtney, and their friendship changed.

Loss of a Sense of Security

A sense of security is a basic human need that is obtained through a relationship full of warmth and based on trust. A sense of security can also be defined as a need that encourages individuals to obtain peace and certainty from their environment. However, when betrayal occurs, the victim will lose their sense of security. Peace and certainty will be lost. As a result, victims will limit their interactions and activities. In line with the explanation above, Hannah Baker lost her sense of security due to the betrayal of her friends. The impacts can be conveyed through the following quotation:

> Alex, am I saying your list gave him permission to grab my ass? No. I'm saying it gave him an excuse. And an excuse was all this guy needed.
>
> Action number two: He grabbed my wrist then put his hand on my shoulder. You know, I'm not even going to interpret this. I'm just going to tell you why it pissed me off. I've had my butt grabbed before—no big deal—but this time it was grabbed because someone else wrote my name on a list. And when this guy saw me upset, did he apologize? No. Instead, he got aggressive. Then, in the most condescending way, he told me to relax. Then he put his hand on my shoulder, as if by touching me heed somehow comfort me. Here is a tip. If you touch a girl, even as a joke, and she pushes you off, leave…her…alone. Don't touch her. Anywhere! Just stop. Your touch does nothing but sicken her (Asher, 2013: 52).

The impact of Alex's list does not only cause the destruction of Hannah and Jessica's relationship. However, it also results in the creation of negative rumours that are dangerous to Hannah's safety and comfort. It also gives Hannah's friends a chance and a reason to objectify and touch Hannah all they want. Even those who abuse Hannah seem to justify their actions and make no apologies. The explanation above clearly states that Hannah lost a sense of security because of her friends. The consequences are anxiety and a feeling of powerlessness. Hannah feels worried because she no longer has a sense of security in her environment. Also, he is powerless to fight against the perpetrators who undermine her security. Hannah's loss of sense of security also can be seen through the following quotation:

> But your presence, Tyler, that never left. After your visits, I twisted my blinds shut every night. I locked out the stars and I never saw lightning again. Each night, I simply turned out the lights and went to bed.
>
> Why didn't you leave me alone, Tyler? My house. My bedroom. They were supposed to be safe for me. Safe from everything outside. But you were the one who took that away. Well…not all of it
> (Asher, 2013: 89).

The quotation above is an expression of Hannah's feelings toward Taylor's actions. He stalks Hannah and takes a picture of her through the open window of her room on the second floor. It clearly shows Hannah's loss of sense of security as the impact of her friends' betrayal. The impacts are trauma, anxiety, and loss of privacy. Trauma can be seen when Hannah closes all access that Tyler can use to peek at her. She closes her curtains and never sees the stars anymore (which is her favorite thing to do before sleep). Hannah is also anxious that Tyler will do what he has done again. Also, loss of privacy can be seen when Hannah questions Taylor's action of taking photos without permission and stalking her. The house that she thinks is a place to heal and hide now does not feel safe anymore. The last data to convince Hannahs loss of sense of security can be seen below:

> For the longest time, from almost day one at this school, it seemed that I was the only one who cared about me. Have the only people you truly trust turn against you. Have one of them use you to get back at the other, and then be accused of betrayal. Are you getting it now? Am I going too fast? Well, keep up! Let someone take away any sense of privacy or security you might still possess. Then have someone use that insecurity to satisfy their own twisted curiosity
> (Asher, 2013: 144-145).

The data above is an expression of Hannah's pain for all the betrayal she received. The loss of a sense of security and privacy makes Hannah very helpless. Hannah is unable to think logically because there is only emptiness and desolation in her soul and mind. When the mind does not get the answer to what it wants, the tendency to believe will disappear. She does not know whom to lean on or with whom to share her joys and sorrows. As a result, Hannah gets worse and loses her zest for life.

Loss of Self-esteem

Self-esteem is defined as how much a person appreciates, respects, and likes himself regardless of the conditions he or she experiences. Assessment of self-esteem can affect behaviour and beliefs in life. Loss of self-esteem means loss of trust and value. The results are decreased self-esteem, experiences of stress, anxiety, depression, hopelessness, bitterness, hurt, and feelings of disappointment. Some of these characteristics are shown by Hannah Baker in the novel *Thirteen Reasons Why* by Jay Asher, and these will be carefully analysed through the following quotations.

> The day your list came out wasn't too traumatic. I survived. I knew it was a joke. And the people I saw standing in the halls, huddled around whoever had a copy, they knew it was a joke, too. One big, fat, happy joke. But what happens when someone says you have the best ass in the freshman class? Let me tell you, Alex, because you'll never know. It gives people—some people—the go-ahead to treat you like you're nothing but that specific body part (Asher, 2013: 44).

Self-esteem is a manifestation of the desire to be respectable. Just like other people, Hannah also wants to be respected. However, once again, Alex's list has an impact on Hannah, which lowers Hannah's self-esteem. Her friends start judging Hannah badly. People only see Hannah through her body, even though Hannah never behaves or dresses badly. Alex's betrayal makes Hannah stressed because she is unable to maintain her dignity because of Alex's foolishness. The second data to explain the loss of self-esteem experienced by Hannah can be seen in the quotation below.

> Everything about it was false. Right then, in that office, with the realization that no one knew the truth about my life, my thoughts about the world were shaken.
>
> Like driving along, a bumpy road and losing control of the steering wheel, tossing you—just a tad—off the road. The wheels kick up some dirt, but you're able to pull it back. Yet no matter how tightly you grip the wheel, no matter how hard you try to drive straight; something keeps jerking you to the side. You have so little control

> over anything anymore. And at some point, the struggle becomes too much—too tiring—and you consider letting go. Allowing tragedy…or whatever…to happen (Asher, 2013: 124).

The quotation above explains that the impact of the loss of self-esteem experienced by Hannah is depression and hopelessness. She feels depressed and loses hope in her life. Also, she feels that no matter how hard she held on, she would still fall. Everything in his life is fake; even his smile and obstinacy are fake. She has lost control of her life and feels that everything she does is not according to his wishes. The last data to explain the loss of self-esteem experienced by Hannah can be seen below:

> I shut my eyes so tight it was painful. Trying to push away all that I was seeing in my head. And what I saw was everyone on this list…and more. Everyone up to that night. Everyone who caused me to be so intrigued by Clays reputation—how his reputation was so different from mine.
>
> And I couldn't help that. What everyone thought of me was out of my control. Clay, your reputation was deserved. But mine…mine was not. And there I was, with you. Adding to my reputation
> (Asher, 2013: 215-216).

The data above shows the expressions of hopelessness, anxiety, and pain that Hannah feels as a result of her loss of self-esteem. Clay Jensen is his only real friend. He is very kind, really understands Hannah's situation, and likes her too. However, Hannah is worried that her bad reputation might affect Clay. This loss leaves him feeling hopeless, useless, sick, and unworthy of Clay. The bad experiences she always has made her feel inferior and make her think negatively about herself. The explanations above clearly conclude that Hannah's loss of self-esteem is an impact of the betrayal of friends.

5. Conclusion

This research concludes that betrayal might happen due to some causes and it gives negative impacts to friendship. It is found in this research that loss of trust, loss of relationship, loss of self-esteem and loss of security are some impacts of betrayal. Therefore, in friendship, we should avoid betrayal to make long lasting relationship.

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STRUGGLE IN DAVE PELZER'S NOVEL *THE LOST BOY*

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Abstract

This study aims at revealing struggle for life depicted in Dave Pelzer's novel *The Lost Boy*. This study applied a qualitative research method in analyzing. Analyzing the data comprises gathering data, making interpretations, and writing reports. This research adopts theory pioneered by Maizler who divided struggle into four kinds: positive, negative, inevitable, and chosen. The results of the study show that there are two dominant struggles depicted in the novel, namely positive and inevitable struggles. Both positive and inevitable struggle are found dominantly in the novel. Positive struggle is portrayed by the protagonist who deals with identity confusion since he has to adapt and to fit in with new environment. Inevitable struggle is when the protagonist deals with necessary loses inevitably. The protagonist has to move many times until he found the warmth of family love. It can be concluded that the protagonist in the novel clearly deals with two kinds of struggle, but positive struggle is presented in the study since it can be found dominantly in the novel.

Keywords: *inevitable struggle; positive struggle; protagonist, struggle*

1. Introduction

Literature expresses various problems in life. Literary work is a forum for expressing ideas, and thoughts with a picture of the experience. Literature presents the inner experience of the author to the reader or the public (Manugeren, Suhadi & Pardi, 2020). Literary works contain the beauty, sense of pleasure, emotion and other feelings of the readers as a human bridge to serve the meaning of life (Siregar, Nasution, Pardi, 2022). Novel is one of literary works.

The Lost Boy is a novel written by Dave Pelzer in 1997. This novel is a true story of a 12-year-old boy, the protagonist, who has escaped the violence perpetrated by his mother for eight years. His teacher notifies the police this violence and then takes him away from his home. However, it makes him live an uncertain life. His life is the responsibility of the court. He is taken care of by the social service who finds a family to adopt him. At first, he is happy and felt at home with his foster parents. With his harsh nature and attitude, he tends to be naughty because of the way he survives when he is with his mother. He has a lot of problems with his foster family.

This novel depicts a child struggle to survive by finding identity with his ability to fit in. The child tries to adapt to the new environment around him. The protagonist's adventure in life is full of irony, but it also finds him a purpose in life. What the

protagonist experienced in life was just complex and complicated. In relation with literature, especially novel, one of the values of life that can be learnt from the novel is that human's struggle in life is specially to reach the happiness in life. To struggles in life, human needs motivation from inner. Then, it becomes the strength to get what they want in life. Sometimes they need to struggle to get what they need (Diana in Larasati et al, 2021).

The struggle depicted in the novel can be positive, negative, inevitable or chosen. It depends on how it is portrayed in the novel. To analyze the data taken from the novel, Maizler's theory (2012) which divided struggle into four categories is applied. This is interesting for how important struggle is in the real life. It is relevant with Sabudu views (2014) that literature is the reflection of human life better in the society or in their private life. Every phenomenon found in the society usually reflects in the literary works such as poem, novel, drama, or short story. Then, literature is human life reflection shown through written form of language.

The analysis reveals and describes the positive struggle as the dominant type found in Dave Pelzer's novel *The Lost Boy*. The analysis only discusses those related to the type of struggle and how the protagonist's struggle in his life.

2. Literature Review

Character is one of a stroy elements beside plot, theme, conflict, and setting. A protagonist is one of character in a story. The writer creates the characters to describe the theme of his work (Setiawan & Pardi, 2022) for example struggle in *The Lost Boy* written by Dave Pelzer. A protagonist has an important role to run the plot. Baldick (2001) states that protagonist is the principal actor in a drama. A protagonist always becomes the opponent to the antagonist. In *The Lost Boy*, a novel written by Dave Pelzer, the protagonist struggle for better life. Struggling is a part of human life which can not be avoided in achieving their desir or get a better life. As Centeno (2014) said, sometimes struggle is exactly what we need in our life. People crippled if they were to go through the llife without any obstacle.

Janet (2013) says that struggle is a necessary part of success in life. Struggle presents as aset of unique challenges for a variety of distracting factors. Sanusi (2015) says that struggle has values. Struggle values are a system based on components that interact, interrelate, and interconnect. Those values are value of unity, value of willing to sacrifice, value of nationalism, and value of tolerance.

However, struggle is a strategy to protect self and to survive from problems or stresses in life. Struggle exists because people try to accomplish or achieve the goal by giving the best efforts had. People will learn a positive thing by struggling. Al-Banna considers that one of the characteristics of person who struggles is that they are distinguished in the fields of life, and they are able to achieve what is not usually expected from those of their age, and to exploit the abilities, energies and potentials to the maximum extent possible, and have a far-sighted view of goals, as they set future goals and be the conduct of their studies. With its troubles, it isthe means to reach those goals, and this behavior is drawn up plans in their lives, and they work hard on those plans until they reach their desired goals (Hajj and Mansour, 2017),

Struggle is a good or bad dose not devend on whether the goal is to defeat the bad or achieve the good, but, whether the object one is trying to realize or preserve is deemed good or bad (Kaptein, 2017). In line with the statement, Maizler (2012) divides struggle into four categories; negative struggle, positive struggle, inevitable struggle,

and chosen struggle. Negative struggle is a goal achievement that involves eliminating a deficit state such as attemptig to get back to the norm. Positive struggle is goal achievement that involves a transformation from your steady state into a more evolved, grown, or developed state of being. Positive struggle, in contrast to negative struggle, does not involve overcoming pathology. Examples of positive struggles are going to graduate school or writing a book. Positive struggle may still certainly involve overcoming resistance and discomfort. Inevitable struggle deals with the necessary losses and attendant discomfort for struggling to adjust with a new and less comforting world. During life, people struggle with sadness and loss when friends, parents, or partners die or go elsewhere. Inevitable struggles are an automatic condition of the life. Chosen struggle is the product of personal choice and are not automatic conditions of life. Simple examples of chosen struggles are climbing a mountain, going to graduate, or becoming a bodybuilder. Categories of struggle proposed by Maizer (2012) above are used in analysing the data taken from Dave Pelzer's novel *The Lost Boy*.

3. Research Method

Since the data is in the form of word, this study uses qualitative descriptive approach based on Sugiyono (2009). The approach is used to describe the dominant type of struggle found in the Dave Pelzer's *The Lost Boy* as the source of data. Data were collected by 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 problems by selecting information without depending on the the number of information. triangulation method is used to validitate the data. Data were analyzed using the techniques proposed by Creswell (2013). Data reduction is conducted after all data collection process to make the data organized based on the kinds of struggle. After categorizing the data, data interpretation is conducted to answer the research problem..

4. Discussion

This study focuses on the kinds of struggle shown by the protagonist in Dave Pezler's novel *The Lost Boy*. The protagonist's struggle depicted in the novel is positive struggle.

Positive Struggle

Dave Pelzer, the protagonist is a young boy with many ways faced his mother tortured. He lives in fears for years, beating and eating out of garbage cans, treated inhuman. He has been tortured not only psychically but also verbally by his own mother for eight years which also gives impact to him mentally. Moreover, Dave's mother refuses to give him status as a child in the family but something which makes him getting crisis identity as portrayed in data 1 below.

> I have no home. I am a member of no one's family. I know deep inside that I do not now, or will I ever, deserve any love, attention or even recognition as human being. I am a child called "It."
> (Pelzer, 2009: 8).

Gustaman and Lolowang (2021) state that life is not only full of beautiful things and happy moments but also difficulties. The statement is in line with the data 1 above that life is sometimes difficult. Data 1 above shows the discomfortness the protagonist feels. It is portrayed by the use of word *it. It* is a pronoun usually used to refer to an

animal or a thing. The word *it* used above indicates that the protagonist has been treated in a bad way. He barely can hold his mother evil's clutches. He decides to run away and leaves his mother. The decision he makes to run away indicates a positive struggle to avoid the turtores. Data 2 below also shows how the protagonist is eager to escape from the torture.

> "I'm so excited that I nearly trip on my feet and stumble down the stairs. I grab on to the handrail to stabilize myself. I make it to the walkway, and fight to control my breathing. I turn right and walk up the street until I'm sure no one can see me past The House, then I break into a run. I make it halfway up the street before stopping, only for a moment, to look back down at The House (Pelzer, 2009: 12)."

Data 2 portrays that the only thing Dave knows is to escape from his house. It is in line with Mulia & Pardi's opinion (2020) that relatively a person makes a struggle to get happiness and perfection of life. The words *so excited* used indicates that he is really eager to avoid his abusive mtoher. Nearly trips on his feet, strumbles down the stairs, and fight to control his breathing indicate how he struggles to be free in positive way. To step away from the house is a very hard thing to do for him. But then, as the police officer found out, they take him back to the house. One day, the protagonist's school teacher is suspicious about serious injury on his body and notifies the police. Dave then is rescued to the country social services. As the result, he is separated from his mother. Therefore, it would be better. The protagonist then asks to go to court and clarifies his case. Data 3 below shows more about the protagonist's positive struggle.

> "I tried my best to tell myself that through the wonder of county's social services and the court system, I had a new lease on my life. I tried my best to isolate my past, to bury my dark experiences deep inside my heart. Like a light switch, I imagined myself flicking off my entire past." (Pelzer 2009: 50)

Data 3 above shows the protagonist struggle to leave behind his past and grow. It is indicated by the clause *I tried my best to isolate my fast* .. above. However, with his harsh nature and attitude he tends to be naughty because of the way he survived when he was with his mother. Even, to get recognition and acceptance, he obeys his friend, John, to flatten the tyres of their teacher's new car. Also, he knowingly commits arson and attempts to burn a classroom at Monte Cristo Elementary School. How Dave is being naughty and obeys his friend's command is portrayed in the following Data 4.

> "Yeah man, all right. I'll do it. But, after that, I'm in the gang and I don't have to do anything like this again, right? (Pelzer, 2009: 106)"

According to Maslow in Kalish (1971), each person has desires for reputation, status, fame, dominance, recognition, attention, importance, dignity, and appreciation that come from others to fulfill the esteem needs. The protagonist can be identified as a low self-esteem person, remembering how bad his mother parenting style, his self-esteem decreases during the abuse. *I'll do it* in Data 4 above indicates that Dave will do something told. It shows how Dave struggles to form a positive struggle even though in a negative way in order to find his identity. Society influences someone's self-esteem fulfillment. If someone does not get the influence from others, he cannot fulfill the esteem needs well. Dave, as a young boy has to struggle to find his self-identity.

Erikson in Feist (2006) states that young people must experience some doubts and confusion about who they are, before they evolve a stable identity. Data 5 below indicates the situation.

> "David, you're a little boy – excuse me, a 12 yearyoung man- who's a little confused, thinks too much about some things and not enough about other things. I know you must have had to think ahead a great deal in order to survive, but you need to turn that off. You may never find your answers, and I don't want your past to tear you up. I don't even know why these things happen to children, and I may never know. But I do know you need to be very careful of what you're doing right now, today, rather than trying to find the answers to your past. I'll help you as much as I can, but you have to really make a better effort to maintain yourself (Pelzer, 2009: 102)."

Data 5 above illustrates the protagonist confusion about himself and how he has to struggle to find his true self-identity and be a better person. He even hates someone who thought him a little boy. He is twelve years old and he thought that he is not a child anymore. As a young boy, he feels lost and overwhelms of what is going on in his life as shown in the following Data 6.

> "I was furious for allowing myself to let down my guard. David! I yelled at myself. How could you have been so stupid! I then jumped off the bed and began pacing the floor, becoming more upset at everything in my life (Pelzer, 2009: 115)."

Data 6 above shows that there is a struggle in the protagonist's mind which is called internal conflict. The protagonist has to struggle to understand himself, his feeling and what he is doing in life. Redman (1964) defines there are two kinds of conflicts. The first one is the inner or internal conflict which means a struggle between the heart and mind of the protagonist or the conflict between oneself. External conflicts are the conflicts between a character and the outside forces. To be in a positive struggle, the protagonist must not only face internal conflict but also external one with the people around him. The external conflict faced by the protagonist then becomes the trigger for his struggles. The following Data 7 portrays the statement.

> "David, you've got your head in a noose. Lord knows, one more incident, you hung for sure. you've overcome more in 12 years than more folks will ever accomplish in a lifetime. if you can do that ... you can do this too. but you have to fight a good fight!"
> (Pelzer, 2009: 125)."

From his mother's encouragement, Dave realizes that he could not live like that anymore. He had to make changes in his life. He has to be a better person first to get a better life. According to Perine (1974), Dave is categorized into a dynamic character. Dave's characteristics change by the influence of the surrounding environment and his past experience.

Dave gets even better after he saw a psychiatrist when he was with Mrs. Lilian Catanze. The protagonist tries to changes to be a better person. After turning 17, Dave changes a lot, he struggles to be an independent man by starts to work hard. See the following quotation.

> "My hunger for work was fueled by the fact that I was 17 and had less than a year to go in foster care (Pelzer, 2009: 171)."

Once he left the foster care system at age 18, Dave enlists in the U.S. Air Force. Darwin (1859: 33) says that people who suffer from struggle are characterized by the presence of stress, depression, and so on. This means that struggle can give impact to humans either in positive or negative effect. Despite experiencing depression, however, protagonist's struggle has made him doing so much to grow up in his life condition. He becomes a responsible, confident and strong boy which is can be concluded as positive struggle.

The analysis above shows that the struggle aspects present how the human's efforts dealing with the challenge to find his own identity as a positive struggle as Maizler's statement (2012) that positive struggle is a goal achievement that involves transformation from your steady state into a more evolved, grown, or developed state of being.

5. Conclusion

Dave Pelzer's novel *The Lost Boy* is a true story which tells about the protagonist's struggle. The dominant struggle in the novel is positive struggle. Positive struggle experienced by the protagonist can be seen through the protagonist's actions. He fights to survive by escaping from his house and being free from his mother's torture. He tries to find his self-identity because he wants to achieve his dreams. The protagonist's struggle is triggered by the bad treatments he got from his abusive mother. He struggles to live a better life in the future. Even though it is not easy, the protagonist tries to survive for a better life. The gloomy past does not extinguish his enthusiasm to pursue his dream. The protagonist's adventure in life is full of irony but it also finds him a purpose in life. What the protagonist experienced in life is just complex and complicated. However, the kindness of his foster parents and other people around him makes him feel the warmth of family love and even stronger.

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LUXURIOUS LIFE STYLE IN KEVIN KWAN'S NOVEL *CRAZY RICH ASIANS*

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Abstract

This study discussed the luxurious life style in Kevin Kwan's novel *Crazy Rich Asians.* The analysis focused on the lifestyle and characteristics of Asian rich people in Singapore. Twelve pieces of data are found, and the quotations are taken from the *Crazy Rich Asians* novel. It would be good evidence to expose the luxurious lifestyle represented by the Asian rich in Singapore. In collecting data, the theory from Raharjo and Silalahi was used, and some understanding and explanations from another expert. To analyse the data, the qualitative research method was applied. Therefore, this research method is considered very suitable for studying social phenomena such as the luxurious lifestyle depicted in the novel. There are four characteristics of a luxurious lifestyle depicted in Asian rich people. They are luxurious goods, luxurious activities, convenience, privacy, and exclusivity. Luxury goods as a feature of a luxurious lifestyle can be seen in the penchant of Asian rich people to buy luxury goods and jewellery, and to own luxury properties. Luxurious activity can be seen from the several activities. Convenience as the characteristic of luxurious activity can be seen from the use of luxurious facilities. The exclusive party at young's family house, and the exclusivity of Nick's house are presented to show privacy and exclusivity.

Keywords: *Asians rich; convenience; exclusivity; luxurious lifestyle; privacy*

1. Introduction

A luxurious lifestyle is convenience that every human being wants to achieve. Many people define luxury living in various ways. Some define luxury life as living by owning sports cars, luxury watches, branded goods, expensive perfumes, and so on. Some people think that living in luxury means living in upscale apartments and eating sumptuous meals. Some others interpret luxury living as an activity that is constantly moving, namely traveling from one spectacular place to another. Today, the phenomenon of the luxurious lifestyle is mushrooming, especially in big cities and developed countries (Lux Expose, 2002). This phenomenon is often seen in the lives of celebrities or influencers. They show content in the form of luxury, wealth, and branded goods through YouTube or social media. Some artists who often show a luxurious lifestyle include the Kardashian family, Nia Ramadhani, Raffi Ahmad, and others.

This research focused on the luxurious lifestyle described in Kevin Kwan's novel *Crazy Rich Asians*. This novel tells the love story between Nick Young, an heir to a

conglomerate family in Singapore, and Rachel Chu, a girl of Chinese descent who has lived in America for a long time. Rachel, who does not know that her boyfriend comes from a conglomerate family, follows Nick's wish to introduce Rachel to his family. This novel also represents the lives of Singaporean elite-class people who have a luxurious lifestyle. Some of the representations of the luxurious life style in this novel are holding lavish and private parties, owning luxury homes, using a suite class plane from New York to Singapore, taking luxury cruises, and making special bookings for bachelor parties on Samsara Island.

There are several reasons why the novel *Crazy Rich Asians* by Kevin Kwan was chosen in this study. First, the interest in the story is presented. This novel is a representation of Cinderella's story in modern life, where an ordinary woman is paired with a rich, handsome man. This is the desire and imagination of every woman. Second, the moral messages are contained although this novel is more about love and luxury. It contains many valuable lessons for its readers, including that family is the most important thing. People should never give up fighting for your self-respect. They do not judge people by their outer appearance, and they should always show solidarity. Therefore, this study was focused to analyse the luxurious lifestyle in Kevin Kwan's novel *Crazy Rich Asians*. The problems appeared in this research are what luxurious lifestyle found in the novel and how the luxurious lifestyle are depicted in the novel. Furthermore, this research might, hopefully, make a significant contribution to the researchers themselves and the readers of this research.

2. Literature Review

Life style is an art that is cultivated by everyone. Lifestyle is also interpreted as a reflection of the times. The choice of a person's life style is a choice of how and what he becomes a member of society. Life style is defined by many meanings. This definition is adapted to the field of science of each expert who puts it forward.

According to Kotler (2016: 187), lifestyle is a person's pattern of life as expressed in activities, interests, and opinions. It portrays the whole person interacting with his or her environment. Life style shows the whole person in his interactions with his environment. It describes a person's entire pattern of acting and interacting in the world. Kotler and Armstrong (2008: 170) stated that life style is a person's pattern of life that is expressed in his psychographic state. This involves measuring the AIO (activity, interest, and opinion) dimensions. They also add that the vitality captures something more than just a person's social class or personality, but also profiles the entire pattern of a person's actions and interactions with the world.

Sabran (2009: 210) says that lifestyle is broadly defined as a person's pattern of living in the world that is revealed in his activities, interests, and opinions. Life style describes the whole person as he interacts with his environment. According to Setiadi (2010: 148), "lifestyle" is defined as, a way of life defined by how people spend their time, and what they think about themselves and the world around them.

From the definitions of life style above, it can be concluded that life style describes a person's behaviour, which is a reflection of interests (important considerations for the environment), thoughts (thinking about oneself and the world around), and activities (a person's life style in spending his time). Life style can also affect a person's mindset when it comes to managing their time and money.

According to Sumarwan (2011: 191), the indicators of life style are divided into three, namely activity, interest, and opinion.

1. ***Activity***: An activity is a real action. These activities can be in the form of work, hobbies, social events, vacations, entertainment, club membership, internet browsing, and shopping. Activities are people who are easy or immobile and react and behave spontaneously.
2. ***Interests***: Interests are likes, hobbies, and priorities in a person's life. Interest is an active effort toward the implementation of a goal. Interest can also be explained as an act of excitement that accompanies special or continuous attention. Each person's interests are different. Sometimes they are interested in food, sometimes in fashion, and so on.
3. ***Opinion***: An opinion is an oral or written answer that people give in response to a situation. Opinions are issued to describe interpretation, expectation, and evaluation, such as beliefs about the intentions of others, anticipations regarding future events, and weighing the rewarding or punishing consequences of alternative courses of action.

The meaning of luxury will change from person to person depending on their perceptions and tastes as they develop in life. Simply put, luxury is defined as living a life according to comfort and convenience.

Wiedman in Li et al. (2012) define luxury as an object of desire that provides pleasure, goods, or services that are not essential. These objects contribute to a life of luxury by providing indulgences or comforts beyond the indispensable minimum. Kapferer and Bastien in Kim (2012) state that luxury is a symbolic desire of society that is owned by an elite social class.

A luxurious lifestyle can be demonstrated by hedonistic behaviour. Hedonism comes from the Greek *Hedone* which means pleasure. According to Higgins (2006: 440), hedonistic behaviour has existed since Greek times, namely the classical motivational principle that people approach pleasure and stay away from pain. He also adds that hedonism is a view of life that assumes that material pleasure and enjoyment are the main goals of life. For adherents of this understanding, having fun, parties, and experiencing pleasures is the main purpose of life. This activity exists because they think that life only comes around once; therefore, it must be enjoyed as much as possible.

According to Luxury Activist article (2017), a luxurious life style is characterized as follows.

1. ***Exclusivity and privacy.*** The most common characteristic of a luxurious life is that the community of the rich has always lived apart from the masses. The luxurious lifestyle is very much about privacy and modesty. In order to protect privacy, the elite class community takes and defends the privileges it claims for itself. For example, build a personal garden with lots of greenery and buy a big house with a beautiful lawn. This house is usually far from the city, and its security is very well maintained. For them, seclusion is comfort.
2. ***Convenience.*** Convenience is integral to a luxurious lifestyle and the new sign of influence. Luxurious living is essential for providing comfort and prosperity, both of which go hand in hand. Comfort in a luxurious lifestyle means doing more with less effort. It is a comfort to the rich who spent most of their lives in the fast lane. An example is the accommodation offered while traveling. Rich people will travel in luxurious cars or on business-class planes, while people who are not rich will use

public transportation when traveling, such as buses, trains, or economy-class planes.

3. ***Looking for real experience***. The luxurious life style demands individuals experience more in life, one of which is travel. For example, rich people will usually immediately go on a vacation they want, while ordinary people can only imagine it. It is having the luxury to sit back and enjoy the very life you are living rather than always living for what you have. Another example of seeing life experiences in the technology that surrounds us, such as sophisticated flat-screen TVs, laptops, mobile phones, and others.

According to the Lux Expose website (2002) in *What is Luxurious Life style* article, a luxurious life style is characterized as follows:

1. ***Money is not the thing that matters***. Generally, people think of themselves as living in luxury because they have a lot of money. Money is an important aspect of this lifestyle. So, they do not care how much money they will spend to fulfil their luxurious lifestyle. Instead, they waste their time and resources on things that do not bring them joy or happiness.
2. ***Not showing off***. Usually, luxury is defined as an attitude of showing off wealth. Some rich people prefer to keep a low profile and rarely show off their wealth. They tend to be well-dressed and drive ordinary cars. They do not show their wealth just to impress others. Individuals with this trait think that luxury is about enjoying life to the fullest and buying things that make you happy.

Raharjo and Silalahi (2017: 34) state that the behaviour of luxurious living has several characteristics, including:

1. Having an instant style outlook. The individual sees the acquisition of wealth as the end result, not the process. This leads to the next attitude, namely, rationalization or justification for fulfilling these pleasures.
2. Becoming a physical modernity chaser. These individuals view having high-tech goods as a matter of pride.
3. Having an above-average relativity of pleasure. This relativity means something that, for the general public, has reached the level of enjoyment or can be called delicious, but is not good for him/her.
4. Fulfilling the many spontaneous desires that arise. In the description of the fortress of holding pleasure, there is very little, so when people want something, it must be fulfilled immediately.
5. When he gets into a problem that he considers to be heavy, it is thought that the world hates him so much. How much money you have will run out, or a little will be left with the scale of the money you have in the lives of middle-class people, and there will be no disaster while holding the money. The problem of food alone is so complex, and there are many types, not including clothes, houses, luxury goods, etc.

3. Research Method

To conduct the analysis, the researcher uses a qualitative research method. According to Hancock et.al (2009: 7), qualitative research is a research design that is concerned with the development and understanding of social phenomena. Therefore, this type of research method is considered very suitable for analysing social phenomena

such as the luxurious lifestyle depicted in the novel *Crazy Rich Asians* by Kevin Kwan. Therefore, the data of this research are taken from the novel itself in accordance with the subject matter discussed.

4. Results and Discussion

4.1 The Characteristics of a Luxurious Life Style

The Crazy Rich Asians novel tells the story of wealthy Chinese people in Asia, especially in Singapore and China. One of these rich people is Nicholas Young or Nick. Nick is born into Singapore's top-echelon family, and his grandmother is a Singaporean aristocrat. Nick's family controls all industry and commerce in Singapore. Nick studies and teaches at New York University. Here, Nick meets Rachel Chu, who later becomes his girlfriend. After 2 years together, Nick invites Rachel to Singapore. He wants Rachel to know where he grew up and, at the same time, attend his best friend's wedding, Colin Khoo. Rachel thinks Nick is born into an ordinary Singaporean family, so she agrees to come along. However, Rachel never imagines that Nick is a conglomerate. In Singapore, she knows everything about Nick and his family. She sees a luxury that she has never seen or imagined.

This novel contains all the luxuries that every person wants. The characteristics of the luxurious life style in this novel include luxurious goods, luxurious activities, convenience, privacy, and exclusivity. These characteristics are explained in detail in the followings.

Luxurious Goods

Luxury goods are goods that have a relatively high price and are usually only owned by people with high incomes. Goods can be given the luxury title if they are made specifically, use special materials, and have a different value when compared to goods in general. Luxurious goods are goods that are included in the needs of someone who has a high income. Luxurious goods are often also a symbol of one's social status. The items can include home or property furnishings, accessories, and jewellery. Many rich people consume luxurious goods only for non-essential pleasures and to raise their standard of living. This consumption of luxury goods can be seen in Kevin Kwan's *Crazy Rich Asian*s novel. This can be proven through the quotation below:

> “Of course, Auntie Elle. Let me know if there’s anything I can do to help out for your party. I can’t wait to see your spectacular new flat.”
> “Oh, you haven’t seen it yet? I thought your mother bought a unit here as well.”
> “She may have, but I haven’t seen it. I can’t keep up with all of my parents’ property juggling.”
> “Of course, of course. Your parents have so many properties around the world, unlike your poor uncle Philip and me. We just have the house in Sydney and this small little pigeonhole.”
> “Oh, I’m sure it’s anything but small, Auntie Elle. Isn’t it supposed to be the most luxurious condo ever built in Singapore?” Astrid wondered for the millionth time why all her relatives constantly tried to outdo each other in proclaiming their poverty.”
> (Kwan, 2013: 57-58)

The quotation above shows the luxury goods owned by Eleanor and Astrid's families. Luxurious goods owned by them are condominiums (apartments). This condo is not an ordinary flat, but the most luxurious condo ever built in Singapore. The characteristics of a luxury condo are luxury, tight security, and all the complete facilities it offers. This shows the characteristics of luxurious goods, namely having a value that is different from other goods. The data above also shows Eleanor's low self-esteem towards the wealth owned by the Astrid family. She says that the condo she owns is just a small room compared to the house of Astrid's parents. Even so, she boasts that her wealth is incomparable to that of Astrid's family.

Another data to show luxurious goods represented by Asians rich can be seen through the following quotation:

> Astrid walked back to her car in the parking garage of the mall. She unlocked the door, got in, and placed the black-and-cream-colored parchment shopping bag subtly embossed with STEPHEN CHIA JEWELS on the passenger seat beside her. She sat in the airless vehicle, which was getting more sitting by the second. She could feel her heart pounding so quickly. She had just bought a Three Hundred and Fifty Thousand Dollar diamond ring she didn't much care for, a Twenty-eight Thousand Dollar bracelet she quite liked, and a Seven Hundred and Eighty-four Thousand Dollar pair of earrings that made her look like Pocahontas. For the rest time in weeks, she felt bloody fantastic. (Kwan, 2013: 109)

The data above shows luxury goods owned by Astrid. She just buys luxurious jewellery at the Stephen Chia Jewels store. She buys a diamond ring for twenty-eight thousand dollars and a pair of earrings for seven hundred and eighty-four thousand dollars. For those who do not know, Stephen is Astrid's friend, and he owns a jewellery store in the Paragon shopping centre. Stephen sells exclusive jewellery, and his customers are Asian billionaires and renowned collectors in Singapore. Astrid's behaviour shows the extravagant nature that is usually owned by rich people. Even, they usually buy expensive things they really like, like Astrid does. She buys more expensive earrings (which she does not really like) than rings (which she does like).

The last data to show luxurious goods represented by Asians rich can be seen through the following quotation:

> So what should she wear? Maybe it was time to bring out one of her latest Paris treats. She was going to wear her new embroidered Alexis Mabille white peasant blouse with the pearl-gray Lanvin cigarette pants and her new VBH earrings. The thing about those earrings was that they looked so over the top, everyone would think they were costume jewelry. They actually dressed down the whole outfit. Yes, she deserved to look this good. And now maybe she should also change Cassian's outfit to complement hers.
>
> "Evangeline, Evangeline," she called out. "I want to change Cassian's clothes. Let's put him in that dove-gray jumper from Marie-Chantal." (Kwan, 2013: 143-144)

Through the quotation above, Astrid also shows ownership of luxury goods. These items are a blouse by Alexis Mabille, cigarette pants by Lanvin, and earrings by VBH. For those who do not know, Mabille is a French fashion designer, and her creations grace the entire fashion world and are sold only to VIP clients. Lanvin is a multinational high-end fashion house in Paris, and VBH (Vernon Bruce Hoeksema) is an exclusive Italian luxury handbag and accessory house. From the explanation above, it can be concluded that all the jewellery and clothes that Astrid wears are exclusive and expensive. The goods owned by Astrid have the characteristics of luxurious goods, i,e. they are specially made by well-known designers, and the price of the goods is much more expensive than others sell in the market. The good thing about luxury goods is that the wearer will feel confident. Jewellery and Astrid are very closely related and inseparable because they become part of the symbol of her social status as one of the richest families in Singapore.

Luxurious Activities

Luxurious activities are all activities carried out with respect, are highly priced, and provide convenience. This refers to the hedonistic way of life when it considers that pleasure and material enjoyment are the purposes of life. Having fun, parties, and fun are what they live for (Luxury Activist, 2017). The luxury of these activities can be seen in the data below.

> "What are you up to in Paris?"
> "Just my annual spring trip, you know."
> "Oh, right." Nick remembered that Astrid spent every April in Paris for her couture things. He had met her in Paris once before, and he could still recall the fascination and tedium he felt sitting in the Yves Saint Laurent atelier on avenue Marceau, watching three seamstresses buzz around Astrid as she stood Zen-like, swathed in an airy confection for what seemed like ten hours, guzzling down Diet Cokes to fight off her jet lag. She looked to him like a figure from a baroque painting, a Spanish infanta submitting to an archaic costuming ritual straight out of the seventeenth century. (It was a "particularly uninspired season," Astrid had told him, and she was buying "only" twelve pieces that spring, spending well over a million euros.) Nick didn't even want to imagine how much money she must be blowing on this trip. (Kwan, 2013: 37-38)

The quotation above shows the luxurious activities carried out by Astrid because he takes the annual trip to Paris. Every year from April to early May, Astrid always visits Paris to shop for clothes and jewellery from the collections of well-known designers. Couture is a term in the fashion world that refers to the highest quality clothing designs, starting from the concept, and materials, to every detail of the design and, most importantly, being made by hand. Nick, who meets her in Paris, says that Astrid spends ten hours shopping and buys twelve pairs of clothes.

Astrid only feels comfort from this luxurious activity. Only Astrid's maids are running around to dress her up while she just sits still like a princess. But we are not talking about Astrid's luxurious goods anymore, but about her annual spring trip to Paris. Flights from Singapore to Paris take a minimum of thirteen hours, with a minimum ticket price of thirteen million using economy flights and one hundred and

thirty million using first-class flights, if calculated in rupiah. Of course, remembering Astrid's wealth history, she will go on a first-class flight. In conclusion, only very wealthy people will spend hundreds of millions to go to Paris every year.

Another data to show luxurious activity represented by Asians rich people can be seen through the following quotation:

> After-school hours were consumed by a team of tutors preparing you for the avalanche of weekly exams (usually in classical Mandarin literature, multivariable calculus, and molecular biology), followed on the weekends by piano, violin, ute, ballet, or riding, and some sort of Christian Youth Fellowship activity. If you did well enough, you entered the National University of Singapore (NUS) and if you did not, you were sent abroad to England (American colleges were deemed substandard). The only acceptable majors were medicine or law (unless you were truly dumb, in which case you settled for accounting. (Kwan, 2013: 65)

Another luxurious activity featured by the Asian rich in Singapore is equipping their children with luxury activities such as piano lessons, violin lessons, *ute* rides, ballet, and horseback riding. Where those activities can only be carried out by someone who generates a high income, and this is certainly inversely proportional to the activities carried out by children from the middle class. They even have tutors who are ready to help and guide students in any field of study. They prepare their children well enough to enter top universities.

The last data to show luxurious activity represented by Asians rich people can be seen through the following quotation:

> Please tell me we're not riding in one of those," Mehmet Sabançi grimaced to Nick as they disembarked from the plane and saw the set of matching white stretch Rolls-Royce Phantoms awaiting them. "Oh, this is typical Bernard," Nick smiled, wondering what Mehmet, a classics scholar who hailed from one of Istanbul's most patrician families, made of the sight of Bernard Tai emerging from a limo in a mint-green chalk-striped blazer, orange paisley ascot, and yellow suede loafers. The only son of Dato' Tai TohLui, Bernard was famed for his "brave sartorial statements" (as Singapore Tattle so diplomatically put it) and for being Asia's biggest bon vivant, perpetually hosting wild parties at whatever louche jet-set resort was in fashion that year—always with the hippest DJs, the chillest drinks, the hottest babes, and, many whispered, the best drugs. "Niggas in Macauuuuw!" Bernard exulted, raising his arms rapper style.
> (Kwan, 2013: 201)

The data above shows the luxurious activities carried out by Nick and his friends. This luxurious activity is shown when Nick and his friends go to a private island to celebrate the bachelorette party of Collin Khoo, his best friend. They got off an airplane and then drove a Rolls-Royce Phantom to get to their destination. Other luxury activities are also shown by Bernard Tai, who is the only son of Dato' Tai Luh, who is also one of the richest people in Singapore. Bernard continuously holds wild parties at a luxury resort. This activity describes one of the many activities carried out by wealthy

youths in Singapore. They pass the time having fun, partying, and drinking. The activities they do can be considered luxurious because they are carried out in luxurious places and with expensive food or drinks.

Convenience

Comfort is a condition when basic human needs have been met, such as the need for calm and relief. In a luxurious lifestyle, comfort is meant as a tool that can make life enjoyable. For example, go to any place using first-class flights. This means that rich people put in little effort to achieve big results. The comfort due to this luxurious lifestyle can be seen in the following data:

> Eddie was the last to arrive, and as usual, he was on his phone, coming to the table and ignoring everyone, chattering loudly in Cantonese on his Bluetooth earpiece. When he finally finished his call, He asked his family a self-satisfied grin. "It's all sorted! I just spoke with Leo, and he wants us to use his family jet," Eddie declared, referring to his best friend Leo Ming.
> "For all of us to fly to Singapore?" Alexandra asked, a little bit confused.
> "Yes, of course!" (Kwan, 2013: 48)

The data above shows the characteristics of a luxurious lifestyle, namely convenience, as shown by Eddison Cheng or Eddie. Eddie borrows a private jet from his friend Leo Ming in Hong Kong. The plane is used by him and his family to go to Singapore. Actually, he could have used first-class flights, but he does not do it because he does not want his family to be crowded with other passengers. The goal is clear: Eddie wants the comfort offered by the private jet.

Another data showing luxurious activity represented by Asians rich people can be seen through the following quotation:

> "You're kidding, right?" Rachel said, thinking Nick was pulling a prank when he steered her onto the plush red carpet of the Singapore Airlines first-class counter at JFK.
> Nick asked a conspiratorial grin, relishing her reaction. "I figured if you were going to go halfway around the world with me, I should at least try to make it as comfy as possible."
> "But this must have cost a fortune! You didn't have to sell a kidney, did you?"
> "No worries, I had about a million frequent- it miles saved up."
> (Kwan, 2013: 76)

Another way to enjoy the luxurious lifestyle is shown by Nick. Nick books first-class tickets for his flight to Singapore with Rachel. The distance between America and Singapore is quite far, and it takes a long time to land. Nick's goal is very clear: he wants to fly comfortably with his girlfriend, Rachel. Nick really loves his girlfriend, so he books a first-class flight to comfort Rachel on the way. It turns out that the saying that money can buy happiness is true. Because money can provide the convenience you want.

The last data to show luxurious activity represented by Asians rich people can be seen through the following quotation:

> Rachel peered at the clock and figured that she'd only slept about five hours, but it was dawn and she was too excited to go back to sleep. Nick was snoring softly beside her. She looked around at the room, wondering how much this hotel must be costing Nick per night. It was an elegant suite decorated in understated pale wood, the only burst of color coming from the fuchsia orchids on the console table against the mirrored wall. (Kwan, 2013: 111)

The data above is a description of the comfort of a luxurious life. Nick is the perfect representation when it comes to a luxurious life. Apart from using first-class flights, Nick also books a room in a luxury hotel. In Singapore, he seeks comfort by booking an elegant suite room that is decorated very lavishly and expensively for him and Rachel. The goal is for them to rest comfortably. A comfortable place will make visitors also feel comfortable, and they do not care if they have to pay a high price to get it. This is how Nick and Rachel feel.

Exclusivity and Privacy

Something will be considered private when it can only be accessed by a few people who are considered special. Rich people will consider privacy to be the main thing in their lives. Being a rich person is not an easy matter, they will be vulnerable to public exposure. The desire to enjoy the luxurious lifestyle of wealth drives a level of self-comfort that leads to a desire for privacy. They think that when their privacy is protected, they will feel it. This can be proven through the data below:

> "Oh, she's incredibly chic—one of the few from her generation who gets it right," the Comtesse decreed. "François-Marie tells me Astrid has a couture collection that rivals the Sheikha of Qatar's. She never attends the shows, because she loathes being photographed, but she goes straight to the ateliers and snaps up dozens of dresses every season as if they were macarons." (Kwan, 2013: 42)

Astrid describes privacy as one of the characteristics of a luxurious activity. This can be seen from Astrid's behaviour, which is reluctant to receive excessive attention. For those who do not know, Astrid is the "Goddess of Singapore". Her style is always imitated, and his gossip is always sought after by the jet-set community in Singapore, especially women. To avoid cameras wanting to take her picture, she purposely goes to its boutiques to shop for dozens of dresses each season instead of attending fashion shows. According to the researcher's analysis of Astrid, the desire to enjoy a life style of wealth that she had led her to have a comfortable level of self that led to a desire for privacy.

The other data to show privacy and exclusivity represented by Asians rich can be seen through the following quotation:

> As Peik Lin's car drove o, Nick turned to Rachel, looking a little sheepish. "I hope it's okay … but it's not just the family. My grandmother decided to have a small party, all arranged at the last minute, apparently, because her Tan Hua flowers are going to bloom tonight."
>
> "She's throwing a party because her flowers are in bloom?" Rachel asked, not quite following.

> "Well, these are very rare owners that bloom extremely in frequently, sometimes once every decade, sometimes even longer than that. They only bloom at night, and the whole thing only lasts for a few hours. It's quite something to witness." (Kwan, 2013: 145)

The data above shows exclusivity as a characteristic of a luxurious lifestyle. Exclusive means limiting one thing to another, and this creates the impression of an attempt to separate oneself and even close one's self from outsiders. In line with this explanation, Nick's grandmother, Shang Shu Yi, who is an aristocrat and conglomerate in Singapore, holds a private party at her residence. This party is held so that the invited guests can see the Tan Hua flower bloom. This flower is very special because it only blooms at night and withers in the morning. In Chinese tradition, the blooming of Tan Hua is a symbol of good luck and achievement. This party can only be attended by a handful of people, including relatives, friends, and influential people in Singapore. This illustrates the exclusivity of the party being held.

The last data to show privacy and exclusivity represented by Asians rich people can be seen through the following quotation:

> As Nick led her into the space, Rachel found herself reflex trying to ignore her surroundings, even though all she wanted to do was study every exquisite detail: the exotic potted palms in massive Qian-long dragon jardinières that anchored the space, the scarlet-shaded opaline glass lamps that cast an amber glow over the lacquered teak surfaces, the silver- and lapis lazuli–filigreed walls that shimmered as she moved about the room. Every single object seemed imbued with a patina of timeless elegance as if it had been there for more than a hundred years, and Rachel didn't dare to touch anything. The glamorous guests, however, appeared completely at ease lounging on the shantung silk ottomans or mingling on the veranda while a retinue of white-gloved servants in deep-olive batik uniforms circulated with trays of cocktails. (Kwan, 2013:146-147)

The data above shows ownership of goods that have exclusive value. It is said that an item is exclusive if it has special and limited characteristics. In line with the explanation above, Shang Su Yi has many exclusive items in his luxurious and large residence. The house is filled with scarce and valuable items imported from all over the world. These items include the porcelain jardinière Qianlong, the scarlet-shaded opaline glass lamps, and the silver and lapis lazuli. Due to its exclusivity, Rachel does not even dare to touch it.

5. Conclusion

There are several points concluded after analysing *Crazy Rich Asians* by Kevin Kwan. There are four characteristics of a luxurious lifestyle as depicted in Asian rich people. They are luxurious goods, luxurious activities, convenience, privacy, and exclusivity. Luxury goods as a characteristic of a luxurious lifestyle can be seen in the ownership of luxury objects. For instances, a) Eleanor Young, who has the most expensive and luxurious condominium in Singapore, b) Astrid, who buys luxury jewellery such as a diamond ring and a pair of earrings, and also owns luxury clothes from famous fashion designers. Luxury activities as a characteristic of a luxurious

lifestyle can be seen in three activities. They are a) Astrid's annual spring trip to Paris to buy courtship things, b) Asian rich children who do all kinds of expensive lessons, such as piano lessons, violin lessons, ballet, and horseback riding, and c) Nick and his friends' party held in the most luxurious resorts. Convenience as a feature of luxury activities can be seen in a) Eddie using a private jet for his trip to Singapore with his family, b) Nick using a first-class flight for his trip from America to Singapore with Rachel, and c) Nick paying for a luxury suite room at a hotel to live with Rachel while in Singapore. Privacy and exclusivity can be seen through a) Astrid's reluctance to get too much attention from the public, b) the exclusiveness of the party held by Shang Su Yi at her residence, where only certain people can attend, and c) the exclusivity of the goods in Shang Su Yi's house, which contained expensive and rare items.

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EFFORT TO SURVIVE IN YANN MARTEL'S NOVEL *LIFE OF PI*

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Abstract

This study deals with the analysis of the protagonist's effort to survive in Yann Martel's novel *Life of Pi*. This study focuses on three topics. The topics are reading sea survival guidebook, getting defence from the tiger and defending his life. The novel talks about an Indian teenager, who is trapped in the middle of the fierce sea for 227 days with a Bengal tiger named Richard Parker. To survive, he makes several attempts. He reads survival guidebook found in the lifeboat. He gets defense from the tiger. Then, he defends a life. In this study, the theory of sea survival was applied. This study used descriptive qualitative method because the process of the result and discussion are accomplished descriptively. By applying descriptive qualitative method, this research can prove that protagonist has some efforts to survive because the topics of the protagonist's efforts to survive really exist and can be faced by the protagonist. Based on the research analysis, three efforts to survive are found in the novel. First, The protagonist, Pi does several things to read sea survival guidebook, to get defence from the tiger, and to defend his life.

Keywords: *defence; effort; protagonist; sea survival; survival*

1. Introduction

Life of Pi talks about an Indian teenager, who is trapped in the middle of the sea for 227 days with a Bengal tiger named Richard Parker. To survive, he does make several attempts, namely reading survival guidebook that he found in the lifeboat, getting defense from the tiger, and defending his life. One of his efforts is making rafts from lifeboats to prevent tigers from eating, reading sea survival guidebook, filtering seawater into fresh water, fishing, and collecting rainwater for drinking. Pi also always shares food and drink with the tiger, and the tiger feels the need for Pi.

Everyone must have the effort to survive. There are many things that humans can do to survive, for example, working, eating, or doing sport. Survival comes from the word survive, which means to survive. While to survival itself is an uncertain condition faced by a person or group of people in an area that is foreign and isolated for the person or group who is experiencing it. Dwi Yuni (in, Gilang, 2018; Jimmi, Khairunas, & Yulianto, 2022) explains several types of survival:

a. Sea Survival is a person's ability to survive where life is threatened, before or during, and after leaving offshore waters, due to the dangers of the environment.

b. Jungle Survival is an uncertain situation faced by a person or group of people in an isolated and isolated area in the forest. Surviving means being able to survive and escape from uncertain conditions. While survivors are individuals or groups of people who are trying to survive in uncertain conditions or conditions that cannot be predicted.
c. Desert Survival, namely the ability of a person or individual to survive in uncertain conditions such as desert, of course, dehydration is the biggest threat when surviving in the desert. This ability is very much needed considering that it is not easy for rescue teams to find victims quickly in conditions that are difficult to predict.
d. Antarctic Survival is an unfavorable condition where you have to deal with cold weather on a snowy field, and have to deal with the possibility of being exposed to hypothermia and frostbites to survive here, you need the right skills and decisions to take action so that everything can be done goes well.

2. Literature Review

Survival strategy is a way to defend themselves so that humans can continue their lives. Survival strategy or also called survival comes from the word *survive* which means to maintain life. A survival strategy is a plan of action or activities carried out to survive in any situation. Strategy can be said as a plan that is built to achieve goals. In general, survival strategies can be defined as a person's ability to apply ways to overcome various problems that interfere with life (Suharto, 2009)

There are some efforts to survive*:*

1. By reading. Reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. According to Nurhadi (1995), reading is an interpretation of written symbols or reading is capturing the meaning of a series of symbols. Reading is an activity that is light and simple because reading will have many benefits. Rachmawati (2008) mentions the benefit of reading as follows:
   a. Increasing intellectual level.
   b. Acquiring various life knowledge.
   c. Having a broad perspective and mindset.
   d. Enriching vocabulary.
   e. Knowing various events that occur in various parts of the world.
   f. Increasing faith.
   g. Getting entertainment.
2. By defense. Defense is the reaction of an agency to an attack and measure and by extension all means and measures of risk or hazard identification and measurement, as well as protection and or response. Self-defense mechanism can be interpreted as how an individual reduces the feelings of depression, anxiety, stress, or conflict by carrying out self-defense mechanisms, both consciously and unconsciously. According to Keliat (1999) a self-defense mechanism is the way that individuals do in solving problems, adapt to changes, and respond to a threatening situation.
3. By defending life. It is the ability to survive in a condition or situation. Defending a life can also be interpreted as a technique or science in dealing with various threats to personal safety. Among outdoor activities activists, defending life is defined as the ability and technique to survive against conditions that endanger survival that occur

in the open by using makeshift equipment. According to Rudystina (2017) there are some attitudes that must be had when defending a life:

a. Passion to stay alive

Every human being must have a reason to stay alive, if you have a family then remember the family at home waiting for you to go home safe. In this case, a lot of what we can do to motivate ourselves, do not to lose to difficult circumstances.

b. Confidence

Believing in yourself is one of the keys to success through survival, do not ever think that we do not capable. Convince yourself that you can get through it.

c. Common Sense

In a state of survival, try to keep your mind healthy, so that you can think of solutions to difficult situations such as surviving at sea. If your colleagues at that time are not able to think, then calm your colleagues so you do not get carried away and do things you do not want.

d. Discipline and Plan

Plan what you will do, you can start with managing food and drink supplies. Because good planning supplies can increase the chances of survival. Never fight over food, there must be one leader who coordinates the food and beverage schedule so that everything is organized and according to plan.

3. Research Method

To do the analysis, a descriptive qualitative research method was used in this study. Namawi (1993) describes qualitative method as a procedure of problem-solving by describing the subject of the study based on visible facts.

In the research, the discussion shows the protagonist's effort to survive due to being trapped in the sea for 227 days with a Bengal tiger. It then takes Massin's distinction (2017) to efforts a physical or mental activity required to reach something. The discussion also applied Yuni's description (2009) of sea survival person's ability to survive where life is threatened before or during and after leaving offshore waters, due to the dangers of the environment. The data were chiefly taken from the novel. The analysis covers three major points i.e., reading the sea survival guidebook, getting defense from a tiger, and defending life. To make the analysis run as expected, the whole data from the novel were classified based on the points and were organized and analyzed respectively.

4. Discussion

The discussion presents the analysis of the protagonist's effort to survive in the novel *Life of Pi.* The analysis focuses on the protagonist's efforts to survive covering reading sea survival guidebook, getting defense from the tiger, and defending his life. Each of the efforts to survive is analyzed in detail in the following sub-topics.

4.1 Reading Sea Survival Guidebook

Reading is a process that is carried out and used by readers to get the message that the writer wants to convey through the medium of words or written language. According to (Nurhadi, 1995: 34) Reading is an interpretation of written symbols by

capturing the meaning of a series of those symbols. By reading the sea survival guidebook Pi can survive in the sea. The book explains so much information and tips that Pi can do and some things that Pi cannot do. Pi is very grateful to get the book so he knows what is right and what is wrong. Pi reads the book carefully and understands the contents of the book. It can be seen from the quotation below.

> "I took the sea survival guidebook. the sheets are still wet. I turned the pages of the book carefully. This manual was written by a commander and the British Navy. It contains a collection of practical information about surviving at sea after a shipwreck. It includes the following tips:
>
> 1. Read all instructions carefully.
> 2. Avoid unnecessary tiring activities. But the brain tends to become sluggish if it is rarely used, so the brain must always be busy with whatever light activities can be done. Playing cards and guessing is a very good simple reaction. Singing together can also be uplifting. Spinning yarn is also highly recommended
> 3. Do not swim. Because it's just a waste of energy. In addition, lifeboats can sail faster than if you swim. Not to mention the danger to marine life. If it's hot, wet your clothes.
> 4. Do not urinate in the urine on clothes. The temporary warmth that is obtained is not comparable to the itching and blisters that arise.
> 5. Turtles are easy to catch and can be used as delicious food. The blood is good for drinking, nutritious, and free of salt; the meat is delicious and filling; The fat had many uses, and for shipwreck victims, turtle eggs could be considered a luxury food. Watch out for the beak and claws. Do not be discouraged. You may feel discouraged, but do not give up." (Martel, 2001: 241)

This survival guidebook is very useful for Pi who has no experience of surviving at sea. By reading this guide, Pi can get information and survival tips.

4.2 Getting Defense from a Tiger

In the novel *Life of Pi*, Pi must defend himself from a tiger because the tiger can eat him and can even attack him. So, Pi decides to tame a 225 kg Bengal tiger named Richard Parker. Unfortunately, Pi is confused about how he can tame the Bengal tiger. He tries to look around the horizon and gets the idea. The idea is to pretend like he is in a circus arena because the place is completely round, and there is nowhere for Richard Parker to hide. Pi also looks at the sea, and he thinks it cannot be a source of food that Pi can feed the Bengal tiger so that it can obey him.

Pi gets defence from the Bengal tiger by pretending to be like in the circus arena and by using a whistle as a whip to control the tiger. Pi hopes that through this way, he can tame the tiger with a powerful whistle. Richard Parker sees him and gets up. In the first puff of Pi, the tiger recedes and roars, and in the second puff of Pi, the tiger roars and claws with its claws. Finally, the tiger backs away and goes down to the bottom of the lifeboat. Pi also has a second way to tame the Bengal tiger which is to feed the Bengal tiger because Pi thinks only he can feed the Bengal tiger. Pi also thinks if he continues to feed, the tiger which needs Pi's presence as food. It can be seen in the quotation below.

> I bent down, picked up the fish, and threw it at Richard Parker. This is how I tame it. (Martel, 2001: 261)

Pi has a second way to tame the tiger by feeding it. At first, Pi gives mice, and then he gives flying fish. How to feed the tiger is by throwing the fish to the tiger. At that very moment, the tiger's mouth opens wide and immediately catches the fish as thrown by Pi. Pi is confused as to why the flying fish could fly and causes Pi's body to hurt a little, but luckily Pi eats a fish without having to bother fishing after Pi observes that the dorado jumps out of the water, chasing small and medium-sized fish. Tthat is how Pi defense from a tiger by allowing the tiger in two ways, namely pretending as if he was in the circus, using a whistle as a tool to control it and the second way is to feed it.

4.3 Defending his Life

Defending life is the ability to survive in a condition or situation. Defending a life can also be interpreted as technique or science in dealing with various threats to personal safety. Among outdoor activities activists, defending life is defined as the ability and technique to survive against conditions that endanger survival that occurs in the open by using makeshift equipment. For defending his life, Pi must make several efforts so that he can survive in the middle of the sea, such as making a raft to prevent tiger eat him, collecting rainwater to drink, fishing, and filtering seawater into fresh water.

Pi feels insecure while he sleeps for fear that the tiger will attack and eat him, so he decides to build a raft out of light oars, a life jacket, and a strong buoy to prevent the tiger from attacking and eating him. Pi tries to take the oar where the oar is very close to the Bengal tiger. Pi tries to slowly take the oar and the tiger feels the movement fast and fast. Pi pulls the oar slowly and finally succeeds. Pi takes the oar out and puts all the oars on the tarpaulin cover around the lifeboat. Then, the lifeboat is boxed up by the oars, and looks like a game of XO, with the O in the middle, as the first move. Next, the second step, which is very dangerous, is to take a life jacket that is so close to the tiger. Iinevitably, Pi has to force himself to take the jacket. Pi stars to reach for the jacket slowly and finally, he manages to get the jacket. Making a raft can be seen in the quotation below.

> Finally, I made a raft. Remember, I have some light oars that float. I also have some life jackets and a life jacket. (Martel, 2001: 217).

Pi builds a raft to survive. By making raft Pi feels safe because it has some distance between him and the bengal tiger. Pi's second way of surviving is by collecting rainwater as that is the only source of water he has. Using the rainwater, he can overcome his thirst and can give water to the tiger. He takes the rainwater catcher and immediately takes the rainwater. Actually the wind is so strong, he has to change the position of the rainwater catcher to a safe place.

5. Conclusion

Based on the analysis of the protagonist's efforts to survive in Yann Martel's novel *Life of Pi*, some conclusions can be put forward. Trying to survive in life is important to get a better life. There are three forms of survival efforts described in the

novel, namely reading a survival guidebook at sea, getting defense from tigers, and defending his life. Surviving in the fierce sea with a tiger is not an easy thing for humans to do. However, Pi can survive by reading the sea survival guidebook and doing what is in the contents of the sea survival guidebook. Getting defense from a tiger by taming the tiger is found in the novel. He can do that by acting as if he is in a circus, by using a whistle that functions as a whip, and, by feeding the tiger is Pi's way of taming a Bengal tiger, Richard Parker. Defending his life, Pi must do things that he has not done, such as making a raft from a lifeboat to prevent the tiger from eating him, collecting rainwater to drink, fishing, and filtering seawater into fresh water.

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THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE METHOD IN LEARNING ENGLISH AT *TK KHAIRUL IMAM MEDAN*

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Abstract

This research is aimed at finding and describing how Total Physical Response (TPR) method can improve the ability of students at *TK Khairul Imam Medan* in learning English. The application of English for early childhood is not an easy thing. Therefore, it is necessary to use methods so that early childhood can better understand the meaning of the English language. One of the methods probably used is TPR method. It aims to make English easier to understand by early children. This research was conducted with the aim of knowing the results of the implementation of the Total Physical Response (TPR) Method in early childhood English learning. This study uses a qualitative descriptive field research method. The research location is at the *TK Khairul Imam*. The research subjects include the head of the kindergarten and the teacher. Data obtained through interviews, observation, and documentation. The results of this study describe the implementation of TPR method in early childhood English learning carried out in the school. This study shows the role of the teacher and the stages of English learning activities with the TPR method in the school.

Keywords: *kindergarden; teaching method; total physical response; TPR method*

1. Introduction

The development of increasingly sophisticated technology has become an important means to achieve educational goals that are more effective and efficient (Siregar, Nasution & Pardi, 2022). So, language as a medium of communication becomes very important especially English as one of international languages. English is one of the most fundamental subjects to be taught to early childhood. Teaching English to early childhood is not easy. Learning English for early childhood is very different from learning English for teenagers and adults. Harmer classified three groups in language learning; young pupil, adolescent (teenagers), and adult (Harmer, 2018). The learning method is important to master because it is a tool to achieve a goal.

Language learning refers to the processes which occur when a certain language is introduced. When children learn a language, it will be more effective to teach them naturally, or through direct communication by using the target language (Mariyam & Musfiroh, 2019). Teaching English to early childhood is different from teaching English

to adults. It takes patience from a teacher to teach English to PAUD pupils (Ahmad, 2010). In addition, in dealing with pupil a teacher must be creative and fun in conveying the material. This is certainly inseparable from strategies, techniques or fun methods to teach English to early childhood. (Isaacs, 2018). One of the methods is Total Physical Response (TPR).

TPR method in learning process is a language learning method that is structured on the coordination of commands, speech, and motion or action. The TPR learning method aims to provide an English language learning that is easily understood by students, introduced through command words and given using physical movements. TPR itself is deliberately designed so that learning becomes more interesting and easier for pupil to understand because it contains elements of motor activity. (Freeman & Anderson, 2016)

From the above understanding, it can be concluded that the TPR method is a method that begins with speech (verbal) and continues with actions or motor activities.

Based on the results of interview with the head of the *TK Khairul Imam*, Medan most of the students do not have a background in using English at home. Therefore, they are taught from basic vocabulary such as nouns around to verbs. Regarding pupil's language skills at school, most of them understand the meaning of the teacher's speech but are not yet able to speak. And one of the teaching programs at *TK Khairul Imam Medan* includes an introduction to English for pupils; therefore, the introduction starts early and it is carried out with habits in daily learning. The pupils of *TK Khairul Imam Medan* are usually instructed to point at objects and name objects in English. With this, they will understand the names of objects in English and will be familiar with the language.

Preliminary observations conducted by the researchers. It was found that at *TK Khairul Imam Medan* the application of English was used at the opening of learning by using songs and motion. For example, the pupils were ordered to sing songs with the lyrics *up and down and shake, up and down and shake*, or *turn to the right and turn to the left*, and the pupil were instructed to follow the movements according to the meaning of the song, such as moving their hands up and down, shaking their hands and turning them right and left. In addition, when learning, the pupils are introduced to English according to the existing theme. When learning with the theme of fruit plants, when the teacher introduces various fruits in Indonesian, the pupils are also introduced in English. And they are often ordered with commands from the teacher using English. Then, the students imitate it and makes movements according to the command. For example, when the teacher says, "*Run and bring the starfruit*"; then, they run and take the star fruit and then tell his friend (Freeman & Anderson, 2016).

Based on above explanation, this research reveals and describes the strategies used in the implementation of TPR method at *Khairul Imam Integrated Islamic Kindergarten (TK Khairul Imam Medan).*

2. Literature Review

Total Physical Response (TPR) is defined as a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Freeman and Anderson, 2016). The Total Physical Response (TPR) method is a method that teaches language by giving orders to pupil, then the pupils will respond to the action so that the pupils unconsciously understand and remember the language they are learning (Muhren, 2003). This method is really good

for teaching young learner because they will not feel under pressure but feeling happy to learn new English vocabularies that they never heard before or listened to the English Language which they do not use for communication in daily life with their families, relatives, and also people around them (Aprilia, 2016).

Total Physical Response (TPR) method was first developed by James J. Asher (1968). He explains that his theory has to do with how pupil acquire their mother tongue. Pupils are directed to basic commands; pupil will respond physically before they begin to produce verbal or speech responses. In the learning process using the Total Physical Response (TPR) method, there are many activities that can be carried out by teachers and pupils, including role play, dialogue or conversation, presentation with tools, practice using commands, reading and writing activities to increase vocabulary and also train on sentence structure, the teacher teaches with a movement.

In the first stage of TPR method, the teacher acts as the model. The teacher gives a movement to several pupils and gives an example in front of the pupils so that pupils can understand the meaning of the given movement. In the second stage, if pupils understand the movement, they can understand the meaning of the vocabulary given.

The advantages of TPR are being a good tool to increase vocabulary, being easy and fun, being able to learn a language better, and being faster if they associate a movement with a particular word, creating positive thoughts for involving in the learning process, and achieving English fluency. The disadvantages of TPR are: a challenge for pupils with shy nature, requires more preparation for teachers if using this method to a higher level, steps to Implement TPR are seriously arranged, and planning stage is adjusted accordingly.

However, teachers have to prepare a learning implementation plan (RPP) first. RPP is the beginning of all processes of rational implementation of activities. Teachers must be able to visualize the goals to be achieved and how to achieve these goals effectively and efficiently (Muhren, 2003).

There are several stages of implementation learning that must be considered by a teacher, namely: initial activity and core activities (Freeman & Anderson, 2016). The steps for the core activities are: provide new vocabulary or verbs in a foreign language related to the material being studied, the teacher provides training to pupils related to the material, ask pupils to listen and observe the orders or training given, gives appropriate instructions or orders, guide pupils in carrying out instructions or orders, experience errors or mistakes in speaking, the teacher tolerates their mistakes and gives them the correct answer, and end activities. This activity evaluates what pupils have gotten and have understood from learning so that at the next meeting pupils do not forget what they have learned in today's lesson. The final activity is to measure the level of success of the core activities. The three stages discussed above are an integrated series of activities, which cannot be separated from one another (Freeman & Anderson, 2016).

At learning evaluation stage, it is carried out to determine whether or not the learning objectives have been achieved and also the learning process that has been carried out. The evaluation system when measured in terms of usability can be divided into three types of tests: ddiagnostic tests, fformative test, and ssummative test.

There are several factors that can affect the ability of English learners' vocabulary skills, namely: pupil factor (pupil interest and attention), teacher factor (teaching experience and education background), facilities and infrastructure factors (media and room), and time factor.

In general, sometimes teachers teach pupils with monotonous learning methods. This can make pupils feel bored and not concentrated at the time of learning. Finally, the impact on pupil learning outcomes is less satisfactory. The TPR method was chosen in this study because it requires physical activity, a movement which will involve communication between teachers and pupils. The existence of communication between teachers and pupils makes pupils more concentrate in learning.

3. Research Method

Since the data are words, a research uses qualitative method. As stated by Moleong in Siregar, Nasution & Pardi (2022), gualitative method is as a research strategy to produce descriptive data and the research results are in the form of written or spoken words from people and observed behavior. The location of this research in *Khairul Imam Integrated Islamic Kindergarten (TK Khairul Imam)* located on Jala STM/Suka Teguh No. 1 Medan with the considerations that the school uses English in daly learning. The method used in the school is very interesting. It can develop early childhood English, and the location is strategic for teaching learning process. The research was conducted for two months in the first semester of 2022/2023 academic year. The sampling technique used in this research is non-probability. The data were taken by interviewing the head of the school and teachers, by observing the students in the class, and by documentating the relevant sources. These techniques are used to select the relevant data to the research problem by selecting information without depending on the amount of information (Pardi & Ardescy, 2022). The data were analyzed by reducing data, displaying data, and drawing conclusion or verification based on Miles, Huberman, Saldana (2014).

4. Discussion

This research focuses on finding and describing how Total Physical Response (TPR) teaching method can improve the ability of students at *TK Khairul Imam Medan* in learning English Khairul Imam Foundation started establishing Raudhatul Atfhal (RA) school for the dhuafa (Poor Community) without any fees. Students are not charged anything except sincerity to study. After running for 5 years, seeing the enthusiasm of residents who care about education, the foundation established kindergarten, elementary, middle and high school levels which are all Islamic-based so that they were named *Khairul Imam Integrated Islamic Kindergarten (TK Khairul Imam), Khairul Imam Integrated Islamic Elementary School, Khairul Imam Integrated Islamic Junior High School,* and *Khairul Imam Integrated Islamic High School*.

TK Khairul Imam has implemented English learning since its inception. Learning English at the kindergarden uses many learning methods, but the most frequently used is the Total Physical Response (TPR) method. The method in its application is not only carried out during learning but also outside of learning. The results of this study will be directly described in accordance with the conditions in the field. The following is a description of the results of the research conducted. The objectives of holding English language learning at the kindergarden are that the pupils know English vocabulary from an early age, they easily learn English vocabulary in a fun way, they are accustomed to using English, and they master by recognizing movements and objects directly.

4.1 Process of Learning English with Total Physical Response at the School

In learning English, there are several things that must be conducted. Before entering class and starting learning activities, the teachers usually prepare English material that will be taught to pupil. The material taught is usually adjust to the learning themes every day. For example, on October 17, 2022, the learning theme is about fruit. The English material taught is fruit area. Pupils are taught about fruit names in Indonesian and English such as banana, pineapple, apple, watermelon, starfruit, etc. The teacher usually brings pictures or real objects to be studied so that pupil knows and understand what they learn by seeing the object directly. As stated by Mrs. Heny as the Head of *TK Khairul Imam*.

> "Here, the English that will be studied usually takes from the theme being studied and in reference to the curriculum book in Khairul Imam Kindergarten, that also already exists. So we follow the existing reference. For preparation, the teacher usually brings real objects or pictures related to the learning theme that will be given to children."

Data 1 above shows that all English learning process is already in the theme of reference books or daily lesson plan. The teacher applies it in learning process in the classroom. To make it easier for pupil to understand what the teacher says, the teacher usually brings pictures or real objects that match with learning theme for the day.

At the *TK Khairul Imam*, there are no special hours for learning the language English but learning English is directly included in the the scope of daily learning content as mentioned in Data 2 below.

> "There are no specific hours for English lessons here, but every day there must be vocabulary and daily interactive given to children."

The vocabulary is not only teaching and learning in basic English, but also during opening, closing, command and give compliment activities as shown in Data 3 below.

> "English is not only used during learning but also used during opening and closing activities such as good morning, good afternoon, how are you today, are you happy. During core learning, the emphasis is more on vocabulary according to the theme. Teachers also often praise good job, you are the best. And also give commands like let's go, wait a minute, sit down please."

It is clear that in language teaching there is no special hour in English, but it is directly applied in opening activities, core learning, closing activities, command and giving compliments in every day. The teacher emphasizes more about vocabulary and daily interactive according to the theme learned in the core learning activities. During the opening and closing parts the teacher always familiarizes greeting sentences in English. The teacher also gives a compliment to pupil by using English. The expression are for example: good morning; good afternoon; how are you; are you happy; fo you like it; thankyou; wait a minute; sorry; good job; you are the best; sit down please; come here. It aims to make pupils accustomed to pronouncing English vocabulary by practicing in their daily life at school so that the pupils will be more fluent in pronouncing it and understand the meaning of the word.

4.2 Aspect of the Implementation of Learning English with TPR Method.

The implementation of learning process requires several aspects to run smoothly and produce good activities as follows:

Application of English material

Process of implementing learning English at *TK Khairul Imam* cannot be separated from the aspect of the curriculum. Curriculum for teachers is the most important and essential element. The curriculum implemented at the school is the 2013 curriculum. Modifications are performed to accomodate the condition of the students as proved in Data 4 below.

> "We use the 2013 curriculum according to government recommendations, but we make a few modifications to suit children's abilities in the learning process. We have an English lesson guide for kids which contains vocabulary and daily interactive that must be taught to children. So every day there is a new vocabulary for children according to the learning theme given that day."

Data 4 abovel shows that the learning process at the school cannot be separated from the curriculum developed to support English learning process. *TK Khairul Imam* made English lesson for pupils as the guidance. There is development materials that include vocabulary and daily interactive that must be learned by every pupil. there would be assessments for developmental materials. So, there is a vocabulary that must be taught to pupil every day based on the order of existing vocabulary and based on the themes of ongoing learning.

Student role

In the TPR method, the students have a major role as a listener and executor of the movement. They listen attentively and respond appropriately and physically to the commands given by the teacher. At *TK Khairul Imam*, when learning English, students are expected to be able to listen carefully to what the teacher says then they continue with language activities and movements according to the command given.

Teacher Role

In TPR method, teacher plays the role as an active director. The teacher decides what to teach, becomes a model and presents new material. Teacher also chooses the supporting materials used in the classroom. On implementation of English learning at TK Khairul Imam, teacher's roel is important. Teachers are components that must exist in every provider of an education. The more competent and experienced teachers are, the better the quality services provided to pupils.

A teacher must understand that every child has different ways or styles of learning. Teacher has to choose the best learning method can be used to make the children easily understand the lesson. This is in accordance with Data 5 below.

> "Every child has different strengths, weaknesses, and behaviors. Children's learning abilities also vary. Therefore, teachers must use learning methods that are easily understood by children."

At the *TK Khairul Imam*, the teacher in learning English also uses a lot of methods. but as stated in Data 6 below, the more frequently used method is the Total Physical Response (TPR) method.

> "Learning English at *TK Khairul Imam* actually uses a lot of methods such as using the GTM method or the audiolingual method. But here more often use the TPR method. Sometimes, this TPR method is also combined with other methods."

Data 6 above shows that TPR is sometimes combined with other methods such as singing which makes pupils will be happier when learning process. This method is also quite possible to make pupils understand when learning English. Teachers must understand pupil's learning styles, and must be able to make pupil understand what is being taught by making a method that can covers all learning styles of pupils. TPR method uses several elements. Teacher gives pronunciation that contains elements of command, then the student will respond logically and verbally and continue with physical movements.

4.3 Stages of Implementing of TPR Method in Learning English

Teachers must understand what stages are carried out in the implementation of the TPR method in learning English to make learning process run optimally. The stages of implementing TPR method in learning English at *TK Khairul Imam* are as follows:.

Vocabulary are introduced to pupil through pictures or real objects.

This activity can cover pupil's visual learning styles. Pupils will remember faster and stronger by looking pictures or real objects displayed. By visual method, the pupil will have a strong memory of shapes, colors, and artistic understanding about something.

In this activity, the teacher must be able to pronounce the English correctly, so that the pupils understand and follow with the correct pronunciation as well. But there are a few obstacles experienced by the teacher in this stage as shown in Data 7 below.

> "The teacher here is basically not very good at pronouncing words in English, so sometimes there are difficulties so you have to practice more often, because the words conveyed must be understood correctly by the children."

Based on data 7 above, the teachers at *TK Khairul Imam* have difficulty with pronouncing words in English because they are also still learning. The teacher should be make a preparation by practicing the pronountiation of the words at lesson plan before teaching.

Vocabulary is repeated by the teacher slowly several times in a sequence.

This stage includes the auditory learning style of pupil. Auditory learning style has a better sense of hearing and more focus. Students will understand the words easily using this style of learning. The most important thing in this stage is to adjust the speed between the teacher in teaching and the pupils in learning.

Sentences in the form of commands are introduced to pupil gradually.

Command sentences are introduced to the child gradually one by one in sequence, such as (walk and take this apple, and then say to your friends "this is apple"). The teacher repeats one command sentence several times before goes to the next command sentence. The teacher must make a regular order when delivering sentences. Furthermore, the teacher can make a random sequence of the command sentences and it is hoped that the child can imitate the movements of the ordered sentences that have been scrambled. Finally, the objects mentioned and command sentences are given to the pupils. Then the pupils were asked to perform the command based on the sequence of movements given. This activity involves the children's kinesthetic learning style by involving the children's movement styles or motoric activities. When the children mentions vocabulary, the language intelligence of the children also develop. However, at this stage, sometimes, some pupils feel reluctant when asked to demonstrate a movementor language that can be taught using commands, as shown in data 8 below.

> "In applying the TPR method, not all children want to move, for example when introducing simple movements, standing up. There are children who do not want to participate. Maybe that's because every child is different. There are children who are shy, are feeling reluctant or maybe are not excited to learn."

In the implementation of TPR method in learning process at the *TK Khairul Imam*, the teacher also teaches English by providing a variety of methods combined with singing activities. Data 9 below proves it.

> "Learning in Kindergarten is indeed accompanied by playing which of course has to be fun. Therefore, the TPR method must still be combined with other methods such as singing so that children do not feel bored and can understand lessons easily." (Data 9).

Based data 9 above, TPR method sometimes should combined with other learning methods such as singing method or the simple gymnastic movement method. It is necessary that in early childhood learning it must apply a fun way so that pupils do not get bored. By using singing and movement they will feel more relax and interested in following the instructions given by the teacher. Introducing adjectives, like happy, sad, cry, angry, for examples, sometimes is quite difficult if only applied with the TPR method. Therefore, teacher needs to combine several methods so that pupil can understand the material given. Data 10 below proves it.

> "The TPR method is combined with the singing method with the aim that learning is more interesting and the children don't feel bored so they can understand the vocabulary being taught."

The teacher gave a song with a variety of movements that match with the lyrics. This song is introduced to pupils about various verbs. In the initial stage, the teacher sings first and then next sing with movement. After that the pupils were asked to imitate the song and the movement with one stanza. Data 11 below proves it.

> "Hello, hello.
> Can you clap your hands? (the pupils clap they hands)

Hello, hello.
Can you clap your hands? (the pupils clap they hands)
Can you stretch up high? (the pupils tiptoe)
Can you touch your toes? (the pupils touch they toes)
Can you turn around? (the pupils do circular motion)
Can you say, "Hello?" (the pupils say "hello")."

5. Conclusion

Based on the discussion, the conclusion is that implementation of learning English with TPR method at *TK Khairul Imam* uses aspects of the TPR method in learning process in the class such as opening, closing, commanding and giving praise. The method is also applied outside of class hours. TPR method is appropriate to be implemented in English teaching and learning process for the kindergarten students at *TK Khairul Imam Medan*. In teaching English, the teacher also combines TPR method with the English song in order to make the students interest to join the English teaching process in the classroom. Teacher's response can use supporting media such as real objects, posters, pictures, and flashcards in learning English. It is to make easier for kindergarten pupils to learn new vocabulary. The barrier to the implementation of the method in learning English is the pupil who has a shy nature, and sometimes does not want to follow orders that the teacher gives.

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REVENGE IN CHRIS MORGAN'S MOVIE *FAST AND FURIOUS 7*

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Abstract

This study is conducted to analyze revenge reflected in *Fast and Furious 7* movie, and to find out the factors and the ways the antagonist's revenge in the movie script. This study uses the theory from Baron, Byrne and Branscombe for the factors of revenge, and the theory from Mc Cullaugh for the ways how the antagonist takes the revenge. The factors of revenge analyzed in the movie script are anger (aggressiveness) and injustice. The ways of revenge being analyzed are threatening (doing terror), murdering (homicide), and aggression (attacking). The descriptive qualitative method was applied because the process of the result and discussion are accomplished descriptively. The descriptive qualitative method was applied to describe the factors and the ways the antagonist takes the revenge from the dialogue in the movie script. The results of this study show that the antagonist takes the revenge because his brother is defeated by the protagonist. The antagonist keeps giving terror to the protagonist in the movie to take the revenge.

Keywords: *aggression; anger; injustice; homicide; revenge; terror*

1. Introduction

The movie *Fast and Furious 7* was starred by Vin Diesel as Dominic Toretto, Paul Walker as Brian O'Conner, Dwayne Johnson as Luke Hobbs, Michelle Rodriguez as Letty, Tyrese Gibson as Roman Pearce, Chris "Ludacris" Bridges as Tej Parker, Jordana Brewster as Mia Toretto, Djimon Hounsou as Jakande, Kurt Russell as Frank Petty, and Jason Statham as Deckard Shaw. In the movie, Dominic Toretto, Brian O'Conner, and the rest of their team, have returned to the United States to live normal lives after securing amnesty for their past crimes. Then, Deckard Shaw, a rogue special-forces assassin seeking to avenge his comatose younger brother, puts the team in danger once again. After defeating Owen Shaw, Dom, Brian and the team have returned to the United States to live normal lives. Brian accustoms himself to live as a father; while, Dom tries to help Letty Ortiz regain her memory. Meanwhile, Owen's older brother, Deckard, breaks into the hospital where the comatose Owen is held, before breaking into the DSS office in Los Angeles to extract profiles of Dom's crew.

After revealing his identity, Deckard fights Luke Hobbs and escapes, detonating a bomb that several injures Hobbs. Dom later learns from his sister Mia that she is pregnant again and convinces her to tell Brian. However, a letter bomb, sent from

Tokyo, explodes and destroys the Toretto house shortly after Han Lue, a member of Dom's team, is apparently killed by Deckard in Tokyo. Dom travels to Tokyo to retrieve Han's body and acquires the objects found at the crash site from Han's friend, Sean Boswell. Owen Shaw's brother, Deckard Shaw, is out killing Dom's crew one by one and doing terror for revenge since his brother was defeated by Dom's crew. He thinks that taking revenge is the way to get justice. On the other case, a Somalian terrorist called Jakarde and a shady government official called "Mr. Nobody" are both competing to steal a computer program called "God's Eye," that can turn any technological device into weapon. Torretto must reconvene with his team to stop Shaw and retrieve the God's Eye program while caught in a power struggle between the terrorist and the United States government.

Based on the statements above, this study discusses the factors of revenge namely anger (aggressiveness) and injustice. It also discusses the ways of revenge such as threatening (doing terror), murdering (homicide), and aggression (attacking). This research is expected to provide additional understanding of English literature students about the *Fast and Furious 7* movie. It is hoped that this study can be useful for the development of knowledge, and it can also be applied for every life.

2. Literature Review

Movie is one branch of the art that usually contains someone's life story, fiction, and biography as an entertainment the people. Movie usually describes about love, life, politic, violence etc. According to Hornby (2006:950), movie means a series of moving picture recorded with sound that tells a story, shown at cinema/movie. Movie or film is a term that encompassed individual motion pictures, the field of movie as an art form, and the motion pictures industry. Movies are produced by recording image from the world with cameras, or by creating images using animation techniques or special effect.

Santosa et.all (2008: 90) says that antagonist is the role of the opponent, because he is often the enemy who causes the conflict to occur. The protagonist and antagonist must allow for a fight, and the conflict must develop to a climax. The antagonist must have a strong and contradictory character to the protagonist.

According to Holman and Harmon (1992: 26), antagonist is the character directly opposed to the protagonist: a rival, opponent, or enemy of the protagonist. According to Merriam Webster's Collegiate Dictionary (2003: 51), antagonist has two meanings. First, he is the one that contends with or opposes another: adversary, opponent, and second, he is an agent of psychological antagonism.

An antagonist in literature is usually a character or a group of characters that oppose the story's main character, who is known as the protagonist. An antagonist may also be a force or institution, such as a government, with which the protagonist must contend.

From the understanding of antagonist above, it can be concluded that antagonist is the opponent of the protagonist that makes conflict in the story. As the opposite of protagonist in the story, antagonist character is usually having bad personality. The antagonist character usually causes conflict, disaster, accident environment and society, social rules, moral values, authority and etc.

Revenge is an act of someone who commit an act of payback to whom who hurt that person to achieve the feeling of satisfaction. The desire for revenge can be a

person's motivation to kill, hurt others and even the occurrence of international conflicts (Mc Cullaugh, 2008).

According to Govier (2002: 2) when people seek revenge, they seek satisfaction by attempted to harm the other as a retaliatory measure. Each of individuals as human being has the desire to avenge someone who treats them bad, to those who destroy their lives, or to those who only threaten their identity as human being in a certain place, culture, and belief. Such things seem ordinary or even less influential, but basically humans are created to have a sense of revenge, wanting people to feel the same way they feel when others do negative treatments or hurt their lives and feelings.

Revenge is an act of repaying the actions of others in hopes of getting a better feeling, more valuable and returning a sense of justice in a person but a better feeling is only temporary and sometimes creates a new danger for people who take revenge (Baron, Byrne and Branscombe, 2005). Revenge is considered to be the most effective way of eliminating pain and a real form of demanding equal treatment that must be accepted by individuals. Equality is an absolute thing which belongs to everyone. The same treatments, rights, and obligations received between one person and another will lead to a balanced life. Conversely, when there are differences in treatments, rights, and obligations received by individuals, especially if these things lead to something that causes pain or damage such as oppression, betrayal, injustice, and aggressiveness (anger) then there will be a desire to demand equality. Oppression, betrayal, injustice, and aggressiveness (anger) are forms of negative treatments that trigger an individual to do resistances one of the ways is by taking revenge (Baron, Byrne and Branscombe, 2005).

From the description above, there are some factors of revenge, they are betrayal, injustice, oppression, and anger (aggressiveness). The factors that are related to this research are anger (aggressiveness) and injustice.

Anger (Aggressiveness)

Taylor (2009) explains the behavior of aggression, also explains that the feelings aggression or what is known as anger. Anger is someone's internal feelings which is not always reflected in the form of aggression behavior. There are several sources of anger such as attack, frustration, expectations of retaliation, and competition.

Injustice

According to Collins dictionary (2021), injustice means a lack of fairness in a situation. People that treated unfairly can feel injustice and cause a revenge. People's use of revenge to restore justice is also hypothesized to be psychologically beneficial. The writer found some definitions of revenge by experts in the same article by Karina Schumann and Michael Ross (2010) those are: according to Equity theory (and like formulations), individuals experience distress when they have been treated unfairly (Adams, 1965; Walster (Walster & Berscheid, 1978).

There are three ways of revenge discussed in this study, namely, threatening (doing terror), murdering (homicide), and aggression (attacking).

Threatening (Doing Terror)

Threats are one's intention to damage others (Prunckun, 2019). Threats can be made against entities together with individuals, companies, even state. In the context of

this research, the threat analysis carried out is more directed at the death threats against the protagonist. This is done as a form of revenge by the antagonist.

Threat capability is a capability from threat agents in carrying out attacks against targets. There are 2 (two) elements in threat capability, namely the knowledge element (knowledge) and resources (resources). Knowledge is defined as information that owned by perpetrators who can use it to achieve the goal. While resources can be defined as the ability/experience and necessary equipment for implement the plan of the perpetrator.

Murdering (Homicide)

Murdering means the killing of one human being by another human being. Murdering may be justifiable, excusable or criminal, depending upon the circumstances of the killing and the state of mind of the killer.

The definition of homicide appears sincere: a homicide occurs when there is a dead person and the cause of death can be attributed to another person. However, in practice things are not so simple. A first observation is that there can be different levels of motivation, involvement, or responsibility on the part of the person causing the death. It may be a death by accident, through negligent behavior, or the offender can be considered legally accountable although the death of the victim was something that the offender did not want to happen. Another difference can be in planning: the killing either happened in the heat of the moment or was planned beforehand.

Aggression (Attacking)

Aggression generally acknowledged as maladaptive and destructive behavior. In general, aggression is defined as behaviors that can be seen and are intended to harm others which involve at least two people (Baron, Byrne & Branscombe, 2007; Bushman & Huesmann, 2010).

According to Green (2001), in another definition of aggression defined aggression as behavior in delivery an aversive stimulus from one person to another, with intent to harm and with an expectation of causing such harm, when the other person is motivated to escape or avoid the stimulus. In fact, aggression can be distinguished between their forms (which include physical, verbal, direct, indirect, displaced, passive and active) and functions of aggression (which include reactive and proactive aggression).

3. Research Method

The research design adopted in this study is descriptive qualitative because the process of the analysis and the findings are accomplished descriptively. The qualitative approach in which the form of data is utterances was used by using library research study. According to Zeid (2004), library research is research used library sources to get the data. On the other side, the library research uses the library sources to collect and analyze the data. In this research, the researchers uses some sources and books as references. It also was limited on the library research because the data does not come from field and the data of research are collected from various references. The researchers used documentation in collecting the data. The study is conducted by analyzing the obtained data related to the research problem. The data analysis is formulated into the aspects of antagonist's revenge in *Fast and Furious 7* movie script.

4. Discussion

The analysis focuses on the factors of revenge and how the antagonist takes the revenge in the movie. The factors of revenge related to the story include anger (aggressiveness) and injustice.

4.1 Factors of Revenge

Anger (Aggressiveness)

Anger is an emotion characterized by antagonism toward someone or something they feel has deliberately done them wrong. In this research, the antagonist feels angry because his brother was defeated by the protagonist and caused his brother dying. So, he decided to take revenge to the protagonist. It can be seen from the dialogue below:



Figure1. Shaw tells his anger to Hobbs

(Data 1: Dialogue on 00:13:42 to 00:14:22)

Shaw is hacking Hobb's computer in the US Diplomatic Security Service. After that, Hobbs comes and talks to him.
Shaw: Agent Hobbs, right?
Hobbs: That's right. I'm also the last man on Earth whose computer you want to be hacking into. You just earned yourself a dance with the devil, boy. You're under arrest.
Shaw: I don't care about your computer. I'm here for the team that crippled my brother.
Hobbs: There ain't no goddamn team. It was just one man, and he's standing right in front of you.
Shaw: The lady was right. You're a terrible liar.
Then, Shaw attacks Hobbs by kicking him and shatter a glass door. Shaw tries to cripple Hobbs (Fast and Furious 7, 2017).

In the data 1 (Dialogue on 00:13:42 to 00:14:22), Shaw comes to US Diplomatic Security System. He is hacking Hobbs' computer while waiting to Hobbs to finally find him. He meets Hobbs to take revenge because Hobbs and Dom's team cripple his brother. It makes him mad because he always defends his brother, until Dom's team successfully defeat his brother. So, he comes and wants to destroy everything related to Dom's team as a revenge. He tried to kill Hobbs by beating him up, stabbing him with a knife, and also throwing a bomb towards him and his partner, Elena.



Figure 2. Shaw tells Dom about his revenge

(Data 2: Dialogue on 00:31:38 to 00:32:10)

Shaw: You never should have messed with a man's family.
Dom: I told your brother the same thing. Reinforced your chassis. It's like going into a ring with weighted gloves.
Shaw: Your mistake. I'm not here to play games. See, you and me, we're from different worlds. Trust me, I've seen a lot meaner streets than the ones you're used to.
Dom: Stick around. It's gonna get a lot meaner.
Shaw: (Pointing a gun towards Dom) You thought this was gonna be a street fight? (Fast and Furious 7, 2017).

In the data 2 (Dialogue on 00:31:38 to 00:32:10), Shaw tells Dom that having a messed with a man's family is the worst. He will do anything to do revenge for his crippled brother. He will always defend his brother no matter what the situation is. No one is allowed to hurt his brother. He can kill anybody that hurts his brother as a revenge. That is why he tried to kill Dom with a gun.

Injustice

Injustice means a lack of fairness in a situation. People that are treated unfairly can feel injustice and cause a revenge. In this study, the antagonist feels injustice because his brother is defeated by the protagonist. So, he decides to take revenge to the protagonist to make them suffered from the same way as his brother. It can be seen from the dialogue below:

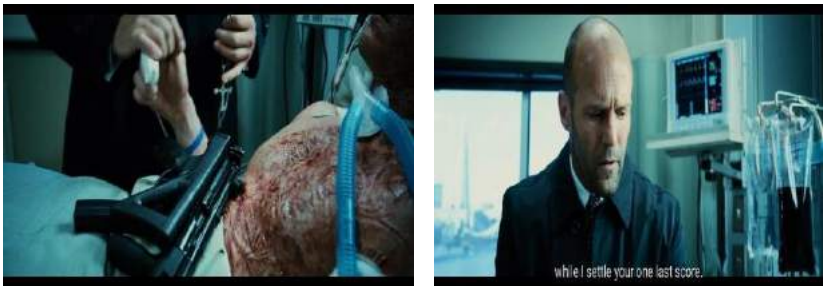


Figure 3. Shaw visits his brother in the hospital

(Data 3: Dialogue on 00:01:25 to 00:02:23)

In the hospital, Shaw is talking to his dying brother who is in intensive care.
Shaw: when we were kids, you'd start fights with the toughest bastard in the yard, but I was the one who had to step in and finish them.

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> *You'd steal from the corner shop, but it was me who'd brave the old man's belt. I'd hoped you'd outgrown it that playing the gengsta made you harder, smarter, better. But deep down, I guess I always knew you'd end up like this, despite everything I did teach you. Still, you're my flesh and blood. So you remain my cross to bear. Rest now little brother, while I settle you one last score.* (Fast and Furious 7, 2017)

In the data 3 (Dialogue on 00:01:25 to 00:02:23), Shaw is talking to his dying brother about how their past where he always saves his brother from the trouble that he made. Shaw always defends his brother. He hopes that the past can make his brother grow stronger, smarter and better. But still, his brother will always be his brother. He will always defend him no matter what. That is why he feels that it is injustice to see his brother defeated by people until dying and must get an intensive care in the hospital. So, he decides to take a revenge to the people who hurt his brother in order to make them feel that his brother feels. It is the main reason why the antagonist takes the revenge to the protagonist.

4.2 The Ways of the Antagonist's Revenge

Threatening (Doing Terror)

Threat means one's intention to damage others. In the context of this research, the threat analysis carried out is more directed at the death threats against the protagonist. This is done as a form of revenge by the antagonist. He sends a package to the protagonist to give them a clue that he has just killed one of their team. It can be seen from the dialogue below:



Figure 4. Shaw is doing terror to Dom's family

(Data 4: Dialogue on 00:18:38 to 00:18:49)

> *Shaw called Dom by phone to give a clue that he has just sent a terror.*
> *Dom: (answer the call) Yeah.*
> *Shaw: Dominic Toretto. You don't know me, but you're about to.*
> *Then Dom looks at his phone and finds that the called was from Tokyo, Japan. He immediately looks at the package in front of his house and realize that it is from Japan. He shouts out to his family to get down because he knows that the package is a terror. Less than five seconds, the package explodes and destroy their house.*
> (Fast and Furious 7, 2017).

In the data 4 (Dialogue on 00:18:38 to 00:18:49), Shaw calls Dom to give a terror by doing call using private number and sending a bomb to the Dom's house in order to

destroy Dom's family. He does it as the beginning of the revenge because his brother is defeated by Dom's team. He wants to injure and even kill all people around Dom including Dom's family.

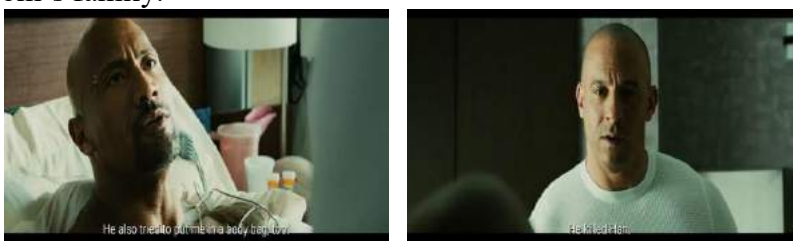


Figure 5. Dom visits Hobbs in the hospital

Data 5: (Dialogue on 00:22:34 to 00:23:10)

Dom visits Hobbs that has been injured by Shaw in the hospital.
Dom: He killed Han, and almost killed my family.
Hobbs: He also tried to put me in a body bag, too. Which is why when I get out, I'm gonna put a hurt on him so bad. He's gonna wish his mama had kept her legs closed. But until then, my official answer to you is stand down.
Dom: Now, you know I can't do that.
Hobbs: I do know you, Dom. Which is why now I give you the brother-to-brother answer. You do whatever it is you gotta do. When you find that sumbitch, just do me one favor.
Dom: What's that?
Hobbs: Don't miss (Fast and Furious 7, 2017).

In the data 5 (Dialogue on 00:22:34 to 00:23:10), Dom visits Hobbs in the hospital and informs that Han was killed by Shaw. He also sent a bomb to his house that almost killed his family. Not only to Dom, Hobbs also injured by Shaw. He beats up Hobbs and also destroys US Diplomatic Security Service by throwing a grenade. Dom cannot let Shaw harm people around him. So, he wants to stop Shaw and bring him to prison. But, both of Dom and Hobbs know that Shaw will not be easy to stop because he is just like a monster. The military sends 20 elite operatives to retire him six years ago but they failed. And now is Dom's turn to retire him. They wish that Dom's team will not fail because Shaw is the real evil.



Figure 6. Dom's team is in the Han's funeral

(Data 6: Dialogue on 00:28:10 to 00:28:50)

Dom's team is in the Han's funeral.
Roman: I can't do no more funerals.

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Tej: First Han. Now Hobbs is laid up, of all people.
(Dom realizes that they are being watched by Shaw from a distance)
Tej: we're being hunted. You know he's out there somewhere watching, right?
Brian: I also. Means he's close.
Roman: Just promise me, Brian, no more funerals.
Brian: Just one more. His.
After that, Dom drives his car and try to chase Shaw that has been watching them at the Han's funeral (Fast and Furious 7, 2017).

In the data 6 (Dialogue on 00:28:10 to 00:28:50), Dom and the team attend Han's funeral. At there, they realize that they are watched and hunted by Shaw. Dom immediately runs to his car and try to chase him. Shaw does it to trap Dom's team so that he can take the revenge by killing them one by one. He cannot accept that his brother was defeated by Dom's team. That is why he wants to make Dom's team endure.

Murdering (Homicide)

Murdering means the killing of one human being by another human being. Murdering may be justifiable, excusable or criminal, depending upon the circumstances of the killing and the state of mind of the killer. In this context, the antagonist kills the protagonist as the way of revenge. He does it as the beginning of the revenge. It can be seen from the dialogue below:



Figure 7. Han is being killed by Shaw

(Data 7: Dialogue on 00:18:40 to 00:18:45)

Shaw killed Han in Tokyo, Japan. He killed Han by crashing his car to Han's. It destroyed Han's car and made him died horribly. After killing Han, Shaw called Dom and gave a clue about a terror that he has sent to Dom's house (Fast and Furious 7, 2017).

In the data 7 (Dialogue on 00:18:40 to 00:18:45), it can be seen that Han is killed by Shaw. He does it as a part of revenge because Han is Dom's team. He would like to kill them one by one so that they will suffer just like what has happened to his brother.



Figure 8. Hobbs explains about who tried to kill him

(Data 8: Dialogue 00:21:32 to 00:22:24)

Dom visits Hobbs in the hospital to ask who was trying to kill him.
Dom: who did this?
Hobbs: You remember Owen Shaw? The one we tore half of London down trying to get. Well, this is his big bad brother. Take a look at this. (Hobbs gives Dom a document)
Dom: (read the document) Deckard Shaw. British Special Forces assassin.
Hobbs: The kind of unique asset that no government would ever admit to employing.
Dom: Black Ops boys.
Hobbs: Worse. They created a monster. They felt Shaw was a necessary evil until eventually they decided he was unnecessary. The powers that be felt that he knew just a little bit too much. The asset became a liability. So, they sent in 20 elite operatives to retire him.
Dom: And they missed.
Hobbs: That was six years ago, and Shaw's been a ghost ever since.
Dom: Until now (Fast and Furious 7, 2017).

In the data 8 dialogue 00:21:32 to 00:22:24), Dom asks who is trying to kill Hobbs. Then, Hobbs tells him that it is Deckard Shaw trying to kill him. Hobbs gives him a document containing detailed information about who is Deckard Shaw. He is big brother of Owen Shaw that they have defeated before. Now Deckard Shaw comes to take revenge to Dom's team. Shaw is not an ordinary people. He is a British Special Force Assassin. It means that it will be very dangerous to Dom's crew.

Aggression (Attacking)

Aggression is defined as behaviors that can be seen and are intended to harm others which involve at least two people. For example, fighting, hitting, kicking, biting, punching, scratching, stabbing etc. It can be seen from the dialogue below:



Figure 9. Shaw is attacking Hobbs

(Data 9: Dialogue 00:15:00 to 00:16:05)

Shaw attacks Hobbs by beating him up that creates a mess in the US Diplomatic Security Service. Shaw also stabbed him with a knife and threw a bomb towards Hobbs and his partner, Elena. It makes Hobbs jumped from upstairs to save himself and his partner from the explosion. It caused an injury to Hobbs (Fast and Furious 7, 2017).

In the data 9 (Dialogue 00:15:00 to 00:16:05), Shaw takes the revenge by attacking Dom's team one by one. It starts from Hobbs. Not only injures Hobbs but he

also destroys US Diplomatic Security Service. The aggression that he does also can be found in the dialogue below:



Figure 10. Shaw attack Dom using a gun

(Data 10: Dialogue on 00:30:50 to 00:31:15)

> *Dom realized that Shaw was watching their team in Han's funeral and tried to chase him by driving a car. Then, they stop in a tunnel and Shaw crashes his car to Dom's in order to injure Dom. Both of their cars are broken. They get out of the car and start fighting. Shaw points a gun and about to shoot Dom.*
> *Shaw: (pointed a gun) You thought this was gonna be a street fight?* (Fast and Furious 7, 2017).

In the data 10 (Dialogue on 00:30:50 to 00:31:15), Shaw tries to kill Dom using a gun. He does the revenge by doing terror and making Dom's team feel hunted. He keeps watching Dom's team and when there is a chance he will try to injure or even kill the team. He is a professional assassin. It will not be easy to stop him doing revenge.

5. Conclusion

After the analysis on revenge including the factors and the way of revenge was conducted, several points can be concluded. There are two factors of revenge that can be found in the *Fast and Furious 7* movie. They are anger and injustice. The ways of revenge that the antagonist takes in the movie are threatening (doing terror), murdering (homicide), and aggression (attacking). Anger (aggressiveness) occurs because the antagonist's brother is defeated by the protagonist. It is the main reason why the antagonist takes the revenge. The antagonist' terror is that he sends a bomb to the protagonist's house to kill all of the protagonist's family. Besides doing terror, the antagonist also kills protagonist's team and attacks them in order to make them endure.

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ABNORMAL BEHAVIORS IN OKKY MADASARI'S NOVEL *BOUND* IN THE PERSPECTIVE OF PSYCHOLOGICAL PROBLEMS

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Abstract

This research aimed to describe the abnormal behavior and the factors causing the abnormal behavior experienced by the first character in Okky Madasari's novel *Bound*. The qualitative-descriptive study was used in this research. The research focused on the problems related to the Sasana's abnormal behaviors. Sasana is the first character in the novel. The abnormal behaviors in the novel were analyzed by implementing the abnormal psychology. The data collection techniques used in this study were reading and note-taking techniques. The depiction of the abnormal behaviors experienced by the first character, and the factors of the behaviors are described based on the collected data both in the form of sentences and paragraphs contained in the data source. The results show that the abnormal behaviors happen to the first characters in the novel. The abnormal behaviors in this novel include being interested in things related to women, wearing women's clothes, behaving like a girl, and feeling jealous of his sister. Besides, the factors that cause the abnormal behaviors of the first character are biological factors and socio-cultural factors.

Keywords: *abnormal behavior; biological factors; socio-cultural factors*

1. Introduction

Literary works, especially novels, always feature characters who describe the human psyche even though the picture of the characters is only fiction. With that fact, literary works are involved in aspects of human life including psychology. The research using a psychological approach to literary works is a form of understanding literary works from a psychological perspective because every character in literary works, especially novels, is always given a human body and soul in his life. One of the novels that contains this point of view is the novel *Bound* by Okky Madasari.

This novel is included in literary psychology because it tells a lot about psychological processes and activities. According to Minderop (2011: 53) psychological fiction is a term used to describe a novel that struggles with spiritual, emotional and mental characters by studying character rather than studying plot or events. As explained by Ratna (2003:343), basically literary psychology pays attention to the psychological problems of fictional characters contained in literary works.

Psychological problems are caused by health irregularities with psychological behavior that leads to thought, feeling, and mental disorders caused by biological, social, and genetic disorders. Psychological problems can also be said to be abnormal behavior because an individual performs actions that are not the same as someone in general.

In the novel *Bound*, Okky Madasari tells the life journey of the main character named Sasana who since childhood was more interested in things related to women such as clothes, shoes, and also makeup tools. Sasana likes it when she wears women's clothes and behaves like a girl. Sasana even felt jealous of his own sister because he was born as a girl while he was a boy. Sasana increasingly regrets being born as a boy. He was sent to a male-only high school which caused him to be bullied.

This study discusses abnormal behaviors experienced by the main character in the *Bound* novel. There are two aspects discussed in the analysis. They are abnormal behaviors of the first character and the factors that cause the abnormal behaviors in the perspective of psychological problem. The researchers did not discuss other aspects which are not related to the study. Therefore, the researchers limit the problem only to the character, Sasana. The reason why the researchers only examine the character Sasana is because in the novel, this character is the most prominent in terms of abnormal behaviors. The results of this study are expected to provide knowledge to the society about abnormal behaviors in the perspective of psychological problem and the factors that cause them. In addition, this research is expected to be used as a reference for other similar studies and to provide positive input for evaluating. The results of this study are also useful for enriching references on literary studies, especially in novels.

2. Literature Review

Psychology is a science that can be related to literary works because psychology itself leads to a science that investigates and studies behavior and activities in which these behaviors and activities are manifestations of mental life (Walgito, 2002:13).

Psychology and literature are closely related because often the characters, situations and plots formed in novels or dramas are in accordance with the existence of psychology, because authors sometimes use psychological theories in describing characters and their environment (Wellek & Warren, 1995: 106).

Psychology and literature basically have something in common, namely that both sciences are sciences with the object of study of humans and their lives. Psychology itself is the science of human consciousness and the behavior of individuals who talk about the soul so that the science of literary psychology is appropriate if it is used to examine literary works, both characters and authors by using various concepts and theories in psychology.

As it is known that the behavior or activities that exist in individuals do not arise by themselves but arise because of the stimulus or stimuli that affect the individual. The environment is one of the factors that is quite influential because it becomes the formation of an individual's personality.

One type of the behaviour is abnormal behavior. It is an emotional condition such as anxiety and depression that is not in accordance with the situation so that it can be said to deviate from normal behavior. The standard of normal behavior itself varies from each community group. In essence, the concept of normality and abnormality is very vague, because individual habits and attitudes that are perceived as normal by a group of people can be considered as abnormalities by other cultural groups. Individuals

who are considered abnormal by several generations before us, for example, are considered normal at this time (Kartono 2009: 2).

An abnormal personality is generally accompanied by psychological problem. Abnormal people are always filled with many inner conflicts, unstable souls, without attention to their environment, separated from society, always anxious and afraid, and the emergence of behavioral problems.

According to S. Nevid, A. Rathus, and Greene (2003: 5) there are some of the most common criteria for determining or measuring abnormalities. Some of the criteria referred to are unusual behavior, behavior that is socially unacceptable or violates social norms, wrong perceptions or interpretations of reality, being in significant personal stress, maladaptive or self-defeating behavior, and dangerous behavior.

S. Nevid, A. Rathus and Greene (2003: 5) also stated the factors causing abnormal behavior, who classified abnormal according to the DSM model. Classification of causes for each type of abnormal behavior according to the DSM model based on cognitive, biological and socio-cultural factors.

1) Cognitive Factor

The focus from a cognitive perspective is on the role of distorted and dysfunctional ways of thinking that may play a role in the development of anxiety disorders. These cognitive factors include excessive sensitivity to threats and self-defeating or irrational beliefs. Beck & Clark (1997) suggested that oversensitivity to threat signals is a major feature of anxiety disorders. We all have internal alarm systems that are sensitive to threat signals. This system had an evolutionary advantage for early humans as it increased the chances of survival in a hostility-laden environment. The emotion of fear is a key element in this alarm system and may have motivated our ancestors to take defensive action.

Today's people with anxiety disorders may have inherited highly sensitive internal alarms that make them extraordinarily responsive to threat signals. Instead of helping them to effectively deal with threats, it's a possibility led them to inappropriately anxious reactions in response to a range of signals that do not actually harm them.

In addition to being overly sensitive to threats, another cognitive factor is self-defeating beliefs or irrational beliefs. Self-defeating thoughts can increase and perpetuate anxiety disorders and phobias. Irrational thoughts intensify autonomic arousal, interrupting plans, increase the aversiveness of stimuli, encourage avoidance behavior and decrease self-efficacy in relation to one's ability to control the situation.

2) Biological Factor

Biological factors in terms of including genetic factors, neurotransmitters and biochemical aspects. Genetic factors are one of the important factors that may underlie the easy development of personality disorders because most personality disorders are caused by family factors and partly due to environmental factors. This genetic factor can be in the form of physical abnormalities and psychological disorders that occur due to birth, which may be other family members who experience the same thing.

In addition to genetic factors, other factors related to biological factors are neurotransmitters. According to Gooddart *et al* (2001) the neurotransmitter that affects anxiety is called gamma aminobutryric acid (GABA). GABA is an inhibitory neurotransmitter, which means it reduces the overactivity of the nervous system and

dampens stress responses. Research shows that people with acute panic disorder show low levels of GABA in several parts of the brain.

The third factor which includes biological factors is the biochemical aspect. Support for a biological basis for the biochemical aspects of panic disorder is found in studies showing that people with panic disorder when compared with a group of non-panic disorder patients, they are more prone to experiencing anxiety, and panic symptoms in response to biological challenges such as infusion of sodium lactate or manipulation of carbon dioxide (CO2) in the blood either through intensive hyperventilation (which reduces the level of CO2 in the blood) or inhalation of carbon dioxide (which increases CO2).

3) Socio-cultural Factor

Abnormal or normal behavior depends on social or the influence of the cultural environment in which they live (Kartono, 2009: 5). In this case, the family including the social system is also influential in abnormal development.

Environmental conditions in modern life as it is today can also make it difficult for a person to obtain and maintain a stable self-identity. In addition to parenting and family conditions, other factors that can cause psychological disorders are economic level, housing, education level, minority group problems which include prejudice and inadequate health facilities, education and welfare, racial and religious influences and values.

3. Research Method

In conducting this research, it uses the theory of abnormal behaviour by Nevid,. Rathus, and Greene (2003: 5). Their theory is to explain the first character's abnormal behaviour and the factors of the abnormal behaviour. This study was conducted as by applying qualitative study by using descriptive analytical method. Descriptive analytical method is done by describing the facts. Then, it is proceeded with analysis. This method is not alone to describe but also to provide understanding and explanation (Ratna, 2013: 53). The data collection technique used in this study was reading and note-taking technique. The steps in reading are repeated readings three times so that researchers can find and understand the contents of the novel about the abnormal behaviors experienced by the characters, and the factors of abnormal behavior; identifying the abnormal behaviors and the factors; and the last analyzing the collected data. To analyze the data, this study used a qualitative descriptive analysis technique. The depiction of the abnormal behavior experienced by the first character, and the factors are described based on the data collected both in the form of sentences and paragraphs contained in the novel *Bound*.

4. Discussion

4.1 The First Character's Abnormal Behaviour

Being Interested in Things Related to Women

Sasana was born as a male and has a body condition like a real man in general. However, since childhood Sasana showed different things. The difference was initially shown by the pleasure of Sasana which tended to prefer things that smelled of women. Sasana prefers his sister's clothes and accessories. It can be seen in the following quotation.

> My sister was born when I was in fourt grade. A beautiful baby girl. Her cheeks were plump and smooth, her body tiny, her eyes wide. I adored her. I loved her more than anything else. I loved being near her, watching her, observing her movements, studying her smiles. I paid attention to all the clothes she wore. Pink dresses and cute shoes. (Madasari, 2015: 15).

The quotation above shows Sasana's desire to become a beautiful woman like his younger sister, Melati. Sasana likes to observe that his sister has a beautiful and charming face. This also inspired Sasa to show that he could be beautiful like his sister.

Sasana's interest in matters related to women became clearer when he studied in Malang. This was after he met Cak Jek, a street artist who brought Sasana become a singer with the appearance of a woman. Sasana has turned into a transgender. In this city Sasana found something that made him happy, after many years of waiting. Sasana was very happy when Cak Jek brought a set of women's clothes to wear while singing. Cak Jek took out one by one the contents of the plastic he was carrying: red shoes with high, pointy heels, miniskirts, and colorful sexy blouses. See the following quotation.

> Wow... they were all so beautiful. These were things that I'd wanted since I was little but could never have. What would I have done with them? Where could I have worn them? People would have thought I was out of my mind. (Madasari, 2015: 46).

Wearing Women's Clothes

When Sasana started singing with Cak Jek, Sasana had the ambition that he should become a professional dangdut singer. Sasana learned to be able to sing melodiously and learn to dance like a sexy singer, and to wearing women's clothes to support his appearance.

> I took the bra from Cak Jek and put it back on. The cups stuck out a little but they were still empty. I put on a sleevessred top, then wriggled into a black miniskirt…Oh la la… I suddenly felt incredibly sexy. I also felt beautiful. I wiggled my butt as I walked, mimicking the women I'd often seen at shopping centers. (Madasari, 2015: 48).

The quotation above shows Sasana's feeling that he feels sexy and beautiful, because he wears clothes and imitates the way the women he sees walk. While the following data shows how detailed Sasana is in what he wears.

> I bought an orange top with a low neckline. I paired it with a short, dark denim skirt. The shoes were orange, to match the rop. I prepared another set of clothes for later at night, a sexy red sequined dress that reached mid-thigh. I picked out gold shoes to go shoes to go with it. (Madasari, 2015: 65).

The data above shows just as a woman can be said to be a tomboy and feminime can be seen from his appearance. In this case, when Sasana transforms into Sasa, he likes to wear women's accessories, such as high heels, skirts and colorful blouses. Unlike other transgender women, Sasana who has transformed into this Sasa has good

taste in his appearance. He is good at mixing and matching clothes, subordinates and shoes that he uses to support his appearance when he become a singer.

Behaving like a Girl

Sasana has brought out his feminime sides. She has a feminime lifestyle, the feminime lifestyle is a form of lifestyle that indulges lust. The inappropriate behavior of Sasana is that as a man, he should look like a man. However, on the contrary, Sasana looked like a girl. The incompatibility of Sasana's behavior lies in his lifestyle which is not supposed to adopt a feminine lifestyle. Sasana wears women's clothing, uses powder and make-up like women, and uses women's accessories.

> What was wrong with the way I dressedor how I looked? This was my way of entertaining people and making them happy. And it madev me happy to get made up and dressed like this. So what was wrong? How dare they say that I could just be used? Damn them!
> (Madasari, 2015: 83).

Most people called Sasana by Sasa. His existence as Sasa is recognized by the people around him. The word of surprise and at the same time swearing is proof that they pay attention and admit that Sasa is among them. In addition, there are those who praise Sasana's appearance with the word "Good" which is a compliment which means it is appropriate to dress up as Sasa.

Feeling Jealous of His Sister

Sasana starts to envy his younger sibling's life, who looks much more fun than him. Also, Melati's beautiful face will radiate every day. This can be seen in the following quotation.

> Melati was brought up not much differently from me. but her life seemed much more fun.She was always smiling and laughing. day by day, her beauty shone through in her face. (Madasari, 2015:15).

The quotation above shows Sasana's jealousy towards his younger sibling whose life seems much more enjoyable than his life which seems boring. Also on all the beauty that his sister has can also be seen in the data below.

> For me, every part of her was a thing of beauty, a work of art, something to admire and envy. there were also the things she had: pretty clothes and shoes, fregrant powders, soft toys. everything I had was staid and boring by comparison. (Madasari, 2015: 26).

4.2 The Cause of Abnormal Behaviors

Biological Factor

Biological factors are more often associated with genetic factors, because genetic factors have an important role in the development of anxiety disorders. Anxiety disorder is a comprehensive sensation or fear, this is normal if it occurs in certain conditions, but can become abnormal if it occurs excessively and is not in accordance with the conditions or circumstances that are currently happening. Anxiety disorders can be diagnosed by the characteristics of specific phobic disorders, social phobia and post-traumatic stress.

Sasana experience specific disorders because they have an excessive fear of certain objects.

> The teacher would only stay an hour, but it felt much longer. I didn't like it. The piano no longer sounded beautiful in my ears. It had transformed into a series of discordant sounds that felt me feeling as though I was being chased or locked inside a room.
> (Madasari, 2015: 14).

Sasana had an inner conflict. He felt himself bored, but he was forced to learn the piano. The uncomfortable atmosphere within Sasana caused his mind to become unfocused, and the sounds made by the piano became noise.

Sasana also has a social phobia. Social phobia is an anxiety disorder that occurs in a person when he is in the midst of a group of people or a place that is crowded with people. Social phobia arises because of a tendency to feel inferior, fear and worry about rejection. The same thing happened to Sasana. Sasana is afraid that she will become the object of ridicule and gossip from the community.

> I could recognice an insulting look or a menacing gesture. These people showed none of that. Their smiles, their laughed, their way of talking about me reflected nothing more than their interest in me.
>
> Perhaps I was being too cocky, but I really did sense that. So why did I feel so derided in front of them? A few children straggled along behind me. We were like a carnival procession. (Madasari, 2015: 66).

Apart from his unnatural appearance, Sasana feels inferior when he is in the crowd because he is not a smart person. Even though he was actually a smart kid, he didn't go to college and chose to become a busker. His job as a busker with an unnatural appearance makes him a crisis of confidence. He considers himself inferior to others.

> I often felt ashamed to be around at times like those, listening to those bright and brave young university students, while I was just a street busker who hadn't even finished a year of university.
> (Madasari, 2015: 203).

Socio-Cultural Factor

Socio-cultural factors that influence abnormal behaviors include family parenting, economic level, housing, education level, minority group problems which include prejudice and health facilities, inadequate education and welfare, racial and religious influences and values.

In the novel *Bound*, it is stated that Sasana from a young age did not get freedom from his parents. He was forced to follow the wishes of his parents, such as playing the piano.

> Mother and Father had ripped the happiness out of my life when they took away my dangdut, so I no longer gave them the satisfaction of playing the piano or the music they so enjoyed. (Madasari, 2015: 25).

Sasana's father and mother are educated people, so they have ambitions to give the best for Sasana. however, what happened was beyond Sasana's will. they turn into

dictatorial and violent parents. They tend to do what they think is good and not necessarily good for Sasana. Such as entering Sasana into a male-only high school without asking Sasana's consideration. Sasana can not refuse what his parents wishes even though he does not like it.

> I couldn't when, after finishing middle scholl, I was placed into a high school for boys. It was run by a Catholic foundation. My parents had chosen it, without asking me where I wanted to study. Father and Mother thought that being around other boys would keep me out of trouble. (Madasari, 2015: 28).

The problems faced by Sasana did not end there. The reality is the opposite of what Sasana's parents wishes. The school that he thought was good turned out not to be too good for Sasana. At school, Sasana was hostile to his upperclassmen.

Until one day Sasana came home with a bruised face. Sasana's mother accused Sasana of fighting at school. Without asking at length Sasana's father came directly slapped Sasana's face. Sasana did not think his father would be that heartless. They repeated the same thing when Sasana had problems with art lessons during at junior high school. Sasana's parents show their harsh side where Sasana hates violence. Sasana wants to feel free from all the rules that blame her.

> The moment father arrived he slapped me across the face. I was stunned. He had always been so gentle and patient, and yet now he had raised his fist to me. (Madasari, 2015: 32).

Sasana felt very ashamed of their treatment. Sasana felt the loss of self-esteem for the second time. He is depressed by the circumstances that continue to make him the one to blame. He was reported to the police on charges of blasphemy and against God's destiny.

5. Conclusion

Based on the analysis above, some points are summed up. Abnormal behaviors happen to the character named Sasana. There are four abnormal behaviors of the first characters in the novel. They are being interested in things related to women, wearing women's clothes, behaving like a girl, and feeling jealous of his sister. The first character's abnormal behaviors in the novel are caused by several factors. Those are biological factors and socio-cultural factors. Biological factors include genetic factors that play an important role in anxiety disorders, as well as neurotransmitter and biochemical aspects in the brain. While, socio-cultural factors come from family upbringing, community demands, and religious norms.

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INTRINSIC ELEMENTS IN DIGITAL SHORT STORIES *'THE OVAL POTRAIT"* BY EDGAR ALAN POE

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Abstract

Literary works are created from human feelings; the emotions are written through words and give aesthetic value to the audience. A short story is a short form of narrative literature that works similarly to a novel but is not longer than a novel and the plot of the story is simpler and it can be finished in one sitting. A short story is not simply built by 'words', there are components or elements that build the story until the end. Recognizing and identifying the structure of a short story is important; it is one of the ways to show appreciation for the literature and help people understand the implied meaning in it. In this article, the findings are conducted through intrinsic elements analysis of the selected short story entitled "The Oval Portrait" by Edgar Alan Poe. The story is analyzed in digital form and it is taken from a website on the internet. The descriptive qualitative method is used in the article to help interpret the elements found in the story. The results show that there are four significant intrinsic elements in the short story: plot, character, setting and narrative perspective.

Keywords: digital *short story; intrinsic elements; the oval portrait*

1. Introduction

Human expressions unveil a lot of stories. Emotional expression is a connector between literature and people (Li, 2022). Literary work is a part of literature which is formed by an idea or feeling (Mutiarani, 2017). Through writing a person can express his/her idea or emotion with creativity into a work called literary work.

Literary work is a medium for a writer to expose his idea or emotion that can contain message or aesthetic value to be given to the readers or listeners. Literature has three main genres: poetry, prose, and drama. In this article the writers' focus is on prose.

Grammatically, prose is a structured work, the art of building words and phrases into sentences and paragraph leading to a story (Koisawalia, in Rahmawati, 2020). In writing prose, there are rules or boundaries for the writer to attend to. The language features used in prose usually come from everyday speeches and only with this natural pattern the expression or idea can be well understood. Prose is divided into two types, fiction and non-fiction (MacDonald, 2002). In this article the writers examine the fiction short story.

The purpose of this article is to examine the intrinsic elements used by Edgar Alan Poe in one of his famous works of prose *"The Oval Portrait"* and bring an understanding to the readers of the interior parts that built the story.

2. Literature Review

Fiction prose has several elements and according to Nuraini (2022) it consists of theme, setting, character, conflict, plot, and point of view; but the important parts based on Klarer (2004) are plot, character, narrative perspective, and setting. These elements buld the body of the story and they are all connected to one another.

According to Klarer (2004), the term "setting" denotes the location, historical period, and social surroundings in which the action of a text develops. On the other thought, setting is the component that describes the environment or surrounding where the story takes place and also directs the theme, character and action of a story (Belevska, 2017). Character is a person who moves the story with his/her roles.

Concerning point of view, Klarer (2004) states that point of view, or narrative perspective, characterizes the way in which a text presents persons, events, and settings. The subtleties of narrative perspectives develope parallel to the emergence of the story and can be reduced to three basic positions: the action of a text is either mediated through an exterior, unspecified narrator (omniscient point of view), through a person involved in the action (first-person narration), or presented without additional commentary (figural narrative situation).

According to Diasamidze (2014), point of view (P.O.V) is a basic part that describes the story. This means that point of view holds the key of visualization of the story through a person side; it could be a narrator, main character, or non-main character.

Then comes plot, the logical interaction of the various thematic elements of a text which lead to a change of the original situation as presented at the outset of the narrative. Plot has ideal sequences: exposition – complication – climax – resolution. According to Nur (2017), plot is the hierarchy of actions in narrative work, they are arranged in such a way to create the artistic effects. Plot is a concept of events that develop from the introduction of the story, and usually gathers the series of events related to the central conflict (the key of story).

A short story is a narrative story, shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot. Another idea of short story comes from Korompot, et al., (2022), stating that a short story is shorter than a novel and longer than a fable, but the main focus of the short story could be larger or smaller issues creating strong reactions to the readers.

Some previous researchers doing similar studies are listed below:

1. Nur, D.R. (2017). *An Analysis of Intrinsic Elements on James Joyce Short Story*, the author found five basic intrinsic elements through the analysis: plot, theme, character, setting and symbol.
2. Belevska (2017). *The Analysis of Intrinsic Elements in Hans Christian Andersen's "Ib and Little Christine", the* author found six intrinsic elements through the analysis: theme, plot, characterization, style, tone, setting.
3. Nuraini, Isnainiyah, Setiani (2022), *Intrinsic Elements in A Collection of Short Stories* by Oscar Wilde *and the Implications of Learning English in Senior High*

School, the writer found five intrinsic elements through the analysis: characterization, plot, setting, theme, and message.

All of the above-mentioned previous researches are used as references in developing the analysis of the current study.

3. Research Method

In this article, descriptive qualitative research method is applied in order to analyze intrinsic elements on selected short story entitled "The Oval Portrait" by Edgar Alan Poe. According to Nassaji (2015), descriptive qualitative method is purposely to describe social phenomena. In order to understand how the short story is constructed, the writers use descriptive qualitative method to describe the interior parts forming the story. The primary data are taken from the short story by Edgar Allen Poe and the secondary data are from respective sources such as magazines, books and journals. The data collection procedures begin with reading the story, collecting the data in line with the topic of discussions and the analysis is to explain all the data already collected deeply.

4. Discussion

The data are in a digital form taken from *poestories*.com. The writers have to read it repeatedly and then identify the intrinsic elements: plot, character, setting, and narrative perspective.

1. **Plot:**

Based on Klarer (2004) plot is divided into 4 stages: exposition, complication, climax, and resolution. *The Oval Portrait* uses linear plot structure; the pattern of plot is straight. The patterns of the plot in this short story are:

a. Exposition

> The chateau into which my valet had ventured to make forcible entrance, rather than permit me, in my desperately wounded condition, to pass a night in the open air, was one of those piles of commingled gloom and grandeur which have so long frowned among the Apennines, not less in fact than in the fancy of Mrs. Radcliffe (Poe, 1903).

From this paragraph, the writers find the exposition element which describes the introduction of the characters, place, time and mood. This exposition is a part of intrinsic element.

> She was a maiden of rarest beauty, and not more lovely than full of glee. And evil was the hour when she saw, and loved, and wedded the painter. He is passionate, studious, austere, and having already a bride in his Art (Poe, 1903).

This paragraph tells the exposition of internal part. It is an introduction to a young lady in the painting and the narrator says that he loves art more than he loves his wife.

b. Complication:

> "In these paintings my incipient delirium, perhaps, had caused me to take deep interest; so that I bade Pedro to close the heavy shutters of

> the room -- since it was already night -- to light the tongues of a tall candelabrum which stood by the head of my bed -- and to throw open far and wide the fringed curtains of black velvet which enveloped the bed itself" (Poe, 1903).

This paragraph explains the rising action of the story. The narrator begins to be curious to finish the painting soon.

> It was thus a terrible thing for this lady to hear the painter speak of his desire to portray even his young bride. But she was humble and obedient, and sat meekly for many weeks in the dark, high turret-chamber where the light dripped upon the pale canvas only from overhead. (Poe, 1903)

Again the above paragraph is about the rising action, leading to complication. The young lady actually does not like her husband's desire, because the addiction of his husband has put rivalry between her and his husband's painting. But because of her devoted love to her husband, she does not show any hesitation of her husband's request and sits in the dark chamber for weeks while her husband is making a painting of her.

c. Climax:

> "The position of the candelabrum displeased me, and outreaching my hand with difficulty, rather than disturb my slumbering valet, I placed it so as to throw its rays more fully upon the book."
>
> "…I thus saw in vivid light a picture all unnoticed before. It was the portrait of a young girl just ripening into womanhood. I glanced at the painting hurriedly, and then closed my eyes. Why I did this was not at first apparent even to my own perception."
>
> "The portrait, I have already said, was that of a young girl. It was a mere head and shoulders, done in what is technically termed a vignette manner; much in the style of the favourite heads of Sully. The arms, the bosom, and even the ends of the radiant hair melted imperceptibly into the vague yet deep shadow which formed the back-ground of the whole" (Poe, 1903).

This is the climax of the story. The narrator unexpectedly finds another painting of the young girl. This painting is a portrait of young girl just ripening into womanhood. The narrator is so amazed by the painting and cannot stop staring at it; the portrait is painted in vignette style.

> Yet she smiled on and still on, uncomplainingly, because she saw that the painter (who had high renown) took a fervid and burning pleasure in his task, and wrought day and night to depict her who so loved him, yet who grew daily more dispirited and weaker. And when many weeks bad passed, and but little remained to do, save one brush upon the mouth and one tint upon the eye, the spirit of the lady again flickered up as the flame within the socket of the lamp. (Poe, 1903)

Here is the peak of the conflict. The lady keeps smiling but actually she has been so tired after siting for hours as a model of painting for her husband; unfortunately her husband does not notice that she is dying of such activities.

d. Resolution

> "At length, satisfied with the true secret of its effect, I fell back within the bed. I had found the spell of the picture in an absolute life-likeliness of expression, which, at first startling, finally confounded, subdued, and appalled me."
>
> "With deep and reverent awe, I replaced the candelabrum in its former position. The cause of my deep agitation being thus shut from view, I sought eagerly the volume which discussed the paintings and their histories". (Poe, 1903)

In these paragraphs, the narrator gives description of the falling action in the story. The narrator gets his last portrait and plans to discuss the historical background of the painting.

> And then the brush was given, and then the tint was placed; and, for one moment, the painter stood entranced before the work which he had wrought; but in the next, while he yet gazed, he grew tremulous and very pallid, and aghast, and crying with a loud voice, "This is indeed Life itself!' turned suddenly to regard his beloved: -- She was dead!". (Poe, 1903)

This paragraph tells the falling action of the internal part. The lady that has slowly turned pale and weak now is dead as the painter finishes the portrait. He looks at his wife who is already dead, crying out loud and screaming "This is indeed life itself!", but no regret is shown by the painter. This also draws that the painter's madness has taken the life of his wife.

2. Character

The Oval Portrait has two stories in it. The characters are the narrator and the narrator's valet, Pedro. The narrator is described as a wounded man here but there is no explanation why he gets wounded. He is also described as person who has great taste in art and literature. Pedro is described as a loyal person to the narrator. It can be seen when he carries the wounded narrator to a shelter for a night, then prepares the bed for the narrator to rest.

In another story, there are two characters; they are a couple of husband and wife. The husband is the painter of the portrait that the narrator finds in the chamber. The wife is the lady in the portrait on the wall. The painter is described as a mad artist . He loves the painting more than his wife. The lady is a described as a truly loving woman and she is also a beautiful woman but she suffers a lot at the side of her husband. Her love to his husband is great and she is ready to sacrifice anything to show her love to him.

3. Setting

The locations of *The Oval Portrait* are abandoned palace (chateau), small apartment, and a remote turret building. The time is night and the story develops until midnight. The narrator's mood is desperately wounded and delirious. There is no exact description of time in the second story. The mood of the painter is not stable; while the lady is seen obedient all the time.

4. Narrative Perspective

The point of view of *The Oval Portrait* is first-person perspective played by the narrator or the wounded person. There are a lot of repetitions of the word "I. In the second story of *The Oval Portrait*, the point of view is presented by third-person perspective through by the painter and the lady. This can be seen from the behavior and actions of the characters mirrored in the story.

5. Conclusion

The intrinsic elements found in the short story entitled *The Oval Portrait* by Edgar Alan Poe are plot, character, setting, and narrative perspective. The short story contains two routes, classified as first routes and second route. Both the routes are not related in plots. *The Oval Portrait* fulfills the four important internal structures of a story according to Klarer (2004) plot, character, setting, and point of view. Both the routes are in the linear plot, consistent from the beginning to the ending, but the second route is not clearly described. Concerning the plot, both have exposition – complication – climax – resolution.

The settings in the first route are chateau, small apartment, a remote turret building. Timeline in the second route is night and midnight. There are also several characters found in both of the routes. In the first route the characters are the husband (Painter) and the wife (the lady in the oval portrait). In the second route, the characters that show up are the narrator (the wounded man) and Pedro (the narrator's valet).

The last is point of view, point of view in the first route is in the first-person perspective by using the wounded man as the narrator and in the second route, Poe uses the third-person perspective to narrate the story, through the characters, the painter and the wife.

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SOCIAL CONFLICT IN RIAN JOHNSON'S MOVIE SCRIPT *KNIVES OUT*

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Abstract

This study deals with an analysis of the protagonist's social conflict in the Knives Out movie script written by Rian Johnson (2019). This study found out the kinds of social conflict, like human-to-human and human-to-society conflict, and the ways protagonists faced the social conflict. The theory of conflict used in this study was the theory of conflict proposed by Soekanto (2012). This study used the descriptive qualitative method proposed by Cohen because the process of the result and also the discussion were accomplished descriptively. The method applied was descriptive. It was to describe the kinds of social conflict and the way the protagonist faced the social conflict through the quotation in the movie script. The result of this study was that the protagonist faced social conflict to get the inheritance, even though it was not from the real family. The conflict occurs between humans and between humans and society.

Keywords: *conflict; movie script; protagonist; social conflict.*

1. Introduction

The Knives Out movie is an American comedy, crime, and drama movie written and directed by Rian Johnson (2019). It was distributed by Lionsgate Films, and Rian Johnson, Ram Bergman, Jonathan Golfman, and Brye Adler were the producers. Rian was born in Maryland, America. He became a writer, director, and musician. He had directed and written seven movies and five TV series. Knives Out was first premiered as a box office movie at the International Festival Film Toronto 2019 on November 27, 2019, with a duration of 2 hours and 10 minutes, which has earned $165.4M. He became successful with his first feature, entitled *Brick (2005),* and this one made him popular as he graduated from the University of Southern California School of Cinematic Arts. With his awesome talents, he wrote all his movies and TV series, which were recognized for their plot-twist characteristics. (Rotten Tomatoes).

This Knives Out movie script narrates about an old billionaire man as a famous author named Harlan Thrombey (Christopher Plummer). He became richer and richer every day because of the assets he had. It was a tragic tragedy while his family celebrated Harlan's birthday party at his house. After the party was over, they found Harlan dead with a slit in his neck. Then, everything in the house became even more chaotic with this incident. With the arrival of the famous detective Benoit Blanc (Daniel Craig), who has the best reputation in the country, the atmosphere heats up, and there is a possibility of a motive for premeditated murder. The nanny, Marta

Cabrera (Anna de Armas), is the protagonist who has a close relationship with Harlan, who has an unusual personality, like she will vomit if she lies. In carrying out many investigations, Benoit Blanc was very well assisted by Marta Cabrera.

The unusual personality of the protagonist creates conflicts with others. This conflict becomes the subject matter to be analyzed in this study. Conflict will be an interesting matter to analyze because conflict is a common problem that always occurs in society.

Conflict is something that is caused by the existence of two or more things that intersect with each other. This can happen when a person defends their ego, opinions, principles, thoughts, emotions, desires, and arguments against others.

The conflict began with the death of the famous writer, Harlan Thrombey. The whole family wanted Harlan's inheritance and personal assets. However, a testament had been prepared long before this incident occurred. Harlan crossed out several names from the beneficiary list, one of which was his own grandson, Hugh Drysdale (Chris Evans). This caused his grandson to hate him as a famous writer. Unfortunately, the entire family did not receive any inheritance except for Marta Cabrera (Ana de Armas), Harlan's personal caregiver.

Based on the statement above, there is a conflict that appears as an important element in the movie. Conflicts in a literary work, whether in drama, novels, or other types of prose, become an important part of a plot where the story begins and the problems that will be faced by the protagonist until the end of the story. Then, in the plot, there is a conflict that is eagerly awaited by the audience to get ideas or problems in the movie as a part of literary works.

In this case, the researcher is using the theory to be analyzed from Soekanto (2012: 312), which states that social conflict is a discrepancy between elements of culture or society that endangers the life of a social group or hinders the fulfillment of the basic desires of the members of that social group, thereby causing social inequality.

The researcher chose the Knives Out movie script directed by Rian Johnson because the researcher is interested in the plot of the social conflict contained in it, which is very mysterious and tense among their family.

2. Literature Review

2.1 Conflict

Conflict is a natural part of human life that cannot always be avoided. Soerjono Soekanto, as cited in Hidayah (2018: 17), argues that "conflict starts from a social process in which individuals or groups of people try to fulfill their desires by opposing the opposing party, accompanied by violence or threats". And then there is the conflict in a literary work of any kind, whether printed or staged. Meanwhile, according to Wellek and Warren, as found in Putri (2020), in essence, conflict is something that is dramatic, based on a dispute of opinion that is balanced, and has the form of reciprocating one another. Therefore, the dispute begins when there is no match between the individuals. This is supported by the opinion according to Hardjana, as cited in Simanjuntak (2019: 18), that "conflict occurs because of the relationship between two people or two more groups, whose actions interfere with each other or both are mutually disturbed. Conflict is a disagreement, squabble, or dispute."

As additional information, Beni Ahmad Saebani, as cited in Darmawan et al. (2018), discussed conflict according to "the interactionist view" that conflict can encourage social dynamics and change. Therefore, according to this statement, conflict

needs to be maintained at a minimum level on an ongoing basis so that it will continue to encourage individuals and communities to develop, be critical, and be creative. Meanwhile, conflict can be classified into three kinds: Firstly, conflict can be found in ourselves (character) or can be said to be psychological conflict. Secondly, conflict appears within someone or people and society. Finally, the third kind of conflict between humans and nature (Sayuti, as cited in Putri 2020: 34). From the statement above, Sayuti grouped conflicts into two groups, namely internal and external conflicts.

2.2 Social Conflict

This kind of conflict will appear when someone has problems with the circumstances around them. It can be triggered by an individual's attitude toward social circumstances and discussing various problems that have occurred in society. One of the external conflicts that can occur is between humans in a story, for example, the main character, or what is often called the hero (protagonist), against the evil character (antagonist). Then, Jones, as found in Hidayah (2018), said that conflict is caused by social contact between humans, for example, homicide, oppression, war, and other social conflicts.

According to Ahmadi (2007: 291), social conflict is a squabble, dispute, tension, or conflict within people and society due to the impact of certain differences in society. Meanwhile, Soekanto (2012: 312) states that social conflict is a discrepancy between elements of culture or society that endangers the life of a social group or hinders the fulfillment of the basic desires of the members of that social group, thereby causing social inequality. Based on Atho's opinion (as cited in Komalasari, 2017: 14), social conflict "is essentially a situation in which a group of people with a clear identity are consciously involved in conflict with other or more groups because they pursue conflicting goals, both in terms of values and claims to status, power, or limited resources. and in the process is marked by the efforts of the parties involved to neutralize, injure, or even eliminate the position or existence of the opponent". It is a dissociative social process that is triggered by social disorder (Setiadi and Kolip, 2015: 87). The root of social conflict is the existence of social, economic, and political relations that stem from the struggle for ownership of resources, social status, and power."

To sum up, any kind of conflict that arises from circumstances against ourselves can be called social conflict. whereas the issues can trigger serious conflict within society (Soekanto, 2012).

a. Characteristics of Social Conflict

Social conflict is an inseparable part of human life. Conflict arises because the social structure of society is not a perfect integration; there are values that are different and even contradictory. These differences in values trigger social conflicts that end in defeating, eliminating, or annihilating components of society (Setiadi dan Kolip, 2015: 349).

According to Wijono (1993: 37), social conflict has certain characteristics, which are:

a. There are two parties, individually or in groups, who are involved in a conflicting interaction.
b. Conflicts arise between two parties individually or in groups in achieving goals, playing roles, being ambiguous, or the existence of conflicting values or norms.

c. The emergence of interactions that are often characterized by behavioral symptoms that are planned to cancel each other out, reduce, and suppress other parties in order to obtain benefits such as status, position, responsibility, and fulfillment of various needs
d. The emergence of face-to-face actions as a result of a protracted conflict
e. The emergence of an imbalance as a result of the efforts of each party related to position, social status, rank, class, authority, power, self-esteem, and so on

As a social phenomenon, Setiadi and Kolip (2015: 349) describe several forms of social conflict, namely:

a. Interpersonal conflict occurs because of differences, contradictions, or incompatibility between one individual and another individual. Each individual insists on defending his goals and interests.
b. Racial conflict is mostly dominated by conflict between white people, who assume that their race is superior, and black people, who are always placed as a lower race.
c. Gender conflict stems from the issue of status between men and women, where rights are more dominated by men while women are always positioned lower.
d. Inter-religious conflicts, differences in the beliefs of religious adherents who believe in the truth of their religious teachings and consider other religious beliefs to be heretical.
e. Intergroup conflicts are often characterized by symptoms between parties who have a strategic role and position in the socio-political structure and those who do not.
f. Conflict of Interest: A conflict of interest is triggered by symptoms of one party wanting to seize power and authority in society while, on the other hand, there are groups that are trying to maintain and develop the power and authority that are already in their hands.
g. Conflicts between social classes that occur are usually in the form of vertical conflicts, namely conflicts between the upper and lower social classes.
h. Conflict between nations, triggered by the desire for power among nations in international politics, which ends in competition and the struggle for profit in international transactions. Some experts describe the root causes of social conflict in a broader and more detailed way.

Soekanto (2012: 91) explains several things that cause social conflict, including:

a. Differences between individuals are differences in attitudes and feelings that are usually the main trigger in social conflict. Because in establishing good social relations, a person is not always in line with his group, These differences can lead to social conflict.
b. Cultural differences Personality differences between individuals depend on the cultural patterns that form the background for the formation and development of these personalities. Someone, consciously or unconsciously, more or less, will be affected by the patterns of thought and the patterns of establishment of the group.
c. Differences in interests are caused by the existence of power and authority, which cause differences in interests that can be in the form of economic, political, social, and so on. This difference in interests can be caused by the existence of power and authority, which cause differences in the interests of both parties.

d. Social change Rapid social change will temporarily change the values that exist in society. Changes in society can be about social values, social norms, behavior patterns, layers in society, authority, social interaction, and so on.

Then, through research conducted by Dominggus (2018: 31-45), it was said that if only conflicts could occur due to more natural objective situations that would arise, including: 1) man's interpersonal; 2) needs; 3) source limitation; 4) different purposes; 5) unsavory communication; 6) emotions and feelings; and 7) social system characteristics of variety.

In this part, the researcher took from Soekanto's opinion about the characteristics of social conflict that are used as references to analyze and describe the movie script of Knives Out by Rian Johnson.

b. Element of Conflict

In this case, we could say it is a physical or elemental conflict or refers to nature. In general, humans live with their own nature, which is totally natural. This means when a character or more faces the realistic reality that exists in the community, such as the people's struggle against applicable laws, society against government, and culture. All that can be found in the environment is of great benefit to anyone who can use it wisely. In fact, the actions of humans, if they do not take the opportunity properly, will also have a bad impact on nature and the human environment. Natural conflicts can arise when humans cannot control, utilize, or cultivate the surrounding nature as it should be. Disharmony between nature and humans will have a bad impact and lead to conflict. Another external conflict that can occur in a story is humans against nature. It's a tough thing to fight, but just enough to survive, and how to find a solution We can take examples such as, someone who is on his way and is hampered because of a natural disaster or other natural factors. So that humans are not easy to achieve their goals and influence in the story.

The theories Sayuti stated above were supported in earlier research, as concluded in Darmalia et al. (2017), entitled "Analisis Psikologi Terhadap Konflik Batin Tokoh Utama Dalam Novel Ayah Karya Andrea Hirata," which said that the conflict according to Sayuti was found in this research to be as follows: ashame, nervousness, anxiety, frustation, misery, hesitation, longing, etc. Then, external inner conflict's main character, Sabari, feels fear because of warnings, news, or actions from people around him, feels fury because he was scammed or because of actions from his friend, feels surprised and uncontrolled because he fell in love with someone; etc.

Another piece of research that supports this theory is found in Hapizoh, entitled "External Conflict as Seen in the Film Aquaman by James Wan", The external conflict found in this research is a power struggle for the leader of the Atlantis kingdom, followed by an external conflict in which there is disagreement between Arthur and the king of Orm, then a dispute between the characters, where Aquaman does not want to be the leader, and for goodness sake, there is a conflict between Arthur and the king of Orm.

3. Research Method

Cohen et. al. (2018: 173) say that a research design is a plan or strategy that is drawn up for organizing the research and making it practicable, so that research questions can be answered based on evidence and warrants. Some researchers argue that

a research design should go into considerable detail on data collection instruments and data types; others argue that this is a logistical rather than a logical matter, and that a design comprises only, or mainly, a logical argument in which all the elements of the argument cohere (e.g., issues of research questions, methodologies/kinds of research suitable to answer the research questions).

This research is purposed at analyzing and describing *Knives Out in the movie* script by Rian Johnson, as the topic is social conflict as stated by the protagonist. The method of descriptive is concerned with structures, conditions, practices, the differences and opinions held, and the processes that will carry on.

4. Discussion

4.1 Human Against Human

a. Protagonist Against Harlan Thrombey

The first kind of social conflict in humans against humans found in the *Knives Out* movie script is the protagonist against Harlan Thrombey. The conflict among them is hardly crucial because Harlan asked the protagonist (Marta Cabrera) to do anything she did not want to.

> INT. HARLAN THROMBEY'S STUDY - NIGHT - FLASHBACKs
> Harlan sits, setting up a GO board. Marta enters.
> MARTA: "It's late, I had champagne no no no"
> HARLAN: "It's my birthday, we are - You had one glass –
> we're not breaking tradition on my birthday"
> Marta puts two vials and a pill box on the GO board. She pulls out two plastic wrapped hypodermics.
> MARTA: "Take your goddamn medicine and go to bed."
> HARLAN: "If you're going to put that vile shit in me you will have to earn it. On my birthday." (Johnson, 2019: 34-35)

The conversation above shows Marta rejecting playing the GO board with Harlan. The factor that triggers conflict is different feelings and attitudes. Marta did not want to play the game because she knew Harlan had gotten tired after a long day on his birthday. But instead of getting rest in his bed, he asked her to accompany him playing the GO board game. This actually shows attitudes from Marta to keep Harlan in a good way because of her care.

> She picks up a landline phone on the table, dials 911 with shaking hands –
> Before it can even ring, the line goes dead.
> She looks, unbelieving: Harlan's finger is on the cradle. His eyes are locked with hers, serious and certain.
> MARTA (cont'd): "Harlan what are you doing?
> HARLAN: "Marta, listen to me."
> MARTA: "Harlan we need to - are you crazy, we need to call, they need to get here I need to –"
> HARLAN: "Stop. Stop stop, Marta listen there isn't time stop now stop." (Johnson, 2019: 39)

According to the conversation above, the conflict was triggered by Harlan, who forbade Marta to call 911. Because, according to Marta, this is an emergency that must

be handled immediately by those who can help them. However, Harlan instead forbids Marta's actions because they do not have enough time, such as doing things in vain. They thought Harlan would die from Marta's words if they were true. This social conflict occurs because of the conflicting feelings they have. Marta feels anxious, afraid, and panicked when faced with this. On the other hand, it was Harlan who was calmer and thought it more complex to carry out his last wish through Marta.

> INT. HARLAN THROMBEY'S STUDY - NIGHT - FLASHBACK
> HARLAN: "I know I missed something... there's going to be something I missed. But I know you can beat it. Without losing your soul you have to do what you have to do to beat this, and win."
> MARTA: "I can't."
> HARLAN: "You can and you have to. For me. Right now."
> (Johnson, 2019: 54).

The conversation above shows that Harlan's feelings about what he said to Marta are going to be true. On the other hand, Harlan trusted her because of her kind heart. For sure, there is ego among them, while Marta did not want to do what Harlan said. Conflict can be triggered by feelings and ego inside people. Everyone trusted her because she was determined to do something. This is actually why Harlan really trusts her attitude and feelings.

b. Protagonist Against Ransom Drysdale

Ransom Drysdale was the antagonist of the character in the movie Script. The protagonist also has social conflict against him in the movie script.

> Marta is unexpectedly effected by this. The waitress breezes by, sets an empty bowl on the table.
> MARTA: "Did he tell you anything?"
> RANSOM: "Just I wasn't getting a cent."
> MARTA: "He wanted you to build something from the ground up, like your parents."
> RANSOM: "something from the ground up, like my parents."
> RANSOM (cont'd): "yeah. My mom built her business from the ground up with a million dollar loan from granddad. My dad owns none of it, and mom made him sign a prenup. He lives in fear. I know that's what granddad wanted to protect me from by doing this, and I know I shouldn't say this out loud but when he told me, Jesus Christ I coulda killed him. (Johnsom, 2019: 76)

It describes the conflict between Marta and Ransom. He felt jealous because Harlan (his grandad) had removed his name from the inheritance. Then the problem came up while Marta told him to build up his own business or something. Through their conversation, Ransom told everyone that everything his mother got was from Grandad. So, this indicates that her mother's success was just because she got help from her father. Furthermore, he believed that his grandfather did not commit suicide. This idea can strengthen the idea that he knew the background to Harlan's homicide. Moreover, he knew she would puke after saying she was lying, so this could trigger her if she told him she was lying or not, and to pressure her, he gave her a meal that she did not like to

eat. So that, it can be seen that he has a bad attitude, which shows from the conversation to dig up the information from her.

> RANSOM: "At the party, that night, my last conversation with him, our last fight, that's what he told me, about you. That you beat him nearly every time. More than me. And I thought what a strange thing to tell me. But I think I get it now. I think it did mean something. (beat)
> I'm not telling the family shit. You're not going to jail. That detective is not going to catch you. And you're not giving up the family fortune." (MORE)
> Think about what Granddad did to see -
> RANSOM (cont'd): "this through, this was what he wanted not just for you but for his family, and for him. And yes for you. You've come this far. Let me help you go all the way."
> Marta looks at him hard.
> MARTA: "This isn't you. You could turn me in right now and get your cut of the inheritance. Why?"
> RANSOM: "Because fuck my family. They don't deserve any of this. I can help you and we can fool them all and get away with it... and then you will give me my cut of the inheritance. The perfect ending, we all win. You, me and Harlan. Deal? (Johnson, 2019: 80-81)

As the conversation stated above indicates, their conflict comes from Ransom's bad attitude toward making a deal with Marta through his offering of help. His statement indicates what he had done must mean something to Grandad and him. Unfortunately, his grandad did not do as he thought and made him disappointed in his decision. Inside Marta's heart, she feels it is really at cross purposes; instead of getting help, she feels utilized by him. He offers help with benefits, which he said is his cut of the inheritance from Grandad for making a deal. This is to show how Ransom's value for taking his inheritance is fulfilled by greed and jealousy.

c. Protagonist Against Benoit Blanc

Benoit Blanc is the detective who handles this homicide case. Marta, as the protagonist, also had social conflict, which we can find through the conversations below:

> BLANC: "Neither have I. Nobody has. But I like the title. It describes the path of a projectile, determined by natural law. Voila, my method. I observe the facts without biases of the head or heart, I determine the arc's path, stroll leisurely to its terminus, and the truth falls at my feet. (beat)
> The medical examiner was ready to rule this a suicide, but Elliott agreed to keep it pending for forty eight hours. Tomorrow morning I search the grounds and the house, begin my investigation. I want you to be by my side for it. My confidant, my eyes and ears."
> MARTA: "What but - why me?"
> BLANC: "I trust your kind heart. Also you are the only one who had nothing to gain from Harlan's death. So. Watson."
> Blank puts out his cigar, stands.

MARTA: "You want my insight into this family? None of them are murderers. That's my insight."
BLANC: "And yet. Be it cruel or comforting, this machine unerringly arrives at the truth. That's what it does.
MARTA: "Always?
He does a little bow.
BLANC: "Tomorrow at eight." (Johnson, 2019: 53-54)

Through this conversation above, the conflict between them got started after Blanc chose her as his partner during the investigation. Marta was slightly shocked to hear it. She feels really uncomfortable with this situation because she has to take part in this case, especially the investigation. Blanc trusts her because she has a kind heart, which can be found and solved during their investigation. In her perception, none of the family members are murderers. But he warns her that the problem will lead them to the truth.

MARTA: "But why did Fran take my morphine? Obviously she had swiped my bag from the house, but she didn't seem like a user to me, unless that's why she needed money... (beat)
I dunno, doesn't matter. I should tell the Thrombeys myself, I feel like I owe that to them.
BLANC: "I don't think that's a good idea"
MARTA: "No, I need to do it. I won't do any of this if I can't do that. I really need to. I gave the doctors my number, they'll call if anything changes with Fran.
BLANC: "We'll round up the Thrombeys at the house, along with a police escort."
MARTA: "For the arrest after."
BLANC: "You can tell me your whole story on the drive over. I want no more surprises."

This conversation shows where Marta felt really guilty because she thought she was the murderer; moreover, she wanted to tell the truth to Thrombey's family about what had happened just by herself. But, contrary to her willingness, Blanc did not agree with her opinion. It can be dangerous and will heat up the situation within them.

d. Protagonist Against Walt Thrombey

In this movie script, Walt Thrombeys is the son of Harlan Thrombeys. The conflict among the protagonists began while Marta had been announced as the only one of Harlan Thrombey's heirs.

WALT (cont'd): "Marta. Is it your intention to renounce the inheritance?
MARTA: "This is what Harlan wanted."
WALT: "Well. Harlan has put you in a very hard position here. It was unfair of him." (Johnson, 2019: 88).

The conversation above indicates Walt wants her to renounce all the inheritance that belongs to Thrombey's family. But the will says inheritance gives to Marta, all the assets that Harlan had. Walt really did not accept the will's decision. So he insists and

presses her with her weakness within Marta's family, her mother. Socially, this conflict made her feel really under pressure because it was in contrast to Marta's feelings and attitude toward being the owner of an inheritance. Another conflict among them can be seen as follows:

> WALT (cont'd): "Marta if your mom came here illegally, criminally, if you come into this inheritance with the scrutiny that entails I'd be afraid that could come to light. That's what we're all trying to avoid here. We can protect you from that happening, or if it happens."
> MARTA: "You're saying even if it came to light, with the family's resources you could help me fix it."
> WALT: "Yes. The right lawyers, none of those local guys but New York lawyers, DC lawyers, enough resources put towards it, yes. But there's no need it should ever even come up. But yes."
> (Johnson, 2019: 89)

Walt's explanation strengthens the idea for Marta that her mother actually finds it unsafe to live in her country. He gives her another idea to conflict with her using psychological matters through her mother's undocumented residence. This one shows that he did not have an attitude because he took back the inheritance from her.

e. Protagonist Against Meg

Meg is one of the family members from Harlan Thrombey; she is a granddaughter who came from Joni. They also have conflict because of the inheritance. Their conflict can be seen in the conversation below:

> MARTA: "Meg"
> MEG (ON PHONE): "Marta. Oh that was nuts."
> MARTA: "I know"
> MEG (ON PHONE): "Are you ok?"
> MARTA: "Yeah are you?"
> MEG (ON PHONE): "I'm fine, I mean everyone's nuts, they're all going, I don't know, they've lost it. No one knows I'm calling you, I wanted to - I don't know what I wanted, I wanted to say sorry for how everyone was."
> MARTA: "No..."
> MEG (ON PHONE): "And... I guess I wanted to ask... (beat) What are you going to do?"
> MARTA:" What do you mean?"

Through this conversation above, it indicates that Meg shows her unpolite attitudes toward Marta because after she asked about the condition, she asked to give back the will to their family. Instead of offering her help, Meg pressures her with something she wants. Marta says nothing when she says to give it back; suddenly she says something about what she thinks, and Marta will help her with the idea. Marta probably rejects and feels pity for the situation in which she finds herself. Meg knows this just because she knows her kind of heart.

4.2 Human Against Society Conflict

According to Soekanto, society conflict is a discrepancy between elements of culture or society that endangers the life of a social group or hinders the fulfillment of the basic desires of the members of that social group, thereby causing social inequality". The social conflict in the Knives Out movie script can be seen as the following conversation:

> ALAN (cont'd): “Um, he did write up a statement when he made the recent changes, he wanted it read first, so:
> (reads)
> "Some of you may be surprised by the choice I've made here. No pleasure was taken in the exclusion, and its purpose was not to sow greater discord in the family, quite the opposite. Please accept it with grace and without bitterness. But do accept it. It's for the best." Gently condescending eyes shift to Ransom. Linda sees this, puts her hand on her son's hand, and he immediately gets up and moves to a chair in the corner. Alan's assistant hands him an envelope and he removes a single sheet of paper with one short typed paragraph—“
> ALAN (cont'd): “Ok. So - oh wow, yeah, not complex at all. This'll be quick. "I Harlan Thrombey, being of sound mind and body, yada yada, my assets both liquid and otherwise, I leave in their entirety to Marta Cabrera. My entire ownership of Blood Like Wine publishing I leave in its entirety to Marta Cabrera. The copyright of its catalog likewise I leave in its entirety to Marta Cabrera.” (Johnson, 2019: 71)

As the conversation states above, it shows us that Marta received all the inheritance instead of it going to Harlan’s family. This situation makes all the family jealous of her. So that, this conflict can be defined as a society conflict because Marta faces a group of family members surrounding her, which could make his position in Harlan's family insecure because he would be in conflict with all the heirs of Harlan's legal family who were not willed. For sure, the entire Harlan family was not happy to hear the outcome of the will that had been read. This can be seen in the excerpt of the conversation below:

> The air around Marta's head goes away. The room spins She's not sure what's happening. Blanc is looking at her. The whole family is looking at her.
> Walt bursts out of his chair and grabs the will.
> WALT: “No.”
> LINDA: “No.”
> WALT: “No. What? (beat) That can't be - that can't be right.”
> RICHARD: “What the genuine shit.”
> WALT: “That can't be right it's right.”
> ALAN: “It's right.”
> Donna begins to hyperventilate. She puts her head between her knees, breathes deep.
> LINDA: “No no no no Alan this can't be legal, there are, we're his family”
> WALT: “We're his family, Alan he obviously wasn't, something - I don't know what but something wasn't right here.”

> RICHARD: "Are there safeguards against this?"
> (Johnson, 2019: 71-72)

The conversation excerpt above shows very clearly that the family was not happy and was so surprised by the result. Their reactions and responses really made Marta confused and shocked so that the atmosphere is tense with each other, plus they are suspicious of Marta's involvement in Harlan's death.

> INT. CABRERA KITCHEN
> and leans against it, breathing hard. But angry and focused. She dumps the legal envelopes in the trash but keeps the mysterious envelope, opens it and pulls out: 88. Half a sheet of paper, roughly torn. A photocopy of the header of some sort of medical document, "OFFICE OF THE CHIEF MEDICAL EXAMINER" Under that, a photocopy of a tag with her name on it. And hand written in block letters at the top: "I KNOW WHAT YOU DID."
> Marta's phone BUZZES, and she jumps. Caller ID: "maybe B BLANC". She hesitates, then sends it voicemail. Looks at the mysterious letter in her hands. (Johnson, 2019: 88-89)

As the quotation states above, it proves that Marta gets any kind of social conflict through the mysterious envelope that comes inside with a bunch of paper from her kitchen. The paper inside the envelope accused her of doing something the unnamed knows well. This adds to the personal pressure and panic on Marta, and she is confused about what she is dealing with when the threat comes.

5. Conclusion

It is found that social conflict can commence from humans against humans and humans against society in the Knives Out movie script. There are some factors that can affect the social conflict that is about feelings and attitudes in the Knives Out movie script through the protagonist character. In the *Knives Out* movie script, the protagonist faces five (5) different social conflicts against humans. Then, also, the protagonist faces two (2) differences in social conflict against society. The protagonist always follows her heart to face the conflict against humans around her. The protagonist benefits from her personality through the kindness she shows. Harlan's family was really warm to welcome her, and then they cared, loved, were kind, protected, and believed in Marta like brothers, sisters, and family. Social conflict that appears within humans and society can change the value of other perspectives that humans have.

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SOCIAL PROBLEMS IN EKA KURNIAWAN'S NOVEL *CANTIK ITU LUKA*

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Abstract

The research is related to social problems. People's lives are actually changing with the times. In the process of the changing, sometimes unexpected conditions arise or should not occur. This unexpected condition gradually becomes a polemic and has a negative impact on people's lives. This condition is called a social problem. Social problems cannot be ignored because they can disrupt global economic and political stability. The discussion of this research focuses on two social problems: poverty and prostitution. Poverty is the condition of a person who has no wealth, lacks, or has very low income and of course cannot fulfill his daily needs; while poverty is also closely related to prostitution. One can become a prostitute because of poverty or circumstances. Prostitution is a sexual activity outside the institution of marriage and is generally carried out by women. These two social problems can be found not only in the novel but also in the real world; so the sociology of literature is used as an approach in this research. The whole research is conducted using a qualitative descriptive method because the focus of the research is related to social problems. The results of the analysis show that this novel provides two descriptions of social problems: poverty and prostitution and these two social problems are clearly illustrated through the data obtained from the novel.

Keywords: *social problem; poverty; prostitution*

1. Introduction

Cantik Itu Luka is Eka Kurniawan's first novel which was published for the first time in 2002. This first work won a World Readers award in 2016. The novel *Cantik Itu Luka* became a best-seller which was translated into more than 34 languages, including English. English, Japanese, French, Danish, Greek, Korean and Chinese. This makes Eka Kurniawan's name known in the international arena. The popularity of Novel *Cantik Itu Luka* abroad brought Eka Kurniawan to win an international literary award in the Netherlands, namely the Prince Clause Awards in 2018. Not only that, the novel *Cantik Itu Luka* was also included in the list of 100 leading books according to The New York Time version. The Novel *Cantik Itu Luka* has the genres of romance, history, and magical realism, as this book describes the history of colonialism in Indonesia. Eka presents the story of a woman named Dewi Ayu. Dewi Ayu is a very beautiful woman,

but her beauty is not something that is profitable, but brings disaster for herself and her children.

Eka Kurniawan wrote this novel with a back and forth plot, with various complexities of different conflicts, and presented several characters who had big roles. So, there is no one central character in the story of *Cantik Itu Luka*. Eka Kurniawan tells a story from the colonial period to post-independence of Indonesia. So, the story in this novel goes through four periods, the Dutch colonial period, the Japanese colonial period, the independence period, and the post-independence period.

The novel *Cantik Itu Luka* tells the story of Dewi Ayu , a beautiful prostitute in colonial times. Dewi Ayu's line of life and lineage are very unique, starting from the father-mother lineage to her children who later have a lot of influence in Halimunda, Eka Kurniawan's fiction area. Since childhood, Dewi Ayu grows up without the care of her father and mother who are expelled due to inbreeding (half-sibling marriage). Dewi Ayu is raised by her grandparents. She grows up to be a strong and brave girl. One proof of her courage is her tenacity to live in prison when the Japanese attack the Dutch East Indies. It is at this place of detention that Dewi Ayu gives up her chastity in order to help her colleagues in the shelter barracks. Two years later, Dewi Ayu is one of 19 detainees who are transferred to the luxurious house run by Mama Kalong. In that place, Dewi Ayu starts her life as a prostitute to serve the lust of the Japanese soldiers. During her time as a prostitute, Dewi Ayu gives birth to four daughters. Everything is not clear of the identity of their fathers. Like her mother, , three of Dewi Ayu's daughters are very beautiful. Dewi Ayu feels that raising very beautiful children is very inconvenient. That is why, when she is pregnant with her fourth child, she hopes that her child would become an ugly child and so it happens. However, Dewi Ayu does not get to see her youngest daughter. Ironically, before she dies, Dewi Ayu gives the name of this ugly daughter *Si Cantik*. Such is the life of si Cantik, full of wounds. The name that she bears is very burdensome for her life because in fact she is ugly, not beautiful at all.

Although this novel is fictional, Eka Kurniawan inserts real historical values behind the fictional story. Readers can use this novel as a medium for studying history, in the form of a literary work; In addition, the author also provides an overview of social problems. This social problem is then discussed in this paper with a sociological literary theory approach because the problem is not only found in the novel but can also be found in the world of reality. Sociology of literature is an approach in literary studies that understands and evaluates literary works by considering social aspects (Damono, 1979). As the name suggests, sociology of literature is an attempt to understand literary works through the combination of literature with sociology. In this discourse, literature stands as a societal phenomenon which is studied in the eyes of literature in relation to sociology.

There are two discussions related to social problems in this study, namely, poverty and prostitution, presented in general based on the data obtained from the novel. These two social problems have always been discussed both academically and in general. Poverty and prostitution are always intertwined because the main factor in the occurrence of prostitution in society is poverty. The poor are also human and they have to fulfill their necessities of life; while employment opportunities are not wide open for them, they especially women are always trapped in this prostitution business.

The quality of all of Eka Kurniawan's works cannot be doubted, given the abundance of evidence in the forms of a number of national and international awards

that he has received. However, there are also some controversies related to Eka's work, because Eka uses an outspoken, bold, and vulgar language style in some of his works.

2. Literature Review

2.1 Sociology of Literature

Sociology of literature is a branch of research that is reflective. This research is widely observed by researchers who want to see literature as a mirror of people's lives. The social life of reality has various dynamics and is also a trigger for the birth of literary works because a writer in producing his literary works must see the reality around him. Literature often expresses the struggle of mankind in determining its future, based on imagination, feelings, and intuition. From this opinion it appears that the long struggle of human life will always color literary texts.

There are three perspectives related to sociology of literature, namely: (1) a research that views literary works as a social document in which it is a reflection of the situation at the time the text is created, (2) a research that reveals literature as a reflection of the writer's social situation, and (3) a research which captures literature as a manifestation of historical events and socio-cultural conditions (Wiyatmi, 2013; Ratna, 2015). Although sociology and literature have certain differences, they can actually provide an explanation of the meaning of literary texts. This can be understood, because the object of study of sociology and literature is related to humans. Literature is an expression of human life that is separated from society. Thus, although sociology and literature are two different things, they can complement each other. In this regard, literature is a reflection of the socio-cultural environment which is a dialectic test between the author and the social situation that forms or is an explanation of a dialectical history developed in literary works (Saraswati, 2003).

Sociology of literature can examine literature through at least three perspectives. First, the perspective of literary texts, meaning that a researcher analyzes as a reflection of people's lives and vice versa. The text is usually cut into pieces, classified and explained its sociological meaning; second, the biographical perspective, where the researcher analyzes the author. This perspective will relate to the life history of an author and his social background; third, the receptive perspective, where the researcher analyzes public acceptance of literary texts.

Based on the description above, the researchers use the sociology of literature as an approach in this study with discussions related to social problems because the social problems contained in the novel *Cantik itu Luka* are a reflection of social problems that exist in the real world.

2.2 Social Problem

Social problems are processes of incompatibility between elements of society's culture that endanger the lives of social groups. It can be said that social problems cause obstacles in meeting community needs. Social problems are problems that arise as a result of social interaction between individuals, between individuals and groups, between groups and groups. Social interaction revolves around the size of values, customs, ideologies and traditions which are characterized by a dissociative social process. Even social problems arise from the process of community development, especially if the development process takes place quickly, causing shock in society, so that people experience cultural shock and cultural gaps.

Social problems arise because of a mismatch between the elements of culture or society, which can endanger the life of a social group or hinder the fulfillment of the basic desires of the members of the social group which causes a lame of social ties. A normal condition is that there is integration and appropriate conditions in the relationships between elements of society or elements of culture. If there are clashes or discrepancies between these elements, then social relations are disrupted which results in shakiness in group life (Soerjono 2003).

Social problems are undesirable conditions but occur in society because they can disrupt the peace of society so that action is needed as a result of a mutual agreement to overcome or fix the problem. Social problems are considered as problems because they involve behavior that is immoral or contrary to the law which can damage certain individuals or groups. The resolution of social problems cannot be studied without consideration of the dimensions of society regarding what is considered bad or good.

2.2.1 Factors Causing Social Problems

Soetomo (2013) claim that there are some factors causing social problems, such as economic, cultural, biological, and psychological factors. Economic factors are factors of the inability of individuals or groups to meet their needs properly, especially materially. Cultural factors are caused by inconsistencies in the implementation of norms, values, and social interests in heterogeneous or multicultural patterns of society. Biological factors are problems that arise due to inappropriate environmental conditions that have the potential to cause instability in the biological conditions of society. Psychological factors are problems with the mindset of a particular community or individual that intersects with the order of social life. Examples of these psychological factors are usually the understanding of deviations from religious teachings which if observed in detail do not make sense, as well as the emergence of false kings and anti-government separatist movements (Soetomo, 2013).

Various forms of social problems can be found in society, including: poverty, ignorance, war, crime, family disharmony, social inequality, population, and deviations from pre-existing cultural values and norms. Prostitution is a violation of values and norms and culture and can also be categorized as a form of crime because in practice many people are trapped into the world of prostitution and the practice of human trafficking (Rubington and Weinberg, 1981). With regard to the types of social problems, this research only focuses on two forms of social problems, namely poverty and prostitution.

2.2.2 Poverty

The big problem faced by developing countries is poverty. The unequal distribution of income triggers income inequality which is the beginning of the emergence of the problem of poverty. Allowing the problem to drag on will further exacerbate the situation, and often can have negative consequences for social and political conditions. Economic disparities or inequality between high-income groups and low-income groups as well as the poverty level or the number of people below the poverty line are two big problems in many developing countries (Sukardi, 2004).

Poverty is a condition where there is an inability to meet basic needs such as food, clothing, shelter, education, and health. Poverty can be caused by the scarcity of tools to fulfill basic needs, or the difficulty of access to education and employment (Mowafi and Khawaja, 2005). Poverty is a global problem. Some people understand this

term subjectively and comparatively, while others see it from a moral and evaluative point of view, and still others understand it from an established scientific point of view. Poverty is understood in different ways. The understandings include:

a. A description of material shortages, which usually include daily needs for food, clothing, housing, and health services. Poverty in this sense is understood as a situation of scarcity of basic goods and services.
b. A description of social needs, including social exclusion, dependency, and inability to participate in society. This includes education and information. Social exclusion is usually distinguished from poverty, as it includes political and moral issues, and is not confined to the economic sphere.
c. A description of a lack of adequate income and wealth. The meaning of "adequate" here varies widely across political and economic sections around the world (Setiadi, 2011; Hal, Hill, 2021).).

2.2.3 Prostitution

Prostitution today is a very common phenomenon, where in every country in the world there are prostitution practices that are spread and mushroomed to remote areas. It is undeniable that prostitution is difficult to avoid or eradicate easily because prostitution is a practice of selling sexual services that has existed since ancient times and is an activity in order to support the economic needs concerned (Adriaenssens & Hendrickx, 2012). Prostitution (prostitution) in general is the practice of temporary sexual intercourse, which is more or less carried out with anyone, for monetary rewards. The three main elements in the practice of prostitution are: payment, promiscuity and emotional indifference.

Based on the description above, it can be concluded that there are at least four main elements in the definition of prostitution that can be enforced, namely, (1) payment, (2) infidelity, (3) emotional indifference, and (4) livelihood. Of the four main elements, payment of money as a source of income is considered the most common factor in the world of prostitution.

Prostitution is the oldest profession in the world because prostitution has existed since the existence of human civilization. This is based on the assumption that instinctively humans, both as individual beings and as social beings, through various means and efforts in the form of culture, have the will which includes: defending themselves from existing disturbances and challenges; maintaining life and developing life; maintaining the lives of their generations through marriage; having sexual relations between the sexes to fulfill biological needs; and others Kartini, 1981).

From the description above, it can be seen that in the practice of prostitution there are elements or characteristics as follows: a. The perpetrators or subjects of prostitution are men and women outside the marriage relationship. b. The incident is a sexual relationship or intercourse, which is carried out by mutual agreement between the two parties, or not because of coercion. c. The goal is to fulfill biological needs (for men) and money needs (for women) or vice versa.

3. Research Method

The research is a literature study so it does not require a special location for the research and conducted by using descriptive qualitative method. The data source of this research is the novel *Cantik Itu Luka* by Eka Kurniawan, published by Gramedia Pustaka Umum, in 2016.

The method used in this research is descriptive method . This method is a method that is carried out by collecting data, describing the data, and then analyzing the data. The type of data taken from this research is qualitative. (Moleong, Lexy J. 2011) Therefore, the data described in this study are the social problems that occur in the novel *Cantik Itu Luka* by Eka Kurniawan.

In this study, the researchers analyzed the data with qualitative research methods and used several techniques. According to Sugiyono (2015:29) the techniques of implementing qualitative research are: (1) at the orientation or description stage, the researchers describe what is seen, and what is being asked. (2) at the reduction or focus stage, the researchers reduce all the information regarding social problems obtained to focus on a particular problem. (3) At the selection stage, the researchers describes the focus that has been set in more detail; in this case the data related to social problems that focus on the problem of poverty and prostitution.

4. Result and Discussion

In the novel, *Cantik Is Luka*, Eka Kurniawan describes social problems that are diverse, ranging from economic problems, poverty, war, family, love and prostitution in the community, which are written in a very real and clear way. This novel tells the story of a woman and a mother during the colonial period. It is told in the course of her life that she has to face so many problems, from separation from her family to her destiny of having to work as a paid woman. The focus of this research is related to two social problems: poverty and prostitution which are depicted in the novel.

4.1 Poverty

In general, poverty is a condition where a person or group of people is unable to fulfill their basic rights to maintain and develop a dignified life or a condition of economic inability to meet basic food and non-food needs (measured from the expenditure side).

The causes of poverty can occur due to natural and economic conditions, structural and social conditions, and cultural conditions. Natural and economic poverty arise due to limited natural, human and other resources so that production opportunities are relatively small and cannot play a role in development. Structural and social poverty is caused by uneven development results, institutional arrangements and policies in development. Meanwhile, cultural poverty is caused by attitudes or life habits that feel sufficient so that they trap someone in poverty. The causes of poverty come from within and from outside the poor. The causes from within include the low quality of human resources and the attitude of the individual. Meanwhile, external causes are limited natural resources, social and institutional arrangements in society, development policies, limited job opportunities and competition that marginalizes the poor.

The descriptions of poverty in the novel are presented through the following data.

> The hut is very dark, inhabited by more frogs and lizards than humans. There are only two rooms that could be seen dimly by the moonlight from the open door: a bedroom with an old man sitting in confusion on the end of the cot and a kitchen in which a stove with ashes barely exceed its cavity. Cobwebs are here and there, leaving the little room for the old man's route to the stove and bed and the exit. The

> champion who is then made to cough by the smell of urine that is more than any other smell in the horse stable and the pigs…
> (Kurniawan, 2016: 27).

The description of poverty in the novel can be seen from the character of Ma Gedik. Her house is very small, dark and also dirty and unfit for human habitation. But circumstances render Ma Gedik completely helpless; she is unable to get out of economic trouble. The hut has only two rooms and is also dark; at night there is no lighting at all except from the moonlight that penetrates the roof full of holes. If there is no moon, then the hut will be pitch black. In addition, the entire room in the hut is very smelly. In short, the hut is uninhabitable by anyone, neither healthy nor comfortable. This is a very real picture of poverty from the novel.

The next picture of poverty can be seen from the following data.

> One day Dewi Ayu saw a crocodile at the end of the delta, she knew that the only thing she needed to avoid from a crocodile on land was its tail, so with a large rock she hit the crocodile's head. The eyes were cracked but not enough to kill it. The poor beast flinched and started wagging its tail here and there, moving toward the river. With a pointed bamboo stuck to the boat's rope, Dewi Ayu with a desperation that she herself never imagined killed the crocodile cub by stabbing it in one eye, and then in the stomach. It died a miserable death. Before other crocodiles arrived, Dewi Ayu dragged the crocodile cub into the camp by its tail. Now they could party, crocodile meat soup. Many people praised her courage and thanked her for sharing the food (Kurniawan, 2016: 69).

Dewi Ayu is the central character in the novel because the novel's storyline is centered on her. She has experienced various difficulties in her life including poverty. The quote above shows that someone who is poor or has nothing, or does not have food to survive can turn into a brave person. Dewi Ayu is a woman and in general a woman does not want to have anything to do with scary things, like dealing with a crocodile. For Ayu, the sight of a crocodile in the delta is not something scary but a joy because the crocodile is food. With her efforts that can be considered a brave and even desperate effort, Ayu manages to kill the crocodile and makes the crocodile as food for herself and her friends.

Furthermore, a picture of poverty is also presented by a character in the novel.

> "Adinda, my daughter, you have to know that my condition does not allows me to convey the state of the swamp behind this hut; people will not listen to me;, poor people always get ridiculed. O, why won't they understand that everyone has their own destiny…
> (Kurniawan, 2016: 36)

The data above were presented by Aunt Amanda who tells Adinda about herself and her environment. Aunt Amanda lives in a shack with a dirty environment and is surrounded by swampy swamps. Her living quarters are always full of mosquitoes and she could not do anything about it. She will not be able to solve the mosquito problem alone due to economic limitations and she cannot report to the relevant parties because according to Amanda, she is a very poor woman and no one wants to hear the

complaints of the poor. This is a picture of reality, not only in the novel, but also in the real world. The poor are always marginalized and neglected.

4.2 Prostitution

Prostitution is having sexual relations with multiple partners who are not their wives or husbands, carried out in certain places and in general they get rewards, usually in the form of money after having sex. Prostitution can also be defined as a business transaction that is agreed upon by the parties involved as something of a short-term contract nature allowing one or more people to get sexual satisfaction with various methods. The descriptions of prostitution in the novel can be seen from the following data.

> "As you ask a prostitute to take off her clothes," said Dewi Ayu with a mocking look, "you have to pay," (Kurniawan, 2016: 8).

Here it is illustrated that Dewi Ayu states that she is a prostitute and she is ready to undress, if she is paid. A prostitute will engage in sexual activity if she gets a proper reward, with the understanding that the reward she gets is in accordance with her request.

Furthermore, the descriptions of prostitution can be seen from the data below.

> Mama Kalong's brothel has existed since the massive opening of the colonial army barracks. Before that she was actually a girl helping out at her evil aunt's tavern (Kurniawan, 2016: 81).

The data above show that at that time prostitution has already existed and become a lucrative business. Mama Kalong is a pimp who provides brothels, especially for civilian men or colonial soldiers. From this business, Mama Kalong earns very good profits; but she must also provide women who are always ready to serve the lusts of men. Mama Kalong certainly does not choose women for her prostitution business randomly; she always chooses women who are beautiful and sexy because this is the type of woman who will make a lot of money.

In addition to the brothel provided by Mama Kalong, the Japanese soldiers then arrest the indigenous women, especially the beautiful ones, for prostitution.

> "I've checked everything," said Dewi Ayu. "There is no hole to escape." "We're going to be prostitutes!" Ola shouted as she sat down and wept. "Worse than that," said Dewi Ayu again. "It seems we will not be paid" (Kurniawan, 2016: 84).

Dewi Ayu and her friends have been captured by the Japanese army and they realize that they will be turned into prostitutes. They try to run away but there is no way at all for them to do so. Here it is illustrated that the women become prostitutes not because of their will; circumstances make them helpless and finally they have to surrender to become prostitutes. If they refuse, they would be tortured and possibly killed. Being a prostitute for them is their attempt to defend themselves; though for a certain extent, they are also paid.

> "It is really a pity," said the prostitute. "You're the thirty-second guy trying to have me." That does not surprise the man, for she had heard it very well. This gives her some courage to speak. "If I can't marry you," he said, "at least I pay you every day as a whore."
> (Kurniawan, 2016: 126).

The data above is a conversation between Dewi Ayu and Maman Gendeng, a thug in the city. Maman Gendeng wants to have Dewi Ayu, with the understanding that Maman wants to marry Dewi Ayu, but Ayu does not budge with Maman's words, because according to Ayu, all men are the same, they just want to vent their sexual desires when dealing with women. This is of course based on her experience as a prostitute and can be directly felt by Ayu. For Ayu there is no love in the relationship between a man and a woman. She feels very pessimistic about the relationship between men and women.

> She said that with a romance full of nostalgia for the years gone by, because she had been a prostitute since the Japanese occupation. She has experienced many sad things, but she has also had good times, although not many. "All women are prostitutes, because even a good wife sells her genitals for a dowry and money, or love if there is one," she said. (Kurniawan, 2016: 127).

Ayu has been a prostitute since the Japanese occupation and she knows very well how to be a woman, a mother and a prostitute. For her all women are prostitutes; even a good wife is also a prostitute because she is willing to give her genitals to a man after the man has paid her in the form of a dowry; meaning that all relationships, including husband and wife relationships, are still based on selfishness and Ayu finally concludes that sex, both inside and outside of marriage, is still considered a prostitution.

5. Conclusion

The novel *Cantik itu Luka* is written by Eka Kurniawan in a neat and painstaking manner. Even though Eka uses a forward and backward flow, readers will not be confused when reading it, because the transitions between scenes are very neat and smooth. Although the story in this novel is complex, with a mix of family history stories, historical stories of colonialism in Indonesia, communism, the struggle for independence, horror, poverty and prostitution as well as love stories, again Eka Kurniawan writes it so beautifully.

Eka Kurniawan succeeds in creating interesting, unique, and strong characters. Each character in this story has the same important role, so the novel is not simply focused on one central character. Many things can be learned from this novel. Eka Kurniawan seems to be writing fantasy products that are not merely works of fiction, but contain real Indonesian history lessons. This novel also contains some traditional values that exist in Indonesia, especially those related to moral values.

The results of the analysis show that there are two social problems in this novel: poverty and prostitution. Poverty is a common social phenomenon at that time because of the Japanese occupation. The people are pressured and used by the colonialists so that they do not have the power to fight back, especially economic power. Almost all members of society are unable to meet their daily needs; they live below the poverty line. As they are poor and because of the arbitrary and brutal treatment of indigenous women, they are made into prostitutes to fulfill the sex needs of Japanese soldiers. The Japanese soldiers torture indigenous women who are not willing to become prostitutes and they even kill them. The problems of poverty and prostitution in this novel are interrelated. They are poor because of the situation and prostitution arises because of poverty and also because of their powerlessness against the political situation at that time.

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SOCIAL CLASS IN KEVIN KWAN'S *CRAZY RICH ASIAN*

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Abstract

This research is aimed to analyze the protagonist's social class in Kevin Kwan's "Crazy Rich Asian." People are classified into different categories or levels in a similar position in the social hierarchy based on factors such as wealth, education, occupation, family background, and income. The protagonist's social class is middle class, from which she, Rachel, gets the negative impact of her boyfriend's family and friends, who come from the upper class. This research is completed using a descriptive qualitative method, in which the analysis and the findings are presented descriptively. The main data for this research are taken from the novel "Crazy Rich Asians." The findings of this research show that the social class of the protagonist is middle class, which is characterized by the way she dresses, her family background, and her amazement at the views of places that the upper class are used to visiting. Furthermore, the protagonist suffers because she is from the middle class. She gets mockery or ridicule from her friends, and she is rejected to be married by Nick, who comes from the upper class.

Keywords: *negative impact; protagonist; social class*

1. Introduction

Social prestige is the ability to judge a person's dignity or self-esteem through social means based on how he or she dresses, speaks, and other social values that most people can judge. *Crazy Rich Asians* is a 2013 satirical romantic comedy novel by Kevin Kwan. Kwan stated that his intention in writing the novel was to "introduce contemporary Asia to a North American audience." He claimed the novel was loosely based on his own childhood in Singapore. The novel became a bestseller and was followed by two sequels: *China Rich Girlfriend* in 2015 and *Rich People Problems* in 2017. A film adaptation of the novel was also released on August 15, 2018.

Crazy Rich Asian is a novel created by Singaporean American writer Kevin Kwan. *Crazy Rich Asian* tells the story of the wealth of Chinese people who are in Singapore with very abundant wealth, so that they are in a high social class, and they also like to interfere with other people's businesses and find out about someone's life. In this rich Chinese family, they really like it when there are people whose social class is as high as theirs, and they really do not like and are annoyed when they know people whose social class is lower than theirs.

Crazy Rich Asian tells the story of an American named Rachel Wu who has an affair with Nick Young, her student in college. Rachel Wu is invited by Nick Young to

attend his sister's wedding in Singapore, and after Rachel goes with Nick, Rachel does not think that Nick and his family are the richest people in Singapore. They own a business that has been passed down from generation to generation. It makes Nick and his family very wealthy. Then Nick invites Rachel to meet Nick's mother, but after seeing Rachel's dress style and way of talking, she does not agree because Nick's mother says she is from a not-rich family, while her mother wants to find a partner for her child whose economy is as rich as hers. There are two different social classes, namely the upper social class and the middle social class, which are from the Chinese race and have different social classes and have an impact on their lives (Nasution, 2021).

The story in the novel makes the researchers interested in making this research, particularly about the social status that might affect one's life. The researchers would like to dig into the moral lesson found through the research.

2. Literature Review

In general, social class is divided into three classes, namely the upper, middle, and lower classes. The first upper social class is a high social class that contains the rich and has a lot of wealth, and they are very proud of the wealth they have. They will also form relationships with those from the upper class, ensuring that there are descendants from rich to rich while also maintaining family stability. This class will try to maintain their privileges, power, status, and social position and will try to influence politics, education, and other institutions to protect and limit access to their members. In contrast to the upper class, the lower class had very different interests. They do not have a special form of capital that they need to protect. They are all eager to gain access to the resources and capital of a higher class. People who are in the middle social class only have wealth and are not abundant in the future, and they save more for the future. And the lower social class are those with the lowest income, which is very low, and usually the cause is a lack of education and poverty.

Social class is one form of social stratification. A social class is a group of people who divide people into different categories or levels in the social hierarchy. Wealth, education, occupation, family background, sex, income, religion, and other factors may be used to assign them to different levels. (Zerihun, 2005). Chinese life is indeed very famous for its glamorous life. Most of them are people who have a lot of wealth. Abundant assets owned by them can be categorized as inherited wealth; wealth that will never end, not even in a generation.

Social class is included as one of the components of social stratification as defined by the following: "Social stratification is the segmentation of society into different hierarchical arrangements or strata referring to the differences and inequalities in the socioeconomic lives of people in a given society" (Henslin and Nelson, 1995; Calhoun et al., 1994).

Social class is classified into three categories. They are: lower class, middle class, and upper class (Barry, 2002). The lower class is characterized by poverty. Those who are classified in this class are laborers and peasants. The people who belong in this class commonly live in rural areas, work in farms and factories. They live off the states' welfare and social spillover because they are very poor. The middle class is characterized as hard-working. They work as a doctor, an architect, an engineer, a manager, and a lawyer. They run their own business and employ people to work for their company. They are called hard workers because they are working to survive as proprietors of little companies. They might do it as a national subversion against the

economic system imposed by the bourgeoisie. The last classification of social class is the upper class. Those who are classified in this class are those who invest their money in a new business and those who inherit wealth from their family, which was extremely wealthy. Upper-class individuals invest their money in many multinational and transnational corporations either as investors or partners.

A researcher concluded in her research that there are some indicators of social class. They are types of work, income, educational level, fashion, transportation, and residence. Furthermore, women's attitudes toward men differ between the upper and middle classes. Women from the middle class tend to be aggressive, materialistic, and exaggerated towards men, while women from the upper class tend to be proud, arrogant, and underestimate men (Kristina, 2020).

The impact of social class might be on the attitude and the conflict in one's life. The conflict is potential to cause the oppression, injustice and alienation (Rapika. 2017). The depiction of social class issue is very clear in *Crazy Rich Asian*, where the upper-class who really likes to make parties which are certainly very luxurious and expensive are seen throughout *Crazy Rich Asian*. However, it can also be seen how people from the upper-class groups.

The impact of social class inequality is a social conflict that can occur within the family or their environment. In *Crazy Rich Asian* there are many social conflicts that become differences and disputes between families and between social classes. The conflict occurs when the middle class perceives itself to be extremely low (Nasution, et al, 2021).

When someone with a different background or different class wants to enter into a higher social class family, then conflict will take place because the upper social class will strongly refuse to have relationships or bonds with people who do not come from the same class. This is found in the *Crazy Rich Asian* novel (Berutu, 2021).

The impact of social disparity causes the lower classes to have low self-confidence because they always feel underestimated, insulted, and never considered in society. Furthermore, social jealousy between any groups with each other will cause discord in society. To resolve the social disparity problems, there should be awareness among the upper class to not always underestimate the lower class. People of the upper class should be able to judge people not because of their wealth but because of their attitude. So, the lower class will have the same opportunity to do things and will not feel excluded from their society. Therefore, it is suggested in one research concluding that we should accept a person with different character if he or she has the same mindset about social inequality. As a result, he disregards class or social status in his life and behaves well to everyone, despite coming from an upper-class social background (Widya, 2013).

3. Research Method

This study uses qualitative research as stated by Denzin and Lincoln (1994): "Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry." They seek answers to questions that stress how social experience is created and given meaning. "Qualitative forms of inquiry are considered by many social and behavioral scientists to be as much a perspective on how to approach investigating a research problem as it is a method," By using this method, it means a qualitative

approach is used to describe social phenomena, life experiences, and situations to give them meaning and also to explore the behavior, perspectives, experiences, and feelings of people and emphasize their understanding of the elements. The main data is taken from Kevin Kwan's Crazy Rich Asian film and collected according to the subject matter analyzed in this research, referring to the theory adopted.

4. Discussion

4.1 The Social Class of the Protagonist

Social class is identified with one of the following social-class categories when they are growing up: poor, working class, lower middle class, middle class, upper middle class, upper class. (Ortner, 1998). Those categories can be assessed by identifying the family income, parents' education, and parents' occupation.

The protagonist in the novel is Rachel. She is a member of the middle class because she is born into a middle-class family. It is indicated by the kind of work that her family does to support her. It is seen in the following quotations:

> Kerry Chu is the character of Dr Rachel's mother whose mother is just a country girl from an ordinary family who works as a waitress at a cafe who works at night and suddenly there is a rich man who likes Kerry named Zhou Fang Min and finally they decide to get married but without anyone the approval of the zhou family due to the disapproval of the zhou family kerry's marriage is ruined. "....." he was a complete unknown, the son of schoolteachers from the then middle class neighborhood of Toa Payoh. At first her parents were aghast and mystified by how she could have come into contact with someone from ―that kind of background, ...she had chosen a fiercely handsome Armed Force Elite Commando who was a National Merit Scholar and a Caltech— trained computer systems specialist. It could have been much worse. (Kwan, 2013: 66)

The quotations above show that the protagonist, Rachel, comes from a family categorized as middle class because her mother is only an ordinary girl who works as a waitress at a café. And she works at night. It implies that the protagonist does not have much money and must work to support herself.

Another example of the protagonist belonging to the middle class is when she is on a plane. She claims that his apartment, where she has previously lived, is smaller than the room on the plane, which is filled with luxurious items. It is seen in the following quotations:

> Rachel felt as if she was entering the screening room of a luxurious TriBeCa loft. The cabin consisted of two of the widest armchairs she had ever seen—upholstered in buttery hand-stitched Poltrona Frau leather—two huge flat-screen televisions placed side by side, and a full-length wardrobe ingeniously hidden behind a sliding burledwalnut panel. A Givenchy cashmere throw was artfully draped over the seats, beckoning them to snuggle up and get cozy. …….. As soon as the stewardess was out of earshot, Rachel declared, "Sweet Jesus, I've lived in apartments smaller than this!" (Kwan, 2013: 74)

The above quotations impliy that the protagonist is not familiar with the luxurious things found on a plane, which is commonly used by the upper class to travel. The quotations show that it is the first time for the protagonist to travel on such an elite plane.

Furthermore, it appears that the protagonist is not used to feasts, which are typically prepared by the upper class and include a variety of luxury foods. It happens when she is invited to have dinner by her friend. It is seen in the following quotations:

> Rachel had never seen anything like this feast. "This is insane! Every dish looks like it came from a different part of Asia." "That's Singapore for you—the true originators of fusion cuisine," Nick boasted. "You know, because of all the ships passing through from Europe, the Middle East, and India in the nineteenth century, all these amazing flavors and textures could intermingle." As Rachel tasted the char kuay teow, her eyes widened in delight at the rice noodles flash-fried with seafood, egg, and bean sprouts in a dark soy sauce. "Why doesn't it ever taste like this at home?" "Gotta love that burned-wok flavor," Nick remarked. "I bet you'll love this," Araminta said, handing Rachel a plate of roti paratha.
> (Kwan, 2013: 125)

> Rachel tore off some of the doughy golden pastry and dipped it into the rich curry sauce. "Mmmm … heaven!" Then it was time for the satay. Rachel bit into the succulent grilled chicken, savoring its smoky sweetness carefully. The rest of them watched her intently. "Okay Nick, you were right. I've never had decent satay until now."
> (Kwan, 2013: 99)

The quotations above show that Rachel has never seen the dish, which comes from a different part of Asia. The protagonist also emphasizes that she has never had this type of dish before.

Another situation showing that the protagonist belongs to the middle class is that she never sees large houses on sprawling lawns. Therefore, she gets so surprised. It shows a life full of luxury. The following are the quotations:

> The neighborhood took Rachel completely by surprise, as it was the first time she had seen such large, old houses on sprawling lawns. "Most of these street names sound so British. Napier Road, Cluny Road, Gallop Road …" Rachel commented. (Kwan, 2013: 131)

The quotations above show how surprised the protagonist is to first see such large and old houses on sprawling lawns. She is invited by his friend, who comes from an upper-class family, to that place, a very wonderful place showing a life full of luxury. If her friend does not accompany her, she will be unable to visit such a location because only the upper class has the opportunity and time to do so.

4.2 The Impact of Social Class to the Protagonist's Life

The impact of social class occurs because of inequality, which might lead to social conflict. From the point of view of a social conflict theorist, Marxism, it is stated that social class and inequality emerge because the social structure is based on

contradictions, which trigger conflict. The impact of social class experienced by the protagonist Rachel occurs when she gets bad treatment from the Nick family, who come from a rich family from which her social class is very different. She comes from a different social class, whose social life is very different from the upper social class. The differences impact the protagonist's life. She is bullied and ridiculed by those who come from rich families or those who come from the upper class. She is also less confident in any communication or interaction. The following are proof of the impact of social class on the protagonist's life.

It is when the protagonist and Nick's grandmother are having a meal together. She is asked whether she was a professor or not by the grandmother. The first impression is that the grandmother gets surprised and feels so proud that Nick has a friend who is a professor. However, Nick's grandmother's impression changes when she knows that she graduated from Stanford University.

> It was only then Rachel realized that Nick's grandmother had not touched any of the scones or finger sandwiches. Instead, she ate only a piece of *nyonya kueh* with her tea. "Tell me, is it true that you are a professor of economics?" Su Yi asked. "It is," Rachel replied.
> "She's very smart and accomplished, Auntie Elle. I think you'll like her." "Oh, so she's the brainy type, like Nicky." "Yes, definitely. I'm told she's one of the up-and-coming professors in her field." Eleanor was nonplussed. A professor! Nicky was dating a professor! Oh my, was this woman older than him? "Nicky didn't tell me what her specialty was." "Oh, economic development." A cunning, calculating older woman. Alamak… This was sounding worse and worse. "Did she go to university in New York?" Eleanor pressed on. "No, she went to Stanford, in California." "Yes, yes, I know Stanford," Eleanor said, sounding unimpressed. It's that school in California for those people who can't get into Harvard.'' (Kwan, 2013: 47)

The above quotations show that the protagonist is looked down upon by Nick's grandmother because she graduated from Stanford University. Nick's grandmother spontaneously reduces her impression because she did not graduate from Harvard University. It implies that those who do not graduate from Harvard University must be those who do not come from the upper class. It is seen when she says that Stanford is a school in California for those people who cannot get into Harvard:

Other impact of social class is shown when the protagonist is mocked because of the clothes she wears. It is proved by the following quotations:

> "Did you see what she was wearing? Where did she get that cheaplooking tunic top—Mango?" "How can you expect her to have any style? Think she gets it from reading American Vogue? Hahaha." "Actually, Francesca says that she's not even ABC—she was born in Mainland China!" "I knew it! She's got that same desperate look that all my servants have." "Well here's a chance for her to get some decent clothes at last!" "Just you watch, with all that Young money she's going to upgrade pretty damn quick!" "We'll see—all the money in the world can't buy you taste if you weren't born with it." Rachel realized with a start that the girls were talking about her. Shaken, she rushed out of the dressing room, almost colliding into Araminta. "Are

> you okay?" Araminta asked. Rachel quickly recovered. "Yes, yes, just trying not to get caught up in the panic, that's all." (Kwan, 2013: 191)

The above quotations show that the protagonist is mocked and ridiculed because of her dress. She gets humiliated by the statement that she looks like a servant. Furthermore, those girls also say that money is everything in this world. Without money, someone cannot buy taste. And the money is with those who give birth. In other words, people with a lot of money should have come from an upper-class family.

Another example of the protagonist's social class impact is when she is deemed unsuitable for Nick's wife because she comes from a different background. Nick comes from the upper class, whereas Rachel comes from the middle class. The following are the quotations:

> "....."I'm sure Rachel is a nice girl, but she can never be your wife." "....." "She is just not suitable for you, Nicky. She does not come from the right background." "Nobody is ever going to come from 'the right background in your eyes," Nick scoffed. "I'm only telling you what everyone is already thinking, Nick. You haven't heard the horrible things I've heard. Do you know her family comes from Mainland China?" "Stop it, Mum. I'm so fed up with this ridiculous snobbery you and your friends have toward the Mainland Chinese. We are all Chinese. Just because some people actually work for their money doesn't mean they are beneath you." (Kwan, 2013: 436).

The quotations show that Nicks' mom underestimates Rachel because she comes from Mainland China in which horrible life stories come from that place. Therefore, Nick's mom says that Rachel will never to be Nick's wife because she is not suitable for him because she comes from different family background.

Furthermore, the impact of social class is felt internally by the protagonist. She feels less confident about remaining in Nick's life, although they come from different family backgrounds. And they adore one another. Then she says that she never wants to be part of a clan that is too good for her. Therefore, she says that she will never marry Nick. In other words, she does not want to be Nick's wife because if she forces herself to be Nick's wife, then, there is no best place for them to live since mocking and ridiculing must be there if she enters the life of the clan from the upper class. The following are the quotations:

> "....., Nick, I don't want to be your wife. I never want to be part of family like yours. I can't marry into a clan that thinks it's too good to have me. And I don't want my children ever be connected to such people. I want them to grow up in a loving, nurturing home, surrounded by grandparents and aunts and uncles and cousins who consider them equals. Because that's ultimately what I have, Nick. You've seen it yourself, when you came home with with me last Thanksgiving. You see what it's like with my cousins. We're competitive, we tease each other mercilessly, but at the end of the day we support each other. That's what I want for my kids. I want them to love their family, but to feel a deeper sense of pride in who they are individuals, Nick, not in how much money they have, what their last name is, or how money generations they go back to whatever dynasty. I'm sorry, but I've had enough. I've had enough of being around all

> these crazy rich Asians, all these people whose lives revolve around making money, spending money, flaunting money, comparing money, hiding money, controlling others with money, and running their lives over money. And if I marry you, there will be no escaping it, even if we live on the other side of the world......" (Kwan, 2013: 480-481)

The above quotations show that the protagonist feels unsure about being Nick's wife, who comes from an upper-class family. Therefore, she says that she will never be his wife. She is unsure if she should enter the upper class by marrying Nick. She thinks that if she insists on her relationship with Nick, there must be inconvenient treats from his family for her. And she might feel that inconvenience for the rest of her life, although Nick is different from them. Nick does not judge people based on their social class. He comes from a wealthy family, but he is gentle. Families from the upper class cannot accept people from other classes. Therefore, Rachel Chu does not want to marry Nickholas Young because she feels that she does not fit into his family and does not want to be bound by a family that won't be able to accept her.

Another situation that shows that the upper class cannot accept those who come from the middle class is when the protagonist would like to go to visit Nick. However, the protagonist's mother feels so worried about their family background because Nick comes from an upper-class family. Therefore, the protagonist's mother asks her whether she is really ready or not to meet Nick after some ridiculous behavior by the girls. The following is the quotation:

> "..... ―You know what will happen the minute you land to Changi Airport with this girl in your arm, don't you? You know how brutal it was for Michael when we 79 first started going out publicly. That was five years ago, and he's still getting used to it. Do you think Rachel is ready for all that? Are you ready for it? (Kwan, 2013: 39)

The quotations above show that the mother of the protagonist feels worry about her daughter's visit to Nick's house because it is known that Nick comes from rich family and commonly rich Chinese people limit their friendship and they are too selective in allowing other people to visit their homes.

The upper class consisting of rich people cannot make friend carelessly. They are very careful in considering to whom they may associate. It is seen in the following quotations:

> What a coincidence! I'm so glad that you and Colin are friends."..... "Colin, don't be rude! Nichola―"s is a classmate of yours, and we've known his family for a long time. Of course you are friend." ....."Colin has made so few friends since moving back to Singapore, and he's rather lonely, so we must arrange for you to play together." .....Colin was astonished by how friendly his can't have just anyone over, you know. We must know who the family is first. This isn't like California-you have to be so very careful about what sort of people you associate with here." (Kwan, 2013: 253)

The above quotations prove that people from the upper class do not associate with other people carelessly. They will consider who deserves to be their friends and

partners. It is critical to emphasize that the upper class is a closed group to which only the wealthy belong. As a result, the access to be part of them is limited and selective.

5. Conclusion

After completing the analysis of this research, the researchers arrive at two conclusions:

1. The social class of the protagonist is middle class. It is proven by the way she dresses, her family background, and her amazement at the views of places that the upper class used to visit.
2. The protagonist suffers as a result of his social class. It is demonstrated by the mockery or ridiculous behaviour of the upper-class girls toward the protagonist. Furthermore, she is also rejected for marriage by Nick's family, who comes from the upper class.

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BEHAVIORISM IN AYU UTAMI'S NOVEL *SAMAN*

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Abstract

Behavior is a series of causes and effects of the stimulus and response. The response occurs as a result of the given stimulus. In this regard, this study aims to dissect changes in the behavior of the major characters through stimulus and responses that occur in Ayu Utami's novel Saman. This research is a qualitative descriptive study with a literary psychology approach supported by Skinner's theory of behaviorism. According to Skinner, the relationship between stimulus and response occurs through interaction with the environment, which then causes changes in behavior. The data collection technique used in this research is library study. The data analysis technique in this research is descriptive qualitative which begins with data analysis, description of the classification results, and conclusions. The results show that the major characters in this novel experience behavioral changes through the perspective of stimulus and response related to two points of discussion: parental advice and love. In one case heeding parental advice brings good to others and in another disaster; so is love, one runs with risk and the other goes smoothly.

Keywords: *behaviorism; love; parental advice*

1. Introduction

Literary works are considered to be able to inspire human behavior and mindset. Literature can also be the right formula in reducing the culture of violence in society. There is not a single literary work without meaning. Literary works are always made to give messages and are the right formula in shaping the nation's character. Literary works are expected to be able to change people's negative behavior, such as violence, irritability into peaceful, forgiving, polite, patient, and other good behavior; Thus there needs to be a literary repositioning in character formation, as desired, namely intensifying literary works that provide benefits, not just providing an entertaining experience to the audience (Teew, 1984). Literary works should not only move in the cognitive realm or mere knowledge aspects, but must be able to be brought to psychomotor and affective directions, which touch emotions. In this millennial era, literary works are increasingly abundant. Literary works is not only enjoyed through books as in the past, but also through the internet; then literary works are easier to reach and closer to people's lives.

As social beings, humans will definitely need each other to interact. Human interaction and socialization process gives birth to many stories that inspire everyone. To channel ideas or inspirations that arise from the socialization process, a writer

produces a work. Literature is a creative activity that becomes a tool to convey messages and human feelings to other people or to the observers. The forms of literary works are varied, such as poetry, novels, songs, paintings, sketches, and others (Wellek and Warren. 1990).

The writers make humans as their objects because of the diversity of humans in interacting and behaving. Human behavior often shows psychological symptoms of each individual, which will differ from one individual to another. To examine these psychological problems, the field of psychology is used. Literary works created are often associated with the field of psychology, because consciously or not, the author uses psychological aspects to create his work (Ratna, 2013).

Psychology is the study of describing a person's psyche and in relation to literature; it is used to examine the subconscious of the author of the literary work. The emergence of the branch of literary psychology is due to a discussion of the laws of psychology applied to literary works, for example how an article is influenced based on the personal life of the author (Moesono, 2003).

Psychology also plays an important role in analyzing a literary work by looking at it from the psychological point of view, either from the point of view of the author, the character or the work itself. Thus, there is an inner conflict in the process of making an interesting literary work to be analyzed using psychology, and in the end a new science is born in the form of 'Literary Psychology'. By researching a literary work that is carried out through a literary psychology approach, it indirectly involves the science of psychology. So, basically literary psychology is an analysis of texts by involving considerations of relevance and also the role of psychological studies (Minderop, 2013).

According to Ratna (2013), the methods used to understand the relationship between psychology and literature are: to understand the psychological elements of the author; the psychological elements of character in literary works and the psyche of the readers.

As literary works cannot be separated from the problem of creation which involves various kinds of psychological problems, it is necessary to understand it by using support from psychology. Psychoanalysis is used to assess a literary work because psychology can explain a creative process that is behind the creation of a literary work. Thus, the relationship between psychology and literature is: assessing a work with psychology, analyzing characters in literary works, analyzing the soul of the author, analyzing the main theme, reasoning about the behavior of story characters, knowing the motives of creation, examining conflicts in a work, and analyzing the influence of literary work.

The benefits of studying literature by using a psychological approach are also the hallmarks of literary psychology, namely: sharpening the ability to observe a literary work, helping sharpen sensitivity to existing realities, providing opportunities for exploring patterns that have never been seen before in a work, helping study about improving the script, correcting the confusion of the data, and explaining the character in his situation in a story, according to an in-depth study of aspects of character. A psychological approach can provide feedback to the author regarding problems in developing the character he does in his work, in order to analyze the work in a surreal, abstract, and absurd way to help readers understand it (Albertine, 2010)

This research is related to the analysis of behavior of the major characters based on the theory of behaviorism focusing on stimulus-response concept in the novel *Saman* by Ayu Utami (1998) with a literary psychology approach. Ayu Utami was born in

Bogor, on November 21, 1968, who is the last of five children of the family. Her full name is Justina Ayu Utami. The novel *Saman* was published in 1998 and in that novel, Ayu dares to openly reveal issues of politics, religion and even sex. The novle also describes people's behavior that is sometimes not in accordance with cultural values and norms.

The novel *Saman* is Ayu Utami's first release, which is rich with a variety of perspectives, meanings, flow that seems to jump up and down, and the beating of the drums of resistance to things that are consensus, which is presented well by Ayu Utami through her characters. Saman has so far been translated into no less than six foreign languages and has also verified interest from publishers in Ethiopia who want *Saman* to be translated into Ethiopian. *Saman* has also won several recognitions and awards. In 1998, received an award as the best novel, which was crowned by the Jakarta Arts Council and also named the author Ayu Utami as an Indonesian woman writer with "challenging" themes (Aisyah, et.al. 2019). The description of the major character's behavior then becomes the focus of this research which is supported by behaviorism theory. Behaviorism is a theory that studies human behavior. The behavioral perspective focuses on the role of learning in explaining human behavior and occurs through stimuli gives rise to reactive behavioral relationships (responses) by mechanistic laws. The basic assumption about behavior according to this theory is that behavior is completely determined by rules, can be predicted, and can be determined.

2. Literature Review

2.1 Psychology of Literature

Literary psychology is a branch of literature that is used to approach (study) a literary work from a psychological point of view (Nisa, 201). Psychology and literature are two different disciplines, but they both have a point in common, namely talking about humans and interacting with each other. Thus, it is clear that psychology and literature have a relationship. This is because literary works are considered the result of the author's creativity and expression, while psychology is considered to be able to help an author in terms of thickening sensitivity to reality, sharpening observation skills and providing opportunities to explore patterns that have not been touched before. This means that psychology can be used by the author to choose the character and psychology of the character in the story being told and the characters displayed are able to support the story.

The relationship between literary works and the psychological aspects that appear in them needs to be examined. Writers treat reality and the world in three ways, believing it is manipulative, artificial, and interpretative (Suprapto, 2014). Manipulative texts are fictions that appear in literary works; rtificial relates to elements of art that beautify the text; the interpretative is intended as a result of the author's observations of the phenomena of life that exist in literary works. Literary psychology is a literary study that views work as a psychological activity (Endraswara, 2013). According to Ratna (2012: 349) literary psychology is an interdisciplinary research model determining that literary works have a more dominant position. On the basis of a very broad literary treasure, which is provoked through different traditions, psychological elements display different aspects.

Furthermore, Ratna (2013) states that the purpose of literary psychology is to understand the psychological aspects in literary works. Literary psychology research is carried out in two ways. First, through understanding psychological theories, an analysis

of a literary work is then carried out; second, by first determining a literary work as the object of research, then determining the psychological theories that are considered relevant for conducting the analysis. So, literary psychology is a literary study that views the work as a psychological activity of the author who will use creativity, taste, and intention in his work. Likewise, the reader in responding to the work will also not be separated from their own psyche. Psychology and literature are not something completely new because the characters in literary works must be brought to life, given a soul that can be accounted for psychologically as well. The author, whether consciously or not, puts the human soul into his work. This will be seen in the character of the story where the story takes place (Wellek and Warren, 190).

In a novel there is a conflict between the characters in the story. Conflict is an important part in the development of the story. In the theory of fiction studies, conflict is defined as something unpleasant that happens and is experienced by the characters of the story and if the characters have the freedom to choose, the character will not choose the event to happen to him. Conflict after conflict followed by event after event will cause conflict to increase (Nurgiyantoro, 2010). A good novel will contain character values in it. The values of these characters can be imitated by readers after reading the novel and applying them in everyday life. Rosenblatt, (2010) argues that character comes from the Greek language which means "to mark" (marking) and focuses on how to apply the values of kindness in real actions or daily behavior. Those who behave well, are honest, and like to help are said to be people who have character or are noble (Fannie,. 2002).

One way to enjoy literary works is through the study of literary psychology. According to Endraswara (2013), literary psychology is a literary study that contains works as psychological creativity. The author will use creativity, taste, and intention in his work. Likewise, the reader in responding to the work will also not be separated from their own psyche.

In the novel *Saman*, the author presents a story that contains psychological values. Therefore, the researchers wants to examine the inner conflict or the stimuli that triggers the behavior or actions taken by each character using a literary psychology approach and supported by behavioristic theory. Literary psychology studies certain psychological phenomena experienced by the major characters in literary works when responding or reacting to themselves and their environment.

2.2 Behaviorism

Behavioristic theory explains behavioral changes that can be observed, measured and assessed concretely. Change occurs through stimuli (stimulants) that cause a reactive behavioral relationship (response) based on mechanistic laws. Stimulus is nothing but the individual's environment, both internal and external, which causes an action; while the response is the result or impact, in the form of a physical reaction to a stimulus. Behavior means strengthening bonds, associations, traits and behavioral tendencies S-R (stimulus-response). Behavioristic theory emphasizes environmental factors, emphasizes part factors, emphasizes visible behavior using objective methods, is mechanical in nature and is concerned with the past (Zaini, 2014).

According to this theory, the most important thing is input in the form of a stimulus and output in the form of a response. Stimulus is anything that the environment provides to the individual. What happens between the stimulus and response is considered unimportant because it cannot be observed and cannot be measured. What

can be observed is only the stimulus and response. Therefore, whatever is given by the environment or the past (stimulus) and what is produced by the individual (response), everything must be observable and measurable. This theory prioritizes measurement, because measurement is an important thing to see whether there is a change in behavior.

Another factor that is considered important by the behavioristic school is the reinforcement factor (reinforcement). Reinforcement is anything that can amplify the emergence of a response. When reinforcement is added (positive reinforcement) then the response will be stronger, as well as if the reinforcement is reduced (negative reinforcement), the response will still be strengthened during (Ramadan, 2015).

Regarding this behavioristic theory, BF Skinner is an American Behavioristic figure. Skinner assumes that the relationship between stimulus and response that occurs through interactions in the environment will cause changes in behavior. As a behavioristic figure, BF Skinner is known for his directed-instruction model approach and believes that behavior is controlled by operant conditioning. Operant-conditioning or role conditioning is a process of strengthening operant behavior that can cause the behavior to repeat itself or disappear as desired. Operant behavior is carried out spontaneously and freely (Umaimah, 2017).

Skinner identifies several fundamental principles of operant conditioning that explain how a person learns new behavior or changes existing behavior. According to Skinner, the procedure for forming behavior in operant conditioning is:

a. Schedule of Reinforment

The concept of reinforcement applied to operant conditioning occupies a crucial (key) position in BF Skinner's theory. In his theory, BF. Skinner explains that learning consists of three elements, namely: stimulus, reinforcement and response.

b. Shaping

Formation is a process of changing behavior gradually - the process is carried out according to the desired response, then by strengthening the expected behavior. The behavior formation process begins with reinforcement of the response shown. With shaping, it is expected that behavior can be formed properly and intact if it is done slowly.

c. Behaviors Modification

It is a strategy used to change problematic behavior. In behavior modification, the method used by Skinner is to change and shape the desired behavior, furthermore, ending unwanted individual behavior.

d. Generalization Discrimination

Stimulus generalization is the tendency to repeat or broaden behavior that is reinforced by a different stimulus situation. According to Bf Skinner, the generalization of the stimulus has an important meaning for the treasury and credibility of individual behavior.

In the pattern of stimulus responses, BF Skinner believes that behavior is in a conditioned state. Skinner's works differ from their predecessors (classical conditioning) in that BF Skinner's Analysis deals with operant behaviors (intentional behavior used in operations). The operant-behavior conditioning procedure is 1) reinforcement (positive reward) in the form of: the response that is given a reward is likely to be repeated. 2)

negative reinforcement: a response that makes you go away from pain, that is, an unwanted situation and looks like it will happen again. 3) termination or no reinforcement; a response that is not amplified unlikely to be repeated. 4) punishment: a response that causes pain or unwanted consequences to be suppressed.

More or less Skinner argues that in modern life, control techniques are generally in the form of punishment. The pattern is simple, if someone behaves against your will, then drop him or her. If a child misbehaves, then spank him. Skinner recommends using steps to use behavioral reinforcement, such as paying attention to the stimulus and also conducting research on appropriate behavior. The existence of a by-product that is full of emotions and does not show good behavior, means that punishment must be ruled out (Skinner, 2005).

3. Research Method

This type of research is descriptive qualitative. Qualitative descriptive research is research whose data are in the form of text units and descriptions of sentences that are in accordance with the object of research (Moleong, 2010). The approach used in this study is a literary psychology approach. Literary psychology means that literary studies view literary works as psychological activities so that authors use creativity and taste in their work (Astari, 201). The data source of this research is the novel *Saman* by Ayu Utami. The data of this research are in the form of narration, character behavior, and dialogue that show changes in the characters' behavior in the novel.

The research instrument is the researchers themselves. Researchers act as everything in the research process starting from planners, implementers, data collectors, analyzers, and drawing conclusions so that researchers are said to be instruments (Sugiyono, 2017). The data collection technique used in this research is library study. The library study technique is a technique that uses written sources to obtain data according to the problem formulation (Sugiyono, 2017). The written sources contained in this study are the novel itself.

The data analysis technique used in this research is descriptive analytic. Analytical descriptive technique is done by describing the facts that exist in the data source, which is then continued with analysis (Sugiyono, 2017). The steps are as follows:

1. Analyzing data from data classification that has been done at the time of data collection.
2. Describe the results of data classification in the form of a narrative description. The forms of change in the character contained in the novel are described and analyzed to answer the formulation of the problem
3. Concluding the data from the results of the analysis by providing an outline of the main problem with the perspective of the stimulus response from Skinner.

4. Result and Discussion

Based on the contents of the novel, this research leads to changes in the behavior of the major character through stimulus responses concept according to Skinner's perspective. The purpose of this study is to dissect the forms of changes in the behavior of the characters in the novel. Research on behavior change is important for several reasons, including, 1) changing the perception of some people that behavior is created because of a stimulus, not merely done without a reason; 2) behavior can change

according to the environment and the given stimulus, so it is possible that a person's behavior can change at any time.

4.1 Parental Advice

There are various characters of parents in the world. However, all of them have different parenting policies. Some are very regulated, some are very liberating for their children in making decisions. This is what makes a child sometimes in a dilemma to follow his own instincts or follow parental advice. Moreover, there are some parents who threaten a little if the child does not follow their advice. Actually all decisions can lead us to goodness, as long as we are well aware of the consequences of the decisions we take. But it is not completely wrong. There are several reasons why listening to the advice of parents is not a bad thing and can lead us to good.

Never say that parents do not understand young people. They are once young even though they are different from us. Whatever their character, parents are once young and understand the cracks of youth that could bring us down or lift us up. It is just that we are still very young not to be curious and try a certain thing. If they do not experience anything for themselves, maybe they also see youth from what their friends do and how they are now. However, we have to appreciate the advice they give. If not today, tomorrow we will understand why we need to listen to what parents have to say.

When parents give their opinions or advice, it shows that they care about their children's lives. It is natural for parents to give advice to their children so they do not fall into suffering. It is just that not all parents can understand that letting children feel down can train these children to be more resilient. As a result, some parents sometimes become overprotective through their advice. Well, at this point it is our obligation to explain and prove that we can be trusted to take care of ourselves.

When children make mistakes, parents may easily blame and scold them at length. In fact, listening to what children feel and think is also important so that they feel understood and not always judged. For example, if the child does not want to listen to the advice of his parents, it is necessary to see if the way they give advice is correct (Soekanto, 2009).

> "He saw the look of fear on the girl's face as she quickly got up and ran, running towards the forest, getting farther and closer, where jinn and fairies lived, as well as thousands of snakes of a hundred fierce species. Do not! Don't go too far inside!" (Utami, 1998: 66-67)
>
> "However, after a while he heard the voice from the girl's direction disappeared. Long, with rounded vowels and a nasal diphthong sound. Isn't that a cry for help? Or an evil fairy trap? But the voice beckoned him to approach." (Utami, 1998: 66-67)
>
> "Father forbade Wis to play deep inside." (Utami, 1998: 46)
>
> "However, mother advised him not to play too deep inside." (Utami, 1998: 48)

The data are conveyed by Wis's parents to Wis, his son. Wis' parents once say never to go too deep into the woods. He asks what the reason is, and his father says that there are many snakes in there that would kill him. Unlike the mother who says

that there are many fairies and jinn living there. However, when Wis grows up and returns to his hometown and visits his childhood home with the intention to restore his childhood memories which are full of strange events, he then finds a woman there. At first, Wis thinks the woman is a ghost. When Wis tries to chase after the woman, she has already run far and into the darkness of the forest.

Unknowingly, Wis walks into the forest after hearing a groan. Sure enough, he then manages to find the woman, who turns out to be a girl who has mental retardation and is quite famous in her village, the girl named Upi. Who would have thought that their meeting for the first time would change Upi's life situation to be more decent; thanks to Wis's help. It seems that sometimes not always listening to the advice of parents can be bad, because in fact Wis is able to save and change the woman's life for the better. In the data above, it is illustrated that the advice of Wis's parents is a stimulus for Wis to end up not being in line with his parents' advice and as a consequence, it would cause kindness to other party.

> "When I was nine, I wasn't a virgin. People don't say that, because my breasts haven't grown yet. But there's something I'm keeping my parents secret: when they started hearing that I was secretly meeting a giant, my mother revealed a big secret: that I was a china porcelain statues, or plates. Porcelain cups can be blue, light green or brown, but they must not be cracked, because people will throw them in the trash or glue them to decorate graves. My mother said, I will not crack as long as I maintain my virginity. I wonder, how do I take care of something I don't have? She told me there were three holes between my legs. Don't ever touch the middle one, because that's where it's stored. Then I found out, and I was a little disappointed, that it wasn't just me who was really special. All girls are the same. They may be teapots, saucers, plates or soup spoons, but they are all porcelain. As for boys? They are ivory: nothing is cracked. Later, when I grow up, I know they are meat too" (Utami, 1998: 127).

The data are disclosed by Shakuntala's parents to their daughter Shakuntala. Her parents hear that Shakuntala is going out with a giant in the forest, they give her a second piece of advice. Virginity is a woman's offering to her husband. His mother Shakuntala says "And you only have one, like a nose. Therefore, never give before marriage, because you will become a piece of glass." Apart from disrespecting her father, Shakuntala also disrespects her mother because of her disapproval of the idea of the principle of virginity to her. Her mother tells her that virginity should be guarded by women. This attitude arises as a result of the strong ideology that a woman must maintain her virginity until she marries, if she is to be respected.

Virginity is not just about the hymen, it is more valuable than that. Virginity shows the worth and dignity of a woman. Keeping and maintaining a virgin is the essence of her holiness. The value of a woman's virginity has majesty and has even been recognized since ancient times as a symbol that her chastity is still maintained and can be used as a difference between women with good morals and women with bad morals. A woman who can maintain her virginity is called a woman who can maintain her chastity who can bring her and her family's good name. And Shakuntala's parents want Shakuntala as a daughter or as a woman to remain restrained until marriage, because in truth, a woman is considered to bring down the honor of the

family if she has sex before marriage. However, bad luck befalls Shakuntala's family because their daughter has not been a virgin since she is nine years old. And Shakuntala has to accept that fate because she has ignored the advice given by her parents and this is a consequence of the stimulus in the form of advice from her parents.

> "My name is Shakuntala. My dad and sister call me bitches. for I have slept with several men and several women and all is without any charge. My brother and father don't respect me. I do not respect them" (Utami, 1999: 115).

Shakuntala is one of four friends, Laila, Yasmin, Shakuntala, and Cok. She is depicted as a stubborn and wild woman. This character is described by Ayu as a woman who opposes the existing normal values, namely to maintain virginity. Shakuntala has lost her virginity since the age of nine. She never regrets the act because she does not question the meaning of virginity. According to her, virginity is not an absolute offering for the husband. Virginity is something normal and nothing special. Therefore she gives up his virginity to someone she first loves.

This expression is Shakuntala's statement about herself. This makes us realize that Shakuntala does not respect her parents. Shakuntala does not want to respect her father as the head of the family and she does not want to respect her older sister either because she thinks that they both do not respect her. For her life is dancing first of all the body, just as God has just breathed on the fortieth day after the egg and sperm have become lumps in the womb, so the spirit is connected to the body. It is clear that in the description Shakuntala does not have a good relationship with his father and brother. Shakuntala's hostility towards her family is a stimulus reaction to her parents' advice.

4.2 Love

Love is synonymous with feelings of affection, likes, and so on. Everyone must have felt love, from babies, teenagers, and adults too. Love certainly exists in each individual, but the way to express a love will also be different. Love does not only discuss partner issues, but in friends and family there is also love. Everyone has a different understanding of love. This of course will be confusing for people who do not know the true meaning of love. When described in general terms, love has no concrete meaning. Love cannot be seen in real, but can only be felt in everyone. Basically love is part of our life. It is impossible for a person to live without the love and affection of the people around him. The problem of love is part of behaviorism and occurs because there is cause and effect; the presence of a stimulus and response.

> "But Sihar didn't glance at me. He didn't glance at me, and that made me love him more. I am curious." (Utami, 1998: 23-24).

Laila is a Muslim woman. She is always disciplined in keeping her prayers even though there is no indication of the time around her. Keeping time is very important for her, she must be able to manage time as well as possible. Accuracy in the use of time will determine the success of her life. For her the division of five times has stuck in her. Laila majors in computer at Gunadharma, and enjoys taking pictures. Even at work, Laila chooses a job where all the workers are male, only she is a female. She works as a photographer in charge of creating a company profile for Texcoil Indonesia. She must be able to show that women can also act like men. She does not

want to lose to men. Laila eventually falls in love with one of Texcoil's Indonesian employees, named Sihar, a Bataknese, a very indifferent and quiet man. But from the first sight she has noticed him. As a woman who wants to be noticed and cared for, she also feels that way. She watches Sihar, she feels more and more in love with the man. But Sihar does not pay attention to her, does not even glance at her; it is this indifference that makes Laila fall in love. She feels challenged to get his attention. Sihar's indifference to Laila is a stimulus for Laila to be dragged deep into a risky relationship because Sihar is already married.

> "But people still have love. You know that I was and am crazy about you. Now I miss you. Regarding your suggestion, the second one sounds more practical and socially responsive. But, to be honest, I wanted the former. I want a baby from your test tube. Am I sinful?" (Utami 1998: 194).

The relationship between Sihar and Laila is not a real relationship because the relationship is based more on Biological and Psychological impulses, not an urge to open hearts honestly and accept each other. Therefore, the relationship does not become a relationship in the word "We". Their relationship is not based on love, so that the relationship is not an actual relationship. They do not open each other's hearts honestly, accept and acknowledge each other as subjects, so that each is not willing to listen to each other's thoughts, feelings and aspirations as well as their desire to be together. Therefore, the stimulus is the biological need and the response is fake love.

Another form of behaviorism is shown below:

> Wis never heard his father's complain of his mother's fetal miscarriage. The man worked without ever asking his superiors to be moved from a place that involved them in an unpleasant incident that was difficult to understand. He prayed without ever caring whether God would grant his request or not. The man never brought up his wife's behavior. For that woman, all he had is love (Utami, 1998: 55)

It has been three years since the fetal miscarriage of Wis's mother, and people are starting to forget about it. The quote above reaffirms the fact that Wis's father, Sudoyo, really loves Wis's mother, even after everything has happened. The strange incident that often happens to his wife and family is not a reason to blame the situation. The man never complains and is never disappointed with his wife. He just keep praying, and never brings up his wife's behavior. It is a very sincere feeling of love that only the man has for his life partner.

Fetal miscarriage is something that all couples do not want to happen. Miscarriage is a moment when the fetus fails to develop properly so that it cannot survive as a child in the fetus. At a time like this, the condition and mental state of a mother will definitely be very disturbed. At times like this the husband should be able to do his standing well. Even though at the same time, the husband will of course also feels the loss, and in such condition it is really the husband's responsibility to keep everything good. As we can see, Wis's father, Sudoyo, plays a very responsible husband. Sudoyo loves his wife very sincerely, the love he has for his wife is able to overcome his ego. True love is a stimulus for Wis's father to still love his wife, under any circumstances.

5. Conclusion

The results of the analysis show that there are two behavioral changes of the characters in the novel. These changes are obtained through the stimulus and response received and shown by the characters through Skinner's behaviorism perspective. Wis does not listen to his parents' advice. He is forbidden to go into the forest when he is a child and when he grows up he wants to know what is the real reason for his parents forbidding him to enter the forest. The ban, which is the stimulus, is finally violated and the visible response is that Wis could help other parties to get a better life. The behaviorism perspective is further illustrated by the character Shakuntala, who as a result of not listening to his parents' advice (stimulus), she has to experience prolonged suffering in her life. The relationship between Sihar and Laila also describes the relationship between stimulus and response in Skinner's behaviorism perspective. Laila's lifestyle, which is previously orderly and can be said to follow cultural values and norms, has finally changed completely only because of Sihar's unique attitude. Parental advice should also be disaggregated; sometimes it can be followed, sometimes it cannot. But in general, parents give advice to their children because they have concern. Love also has the concept of stimuli and responses; it means that love does not always go well.

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SYMPTOMS AND CAUSES OF TRAUMATIC EXPERIENCES IN LEILA S. CHUDORI'S NOVEL *FOR NADIRA*

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Abstract

This study aims to analyze the traumatic experiences and their effects in the novel *For Nadira*, written by Leila S. Chudori. She is an Indonesian author who has written various journal and literary works, one of which was awarded the Khatulistiwa Literary Award in 2013. A traumatic condition occurs due to events (single or continuous) whose intensity is beyond everyday human experience or which are interpreted as extraordinary by individuals, causing feelings of anxiety, fear, and helplessness that have a negative impact on the quality of life physically, mentally, spiritually, and socially. The writers chooses this title to determine two objectives: first, to reveal the symptoms of the traumatic experiences, and second, to explain the causes of the traumatic experiences using the theory of trauma from Irwanto and Hani Kumala. This research is completed using the descriptive-qualitative method. The data are taken from the novel *For Nadira*, Leila S. Chudori. The effects of traumatic experiences can make a person feel panic, constant fear, sensitive, angry and have a sense of hatred towards the people involved in the trauma experience.

Keywords: *causes and effects; symptoms; traumatic experiences*

1. Introduction

Literary works are the results of the thoughts of authors who have ties to psychology because they are related to psychological aspects that are represented through the characters that appear in a story. This is related to the opinion of Minderop (2010: 3), who says that literary texts are a reflection of characters who have psychological problems. The emergence of the novel *For Nadira* by Leila S. Chudori is clear evidence that the opinion above is valid until now because it discusses emotional and behavioural conflicts in a character that are included in psychological problems. Leila S. Chudori is a journalist, novelist, and writer of a television drama entitled "*Dunia Tanpa Koma*," played by Dian Sastrowardoyo in 2006. This television drama won the commendable soap opera award for the 2007 Bandung film and Leila S. Chudori as the screenplay writer of the commendable television drama at the same festival.

For Nadira is a novel telling about a family that has three children, namely Nina, Arya, and Nadira. Nadira is a smart girl who is able to make money from writing

short stories at a young age. She is traumatized by her elder sister's bullying, which included in immersing almost her entire head into a toilet bowl filled with urine. Nadira also experiences trauma after the death of her mother, who committs suicide by taking a lot of sleeping pills. The mother's sudden death and the treatment of her elder sister cause psychological scars and affect her life.

Traumatic experience is a single factor that causes fear and helplessness, thereby triggering post-traumatic exposure symptoms (Irwanto and Hani Kumala, 2020: 10) and this is found in the novel. The researchers want to learn more about traumatic experiences in the novel because these events are based on unfair behavior towards one character and disappointment over the death of a loved one. The researchers want to analyze more deeply the traumatic experience through *For Nadira* by Leila S. Chudori; the trauma that occurs is something fatal because it affects the life of the main character in this novel.

2. Literature Review

2.1 Traumatic Experience

A traumatic condition occurs due to events (single or continuous) whose intensity is beyond everyday human experience or which are interpreted as extraordinary by individuals, causing feelings of anxiety, fear, and helplessness that have a negative impact on the quality of life physically, mentally, spiritually, and socially (Irwanto and Hani Kumala (2020: 6). The understanding of traumatic experiences changes in line with the history of the study, requiring a relevant conceptual understanding. In this case, Irwanto and Hani Kumala (2020) explain that the study of traumatic experience has a different picture, which is divided into three perspectives.

1. Medical Perspective: Traumatic Experiences are Disorder

Traumatic experiences are considered one of the mental disorders caused by something that affects the mental state. The medical perspective assumes that trauma is a disease that originates from the individual, including both physical and mental, intellectual, and behavioral conditions (Irwanto and Hani Kumala 2020: 10). Jones & Wessely in Irwanto and Hani Kumala (2020: 10) state that a traumatic event is the single factor that causes horror and helplessness, thus triggering post-traumatic symptoms. The medical perspective in seeing the nature of this disorder greatly influences the elements that must be intervened in, namely building confidence in oneself and others, developing new views in dealing with life's challenges, and building new goals (Irwanto and Hani Kumala, 2020: 12).

2. Perspective of Psychology Positive

This perspective addresses trauma and traumatic experiences in a more optimistic light. In his critique, Fromm sees that the human task is to escape biological instincts in order to love life more and avoid destroying it (Irwanto and Hani Kumala, 2020: 16). It can be concluded that this perspective illustrates that trauma can pass or heal with positive individual thinking leading to life lessons that will lead to a better life in the future. Positive psychology provides empirical evidence regarding posttraumatic growth (PTG), namely that humans grow older because they are able to learn from their traumatic experiences and direct their lives toward new, more positive goals.

3. Perspective of Human Development

From this perspective, it is explained that humans experience good and bad developments that can be seen in the surrounding environment. It is undeniable that traumatic crimes can also occur based on the environment. The human development perspective presupposes that humans grow and develop in dynamic interactions with their environment (Irwanto and Hani Kumala, 2020: 20).

2.2 Symptoms of Traumatic Experiences

According to Irwanto and Hani Kumala (2020: 38), symptoms are certain behaviours as a reaction to traumatic experience. Irwanto and Hani Kumala (2020) also say that post-traumatic symptoms are divided into three major parts. Based on the behaviour that is often observed, the symptoms are hyperarousal, intrusion, and constriction.

1. Hyperarousal

Hyperarousal is a symptom showing that an individual is always on guard to face similar events that make the person traumatized; hyperarousal reactions are considered the most prominent reaction (cardian symptom) of the traumatic experience.

a) Constant panic and fear reactions so that the person is easily irritated, often becomes aggressive, and cannot sleep well.
b) This very sensitive state does not only occur when the person is awake but also when she is sleeping and is easily surprised by things (sounds or events) that are unexpected.
c) Having an intense reaction to stimuli that specifically reminding a person of the traumatic event. Excessive and recurring fear, sadness, emotion, or anger when the traumatic episode is re-experienced or reminded of, either through a real event or viewing a remembrance of the episode.
d) Loss of trust and an extraordinary sense of hatred towards people or things related to the traumatic event. Victims of violence and rape often experience this feeling.

2. Intrusion

Intrusion is a very strong and embedded memory depiction of a traumatic event that is experienced both in their sleep and consciously in their behaviour.

a) Recurrent memories of events when the individual is awake or asleep (in the form of dreams). Repetition of this memory is very disturbing (intrusive), so if it is not addressed, it will be bad for health and social relationships. These repetitive memories can develop into depression and its symptoms.
b) A great intrusion can affect a child's development. Manifestations of developmental setbacks in these patients take the form of loss of skills to speak, being quiet, and being closed.
c) Violent intrusion gives the individual a false impression

3. Constriction

Constriction is helplessness; feelings and thoughts are dulled, and all forms of self-defence collapse completely.

a) Suicidal behaviour and thoughts. This happens because their way of thinking is affected so that they consider themselves dirty, useless (victims of rape), the cause of death or accident for others, cursed by God, isolated or alone, or unable to do anything.

b) Avoidance behaviour. The patient frequently experiences amnesia (memory loss), avoiding topics related to the traumatic events.
c) Emotional numbness. In dealing with events or situations that are similar to traumatic experiences, sufferers do not show interest, and their emotional expressions are flat.
d) Individuals who cannot eliminate thoughts and feelings related to their traumatic experience will try to numb the feeling by using alcohol/psychoactive substances (hypnotics), which are depressants.

2.3 Causes of Traumatic Experiences

To understand the traumatic experience, it is necessary to pay attention to the subjective nature of the experience itself. There are several reasons why a person has a traumatic experience. According to Irwanto and Hani Kumala (2020), the causes are distinguished into natural disasters, traffic accidents, bullying, rape, and the loss of a loved one.

1. Natural Disasters

Natural disasters can be classified into three kinds. First, disasters due to biological events. These disasters are caused by bacterial or viral pathogens that can take the form of a pandemic, epidemic, or epidemic of infectious disease. Second, disasters due to hydro-meteorological events. This disaster can be caused by high or low rainfall, such as floods, storms, and droughts. Lastly, disasters due to geophysical events. This disaster is caused by energy generated from various geophysical events. This disaster is divided into three:

a. Disasters due to seismic energy, such as earthquakes and tsunamis.
b. Disasters due to volcanic energy, such as volcanic eruptions and the flow of mountain larvae.
c. Disasters due to gravitational energy, such as landslides (debris avalanches, mudslides, volcanic lava avalanches, and avalanches). (Keim in Heryana, 2022: 6).

2. Traffic Accident

Traffic accidents are "an unexpected and unintentional event involving a vehicle with or without other road users, involving human victims or property loss." In this paragraph, victims are dead victims, victims of serious injuries, and victims of minor injuries. From the statement above, unexpected events have victims who are still alive, and unpreparedness can cause trauma to victims because the process is fast without realizing it (I Nyoman, 2019). To prevent accidents, there are several factors that must be considered. First, the condition of the vehicle is good and it is equipped with seat belts (cars and trucks). Second, the condition of the road surface must be monitored frequently. Third, the human factor of driving has an official letter and is not in a state when drunk (Gopalakrishnan, 2012).

3. Bullying

Bullying occurs when someone in power targets someone who is weaker. The dictionary defines bullying as an act of abuse of power to hurt a person or group verbally or physically so that the victim feels depressed and helpless. The use of excessive power in an effort to discipline children by parents, caregivers, and teachers indirectly encourages bullying behavior; an imperfect upbringing has the potential to make someone a bully (Sejiwa in Narwastu, 2011). Trauma that occurs due to bullying

results in pent-up anger. The anger that is held in self-control will overflow, which has the potential for the victim to become the next bully and the potential for suicide for the victim who cannot stand bullying (Yusuf, 2012).

4. Rape

Someone who has experienced sexual violence faces a dual sector, namely, being given empathy, pity, and a negative label as a child who has been tarnished from society (Irwanto and Hani Kumala, 2020: 73). A society that stigmatizes children's experiences (especially sexual violence) places an additional psychological and emotional burden that exacerbates the situation; this has the potential to cause various problems such as depression and post-traumatic disorders (Irwanto and Hani Kumala, 2020: 71).

5. Losing of a Loved One

Parents have an important role in children's lives to help them overcome psychological trauma (Irwanto and Hani Kumala, 2020: 71–72). Adolescents can survive stressful conditions if they have a good and loving relationship with their parents, especially their mothers. The loss of parents has an impact on adolescent development because it leaves a deep sadness. Based on Suzanna's research in Hudria (2020), the meaning of parental death is a sense of loss, namely the loss of affection, attention, and friends to share.

3. Research Method

In this research, the writers use the descriptive qualitative method because the data are not in the form of numbers but are instead taken from excerpts or narratives taken from the novel as a data source, then analyzed in a descriptive way, and the findings are presented descriptively. Sandelowski (2000) says that qualitative descriptive research has the aim of making a comprehensive summary of events in everyday life from events. Researchers conducting studies and using qualitative descriptive methods remain close to the data, but in different and sensible combinations of data collection and data analysis.

The source of this research data is a novel entitled *For Nadira* by Leila S. Chudori. Data collection technique is done using documentation techniques. In research by Awalludin & Anam (2019), it says that document techniques means the data are collected from related documents, whether in the forms of books, journals, articles, or the text of the novel *For Nadira* by Leila S Chudori. Furthermore, the steps of the analytical procedure in this study are reading novels, making story synopses, identifying and classifying symptoms and causes of traumatic experiences, as well as summarizing the results. The research validity test of data using expert validity tests is related to the results of research data analysis. The collected data are then classified based on the symptoms and causes of the traumatic experience. Furthermore, the data are analysed by explaining the quotations to prove that the data are in accordance with the subject or scope of this research. This is followed then by describing the data to emphasize that each quotation really meets the matter being analysed in this research. Finally, the findings of this study are presented after the analysis is completed.

4. Discussion

This research shows that:
Nadira's symptom is Hyperarousal, with the following characteristics:

a) Panic and constant fear.
b) Being sensitive when staying awake or asleep.
c) Excessive anger when a traumatic experience is recalled.
d) A sense of hatred for the person associated with the traumatic experience.

The causes of Nadira's traumatic experiences are

a) Bullying
b) Losing a loved one

4.1. Symptoms of Traumatic Experiences

This sub-chapter contains a discussion about the symptoms of the traumatic experiences suffered by Nadira in Leila S. Chudori's novel *For Nadira*. Hyperarousal is a symptom characterized by individuals who are always on guard, which causes panic and anxiety that occur in their lives after the traumatic experience occurs. Nadira is the main character in this novel and the protagonist of this subject. She experiences a traumatic experience in accordance with the statements of Irwanto and Hani Kemala (2020), which refer to hyperarousal symptoms that have several characteristics. First, panic and constant fear; second, a very sensitive state either while staying awake or sleeping; third, excessive anger. Lastly, there is hatred. The following shows that Nadira experiences hyperarousal symptoms.

Panic and Constant Fear.

> "Nadira ran to the bathroom. She plunged her head into the clean water of the tub. Then she lifted it out. Only now did she understand that this had become a habit because she had been punished by having her head held in the toilet bowl. She plunged her head again. Everything was black as night like black ink. She plunged her head. Again. Again. Over and over" (Chudori, 2017: 83).

The data above illustrate that Nadira has a sense of panic and fear. This is indicated by the sound of dishes falling. Without a command, she runs to the bathroom and throws her whole head into the toilet. The panic and fear arise because of her father's reaction to her dismissing a plate of cake and lasagna that she has bought from the office where her father works, according to orders. She runs without understanding what is going on. After lifting her head from the closet, only then does she understand that it is a punishment that is often received if something goes wrong, even though the cause is not her own. The image of the traumatized Nadira continues to fill her mind and soul, so that the fear persists. It can also be seen in the following quotation:

> "The space under her desk had transformed into the place where she hid all her sadness. I often saw her feet in sneakers sticking out from under her desk. That was a month after her mother died, one afternoon in 1991" (Chudori, 2017: 171).

The data above explain that Nadira again shows a sense of fear due to a traumatic experience, namely the death of her mother. She makes being under the table a better place to hide fear and sadness than the house. According to Nadira, a home is a

place that holds a myriad of experiences that she wants to forget, even though in reality the traumatic experience always appears in her memory wherever she is. Not only the psychological state changes, but also the physical one. Nadira's hair is getting messy. Her face is disheveled, and there are traces of tears on her cheeks.

Sensitive When Staying Awake or Asleep

> "I dream that my head was being plunged into the toilet bowl, over and over. In, out, in, out. And every time my head came out, I was forced to say, I'm sorry, I won't steal again, I'm sorry, I won't steal again. But the more I said that the longer my head was held in the toilet that was filled with piss that had not been flushed"
> (Chudori, 2017: 79).

The data above show that Nadira has a sensitive state when she deals with her traumatic experiences, whether she is awake or asleep. That sensitive state is in the form of memories that come back about the torture that her sister does. After the tragedy that is committed by Nina, it turns out that her younger sister does not remember her at all. She starts telling stories about her head being put in the toilet repeatedly, and when her head is lifted, Nadira is forced to say sorry and would not steal again. The longer Nadira says that sentence, the longer it takes for her head to be put into the toilet with urine that has not been flushed. The memory returns when Nadira connects with someone who traumatizes her; she is Nina. A scene memory opens in the form of a flashback of past events when the torture that is carried out by her sister occurs. Then Nadira realizes that it is not a dream but has actually happened because she could still taste and smell the urine from the toilet that has not been flushed until then.

Excessive Anger

> Mr. X, this famous psychiatrist, was quoting the line from a poem by Anne Sexton:
>
> "But suicides have a special language.
> Like carpenters, they want to know which tools.
> They never ask why build."
>
> Nadira gave no response at all and had no intention of pandering to Mr. X's madness. But, damn it! His question reopened a picture of the past, three years ago to be precise, when she first discovered her mother sprawled on the floor of the house, no longer alive. Her body was blue. Her lips were whitish from dried froth. Chrysanthemums fill her grave. (Chudori, 2017: 99-100).

In the quotation above, we see the beginning of Nadira's excessive anger. She is assigned to interview a psychiatrist named Mr. X. During the interview, Mr. X always mentions and asks questions about Nadira's life and her family, especially the death of Kemala Yunus, Nadira's mother. He starts asking how Kemala ends her life, accompanied by a soft laugh that stabs right in the middle of Nadira's heart. Then she asks what Nadira sees for the first time when she finds her mother, who has committed suicide, and states that suicide has a special language. That statement unfolds a memory from the past: exactly three years ago, Nadira finds her mother lying on the floor with her body, face, and lips blue because of dried foam. Nadira feels that she is not in the

police station but in a room from the past twenty years ago. Nadira never understands why her mother wants white chrysanthemums. Mr. X says the tuberose is too mystical and the white chrysanthemums are perfect for people who are tired of life and the world. And Nadira's peak of emotion and anger continues in the quotation below:

> "What?" Nadira was almost exploding.
> "Someone who is tired of the world... someone who wants to retire from life".
> "Mr. X's voice was so soft and regular, like the verse of a song. He was speaking with his eyes closed. He had reached the state of ecstasy he wanted. Two seconds later, his face was hit with an almighty punch" (Chudori, 2017: 107-108).

The data above show that Nadira experiences increased emotional turmoil when forced to recall the events that lead to the traumatic experience. The series of memories in the form of flashbacks to the past and statements about her mother that she thinks truly make the emotional spike explode like a bomb. In general, a woman's physical strength is not comparable to a man's, but with a single punch from her fist, she is able to break the nose of Mr. X. This is a characteristic of hyperarousal symptoms, namely excessive anger when the traumatic episode is recalled again, which is clearly illustrated in the data quoted above.

A Sense of Hatred

> "You hate your sister, I can see it in your eyes." Mr. X's cheerful voice brought Nadira back to the police sergeant's room. She quickly pulled herself together. She took a tissue from her backpack and wiped her lips" (Chudori, 2017: 105).

The quotation above explains the emergence of a sense of self-hatred for someone related to the traumatic experience. In the quotation above, Nadira does not say clearly that there is hatred towards Nina, but with the movements and reactions she gives when the question is directed at her, with closed lips there is a diversion, namely trying to rub her lips and starting to sweat, it can mean that there is hatred in her eyes and in her heart, but she cannot say it.

> "I was hardly listening to Yu Nina's grumbling. I was taking notice only of her muffled instructions from behind her face mask, telling us to move this and that according to categories: the chairs and antique table that had to be refinished; some plates, bowls, and antique cutlery; some antique lamps; and last of all some of Ibu and Ayah's books in Dutch on a big bookshelf" (Chudori, 2017: 16-17).

Based on the quotation above, it tells us that Nadira and her two elder siblings are in the warehouse to clean up the place, which is full of the belongings of her mother and father. Nadira sees Arya taking out some antique chairs to be refinished and Nina, who starts grumbling about her parents' habit of collecting things but in the end, never using them at all. But it turns out that Nadira barely hears her complaint. In this part, it can be concluded that Nadira does not respond to anything Nina says, she loses respect for her elder sister after what she has done. And the following quotation also proves that Nadira begins to feel hatred and disappointment towards her elder sister:

> "Yai, yaiyai… you've got father virus, replaying the old recording. I've heard Ayah.s biography sice you were a baby. But, even with all his intellectual background, anyway? Does he feel insulted?" (Chudori, 2017: 68)

The conversation above is a quotation when Nadira calls Nina, who is in America. She discusses her father, who rarely eats and has insomnia due to retiring from work and his position being taken over by his friend. Nina responds to the complaint by saying her father is just too stubborn and feels humiliated to be the head of the advertising division. Hearing her elder sister's response, Nadira could not stand it. She feels her chest burn and her heart scald because it is too hot, then slowly puts the phone down. When the phone rings again, Nadira ignores it and heads to the bathroom to repeatedly dips her head into the tub full of water while her father is pacing around using clogs in the kitchen.

2. Causes of Traumatic Experiences

In this sub-chapter, the researchers analyse the causes of the traumatic experiences suffered by the main character Nadira in Leila S. Chudoris novel *For Nadira.* Traumatic experiences are not caused by one single factor. According to Irwanto and Hani Kumala (2020), the causes are distinguished into five categories: natural disasters, traffic accidents, bullying, rape, and losing a loved one. But in this analysis, there are only two causes of the traumatic experience suffered by Nadira in Leila S. Chudori's novel *For Nadira* they are bullying and losing a loved one. The following quotations are the details:

Bullying

> "One, two, three..."Nadira's head is still down the toilet. A few seconds. She can stand the stink of piss and the fizzing fumes entering her nose and mouth. But she cannot bear the pain of Nina pulling her hair"(Chudori, 2017: 31).

The quoted data above show bullying in the form of torture that Nina does to Nadira to get her honesty. Nina's actions of pulling her hair and dipping her sister's entire head into the toilet are part of bullying. There are many ways to make someone tell the truth without resorting to physical torture, but Nina chooses the wrong path when she traumatizes her younger sister. Nadira is forced to confess to stealing shopping money from Yu Nah. Even though she says it is her money, her sister still does not believe it. Nina does not give her a chance to explain where the money comes from. Until finally, she gives up on Nina's cruel treatment and wants to be in the toilet forever. Another quotation showing bullying experienced by the main character is seen below:

> "Read it."
> Nina glances at it. There is a children's short story titled "Journey to the Blue Land". The writer: Nadira Suwandi. Now the night breeze is becoming angrier; she feels dry and hot. But this is nothing compared to her mother's stabbing glare" (Chudori, 2017: 34).

The quotation above explains that Nina has made a fatal mistake because she deliberately committs bullying, torture, and accuses Nadira of stealing money. After

that, her mother brings a magazine to give to Nina and asks her to read it. The magazine bears the title of a short story, namely Journey to the Blue Land, written by Nadira Suwandi. Her mother says that the money that Nina finds is the result of Nadira's part-time job writing short stories and that she is not a thief. Immediately, Nina hugs her mother with tears in her eyes. The mother, who always teaches about respect and politeness to others regardless of skin color, gender, or social status, feels disappointed with Nina's treatment. She is supposed to take good care of her younger sibling, but in the end, she mistreats her and never apologizes:

> "I never told Nadira I'm sorry."
> "Why not?"
> "I felt more guilty towards my mother"
> (Chudori, 2017: 34-35).

The data above states that after the incident, Nina never apologizes for everything she has done to her sister, considering what she does is just a small tragedy that would not have any effect on Nadira's life. Nina ignores the incident as if nothing has happened between the two of them. Concerning childhood of Nina, then comes Ruth, a psychologist who manages to get Nina to open up about her childhood again. Shortly after the childhood memories flash back, Nina says that she has never apologized to her sister until she is an adult because she feels more guilty towards her mother, who wants to make her an elder sister who loves and cares for her younger sibling. And what she does is only because she wants to be a good elder daughter. The psychologist says that Nina has tortured and accused Nadira of stealing and owes her an apology, but Nina casually says she could never apologize because it is an event that happens a long time ago and has already been deleted from the memory cupboard whose key is thrown into the ocean. But not for Nadira; it is an event that traumatizes her. Basically, she is guilty of both and must apologize for the bad deeds she has done.

Losing Her Mother

> "The sudden death of her mother aged Nadira. Since her mother's funeral a year ago, the dark circles under her eyes. had not disappeared. And since then, Nadira saw everything in front of her without color. It was all bland and grey. She slept, woke up, and daydreamed in the space under her desk. Every day"
> (Chudori, 2017: 64).

The data above illustrate Nadira's condition after losing her mother traumatizing her and making her not to take good care of herself. The appearance of dark circles under the eyes indicates that there is a lack of time to rest, and she sees that everything is colorless. She always make it under the table as a place to rest and dream instead of home. Nadira feels such a deep loss; she not only loses a mother figure but also a friend to whom she could pour out all her complaints and sorrows. Mental unpreparedness makes her live without passion, with sadness and fear that occur continuously. The same situation can be seen in the following quotation:

> "Kang Arya, have you ever felt that the only thing your life touches is the four walls of the grave; and all you can see is the sky changing color? Have you ever felt that you want to just fuse with the earth

> because you want to be one with all the elements within it? Don't the holy books tell us that we are all created from dust?"
> "Do you know, Kang, that for years after Ibu died leaving us, there was a huge rock that pressed on my body, my liver, my heart, that meant all I could do was lie on my back in that grave, unable to live, but also unable to die?" (Chudori, 2017: 133)

The quotation above also describes how Nadira lives after her mother's death. She feels her life only intersected with the four walls of the grave with a view of the sky changing color and wants to immediately merge with the ground. It can be interpreted that Nadira's life is like only living in a lonely place with a bitter past, while she sees other people living with happiness. And after the departure of her mother, she also feels that there is a large stone that hits her body, her heart, and her heart in the grave so that she could neither live nor die. No one else can lift her from the grave. For years, Nadira slumps in the grave and never gets an answer to the question that always weighs on her mind, namely, why her mother breaks ties and chooses to leave them in a very futile way. From the quotation above, it can also be concluded that the grave that Nadira is referring to is a bitter experience in the past until someone can get her out of the grave, as in the following quotation:

> "Was Niko the sun that warmed Nadira's life? Arya had never forgotten her corpse-like face when their mother died four years ago. He could bury himself in his work. And true, it was only how that he saw light in Nadira's eyes. Arya knew he had to allow Nadira to choose her own path in life. He could only hope that she had made the right choice" (Chudori, 2017: 140)

After all these years, finally, a man comes who, without hesitation, gives his hand to lift Nadira from the grave and convinces her and makes her realize that Nadira is a woman who has the right to be happy like the others. That man is Niko Yuliar. Arya can never forget Nadira's face, which looks like a living corpse after her mother's death because she buries herself with a myriad of jobs without rest. Through difficult considerations, Arya finally tries to understand her sister's decision and hopes that her younger sister's choice is the right one.

5. Conclusion

Based on the analysis of the novel Leila S. Chudori *For Nadira* about the symptoms and causes of Nadira's traumatic experiences, the following results are obtained: Nadira Suwandi is the main character in the novel *For Nadira*. Nadira Suwandi is formerly a very active, cheerful woman who loves her elder sister. But after being bullied and losing her mother, she becomes rigid, having no zest for life, and harbouring hatred for her elder sister. In other words, bullying and losing her mother cause Nadira to suffer traumatic experiences. The incident also changes her physique; she then appears neglected, with messy hair and a thin body, and there are tear marks on her cheeks.

A traumatic experience is something that is not good because it has a negative impact on a person, and is difficult to heal, and can leave a mark on their life. Based on the data, the name of Nadira's traumatic symptom is hyperarousal, which has several

characteristics, such as panic, constant fear, excessive anger and hatred, a very sensitive state either while staying awake or asleep.

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STRENGTHENING RELIGIOUS MODERATION FOR STUDENTS THROUGH LITERATURE LITERACY PROGRAM

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Abstract

Facts related to religious ways that tend to be radical and extreme can threaten the reason and attitude of the younger generation, including students. Therefore, an innovation study focusses on the positioning of students in order to act as producers against extremist narratives is needed. This can be done with intensive education and mentoring of good and directed writing skills through a literature literacy program with religious moderation perspectives for students. Therefore, this research is aimed to describe the study of innovation through a literature literacy program with religious moderation perspectives at the Darul Ma'arif Cikedung Islamic boarding school, Majalengka. This research is descriptive qualitative research using the case study method. Based on the results of the research, it is found that the understanding of moderation does not have to be conveyed rigidly through classes that tend to be conventional but can also be done through light writing of the literary genre as a form of innovation in the spread of *Islam rahmatan lil alamin.* This is proven by the results obtained by the Darul Ma'arif students who can manifest their moderate understanding through literary works in the form of short stories.

Keywords: *literature literacy; religious moderation; santri*

1. Introduction

Currently, the mainstreaming of the principle of religious moderation is an important key in strengthening the philosophy of the nation "*Bhineka Tunggal Ika"*, especially in the younger generation, including students. Therefore, the role of religious educational institutions, such as Islamic boarding schools, becomes very significant to produce a moderate generation. Islamic boarding school itself is the oldest educational institution that has its roots in Islam and Indonesia (indigenous) so that it is very attached to the Indonesian Muslim community. Besides that, according to Anwar (2010), Islamic boarding schools also have a position as *tafaqquh fiddin* institutions. If interpreted broadly, the principle of *tafaqquh fiddin* attached to Islamic boarding schools is not only to make Islamic boarding schools a place to deepen religious knowledge and other sciences that can provide benefits, but Islamic boarding schools must also be able to instill values that are able to form the character of students. Of the

many values that need to be instilled in every student, one of them is the values of *wasathiyah*. *Wasathiyah* or moderate values, according to Hasanah and Annisa (2021), are oriented to a polite attitude in behaviors, harmonious interaction with all parties, an attitude prioritizing peace and anti-violence in preaching. This becomes an important value that *kiai* must continue to echo his students so that in the future his students will not fall into radicalism and extremists who can damage various human life order. Thus, the role of Islamic boarding schools becomes very strategic in preparing religious moderation agents who will be in direct contact with the community. However, the weakness of many Islamic boarding schools in strengthening the moderate attitude of their students is the teaching methods used that are still conventional. The use of recitation methods or lectures is considered still less effective in educating their students to understand and be able to practice moderate attitudes so that they can become moderation ambassadors that spread friendly Islam and mercy for all (*rahmatan lil alamin*).

Responding to the weakness, it is necessary to conduct innovation studies to strengthen the role of Islamic boarding schools in equipping their students with *wasathiyah* values, so that they do not have radical or liberal attitudes. One of the efforts that can be done is by reinvention of Islamic boarding school literature with religious moderation perspectives. Therefore, this research is aimed to describe an innovation study through a literature literacy program with religious moderation perspectives at the Darul Ma'arif Cikedung Islamic boarding school, Majalengka.

Meanwhile, through this program, it is expected that students not only understand and can practice it for themselves, but also become moderation agents who play an active role in being able to spread *wasathiyah* values to the community through the counter-extremist narratives they make, for example, in the form of literary works, be it short stories, novels, poetry, rhymes, and so on.

2. Literature Review

Based on the review of the previous research, several relevant studies were found, namely:

First, research conducted by Mashur's (2017) on kiai leadership in developing character-based education at the Al Urwatul Wutsqo Jombang Islamic Boarding School. This research reveals the types and roles of kiai leadership, the patterns of moderate student’s character development, as well as character education methods used for moderate student character development through the actualisation of *wasathiyah* values.

Second, research conducted by Ibda and Sofanudin's (2021) on the Ma'arif literacy movement in increasing religious moderation (*Wasatiyyah Islam)*. The program carried out by Ibda and Sofanudin in their research is called the Ma'arif Literacy Movement (GLM). This GLM is implemented through Strengthening Character Education (PPK), the basic principles of *Ahluh Sunnah wal Jamaah Annahdliyah*, *Ukhuwah Nahdliyah*, and *Mabadi Khaira Ummah*. From the results of their research, it is stated that the GLM program has succeeded in having an impact on teachers and students so that they are more literate and moderate.

Finally, Prastyo and Inayati's research (2022) regarding the implementation of digital literacy culture to strengthen religious moderation for students at Mahad UIN Maulana Malik Ibrahim Malang focusses on forming more moderate religious thoughts and attitudes through training and building a more connected social media network, as well as producing content that narrates religious moderation values through various

platforms. The results show that these methods are able to generate awareness to realize and expand moderation values that are in line with the values of Islamic teachings by utilizing various digital media.

From the three studies, it is known that the goals achieved are the same to strengthen religious moderation, but there are differences in literacy programs carried out to strengthen their moderation. Therefore, the researchers take a research niche by utilizing literature literacy with religious moderation perspectives to be able to strengthen moderate attitudes among students.

3. Research Method

This research used a qualitative approach with a case study method. This is because the researchers describe the findings obtained based on the cases taken, so that the research results can be obtained more specifically according to their circumstances. This research was conducted at Darul Ma'arif Cikedung Islamic Boarding School, Maja District, Majalengka Regency. This Islamic boarding school was chosen as a research place because it is one of the oldest Islamic boarding schools in Majalengka district, West Java. Meanwhile, the data source was obtained from the Islamic boarding schools leaders, the *assatid* council, and also the students. Furthermore, data collection techniques used observation and interviews. Meanwhile, the data analysis technique was carried out through three stages, namely data reduction, data interpretation, and data verification.

4. Discussion

Darul Ma'arif Islamic Boarding School is located in Cikedung hamlet. Cikedung hamlet itself is part of the North Maja village area located in Maja sub-district, Majalengka district. This Darul Ma'arif Islamic Boarding School has several formal educational institutions under its auspices, namely Ma'arif Madrasah Ibtidahiyah (MI), Ma'arif Madrasah Tsanawiyah (MTs), and Darul Ma'arif Vocational High School (SMK). Meanwhile, its non-formal educational institutions include the taklimiyah assembly and the Work Training Centre (BLK). In the Darul Ma'arif Islamic boarding school, there are approximately 300 *santri mukim* (students staying in the boarding school) and 200 *santri non-mukim* (students not staying in the boarding school).

This Islamic boarding school was founded in 1946 by K.H. Abah Mukhlis, and now it is continued by his sons and daughters. The Islamic boarding school model applied by Darul Ma'arif is the *khalafiyah* Islamic boarding school model that combines the teaching of yellow books with common knowledge and other skills. Meanwhile, the types of knowledge and also other skills taught in this Islamic boarding school include martial arts, theatre performance arts, short movie makers, and graphic design.

Furthermore, through the literature literacy program with religious moderation perspectives, students seem to be easier to understand *wasathiyah* values as the basis for religious moderation. Etymologically, the word of '*wasathiyah'* is taken from the word *'wasath'* which means 'something in the middle'. The values of *wasathiyah*, according to Baehaqi (2022), is accentuation of the principles of *tawasuth* (moderate), *tasamuh* (tolerant), *tawazun* (balanced), *I'tidal* (fair), and *iqtishad* (simple). Meanwhile, according to Nur and Lubis (2015), the values of *wasathiyah* possessed by a moderate Muslim have 10 characteristics, namely: a) having an understanding and experience that is not *ifrath* (excessive) and *tafrith* (reduce religious teachings) *(tawasuth)*; b) being able to understand and practice religion in a balanced way (*tawazun*); c) being able to

put something in its place (*i'tidal*); d) being able to recognize and respect differences (*tasamuh*); e) being not discriminatory/egalitarian (*musawah*); f) being able to solve problems for consensus and benefits (*shura)*; g) being able to prioritise reformative principles while still based on a*l-muhafazhah 'ala al-qadimi al-shalih wa al-akhdzu bi al-jadidi al-ashlah* (preserving old traditions that are still relevant and applying new things that are more relevant) *(islah)*; h) having the ability to make priority scales (*aulawiyah)*; i) having an open attitude to innovate and follow the development *(tathawwur wa ibtikar)*; and j) having noble characters, has good character, identity, and integrity as *khairu ummah* (*tahadhdhur*). By strengthening these *wasathiyah* values, students are able to become even more moderate people because of the stronger understanding of the importance of moderate attitudes in the midst of the onslaught of various extremist and radical ideas, so that in the future they can become moderation ambassadors who are able to spread friendly Islam as exemplified by Rasulullah Saw.

In addition, with the existence of a literature literacy program with religious moderation perspectives, students also have an understanding of the basics of writing literary works, so that they are able to produce a literary work in the form of short story books with the theme of religious moderation. The literacy program provided was carried out through: a) intensive theoretical training and writing practice of literary works; b) continuous intensive mentoring and guidance; and c) writing assistance, editing, publishing, and printing. Regarding the strategy carried out for this literature literacy program with religious moderation, it is based on the curriculum that has been prepared as follows: a) giving introductory materials; b) giving assignment; c) deepening the material (enrichment); d) pre-monitoring, editing, and evaluating; e) post-monitoring, editing, and evaluating.

The first stage is the giving an introductory material. The students were given the material on an ascetic to be a writer, religious moderation perspectives, and tips on writing literary works. The material about an ascetic to be a writer was given to provide an understanding of the benefits and advantages of being a writer, motivation to have the eagerness to write and to become a writer, and tips on becoming a productive and working students. Furthermore, the material on religious moderation perspectives aims to strengthen students' understanding of the importance of having a *wasathiyyah* attitude based on the theological basis in the Qur'an sura Al Baqarah verse 143, *"Thus We have appointed you a middle nation*, the fragment of the verse can be interpreted that the cultivation of *wasathiyah* values is very important because the best people are those in the middle (*ummatan wasathan*). In addition, the last material given was about tips for writing literary works, especially about short stories. Through the material, an understanding of what a short story is, its intrinsic characteristics and elements were given, as well as the steps to write a short story.

The second stage is giving an assignment. After being given introductory material, the students were assigned to the brainstorm the theme. After deepening the material, the students were given the task to finalize the theme, to make a mind map, to develop a story based on the mind map, and to write the draft.

The third stage is the deepening of the material. This stage aims to provide an understanding of the problem identification process by identifying the potential problems that have been experienced or in the surrounding environment, and the use of spelling in accordance with writing rules.

The fourth stage is pre-monitoring, editing, and evaluating. In this stage, the students and trainers analyzed the work that had been made, both in terms of writing

and content. Then an improvement note was made to complete the weaknesses and correct the mistakes.

The fifth is post-monitoring, editing, and evaluating. Students and trainers checked and re-checked short stories that had been improved based on the results of reviews in pre-monitoring, editing, and evaluating, stage. Then a final review and analysis was done in terms of the content and writing.

The last stage is the publication stage. Short stories that had been successfully written were then compiled to become a book.

Based on these stages, the innovation study that had been carried out at the Darul Ma'arif Islamic Boarding School through a literature literacy program with religious moderation perspectives seems to be quite effective in providing education to students about religious moderation. In fact, students can become moderation agents through the counter-extremist narratives they make in the form of short stories in the short story anthology book that they managed to publish with the title "Moderation Message from Santri".

5. Conclusion

The literature literacy program with religious moderation that was carried out at the Darul Ma'arif Islamic boarding school has become one of the studies of innovation in strengthening a moderate attitude towards students. In addition, through the innovation study, the students also have literary writing skills. The work they write contains *wasathiyyah* values that can be disseminated to the public. Therefore, even though in the future students cannot all become *ustad*, they can still share a message of moderation through their writings.

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