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# ARCHETYPE ANALYSIS OF MAIN CHARACTERS IN *THE SECRET GARDEN (2020)* MOVIE BY FRANCES HODGSON BURNETT

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## Abstract

The researcher uses Jung's archetypes theory to analyze the personality of Mary Lennox and Colin Craven as the main characters in *The Secret Garden (2020)* movie by Frances Hodgson Burnett. Carl Jung uses archetypes to analyze the human side of personality, which is known as a term in psychology. The researcher uses a descriptive qualitative method. The results show that the characters Mary Lennox and Colin Craven have three kinds of archetypes. These results include the shadow, persona, anima, or animus. Mary's shadow is seen when she is angry because she is ignored by Martha, misunderstood by Colin, and a liar. Meanwhile, Colin's shadow is seen when he had past trauma about the stench of roses that almost killed him, and he hated his mother because she died. Second, Mary's persona is seen as a good girl who follows the rules of the house. Meanwhile, Colin's persona was seen. He was manipulating information that he had a friend. Third, Colin reveals four characteristics of anima: touchy, moody, jealous, and unadjusted. The last, there are two characteristics of the animus revealed in Mary, such as strong and brave.

**Keywords:** anima, animus, persona, shadow, *The Secret Garden* (2020)

## INTRODUCTION

Many literary works were made by both authors and the general public in the era of globalization. One of the benefits of globalization is the potential to encourage people to be more creative and innovative in producing something useful (Fithratullah, 2019). According to Samanik & Lianasari (2016), literary works are divided into two types, namely written and spoken. Novels, poetry, short stories, and other literary works printed on paper are examples of written works. Meanwhile, Spoken works are literary works we can directly hear and see in action, such as drama, and movies. Pangestu & Julianti (2021) mentions that a movie is an example of a literary work that emerged due to the development of the modern technological era.

In a movie, the role of the main character is an essential part. According to Suprapto (2016), the main character is a character who dominates the entire movie story. This can be seen clearly from the portion of him or her that appears the most on the screen compared to other characters. In other words, in a movie, the main character is a character who is always seen in the movie. Every main character in a movie has a different personality, the same as human personalities in general, which continue to grow and change over time. Ade & Okunoye (2008) claim that characters have roles similar to humans. Because most of the movies are based on true stories and the experiences of ordinary people (Aisyah, 2022). Many people don't even know their personality. The levels of human personality that they do not recognize are called the collective unconscious where there is part of the human personality called archetype (Feist, 2008).

   *The Secret Garden (2020)* is a very interesting movie, especially in its depiction of the main character's personality. The story took place in 1947 in India. The movie told about a ten-year-old girl and boy named Marry Lennox and Colin Craven as the main character. They are cousins, and their mother is twin. Mary's parents died of a cholera outbreak, and so did Colin's mother. After her parent passed away, she was sent to her uncle's house, Misselthwaite Manor, in Yorkshire, England. Her uncle's name is Mr. Craven, he is the father of Colin Craven. Mary and Colin had different personalities than most people since their mother passed away. Mary has a hot-tempered and lying personality. Besides that, Mary pretended to be a good girl who obeyed all the house rules Mrs Medlock gave. She did it to make a good impression on Mrs Medlock as a newcomer. Furthermore, she had a masculine side, like strong and brave. Colin is a crippled and hunchbacked boy. He usually locks himself up in his room, he rarely leaves the house. He once left the house because someone took him, but he experienced a trauma that made him almost die because he feared the stench of roses. Moreover, his mother's death made him hate her even though he could not forgive her for leaving him alone. When Colin first met Mary he arrogantly said that he did not want a friend to show that he did not want to be pitied by his paralyzed condition. Besides that, he had a feminine side such as touchy, moody, jealous, and unadjusted.

   Carl Gustav Jung's archetypal theory is a popular method for analyzing characters in the form of personality in literary works (Firdausya, 2020; Ekaputri, 2019). Archetypes appear in humans and determine personality as individuals (Jung, 1969). The word archetype comes from two Greek words "*arche"* meaning prime, first or original and "*typos*" meaning model, pattern or shape (Nora, 2018). In other words, it can be said that archetypes are the pattern of human character and behaviour (Lukman, 2022). This basic pattern was formed hereditary from human ancestors. After Jung conducted research, he said that these archetypes tend to act the same as early humans, even in the future even when faced with conflict (Jung, 1989). By knowing the archetypes, people can read their personalities (Feist, 2008: 105). The researcher uses archetypes to analyze the personality of Mary Lennox and Colin Craven as the main characters in *The Secret Garden (2020)* movie by Frances Hodgson Burnett. Carl Jung uses archetypes to analyze the human side of personality which is known as a term in literary psychology (Boeree, 2006: 5). According to Jung (in Feist 2008:97), there are eight main archetypes: shadow, persona, anima, animus, great mother, wise old man, hero and self.

## METHOD

   The researcher uses a descriptive qualitative method in the research for *The Secret Garden (2020)* movie. The data for descriptive qualitative research is acquired from the data source (Amelia & Mertania, 2020). The qualitative method focuses on objects, and the results are in words (Rido, 2015; Kuswoyo & Susardi, 2016). Thus, since the researcher only focuses on analyzing archetypes in the main characters of *The Secret Garden (2020)* movie, named Mary Lennox and Colin Craven, where the data are in the form of text (which can be words or phrases) without using any numerical analysis, the writer applied the descriptive qualitative method. The data were from the film script of *The Secret Garden* (2020) movie about archetypes. In addition, the data source for this research was *The Secret Garden (2020)* movie by Frances Hodgson Burnett.

The researcher will take several steps to collect data from a movie called *The Secret Garden (2020)*. Several steps are used to manage relevant observations and data.
1. Watch the movie repeatedly to find and understand the main character archetypes, *The Secret Garden (2020)* movie by Frances Hodgson Burnett.
2. Writing down conversations/dialogues is correlated to the research based on Jung's archetypes theory.
3. The researcher highlights the data based on Jung's archetypes theory.
4. In the selection stage, the researcher selects data relevant to the study and the research topics.

The data-analyzing technique aids the researcher in grouping data for analysis purposes (Gulö & Rahmawelly, 2019). Data analysis techniques are used to analyze the data that has been collected. The researcher conducted this research using several steps, namely:
1. In the classifying stage, the researcher attempts to interpret the acquired data and its significance with data theory.

2.  The analyzing stage is where the researcher analyzes and matches the interpreted data with the theory used.
3.  In the Evaluation stage, a researcher elaborates on data findings and answers research questions.
4.  Conclusion, in the final step, the researcher draws a conclusion based on the findings.

## LITERATURE REVIEW

There are eight main archetypes: shadow, persona, anima, animus, great mother, wise old man, hero and self (Feist 2008:97). According to Carl Gustav Jung's Analytical Psychology theory, the following will explain the four various archetypes. Jung (1964:85) defines the shadow as the dark side of human nature. James & Gilliland (1995:5) added that shadow is the negative or evil side of someone's personality. Humans have shadows representing their evil side (Jung, 1959:131). Everyone also has different abilities to control their dark side. Shadow represents what we do not want to admit and try to hide from others. Shadow is present in the human personality in various ways, such as feelings of wanting to destroy and various unpleasant behaviours. Jung used the term "*shadow*" to describe the dark or evil side of humans. Persona is derived from the Latin word "*mask*", used in Greek drama (Perlman, 2018:4). Jess & Gregory (2006: 106) mention that persona is a personality's side that someone shows to the world. According to Jung (1928: 164), the persona is a mask actors use to show their roles. However, it is not just actors who play a role. There are many roles that a person plays according to social requirements. For example, entrepreneurs, homemakers, teachers, lecturers, and other professionals have different characteristics according to their chosen profession or position.

Anima comes from the Latin word "*soul*" (Jung, 1953:524). Anima is the feminine side of men, an archetype found in men (Jung, 1964:30; Jung, 1970:14). Anima usually relates to emotional, empathic, and sensitive aspects. Anima can be a feeling or mood in women (Feist & Feist, 2002:102). There are six characteristics of anima such as moody, vain, jealous, irritable, touchy, and unadjusted (Jung, 1969:70). The Animus is the male side of the female soul (Jung, 1953). Jung introduced the Animus as an old paradigm of the Logos. "*Logos*" was the Greek word for the principle of order and wisdom. As humans, Logos is identified. Therefore, Jung believed that the animus archetype is the personification of the masculine in the female psyche. It includes the masculine characteristics of women, such as strength, assertiveness, physical strength, courage, desire for power, and achievement. There are four main characteristics of Animus as a man of power, the man of action, the man of word and the man of meaning.

## FINDINGS AND DISCUSSION

The discussion of this part will show how Mary Lennox and Colin Craven reveal archetypes of shadow, persona, anima or animus.

**1)   Mary Lennox's Shadow**
The character of Mary Lennox appears as her shadow in two conditions. The first shadow shows her anger at being ignored by Martha and misunderstood by Colin, and the last is her lying about manipulating information about her mother's death.

**a)   Anger**
Spielelberger (1972) mentions anger is a state of emotion that influences feelings. The first shadow reflected in Mary's character is her anger, caused by Martha's answer, which was considered to ignore her curiosity about strange sounds she hears at night. As seen in the following dialogue, this can be called her shadow.

*Time : 00:20:42-00:20:54*
*Dialogue:*

> *Mary : The noises that I hear in the night, do dead solders haunt this house?*
> *Martha :* **If you hear noise, then turn over and sleep more.**
> *Mary :* **I didn't ask to be here!**

Based on the dialogue above, it can be indicated as Mary's shadow. As supported by Jung (1978), the shadow of anger occurs when someone is ignored. What Martha did to Mary in the dialogue show that as part of it because it is in line with what Jung said. The story happened the first night Mary stayed at her uncle's house (Misselthwaite Manor); she heard crying and screaming, making her want to know what happened to Misselthwaite Manor. Martha is a maid at Misselthwaite Manor who was put in charge of caring for Mary when she arrived. Mary questioned Martha about the noises she heard at night and whether dead soldiers were haunting the house. It can be seen that Mary did not get an answer to her curiosity about this strange sound. Martha ignored Mary's question in the dialogue, "*If you hear noise, then turn over and sleep more.*" Martha's statement shows that she ignored Mary's question, which was considered unimportant. It made her angry. Mary angrily said, "*I did not ask to be here*!". It can draw the conclusion that Mary's shadow appeared when Martha ignored her curiosity about the strange sound in the house, and it made her angry.

> *Time: 00:42:10-00:42:37*
> *Dialogue:*
> *Mary : What if I were to tell you that I know of a magical place? Where the birds sing for you and friendly dog plays with you?*
> *Colin* **: I'd say that you were lying. And I'm not interested, even if you are telling the truth.**
> *Mary : But..*
> *Colin : I'm tired now. You can go.*
> *Mary : what?*
> *Colin: I'm tired. You're not listening to me. Please leave.*
> *Mary :* **I'm not your play toy to be put down when you choose!**
> *Colin: You came to me. I never invited you in.*
> *Mary: I told you secrets about my magic place.*
> *Colin : Secret I didn't care to know of.*

The next shadow of Mary is anger due to misunderstanding. From the dialogue above, it can be seen that Mary's anger was triggered by misunderstanding. Jung (1978) mentions that shadow comes when someone is misunderstood. Mary had come to Colin's room intending to tell him about a magical place where Colin would see birds singing and a friendly dog would play with him. At that time, Colin was locked into his room and never went outside. He was unable to walk because of paralysis. Mary tried to offer a magical place called *The Secret Garden* to allow Colin to play and be entertained by the animals in that garden. He could not believe it and thought Mary was lying to him. Colin was not interested in what Mary said to him, even though she was telling the truth. This dialogue shows that Colin misunderstands Mary. ***"I'd say that you were lying. And I'm not interested, even if you tell the truth."*** Mary's anger is caused by misunderstanding, as it showed in the dialogue, ***"I'm not your play toy to be put down when you choose!."*** It can be concluded that Colin's misunderstanding caused Mary's anger that she lied to him, and he was not interested even if she was telling the truth. Mary's dialogue showed her shadow because it matched what Jung was saying.

b) **Liar**

> *Time : 00:54:22-00:54:24*
> *Dialogue:*
> *Colin :* **I know you didn't kill your mother. So who is the bigger liar?**
> *Mary : Did you ask after me?*
> *Colin : I said I'd heard you. They said you'd lost both your parents tragically. They were very clear you weren't a murderess.*

The second Mary's shadow is a liar. Mary lied because she had manipulated information about her mother's death. Jung in (Morissan, 2013) stated that lying is the manipulation of information, behaviour, and self-image to direct others to false beliefs or conclusions. When Colin discovered that she had manipulated information regarding her mother's death, Mary's lie was exposed. Mary once told Colin that she was the one who killed her mother. The information that Colin obtained about her mother's death did not match what Mary had told him. In other words, Mary had lied to Colin. Her shadow can be seen in this dialogue "***I know you didn't kill your mother. So who is the bigger liar?.***" In the dialogue, Colin says he knew the cause of Mary's mother's death. Colin was told by someone that her mother died tragically. Not only her mother but also her parents. He knows that she is not a murderess. From the conversation above, it is evident that Mary lied to Colin. Mary lied to Colin to cover up the cause of her mother's death. Mary's lies can be indicated as her shadow because it aligns with Jung's statement in Morrisan's reference.

**2) Colin Craven's Shadow**

The character of Colin Craven is classified his shadow into two conditions. The first shadow showed that he had been traumatized by the smell of roses, and the second showed that he hated his mother.

**a) Past Trauma**

> *Time: 00:41:46-00:41:54*
> *Dialogue:*
> *Mary : We could go outside and, who knows, you might feel better.*
> *Colin:* ***Once they tried to take me outside, and the stench of the roses almost killed me.***
> *Mary : You're afraid of flowers? That isn't very sensible.*

In the above dialogue, Mary felt nothing had changed in Colin's condition. Colin only relied on taking medicine and just locked himself in his room. He has been paralyzed for years, instead of recovering but getting worse. Seeing that Colin's condition was not getting better, Mary asked him to go outside with her in a wish who knows that he would get better. Then, Colin told Mary as seen in the dialogue "***Once they tried to take me outside, and the stench of the roses almost killed me.***" The stench of roses could be indicated as Colin's fear of past trauma because it almost killed him. Jung stated (in Jess & Gregory, 2006) that shadow can be in the form of past trauma. The reason that made Colin not want to go outside was that he was afraid of the smell of roses; it could almost kill him. Here, it is seen that Colin told his fears to Mary so that the same thing would not happen again because it would put him in danger. From Colin and Mary's dialogue above, Colin's statement can be indicated as his shadow because it follows the reference given by Jung.

**b) Hatred**

> *Time : 00:43:01 - 00:43:25*
> *Dialogue :*
> *Mary : They say I look like her.*
> *Colin :* ***I hate her for doing it. Dying***
> *Mary : hate her?*
> *Colin : My mother loved me hugely. Everyone said so. And then she died, leaving me all alone. It's unforgivable. Well, my mother never loved me.*

The second shadow showed that Colin hated his mother. According to Jung (in Jess & Gregory, 2006), the shadow can be a negative emotion. One example of negative emotion is hatred (Tappolet, Teroni & Ziv, 2018). Shadow in Colin's character shows his hatred towards his mother. At that time, he needed his mother's affection, but his mother died instead. The death of his mother made him feel unloved by his mother. Colin's hatred can be seen in the dialogue between Mary and Colin "***I hate her for doing it. Dying***." Colin's hatred toward his mother

was discovered when Mary entered Colin's room and saw a photo of Colin's mother, who looked just like her. Then, they found out they were cousins. As Colin mentions in the dialogue, his mother loved him hugely, and everyone said so. Colin told Mary he hated his mother because she passed away and left him all alone. It made Colin unable to forgive her. According to Colin, love must be proven by always being by his side. From the dialogue above, it can be concluded that the death of his mother made him unable to forgive and hate his mother. Colin's statement above, which is bold and italic, can be classified as a shadow of hatred.

### 3) Mary Lennox's Persona

*Time : 00:09:42-00:10:37*
*Dialogue:*
*Mrs. Medlock: First things first, we are fully electric. That doesn't mean the electric always works. So, if you're needing the lavatory in the night, you take a lamp. Secondly, Mr. Craven is widower and on his own. He's promised he'll have someone to tend to you soon enough. But until then, don't be expecting there'll be people to talk to, cause there won't.*
*Mary : **I need no entertaining. I'm not a child.***
*Mrs. Medlock : Hmm.*
*You'll be told what rooms you can go into, and what rooms you're keep out of. But until then, you stick to your rooms and your rooms only. No exploring, no poking about.*
*Mary : **I assure you, Mrs. Medlock. I've no interest in poking about***

A persona is a mask worn by a person to signify his/her role (Jung, 1928). At the story's beginning, Mary's persona is seen as a good girl. She uses the mask of a good girl to show Mrs Medlock she is a person who worked as a head of the servants at Misselthwaite Manor. Mr Craven asked her to pick Mary up when Mary first came to Misselthwaite Manor. When Mary arrived at Misselthwaite Manor, Mrs Medlock told her the rules to follow while at Misselthwaite Manor. Mary agreed with the rule given by Mrs Medlock. She wanted to show that she had a good impression when she first came to her Misselthwaite Manor.

Persona of Mary is shown as a good girl who obeys the rules in that house. She did not complain to Mrs Medlock about why there was not anyone she could talk to. As a new person to that house, she should have questioned it, but she preferred to pretend to obey the rules. She said, "*I need no entertaining. I'm not a child*". From the dialogue, she did not mind if she did not have anyone to talk to because she was not a child and did not need entertainment. Even Mrs Medlock said no exploring, no poking around. Mary was okay with all the rules given to Mrs Medlock. Mary's persona shows through as she says "*I assure you, Mrs. Medlock. I've no interest in poking about*." Mary's statement tried to convince Mrs Medlock that she would keep the house's rules. In other words, Mary's persona fulfils Mrs Medlock's wish to be a good girl and make a good impression. She followed Mrs Medlock's rules to look like a good girl, obeying house rules.

### 4) Colin Craven's Persona

*Time : 00:25:47-00:25:53*
*Dialogue :*
*Colin : Why are you here?*
*Mary : Why shouldn't I be?*
*Colin : **I don't want a friend.***
*Mary : I've plenty already.*

Persona can also be a bad impression that they show to manipulate others' opinions and behaviour (Boeree, 2009). In this part, Colin's persona is shown when he refused to have a friend. It happened when Mary first met Colin in his room. He acts as if he did not need a friend. He said, "*I do not want a friend.*" In Colin's dialogue, he mentioned that he did not want a friend. He gave Mary a bad impression to cover up his real condition. The real condition was that he was paralyzed and his hunchback was worse than his father's. Colin did not have any friends

in that house because he was locked in his room by his father and could not go outside. It can be indicated as his persona.

### 5) Colin Craven's Anima

Every man has an aspect of femininity called anima, which can be either a mood or a feeling (Jung et al., 1964; Feist & Feist, 2002). There are six characteristics of anima such as moody, vain, jealous, irritable, touchy, and unadjusted (Jung, 1969). In this analysis, Colin's personality reveals four characteristics of anima: touchy, moody, jealous, and unadjusted.

### 1) Touchy

> *Time: 00:41:15-00:41:19*
> *Dialogue :*
> *Colin : I thought you wouldn't visit again.*
> *Mary : That's your chair?*
> *Colin :* ***It's none of your business! Don't touch it!***

According to Jung (1969), the first characteristic of anima is touchy. Touchy refers to someone who gets upset or offended easily (Hornby, 2010). Colin was easily offended when Mary asked about a chair in his room. The chair meant by Mary here was Colin's wheelchair. Mary wanted to know whether the wheelchair moved well and whether he often used it. According to Mary, it was a normal question and did not provoke any personal emotions, but Colin had a different opinion. Colin's answer to Mary indicated that he was offended by Mary's question about the wheelchair because it was a sensitive question for him. The evidence of Colin's being touchy is seen in this conversation *"**It's none of your business! Don't touch it!**."* Colin felt offended. He could no longer use his wheelchair because his hunchback was getting worse. To sum up, Colin becomes easily offended because what Mary talks about is sensitive to him.

### 2) Moody

> *Time 1:00:56-1:01:04*
> *Dialogue*
> *Colin: who's there? It's the girl, isn't it?*
> *Mary : My name's Mary, and you know it.*
> *Colin :* ***I don't want you here! You're cruel!***

Moody is the second of the characteristics of anima in a man (Jung, 1969). Moody is a person who changes his emotional tune unexpectedly and often (Damasio, 1999). Colin, a boy with anima in himself, has a moody personality. It can be seen that Colin's mood changes emotionally tune unexpectedly. It was seen in this conversation "***I don't want you here! You're cruel!***." This dialogue is shown by Colin which indicates his moody personality. It happened when Colin heard that someone was coming into his room. Then, Colin asked who was there. Mary replied it was her and he knew her very well because she was his cousin. She felt nothing wrong with herself. Suddenly, Colin's mood changes to unexpectedly dislike Mary's presence with an emotional tune. It can be seen that Colin's mood changes for no apparent reason. Colin was moody because of stress with his condition, which was not improving because he was paralyzed and locked himself in his room. Stress can suppress his feelings, making it difficult to control his emotions. Stress can also cause him to lose focus, causing mood swings easily. The dialogue above shows that a moody Colin suddenly looks like he does not want Mary there. In addition, his sudden changes in emotions reveal his moody personality, which stems from his anima.

> *Time : 00:40:03-00:40:33*
> *Dialogue:*
> *Mrs. Medlock : Colin..*
> *Colin : No!*

> *Mrs. Medlock: Lie still.*
> *Colin : **No Please. I don't like it. It tastes horrid, please!***
> *Mrs. Medlock : I know you don't like it, but it's going to make you well.*
> *Colin : Please. Please!*
> *Mrs. Medlock : You know very well, it's either the medicine or the brace. Come on. It'll soon be over. Just..*
> *Colin : Please! I don't like it. It tastes horrid. I don't like it.*
> *Mrs. Medlock : I'll come back later when you've calmed down.*

The dialogue above also shows Colin's anima of moody. Moody means having moods that change quickly, such as being bad-tempered or upset (Hornby, 2010). This situation happened when Mrs Medlock asked him to take medicine. In this case, Mrs Medlock tries to persuade Colin to take medicine even though she knows he does not like it, but it makes him feel well. Colin showed his changed mood to Mrs Medlock in this dialogue "***No Please. I don't like it. It tastes horrid, please!.***" The dialogue shows his changing mood to upset when told to take medicine. According to Colin, the medicine he was about to take did not taste good. Mrs Medlock decided she would return after she calmed down. In conclusion, Colin's character has a moody personality. His mood changes quickly to become upset when told to take medicine. It can be indicated as his anima.

### 3) Jealous

> *Time : 00:56:25 -56:59*
> *Dialogue :*
> *Mary : Don't be afraid. Look. And we're there too.*
> *Colin : No!*
> *Mary : I've been to Misselthwaite before. So we did know of each other. Isn't that extraordinary? And do you know what's even more extraordinary? You're walking.*
> *Colin: **How dare you! This is just jealousy because my mother loved me. Well, you don't deserve a mother's love!***

The next anima showed that Colin was jealous of Mary. Hornby (2010) mentions jealousy, which means anger or unhappiness because someone she or he likes shows interest in other people. Colin's jealousy is seen in this dialogue "***How dare you! This is just jealousy because my mother loved me. Well, you don't deserve a mother's love!.***" Based on Colin's dialogue, it is indicated his anima of jealousy. Colin is jealous when Mary forces him to enter his mother's room to see old photos of their mother in the past. It is shown that Colin refuses to see the photos, but Mary forces him to see them. The photos showed that they were in *The Secret Garden* with their mother. Mary said she had been to Misselthwaite, where Colin and his mother lived, and they knew each other. Colin's jealousy was seen when he saw in the photos the closeness of his mother with Mary's mother, who was his mother Mary's twin. Colin's anger also showed when he mentioned how dare she was. Colin thought Mary was jealous because his mother loved him, but instead, Colin's statements that she does not deserve a mother's love suggest that he is jealous of Mary.

Next is also dialogue about Colin's jealous personality. He was jealous of Mary's statement that Colin should respect her because she is the niece of the owner of the house. It can be assumed that his jealousy stems from his anima.

> *Time : 00:25:19 -00:25:58*
> *Dialogue:*
> *Colin : I saw you. I can't say I saw enough to identify you, but I'm sure if I were to say the little servant girl, you'd be in firm trouble, wouldn't you?*
> *Mary : I'm no servant. My name is Mary Lennox. My mother was sister to the mistress of this house and my uncle owns it still, and you'll do well to give me the respect I'm due.*
> *Colin : **I'll give you none. I'm Colin Craven and the uncle you speak of is my father. If I were to live, this place should belong to me***.

> *Mary : We're cousins. But I've never heard of you.*
> *Colin : Nor I of you.*

Jealousy leads to negative feelings such as fear, anxiety, and hatred (De Vries, 2009). Colin's jealousy began when Mary said that her mother was the sister of the owner of the house and her uncle was still the owner, so Colin should respect her. Then, Colin answered " ***I'll give you none. I'm Colin Craven and the uncle you speak of is my father. If I were to live, this place should belong to me***." It was clear from Colin's answer that he refused to respect Mary because he was the son of the owner of that house. Colin's jealousy leads him to a negative feeling which is anxiety. He was worried that Mary would take over the house, so he said that if he was alive, then the house should be his. Colin's jealousy indicated his anima.

### 4) Unadjusted

> *Time: 1:02:11-1:03:14*
> *Dialogue:*
> *Mary : Do that and you'll never see me again. It's your decision. This is Dickon.*
> *Dickon : Hello.*
> *Colin :He's handsome.*
> *Mary : And he can whistle. When's the next time they'll check on him?*
> *Martha : I'll bring him his lunch, then come back a little after 4:00 to check he's eaten.*
> *Colin : **I'm not going!***
> *Martha : You know what you risk?*
> *Mary : He'll be back in his room by 4:00.*
> *Colin : **I'm not going!***
> *Mary : When we tried to fix the dog, he refused us too. Take his legs, Dickon. I'll take the arms. Or … we can get you in the chair, get you down safely. I promise you we won't kill you.*
> *Colin : You can't promise anything of the kind!*
> *Mary : You'll die in this bed, and all you'll have seen is the wallpaper. Is that really what you want?*

Unadjusted means not adapting to a new condition or situation (Hornby, 2010:18). Colin Craven could not adapt to some conditions or situations. In the first case, Mary and Dickon got into Colin's room. That was the first time Colin met Dickon. Mary and Dickon wanted to take Colin out of the house for the first time, and they would bring him back to his room at 4:00. It was seen that Colin could not adapt to the new conditions. He was used to being alone in his room, never leaving the house. Suddenly Mary and Dickon came to force him to leave the house. He refused to go by saying ***"I'm not going!."*** He mentioned twice that he did not want to go. This statement presented by Colin indicated that he was unable to adjust. He is not used to the new situation of leaving the house. Mary tried to persuade Colin by telling him she had been rejected while trying to heal a dog. Mary told Dickon to hold his feet while she held his hands; in other words, Colin was forced to go out with them. Even though Mary promised she would not kill him, Colin refuses, saying she cannot promise such a thing.

> *Time : 1:15:51-1:16:37*
> *Dialogue:*
> *Colin : Stop. Stop!*
> *Mary : You know what happened here, then?*
> *Colin : Why would you bring me here?*
> *Mary : Because you needed to see it. Would you like to see the place your mother died? My mother died in hospital, alone and in pain. Your mother found a far better spot.*
> *Colin: Dickon, can you fetch me some flowers? The white ones. **And then can you take me home? I don't want to be here.***
> *Mary : You don't understand. She died here because it was beautiful, and so she made this place magical. It cured Hector's leg, and I…*
> *Colin : **I didn't want to see the dresses and I don't want to see this. Please, take me home.***

The second case above shows that Colin cannot adjust to his new situation in *The Secret Garden*. It happened when Mary and Dickon brought Colin to *The Secret Garden*. According to Mary, Colin needed to see *The Secret Garden* where his mother died. Mary also compared her mother's death to that of Colin's. Colin's mother

died in a better place, while Mary's mother died in the hospital alone in pain. Then, Colin was seen already in the secret garden. He asked Mary to take him back home. ***"And then can you take me home? I don't want to be here."*** This statement shows that he could not adapt to the situation in the secret garden. That is why Colin asked Mary to take him back home. He did not even want to see her mother's dress. He said "***I didn't want to see the dresses and I don't want to see this. Please, take me home***." This indicates that he does not like that place in other words he cannot adapt to the situation of *The Secret Garden*.

> *Time : 1:13:50 – 1:14:07*
> *Dialogue:*
> *Colin : It's cold. It's very cold, very cold.* ***I don't think I can.***
> *Mary : Course you can.*
> *Colin :* ***I don't think I can.***

The last case showed that he could not adjust to being in the water. Colin, who was used to only being in his room, never came out. He felt uncomfortable when told to soak in the river. According to Colin, the water was cold, but not for Mary and Dickon. His statement, "***I do not think I can***." Twice this statement was uttered. It was indicated that he could not adjust to being in the water.

5) **Mary Lennox's Animus**

> *Time : 1:03:30-1:04:02*
> *Dialogue :*
> *Colin : Where's Dickon?* ***You're going too fast. You're too fast!***
> *Mary : Stop that!*
> *Colin: It's the pollen, I told you.*
> *Mary : Take a breath. Still alive?*
> *Colin : Yes, but…*
> *Mary : We'll work out what hurts and what doesn't. But you have to try, just as I do. Does that sound fair? Good.*

The second Animus of Mary's character is a strong girl. Jung believed that the animus first appeared as personifications of physical strength. Man of Power is characterized by physical strength (Jung in Ricketts, 2000: 25). The story begins with Mary taking Colin to *The Secret Garden*. Because Colin was paralyzed and could not walk, Mary was the one who pushed the wheelchair. It can be seen in the dialogue from Colin "***You're going too fast. You're too fast!***." Mary pushed Colin's wheelchair too fast. Mary pushed the wheelchair that was being ridden by Colin who was physically bigger than Mary. Seeing Mary pushing the wheelchair by running proved that she had physical strength. It can be concluded that Anima's Mary is a woman who has physical strength like a man.

> *Time : 1:24:13-1:24:52*
> *Dialogue :*
> *Colin: That smoke…. Is that normal? No. father? father! Go! Go!*
> *Martha : Mary! Get away!*
> *Mary : Who's inside?*
> *Martha : Mr. Craven. We don't know where.*
> *Mary :* ***I know where he'll be!***
> *Martha : The brigade has been called!*
> *Dickon : Mary!*
> *Martha : No, girl. No! Come back, girl!*
> *Mary : Mr. Craven!*

Jung believed that women at this animus stage would take action and use their power to achieve their goals (Jung, 1959). Mary takes action for a purpose which is to save Mr Craven from the fire. Mary seemed to take action so quickly that she knew where Mr. Craven was "***I know where he's going to be***!". From the existing dialogue, it can be seen that Maria spoke spontaneously without thinking much. The decision he took was high

risk. The story begins when Mary, Colin, and Dickon are in the garden. Suddenly, Colin saw smoke coming from his house (Misselthwaite Manor) and screamed Father! Mary and Dickon ran towards the house, and he asked Martha who was inside, Martha replied there was Mr Craven, but he did not know where he was. Mary as a girl, shows her courage to enter the burning house to help Mr Craven. Mary dared to take a high risk to save Mr Craven. It can be concluded that Mary's action to save Mr Craven can be indicated from the masculine side.

**CONCLUSION**

This chapter contains conclusions based on the results of the analysis. This research applies archetypes to analyze *The Secret Garden (2020)* movie by Frances Hodgson Burnett, focusing on the personalities of Mary Lennox and Colin Craven as the main characters. Specifically, the researcher employs Carl Gustav Jung's shadow, persona, anima, and animus archetypes.

The first result of the research is about Mary Lennox's and Colin Craven's shadows. Mary Lennox's shadow appeared in three conditions. The first Mary's shadow appeared when her curiosity about the strange sound in the house that night was ignored by Martha, and it made her angry. Furthermore, Mary's anger was caused by Colin's misunderstanding that she lied to him and that he was not interested even if she told the truth. The last is her lying about manipulating information about her mother's death. Mary once told Colin that he was the one who killed her mother. The information Colin got about his mother's death did not match what Mary had told him. Her mother died because of a tragedy.

The shadow of Colin Craven. Colin Craven's shadow is classified into three conditions. The first shadow showed that he was traumatized by the smell of roses; it almost killed him. The second shadow showed that he hated his mother. Mary hates her mother because she died and left her all alone. The next shadow is that he was jealous of Mary. Colin's jealousy is seen when he sees his mother's closeness to her. He also expressed his emotions when he mentioned how dare she was. He thought Mary was jealous of him, but his statements that she does not deserve a mother's love suggest he is jealous of Mary.

The second is Mary Lennox's and Colin Craven's Persona. The persona of Mary is shown as a good girl who obeys the rules when she is at Misselthwaite Manor. Mary's persona is used to fulfil Mrs Medlock's wishes to be a good girl and makes a good impression at first when she comes to Misselthwaite Manor. Next, Colin Craven's persona is shown when he refuses to have a friend. It happened when Mary first met Colin in his room. It can be indicated as his persona because he manipulates that he does not want a friend. The third is Colin Craven's anima and Mary Lennox's animus. There are four characteristics of anima revealed in Colin: touchy, moody, jealous, and unadjusted. Colin was touchy because he was easily offended when Mary asked about a wheelchair in his room. Mary wanted to know whether the wheelchair moved well and whether he often used it. He was offended by Mary's question about the wheelchair because it was a sensitive question for him. Second, Colin was moody. Colin's mood changes to unexpectedly dislike Mary's presence with an emotional tune. Colin's mood changed for no apparent reason. Colin was moody because of stress with his condition, which was not improving because he was paralyzed and locked himself in his room. Third, Colin was jealous. Colin's jealousy began when Mary said that her mother was the sister of the owner of the house and her uncle was still the owner, so Colin should respect her. Colin answered that he refused to respect Mary because he was the son of the owner of that house. Colin's jealousy leads him to a negative feeling which is anxiety. He was worried that Mary would take over the house, so he said that if he was alive, the house should be his. Colin's jealousy indicated his anima. The last is unadjusted. Colin could not adapt to some conditions, such as; going outside and soaking in the air.

The last is Mary Lennox's animus. There is two animus that appears in Mary's personality. First, Mary pushed the wheelchair being ridden by Colin, who was physically bigger than Mary. Seeing Mary pushing the wheelchair by running proved that she had physical strength. It can be concluded that Anima's Mary is a woman who has physical strength like a man. Next, as a girl, Mary shows her courage to enter a burning house to help Mr

Craven. She dared to take a high risk to save Mr Craven. It can be concluded that Mary's courage in taking action quickly to save Mr. Craven can be indicated as her masculine side.

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# INTERPRETING CHILDREN'S APPRECIATION OF CHILDREN'S LITERATURE IN THE VISUAL LITERACY ERA

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## Abstract

This current research explores children's appreciation of children's literature in the context of the visual literacy era. The ability of early childhood to appreciate visual literature can be viewed as an early childhood creative ability in the context of early childhood visual literacy. This current research aims to examine how early childhood (age 5-6) appreciates children's literature (children's stories on screen) and interpret their appreciation. The theoretical framework of this paper is the concepts of children's literature, appreciation of literature, and visual literacy. This current qualitative research positions children's appreciation of children's literature (children's stories on screen) in a reader-response approach. Two girls aged 5 and 6 who still could not read and write were involved as the participants (visual text readers). In the initial phase, the two readers have been enjoying their favourite story series, My Little Pony, on YouTube Kids every day for more than a year. The data obtained from the question and answer session was documented and interpreted. The findings show that children appreciate visual literature on screen by configuring particular ideas on the basis of the story's detailed images. The findings show that children can able to explore the life narratives in the stories: the conditions denoting 'the being' and 'the becoming' and the struggle between good and bad as the situations demonstrate the conflicts and the solutions. The interpretation of children's appreciation suggests that their appreciation of the visual literature on digital broadcast platforms refers to two major meanings: imagination and philosophy.

**Keywords:** appreciation, children's literature, visual literacy

## INTRODUCTION

Children's literature generally can be defined as stories targeted at children. Children's literature is any story that concerns life's problems so that it can provide information and a better understanding of life itself to children (Nurgiantoro, 2004). Children's stories present idolized images, offer role models, and propagate culture in action to children (Nurgiantoro, 2010). These stories correlate with the children's world and the language used is in accordance with cognitive and affective development. Children's literature follows the level of child development and is generally divided into fiction and non-fiction. Children's stories are mostly accompanied by pictures because the visuals make the creative narratives alive and the visual stories offer children learning experiences in a more interesting way (Olshansky, 2008).

Media development has changed the form of children's stories. It has changed from the oral to the written form, from the written to the printed form, and from the printed to the digital screen form. For instance, Oral tales, like Cinderella and sleeping beauty, were published by Charles Perrault in 1697 in Tales of Mother Goose. In the media development, the fairy tales in Tales of Mother Goose have been presented in animation to appear on television and digital platform. The media development has offered a popular perspective on children's literature. Children's stories are delivered in various narrative styles and the stories are reproduced in various forms and platforms.

Many children's stories have changed form from books to animated films and vice versa from animated films to book form. This makes the repertoire of children's literature grow. Children's stories in children's literature that highlight the visual aspect give rise to a new concept, namely visual literature. Children's visual literature includes books, drawings, images, graphics, and animations that can be presented in digital and non-digital forms specifically aimed at children. Children who are exposed to visual literature become visually literate. Visual literacy emphasizes the ability to identify, understand, criticize, interpret, and interpret messages

in pictures or visuals. In this case, children's literature (children's stories on screen) becomes connected with the problem of children's visual literacy.

Previous studies regarding visual literacy have confirmed that the method of using visual media can improve children's reading intelligence (Lathifah, 2020) and object literacy skills, especially at the informational and epistemic levels (Wiyatasari, Marini, and Sumardi, 2018). The understanding gained from visual literacy can be put into writing as a creative form of visual literacy (Rahmawati, Damaianti, and Anshori, 2021). Visual literacy emerges as a solution to train children's way of thinking from an early age (0-8 years). These ages are the golden age where at that age children's thinking abilities can develop rapidly. This has been confirmed by previous studies. The storytelling method through audio-visual media is applied to increase early childhood understanding of natural disasters (Putri, 2019). The same method also has a positive impact on language acquisition (Pujiatuti, 2015) and increases empathy skills in early childhood (Limarga, 2017). Visual literacy hones critical thinking skills, supports understanding of concepts, improves memory, and recalls information in early childhood (Ayu, 2019). Methods of using digital media, such as flip books, can increase visual literacy in children (Hadiapurwa, Listiana, and Efendi, 2021).

Previous studies have confirmed that children's stories on screen can improve children's visual literacy. The problem of visual literacy can also be connected with another problem, namely visual instructional design. Visual instructional making can be integrated into visual literacy to make it easier for learners to identify, select, organize, or make integrations and conclusions on something learned (Nurannisa, 2017). In this current research, the ability of early childhood (ages 5-6) to appreciate children's literature is positioned in the context of children's visual literacy. This current research aims to examine how early childhood (age 5-6) appreciates children's literature (children's stories on screen) and interpret their appreciation. At these ages, children's ability is still at the stage of recognizing numbers and letters and is not yet able to read and write words and sentences. However, at these ages, children are able to respond verbally to children's stories enjoyed through digital platforms. This current research looks at the relationship between children's appreciation of children's literature (children's stories on screen) and children's visual literacy. The ability of early childhood to appreciate visual literature can be viewed as an early childhood creative ability in the context of early childhood visual literacy. Media developments have turned books into screens. This encourages great leaps in early childhood. Literacy in young children exposed to children's literature on screens (children's stories without written text) is preceded by visual literacy. This means that the ability to identify, understand, criticize, interpret, and interpret messages contained in pictures or visuals precedes their ability to read and write.

YouTube Kids' digital platform has become a reference for parents to meet their children's visual literature needs. YouTube Kids presents foreign entertaining and exciting stories with various narrative styles for children. The activity of watching children's stories is a form of direct appreciation of children's literature. When children watch children's stories, children can immediately appreciate, understand, respond to, and give an assessment or appreciation of them. In this current research, children's visual literature used as a stimulus in training early childhood appreciation in the context of visual literacy is children's stories on screen trending on YouTube Kids. This current research follows children's interest in children's stories that are trending on the platform. Children have a great interest in English children's stories trending on YouTube Kids. It is *My Little Pony*, the American animated children's television series, that first aired in 1986. From the first broadcast until 2022, *My Little Pony*'s stories have had five series, each consisting of several seasons. Each season consists of several episodes. Networks in *My Little Pony* series and films are syndications, Disney Channel, The Hub/Hub Network, Discovery Family, and Netflix. *My Little Pony* official was on YouTube in 2013. *My Little Pony* stories have also appeared in the form of picture storybooks (comics) which have been published every month since 2012 by IDW Publishing. As the title suggests, the characters in the story are a group of ponies. The presence of *My Little Pony* meets the need for children's literature, especially in the form of animated shows, and helps parents to train early childhood in appreciating literature directly. Interpretation of how early childhood appreciation of children's stories contributes to formulating the direction of early childhood visual literacy in the digital era.

**METHOD**

Referring to the concept of children's literature stated by Hartati (2018), children's literature is a story that tells experiences that children can enjoy and understand in accordance with children's knowledge. Children's literature is not limited by who the author is but to whom the work is intended (Hunk, 1987). These stories are imaginative, and entertaining, putting the child as the focus and reflecting the feelings and experiences of children through the eyes of children (Norton, 1993). Literature offers two things, namely pleasure, and understanding;

Literature comes to readers, first of all, to provide fun entertainment by presenting interesting stories and indulging fantasy (Lukens, 1999). Children's literature, however, intended to entertain, is still educational because children are whole human beings who need cognitive, social, and moral development (Toha-Sarumpaet, 2010). Children's literature can be in the form of fantasy stories with animal figures as the main characters, representing humans, or kinds of behavior or types of people. Fable can have enigmatic meanings and complicated themes; however, fundamentally it remains a didactic form, is designed to attract children through a compelling and appealing story, and uses allegory to teach important lessons (Greenby, 2008).

Introducing children's literature can be done by appreciating children's literary works. Appreciation of children's literature can provide an understanding of what children imagine, the diversity of thoughts, cultures, and the joy of life that exists in the world of children (Toha-Sarumpaet, 2010). Appreciation of literary works is a study of literature that emphasizes understanding as one of the stages of literary appreciation (Moody 1970). According to Hartati (2018), appreciation is the activity of receptively enjoying literary works which can be done through reading, listening, and watching the literary performance. Furthermore, according to Hartati, receptive literary appreciation has three approaches, namely emotive, didactic, and analytical, the three approaches have almost the same goal, namely focusing on enjoying, understanding, and studying literary works. A child's ability to appreciate children's literature depends on the age of the child. Early childhood (ages 3-7) are able to understand story structure symbolically through language, games and pictures, and plot or story relationships (Tarigan, 2011). For young children, visualization of literature on screens provides a broader definition of children's literature.

The broader understanding of literacy is supported by the role of various forms of media in the development of visual literacy skills. Children's visual literacy explores children's position as readers and viewers of the text and the point of view offered by the storyteller to the child. Children's visual literacy is fostered, developed, and scaffolded through visual texts and replicates children's narrative experiences across media (Taylor and Bulman, 2019). Children's visual literacy emphasizes what is referred to as the 'paragon,' the defense of the superior claims of the verbal over the visual or competing relationship between literature and film (Cartmell, 2007).

This current qualitative research positions children's appreciation of children's literature (children's stories on screen) in a reader-response approach. The reader-response approach is text-based, every text carries meaning and the reader plays a role in finding that meaning. Read response criticism is a postmodern hermeneutical method that basically has the principle of open-mindedness (Sumaryono, 2018) and changed from text-based to reader-based. The reader determines meaning while the writer is a natural part of text production (Schmitz, 2008; Grimaud and Tompkins, 1982). Meaning is a combination of text and reader response; The reader's interpretation of the text is subjective, therefore, it can produce new meanings that may differ from the author's intent (Osborne, 2006).

Applying the reader response approach, this current research explores how children make meaning of the children's stories on the screen they watch. This current research involved two participants (visual text readers), namely girls aged 5 and 6. In the initial phase, the two participants (visual text readers) have been enjoying their favorite story series, My Little Pony, on the YouTube Kids platform every day for a year. Data collection was carried out by conducting a questions (visual text readers) and answers session at the children's house, in a pleasant situation for the children. Both participants (visual text readers) still could not read and write. They were asked to tell why they like My Little Pony series. During the questions and answers session, the two participants (visual text readers) naturally explored what was in My Little Pony series, conveyed their thoughts about the stories, imagined the stories, and conveyed their reasons for loving the stories. The questions and answers session ended when the participants (visual text readers) felt that they had finished explaining The data obtained from the question and answer session was documented and interpreted.

## FINDINGS AND DISCUSSION

The findings show that the children are able to appreciate the stories verbally. Even though children's appreciation is done verbally, this still shows what Hartati (2018) calls a creative and creative process that emphasizes literary appreciation. The findings show that the children's creative process and creation are presented in their ability to verbally and naturally explored what was in My Little Pony series, conveyed their thoughts about the stories, imagined the stories, and conveyed their reasons for loving the stories. The children's appreciation of the stories contains several main ideas which can be classified as follows.

**Table 1. Main Ideas Cluster**

| Moral | Power | Material | Characteristics |
|---|---|---|---|
| Devil defeat Goodness number over the bad Kindness victory in every battle | Having ability to fly Having magical power Having cutie marks of power Having different elements of power Having big and small weapons Having ability to turn into a princess Having ability to turn their shapes | Having parties Having beautiful houses Having different pets | Having cute characteristic Having pretty characteristic |

The children's appreciation of *My Little Pony* shows that the stories narrate life, life problems, and problem-solving. The stories require children's understanding of a complex matter because they engaged with the stories at early ages. Though the children are difficult to discriminate fiction from reality, they are able to able to explore the life narratives in the stories: the conditions denoting 'the being' and 'the becoming' and the situations demonstrating the conflicts and the solutions to these conflicts.

The children's appreciation of the conditions expressing 'the being' is in terms of an understanding of material possessions and inherent characteristics. The children appreciate certain characteristics in the stories, for example, beautiful and funny. Beauty and aesthetics as a concept attached to material and immaterial things are also appreciated, for example, a party atmosphere, beautiful houses, and the beauty of relationships with pets. The children's appreciation of the conditions stating 'the becoming' refers to their understanding of power. The state of 'becoming' is appreciated in terms of the involvement of 'magical power' marked by cutie marks, elements, and weapons; it denotes the transformation process of the main characters (the group of pony). The children's appreciation of the transformation of the main characters is in terms of the ability to fly and change shape into a beautiful princess. Beauty, aesthetics, and 'magical power' in the stories exposed to the children bring children not only fun, joy, and enjoyment, but also present and introduce the whole experience to children; stories provide new experiences as if the children experienced by themselves (Tarigan, 2011).

The children's appreciation of conflicts and solutions denotes their understanding of morality. The children's image of morality is somewhere between black and white, between good and evil. The two sides are facing each other, opposite and fighting. The children appreciate that there are more good ones than bad ones, the good ones always win, the bad one is the devil, and the devil will lose. The children's ability to appreciate the morality in stories is in line with the moral development of children aged 5-6 years. At these ages, the process of moral knowing, moral feeling, and moral action is taking place; it is the process by which children develop aspects of intellectual intelligence, the ability to distinguish between good and bad, right and wrong, and determining what is useful (Lickona, 1991). The children's appreciation of the stories shows that the children are simply able to understand the story structures symbolically through language and pictures. Simply, the children are also able to understand the story plot or relationships (problems and solutions). The children's appreciation of the stories shows that children idolize beauty and aesthetics. These two things are understood as 'being beautiful' and 'becoming beautiful.' Devil defeat, goodness number over the bad, and kindness victory in every battle are also their reasons for loving the stories. The involvement of magical power marked by cutie marks, elements, and weapons drives their interest. The transformation of the figures inspires them.

The children's stories with digital broadcast platform function as media in visual literacy; it is useful to improve critical thinking in children. The excellent quality of visualization (animation) in stories supports the children's interest in storytelling and stimulates the children's emotional responses. The visualization of stories supports the children's understanding and interpretation of the stories. The use of English in the stories is not an obstacle because visualization simplifies the information that is difficult to explain in words to children. The visualization of the stories also supports the children to quickly grasp the meaning of the dialogue in the stories. The result of enjoying stories is that the children are able to retell the contents of the stories in their own language orally; based on the content of the stories they understand; they state the reasons for loving the stories. The children's abilities and reasons are forms of their creative activity. Creativity is a reproductive

activity that is very closely linked to memory; Essentially the children resurrected traces of earlier impressions (Vygotsky, 2004).

The retelling carried out by the children contains their perception of the story which may be different from what the story maker intended. For example, children see the image of a party in the story as something that stands out while it might only be a minor part for the story maker. The children's perception of the part that tells about the party supports their imagination. Another example is the narrative about the pets in the story. In the perception of children, the narrative about the pets in the story also stands out; while for the story maker, the part of the story about pets does not represent anything. In this case, the children's ability to appreciate is a form of creativity based on their imagination. The children's perception of pets encourages their imagination to see the part that tells about it as something interesting. These two sources of the children's perceptions described above support two forms of children's imagination: the previous is not correlated with reality and the latter is embodied with the actual thing. Imagination can refer to what is not actually true and also is embodied in reality (Vygotsky, 2004). The children's appreciation of the stories is not simply a reproduction of what they have understood, but a creative reworking of the impressions they have acquired. They combine them and use them to construct a 'new reality' in the stories.

The battle between the good and the evil in the narrative stimulates the children's critical discussion and allows them to articulate and substantiate their own views on the issue of kindness and the appropriate attitude to take toward righteousness. The children's critical though of what they perceive to be right and wrong from the stories acknowledge their philosophical abilities. The battle between what is right and wrong is such a great deal the children think. It stimulates a big question about what is good and bad. Childhood is a time during which philosophical issues arise that children think about a great deal (Wartenberg, 2009). The stories mobilize the children's natural curiosity and help them discern, convey, and support their own answers to philosophical questions that concern them.

The stories about the struggle between good and evil strengthen the children's perceptions of good and evil as a great deal (philosophical issue). To the children, a great deal of good and evil in the stories reflect the meaning of ordinary experiences. The children's appreciation of the stories reveals that they develop an understanding of themselves, others, and the world. The stories help the children to understand the way things work and make sense of their world. The stories support the children to be more reasonable. The children's experience of enjoying the stories is full of images, ideas, and ethical issues, although they may simply be alert of it. Instead of dictating prescribed values to the children, the stories support them and reinforce their capacity to appreciate and react to the images, ideas, and ethical issues in the stories. In this respect, the stories provide egalitarian nature by which the children develop multi viewpoints.

**CONCLUSION**

It can be concluded that children appreciate visual literature on screen by configuring particular ideas on the basis of the story's detail images. Children's appreciation of the visual literature on digital broadcast platforms refers to two major meanings: imagination and philosophy. Stories strengthen the children's imagination and reinforce their imaginative world. Children show an interest in details but are simple and basic in the stories. These things are important factors for the workings of imagination in children. As written and printed literature are taught to children to strengthen their logic, visual literature on digital broadcast platforms also supports their capacity to make a reasoning. Children's engagement with the stories stimulates simple philosophical questions about kindness and evil. Children perceive the world in the stories as alternative possibilities. Varying viewpoints and the egalitarian nature of the stories support children's perspectives and foster empathy. In the visual literacy context, the implication of the findings expands the definition of children's literature and reinforces the use of children's stories based on digital broadcast platforms.

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# EXPLORING UNIVERSITY STUDENTS' ATTITUDES TOWARDS THEIR ENGLISH ACCENT AND NATIVE ENGLISH ACCENTS

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**Abstract**

This current study examines university students' attitudes towards their English accents and native English accents. Over the past few decades, the study of attitudes towards English accents has gained considerable attention owing to its multifaceted nature within the context of second language acquisition. The examination of such attitudes is known to be thought-provoking due to its entanglement with sociocultural, sociohistorical, language contact, and language learning experience factors. To achieve the study's objectives successfully, a semi-structured interview was conducted to gather rich and authentic data. The participants of the study, comprising first-year and third-year English literature students, were interviewed to elicit their views on English accents. The findings of the study reveal the presence of both positive and negative attitudes towards the participants' English accents, with a prevailing belief that so-called native English accents carry greater prestige than others. The implications of these findings have enriched the fields of applied linguistics and provide insights into future English Language Teaching, particularly from the English as an International Language perspective.

**Keywords:** English, English accent, language attitude, university students

## INTRODUCTION

Accents have emerged as a prominent area of interest within the field of second language acquisition in recent decades (Jenkins, 2015). In this context, an accent is defined as the phonology and intonation of a native language that affects the pronunciation of the target language (Lippi-Green, 2012). According to Freed's study (1995), assessors often find accents to be a significant influencing factor when sharing their experiences, along with other socio-cultural and socio-historical variables. Factors such as language contact and learning experiences play a crucial role in shaping accent acquisition, as well as shaping one's identity and motivation.

From Kachru's concentric circle model (1985), the use of 'Inner Circle English accents is often referred to as the obedient English accents from the 'Inner Circle countries, such as Britain, The USA, Australia, Canada, and New Zealand. In other words, many people still believe that the standard English ideology still belongs to the 'native speaker'. However, with the immense spread of English all across the globe, English varieties that differed from native speakers have emerged due to the influence of English and different mother tongues, specifically in terms of accents (Jenkins, 2007; Utami & Suprayogi, 2022). As a result, the singular form of English has now become the plural Englishes. There are many English diversity, such as Singaporean English, Indian English, Nigerian English, African American English, and many more (Kachru, 1985).

This means that in English as an International paradigm, English should receive global ownership rather than be owned by the 'Inner Circle' group as it has been nativized and localized in various contexts. Furthermore, the number of people who speak English as a second language has exceeded the number of people who speak English as their first language (Crystal, 2012; Kirkpatrick, 2017). Thus, scholars in World Englishes, English as a Lingua Franca, and English as an International Language believe that it is necessary to review various motivations for learning and speaking English to recognize English innovation in different contexts (Fang, 2020; Galloway, 2017). With the emergence of English varieties, it is essential to unpack students' attitudes towards their English accents and native English accents, so that this research will enrich the study of English language attitude.

Language attitude is an umbrella term for describing one's perceptions of particular languages or varieties, language preferences, language communities, reasons for learning a language, language pedagogy, and learning situations (Galloway, 2017). Language attitude is an individual's evaluative orientation towards their language or the language of others (Fabrigar et al., 2005). Examining language attitude involves several elements, such as a social process, contact with languages and cultures, exposure to the language of others or familiarity, and specific ideologies and preferences (Fang, 2020; Jenkins, 2007).

Some people may positively view English diversity as the unique varieties associated with its speakers' cultural backgrounds (McKay & Brown, 2016; Shim, 2002). For instance, a study by Ahn (2014) has shown that his Korean participants in Korea displayed positive attitudes towards Korean English. This was mainly because they believed that Korean English expressed the uniqueness of Korean culture. The participants also optimistically believed that Korean English might become legitimate once it reached a broader range of contexts. Similarly, a study by Bernaisch and Koch (2016) has discovered positive attitudes and acceptance towards Indian English alongside British English and American English in India.

Yet, negative attitudes towards English varieties may also exist among others as they perceive them negatively as 'bad' English (McKay & Brown, 2016). These negative views emerge as the users of English varieties and the associated cultures may be perceived as either 'deficient' or 'inferior' since it differs from the so-called 'standard' Inner Circle varieties of English (Hundt et al., 2015). For example, Young and Walsh (2010) found in their study that their Korean participants in Korea preferred American English over any other varieties. The participants agreed that American English was considered more useful if they entered a global context, while Korean English was regarded as 'ungrammatical'. Additionally, Matsuda (2003) revealed that the Japanese participants in Japan disliked Japanese English because it was considered an 'incorrect' and 'disappointing' version of English.

Tokumoto and Shibata (2011) examined the attitudes of students in Japanese, South Korean, and Malaysian Universities toward their own English accents and found that different groups perceived differences in English accents. More specifically, Japanese students highly value the importance of their English accents, because students from Japan and South Korea do not like their English accents and prefer to use a demonstration of native-like English pronunciation. Likewise, Fang (2020) has investigated Chinese University Students' attitudes and English accents of other groups. This investigation shows that others are generally dissatisfied with their English accent and tend to prefer the English accent used by native speakers.

Based on prior research, some students prefer the accents of Anglophone English varieties which are considered suitable, concise, and globally recognized, while non-native varieties are considered ineffective and unpleasant for them (Boonsuk & Fang, 2022; Pinget et al., 2015). Subsequently, it was concluded that English learners adapt to English accents because native English and the Anglophone variety of English are seen as the more authentic and legitimate model of ELT (Fang, 2020; Jenkins, 2007; Tokumoto & Shibata, 2011). Another related previous research is that students perceive British and American accents as the most important English for ELT, especially in subjects that involve them having to use verbal and pronunciation. They think that knowing native English variations will be easier for them and can boost their confidence when using English (Boonsuk & Fang, 2022). In addition, accents can increase perceptions that are free from other factors and accents can show the power of language which not only influences the ideas of speakers but also groups. In essence, previous studies have indicated that accent, language, and ethics are language identities that are intertwined with one another (Garrett, 2010; Moyer, 2013)

Despite the growing number of researchers studying students' preference towards English accents, very few examine Indonesian students' attitudes toward English accents. Thus, to enrich the research about language attitude, this current study explores university students' attitudes towards their English accent and native English accent. This study aims to answer the research question: to what extent do the students view their English accent and native English accent? The answer to this research question will help teachers, educators, or even language policymakers to better understand which accents are more useful or important to learn, and what students feel about their English accents and the accents they aspire to. For instance, negative attitudes towards a specific accent may lead to demotivated feelings about learning the accent, while positive attitudes towards a specific accent can boost learners' confidence, thus, enabling them to keep practising English. In brief, the implication of this study is expected to shed some light on future English Language Teaching from English as an International framework.

## METHOD

In this study, semi-structured interviews were adopted to obtain more authentic and rich data. According to Talmy (2011), an interview is defined as a tool for collecting information, specifically revealing the truths, attitudes, beliefs, and mental states of respondents. The four participants analyzed in this study were students majoring in English literature at a university in Bandung (Table 1). Participants in the current research were recruited by established criteria. This research recruited these four students because they were related to what they were learning and expected to have more critical thinking about the related topic in the current research. It was expected that these four students would be more sensitive to accents and could have different perspectives towards English accents. The participants in this study were subcategorized into First-Year Students and Third-Year Students.

**Table 1.** The participants of the current study

| Pseudonym | Academic Year | Major |
|---|---|---|
| P1 (Male) | First-Year Student (FYS) | English Department |
| P2 (Male) | First-Year Student (FYS) | English Department |
| P3 (Male) | Third-Year Student (TYS) | English Department |
| P4 (Female) | Third-Year Student (TYS) | English Department |
| **Total** | **4** | |

The interviews conducted with the participants were around 25-30 minutes. The language used in the interview is Indonesian so the data obtained can be more meaningful and natural because their first language is Indonesian. The interview questions of this current research were adapted from the studies conducted on the accent topic related to this research. One of the questions from the interview is "Do you think certain English accent is more prestigious than others?". The data generated all came from the results of joint interviews with FYS and also TYS in the form of transcripts. The results of this interview were then analyzed and discussed using the theory of language attitude in Galloway's theory.

## FINDINGS AND DISCUSSION

This section displays the research findings for three main themes. The first and the second theme involve the participants' attitudes towards English accents in general, including the social process, educational background, contact with languages and cultures, exposure to the language of others or familiarity, and specific ideologies and preferences. The third theme addresses the impact of English accents on English Language Teaching.

### Students' Attitudes Towards Their English Accents

Some participants in this study specifically depicted negative attitudes towards their English accents, while others had positive attitudes towards their English accents. These views were affected by educational background, contact with languages and cultures, exposure to the language of others or familiarity, and specific ideologies and preferences. Excerpts 1, 2, and 3 demonstrate the participants' negative attitudes towards their English accent.

**Excerpt 1 (P1):**
*"I'm not satisfied with my English accent. I want to have British accent to be able to communicate internationally."*

**Excerpt 2 (P2):**
*"I feel like I don't sound "native" enough. In the future, I want to sound like a real, 100% British native speaker because I want to work overseas."*

**Excerpt 3 (P3):**
*"I really hate my English accent. It sounds so weird because there is a mixture of Indonesian and American accents in my speaking and it doesn't sound natural."*

The excerpts above are consistent with the findings of Young and Walsh (2010), who observed that English accents other than native English accents are commonly regarded as inferior, unnatural, foreign, and socially unacceptable. This is due to the dominance of American and British culture, especially in the realm of media and entertainment. American and British accents are frequently portrayed as the standard in movies, television shows, and music, which could lead to a widespread belief that other accents are inferior or less desirable. Additionally, people may be more familiar and comfortable with American and British accents due to their exposure to them through language learning programs, international travel, or online media. As a result, accents that deviate from these established standards may be viewed as less authentic or less intelligible (Galloway, 2017). The respondents acknowledged that they had extensive exposure to American and British English, having primarily learned American English in school, watched American or British content, and listened to American music. Consequently, with the global spread of these 'native' accents, any accent other than American or British is regarded as erroneous or deficient. These results support the assertions of McKay and Brown (2016), who suggest that unfamiliarity with certain accents may result in negative attitudes towards them.

**Excerpt 4 (P4):**
*"I think it's okay to have Indonesian accent. I even have Sundanesse accent when I speak English. Hahaha. I mean, if I go overseas and I speak English bringing my Indonesian accent, I think it should be fine as long as they understand what I mean. Plus, it's a good point because people will know my identity. People will know that I am from Indonesia."*

The aforementioned excerpt highlights the positive attitudes exhibited by the student towards her English accent, as she expressed satisfaction with it. Notably, she acknowledged that she occasionally incorporated her dialect when speaking English, and she was comfortable with doing so. This study aligns with the findings of Ahn (2014), who discovered that his Korean participants displayed contentment with their English accent due to its distinctiveness. Participant 4 similarly demonstrated a sense of pride by asserting that her Indonesian accent served to distinguish her identity. She emphasized that prioritizing intelligibility over achieving a native-like accent was paramount. Therefore, it can be inferred that social processes and individual preferences may significantly shape one's attitudes towards English accents (Galloway, 2017).

**Students' Attitudes Towards Native English Accents**

All of the informants in this study agreed that they have positive views towards native English accents, specifically British accents. They asserted that the British English accent sounds very prestigious, natural, royal, and luxurious. Furthermore, they also confirmed that the American accent is easy listening and common.

**Excerpt 5 (P1):**
*"I love British accent. When I heard it, I imagine myself being in the royal family, talking like a king and queen."*

**Excerpt 6 (P2):**
*"I think the most prestigious accent is British. The accent is very soft and unique."*

**Excerpt 7 (P3):**
*"Of course British accent is the most prestigious accent. It sounds very formal, and whenever I hear British accent, it sounds very classy. Also, it is the place where English came from."*

**Excerpt 8 (P4):**
*"Yes, I think British accent is good. The way British talk is very luxurious and I just "wow", I want to be like British."*

The statements made by the informants suggest a positive perception of the British accent as the most prestigious form of an English accent. They even mentioned that the sound of a British accent is often associated with luxury, particularly about the Royal Family. The British Royal Family is widely recognized as a symbol of national identity and cultural heritage in the United Kingdom. As a result, many people view the British accent as an indicator of high social status and cultural heritage. These views were also largely influenced by the informants' exposure to British accents through various forms of media. As noted by Galloway (2017), one factor that can shape individuals' attitudes towards a particular accent is their level of familiarity with it. When people are exposed to a particular accent repeatedly, it becomes more familiar to them, and they may find it easier to understand and communicate with individuals who speak that accent. As a result, they may perceive the accent as more intelligible

and feel more comfortable using it themselves. In addition, the participants also display positive attitudes towards American English as shown in the excerpt below:

**Excerpt 9 (P4):**
*"In the future, I want to sound like American. I want to have American accent."*

**Excerpt 10 (P3):** *"I want to be fluent speaking English in American accent because I want to be socially accepted. American accent is very common, easy to understand, and the pronunciation is not that hard, it's even more common than British accent."*

These statements endorse a study by Fang (2020) who also discovered in his research that his participants favoured native accents rather than the non-native accent. The findings suggest that students exhibited a favourable disposition towards the native English accent, which can be attributed to their familiarity with it. To conclude, the historical and cultural influence of the British and American countries on the Indonesian education system, coupled with the dominance of these accents in global media and communication, have made the British and American accents the most familiar and widely recognized among students in Indonesia.

**Students' Attitudes Towards English Accent on English Language Teaching**

In regards to the type of accent that ought to be taught in educational institutions, it was universally agreed upon by all respondents that the primary English varieties for English Language Teaching should be native accents, namely British English and American English. This consensus was based on the practicality of these native accents in the context of future applications, as they are widely accepted and used internationally. The respondents were of the view that British and American accents are widely recognized throughout the world, and therefore, learning these accents is deemed to be the most efficient medium for effective communication.

**Excerpt 11 (P2):**
*"I think school should teach British English because many English tests use British accent, for example IELTS."*

**Excerpt 12 (P1):**
*"Schools should teach British and American accents. For example, for Year 1 to Year 9, schools should teach American accent. Next, for Year 10 to College, schools should teach British accent. So, students will be familiar with native accents and they won't experience cultural shock if they go overseas."*

According to the abovementioned excerpt, the participant expresses their perspective regarding the optimal pedagogical standard for English Language Teaching, which includes the utilization of the British and American accents. The student in question selected these native accents as the medium of instruction for learning English due to their exam-oriented and future-oriented nature. Furthermore, the student believed that acquiring proficiency in the British and American accents would enhance their ability to communicate effectively across cultures. This viewpoint is consistent with the findings of Bonsuuk and Fang (2022), who discovered that their respondents believed that attaining proficiency in native English variations would be conducive to their learning and bolster their confidence when communicating in English.

**CONCLUSION**

The current article focuses on the perceptions of university students towards their English accent and native English accent. The study's findings illustrate the diverse attitudes of the students towards English accents. Although one participant maintained a positive attitude towards their English accent due to its connection to their cultural identity, the majority of the students possessed negative attitudes towards their English accent due to their perceived "unnatural" sound. They hold a belief that their English accent might seem unfamiliar to others, hence they attempted to sound like a native speaker for international acceptance. Concerning English accents in English Language Teaching (ELT), all participants concurred that American or British accents should be the primary accents taught in schools for practicality in the future. The factors responsible for this viewpoint included educational background, exposure, language contact, and preference. The participants had prolonged exposure to American and British accents, both from their schools and the media. Thus, the language hierarchy, which upholds native English as the role model, is deeply ingrained in their belief systems. In conclusion, the current research corroborates prior studies and confirms Galloway's, Fang's, and Jenkin's theory that language attitude study requires several approaches, including social processes, language and culture contact, familiarity, exposure to other languages, and specific ideologies and preferences.

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# PLOT ANALYSIS IN CHARLES DICKENS' GREAT EXPECTATIONS

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## Abstract

This research examines about plot analysis in Charles Dickens' Great Expectations. The purpose of this research was to plots by Charles Dickens'. Great Expectations novel 1861 by Charles Dickens' that the novel work of literature Victorian era. Dickens' novels belong decidedly to the class of purposes or problem novels. He wished to make the novel an instrument of morality and justice, and his stories did more to correct the general selfishness and injustice of society towards the poor than all the works of other literary men of his age combine. This research using of plot theory. The authors can give the readers a deeper understanding of what the plot process idea in Charles Dickens' Great Expectations. The plot in Charles Dickens' Great Expectations the author find that Dickens arranges the story by using chronological order. Having analyzed point of view the author finding out that in telling the events of the story. The author uses the first person of view, first person narrators are usually identified and differentiated on the basis of their degree of involvement with the events of the plot. Thus, the point of view in Great Expectations is given partly to the readers to judge the story by themselves.

**Keywords:** Plot, Literature, Point of View, Novel, Great Expectations

## INTRODUCTION

Literature is a description of life, and life itself is a social reality (Suwardi, 2011). Literature is an image that can be used to discover social events. Literature and society are two sides of the same of metal and cannot be separated. Literary works cannot be separated from social life. Literature has the power to answer and imagine the imbalances in social life, such as pain and oppression. In essence, the process of representation and imagination of real life through the medium of literature gives rise to the movement and creation of change itself (Askar, 2021). In accordance with the definition, the writer can take conclusion that literature is an art that is made by human being and tries to describe anything by suing creative imagination in order to create human sympathy and enhance enjoyment of life through its deep meaning. In this research, the author uses a Great Expectations by Charles Dickens' novel. The author has chosen Charles Dickens' because Charles Dickens has good education for morality.

Charles John Huffam Dickens who was born February 1812 – 9 June 1870 was the most popular English novelist of the Victorian era, and he remains popular, responsible for some of English literature's most iconic characters. Dickens' novels belong decidedly to the class of purposes or problem novels. He wished to make the novel an instrument of morality and justice, and his stories did more to correct the general selfishness and injustice of society towards the poor than all the works of other literary men of his age combine. He maintained that in this excellent world such grievous errors as spoil our happiness can be helped by human sympathy. He stimulated noble sentiments, devotion to duty, and a passion for what was good. Imagination and sensitivity aided him in attaining this end (C.K. Hillegass, 1959). The writer has chosen Great Expectations because the story is very interesting, romantic, and containing easy word. The continuing popularity of his novels and short stories is such that they have never gone out of print. Charles Dickens was the most celebrated writer of the Victorian era. The popularity of his stories continues unabated as we approach the bicentenary of his birth. Most of Dickens' people, do not wish to undergo any change: and yet critics are rejoiced when fictional personages are 'convincingly' represented as undergoing one. Because of his love for the changes that overtake bad men in fairy-tales Dickens effect quick changes in some of his own bad men (Geoffrey Tillotson, 1978).

In this research, the writer is interested in analyzing Charles Dickens' Great Expectations. There are some considerations that the author is interested in Charles Dickens' great work. The writer is interested in analyzing Dickens' work since in Great Expectations by Charles Dickens was able to present an interesting plot and arrange it carefully with unexpected developments that makes readers wonder what will happen next with interest and surprise. In Dickens', Great Expectations like most good stories starts with a fundamental list of ingredients: the initial situation, conflict, complication, crisis, falling action, and resolution.

There are four basic elements found in a novel, namely, plot, character, setting, and theme (Little, 1966:92). Plot is the arrangement of events in a story into a casual sequence (O'Bananza et al,1982). Plot is considered important in a novel since it is regarded as the author's most basic tool and all the other elements of the story occur within the context of the plot" (ibid, p.25). Therefore, how a story is told, a character is described, a setting is portrayed, and a theme is conveyed depend on the medium of a plot.

The plot in a story has five elements, namely, exposition, conflict, suspense, climax, and resolution" (Little, op.cit., p.83). Each element is important in the forming of a plot or a story. This is so since a plot or a story needs a unit or sets of units or narrative to make a single pattern of events, complete in itself (ibid, p.83). Readers who wish to understand the plot of a story must know each element of the plot because by doing so they will be able to know how the story begins, shows its conflict, climax, and gets to its resolution. So, the authors chosen plot analysis not the other elements because plot the artistic arrangement of events. Different arrangements of the same material are possible. In this novel, the story is not particularly complicated and the digressions are linked with the main theme of Pip's Great Expectations. The story is well planned, and is presented in three well proportion units or stages. In this research, the authors use theory of plot by James H. Pickering and Jeffrey D. Hoeper.

Many studies analyzed the analysis on Charles Dickens Great Expectations novel constructions issues as their main focus. Nur, Askar (2021) study focuses on Cultural Reproduction in the Charles Dickens' Novel Great Expectations (Pierre-Felix Bourdieu Theory). The study aims to discover the process of cultural reproduction in the novel. The authors used the culture reproduction (habitus and field concept) theory of Pierre-Felix Bourdieu. This research focuses on culture reproduction that occurred in Great Expectations. Fauzi, ali (2017) study focuses on Social Conflicts Found in Charles Dickens Great Expectations. The study aims to nalyzes the novel "Great Expectations" to know better about the conflict happening in it mainly social conflict. It is about sad love and wonderful story of a boy named Pip whose parents died and who was brought up by his elder sister, Mrs. Joe Gargery. He loves a girl named Estella who always disdains him because he is a common and coarse boy. Khalid, Lahlou (2017) study focuses on An Attempt at Applying Vladimir Propp's Morphology of the Folktale on Charles Dickens's Great Expectations. The study aims to Charles Dickens' Great Expectations from a morphological perspective based upon Vladimir Propp's Morphology of the Folktale. The paper is divided into two parts. The first part is concerned with a brief view of the nature of formalism: its background and its process of analysis. The second part is devoted to putting into practice what has been dealt with in the first part. It will be mostly concerned with the question as to whether all the functions of dramatis personae as stated by Propp figure in the object of analysis, Great Expectations.

In doing so, the authors analyzes the plot by analyzing the novel's point of view since it is essential to the conception of the plot in the novel, the kinds of plot, the exposition, the complication, the crisis, the falling action, and the resolution of the story in the novel to the plot.

**METHOD**

The author conduct a descriptive qualitative research to answer the research problem. The data were collected journal research by collecting and quoting related references from many sources. The author uses references in making an analysis on the plot in Charles Dickens' Great Expectations. The object of the research is the plot in Charles Dickens' Great Expectations. The objective of this study is basically derived from the statements of the problem stated before. Therefore, the objective of this study is to find the answer to how the plot in Charles Dickens' Great Expectations is presented. The focus is on the plot Charles Dickens' Great Expectations. The objective of this study is then, elaborated into seven minor objectives in order to make easier for the author to find the possible answers to the problems stated before. After that, the following minor objectives of the study are finding the answers to the problems of; The point of view in Charles Dickens' Great Expectations, the kinds of plot, the exposition in the novel, the complication in the novel, the crisis in the novel, the falling action in the novel, and the resolution in the novel. In other words, how the plot in Charles Dickens' Great Expectations is presented might hopefully be revealed.

The research about an analysis on the plot in Charles Dickens' Great Expectations uses two kinds of data; main data and supporting data. The author use two kinds sources which journal research and internet sources. The data are main data and supporting data. Main data of this study refers to Great Expectations, a novel written by Charles Dickens' in 1860. The novel Great Expectations, as an object of this study, is the only novel which was written by Charles Dickens'. The supporting data are references related to the main data, such as journal research and internet sources.

The first step us collecting; in this step the author collects the data from journal research and internet sources, especially which have connection with the author's research; then, the second step is reading, in this part the author tries to get information concerning with the data that the research tries to find out; the last step is categorizing; in this section the author tries to categorize and data describe the data based on their classification. In analysing the data, first of all, the author decides the plot to be analyzed. Then, the author read the text of the novel so as to find the exposition, crisis, conflict, climax, and resolution. Finally, the research author formulates the analysis in order to answer the research problems.

To find the information about this short story, the researcher used the method of reading *The Yellow Wall-Paper* and *The Adopted Son* short story several times to understand the moral value of the short story and also find any information about this short story on internet, it can be about the comment from other reader or reviewer who understand about the short story. The technique of data analysis in this study is descriptive (Gulo & Rahmaely, 2019; Puspita & Amelia, 2020). Descriptive means that the researcher interprets the text to analyze text and content relating to materialism with a sociological approach. The complete ways in analyzing the data, as followed: classification step, interpreting step, analyzing step, and concluding step.

## FINDINGS AND DISCUSSION

By analysing the plot through the point of view, the kinds of plot, the exposition, the complication, the crisis, the falling action and the resolution in the novel.

### The Point of view in Charles Dickens' Great Expectations.

To study point of view is to determine the effect of the speaker's traits, motives, circumstances, and limitations on the literary work. If the story is told by an "I", the author is using the first-person point of view. First person speakers report significant things that they see, hear, and think and, as they do, they convey not only the action of the work, but also some one of their own background, thinking, attitudes, and prejudices. Pip, in Great Expectations is a first-person narrator who tells the story.

> *"My father's family name being Pirrip, and my Christian name Phillip, my infant tongue could make of both names nothing longer or more explicit that Pip. So, I called myself Pip, and came to be called Pip".*
>
> *(Great Expectations, p.11)*

Depending upon the involvement imagined for th events being narrated, first-person speakers disclose information either fisthand or secondhand. One kind of speaker has acquired information because he or she has been a direct participant in the action character (or major mover).

> *"I pointed to where our village lay, on the flat in-shore among the aldertrees and pollards, a moile or more from the church".*
>
> *(Great Expectations, p.12)*

This statement "I" is a deeply involved major mover.
Great Expectations novel also gives the view about another major mover, in this novel the world such "you", "he", "she", "they".

> *"She was not a good-looking woman, my sister, and I had a general impression that she must have made Joe Gargery marry her by hand. Joe was a fair man, with curls of flaxen hair on each side of his smooth face, and with eyes of such a very undecided blue that they seemed to have somehow got mixed with their own whites. He was a mild, good natured, sweet-tempered, easy-going, foolish, dear fellow-a sort of Hercules in strength, and also in weakness".*
>
> *(Great Expectations, p.16)*

In telling the story the author tells about the other figure, places, and the happening in this story.

> *"My sister, Mrs. Joe Gargery, was more than twenty years older than I, and had established a great reputation with herself and the neigbours becaujse she had brought me up 'by hand'. Having at the time to find out for myself what the expression meant, and knowing her to husband as well as upon me, I supposed that Joe Gargery and I were both brought up by hand".*
>
> *(Great Expectations, p.16)*

This story consist of participant (first-person) point of view. The author have advantages is the story directly tells from the actor "I".

> *"At the same time, he higged his shiddeing body in both his arms-clasping himself, as if to hold himself together-and limped towards the low-church wall. As I saw him go, picking his way among the nettles, and among the brambles that bound the green mounds, he looked in my young eyes as if he were eluding the hands of the dead people, streching up cautiosly out of their graves, to get a twist upon his ankle and pull him in".*
>
> *(Great Expectations, p.14)*

The point of view in this story, Charles Dickens' used the actor as Pip who the first person in the novel. If we read the Great Expectations, the reader always gives reflection in each life.

> *"If I slept at all that night, it was only to imagine myself drifting down the river on a strong spring tide, to the hulks; a ghostly pirate calling out to me through a speaking-trumpet, as I passed the gibbet-station, that I had better come ashore and be hanged there at once, and not put it off. I was afraid to sleep, even if I had been inclined, for I knew that at the fisrt faint dawn of morning I must rob pantry. There was no doing it in the night, for there was no getting a light by easy friction then; to have got one, I must have struck it out of flint and steel, and have made a noise like the very piurate himself rattling his chains".*
>
> *(Great Expectations, p.14)*

As the conclusion in the novel Great Expectations, the author Charles Dickens' uses the first-person narrative throughout the novel. The first-person narrator is the main character, Pip. However, in this book the first-person narrative comes in a retrospective from, with Pip looking back on his life. The restrospective fisrt person point of view makes the main character Pip in telling the story unreliable, making the reader uninterested. Charles Dickens uses the reprospective first person point of view with the main character Pip. Dickens most likely selected this point of view to have a way to connect the many mysteries of the plot together.

## The Kinds of plot in the novel

The chronological plot is one in which the author tells the story in the order in which it occurred. The author lays out the story itself in chronological fashion, from the start to the end. The beginning of the story tells about young Pip who didn't have father and mother. He lived with the Mr. Joe Gargery and Mrs. Joe Gargery.

> *"I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like, were unreasonably derived from their tombstones".*
>
> *(Great Expectations, p.14)*

The plot was generally agreed that Great Expectations had a coherent and concentrated plot. Dickens' other usually include subplots which were only tenuosly linked to the main theme. In Great Expectations all the events and characters were bound together in the same plot.

The plot is devinded into three distinct sections of roughly equal length. The first section deals with Pip's childhood in Kent. Pip never saw his father and mother, and never saw any likeness of either of them.

> *"I give Pirrip as my father's family name, on the authority of his tombstone  and my sister Mrs. Joe Gargery, who married the blacksmith. As I never saw my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like, were unreasonably derived from their tombstones. The shape of the letters on my father's, gave me an add idea that he was a square, stout, dark man, with curly black hair".*
>
> *(Great Expectations, p.11)*

The second, Pip stay in London, and the third, he attempt to save Magwitch. After giving a property from a benefactor. Pip went to London and stay in there. In the third sectiuon social status and the underworld were bought together through the complex circumstances such as, Magwitch, Pip, Estella, and Miss. Havisham. These circumstances lead Pip to a new moral awareness which he can help Magwitch, forgive Miss. Havisham, and forgiven from Joe Gargery.

> *I am instructed to communicate to him, 'said Mr. Jaggers, throwing his finger at me, sideways, 'that he will come into a handsome property. Further, that it is the desire of the present possessor of that property, that he be immediately removed from his present sphere of life and from this place, and be brought up as a gentleman – in a word, as a young fellow of great expectations.*

*(Great Expectations, p. 132)*

So, Pip told to Miss. Havisham about he had a adopted by a rich person.
> *'Yes, Miss. Havisham,'*
> *'And you are adopted by a rich person?'*
> *'Yes, Miss. Havisham.'*
> *'Not named?'*
> *'No, Miss. Havisham.'*
> *'And Mr. Jaggers is made your guardian?'*
> *'Yes, Miss. Havisham.'*

*(Great Expectations*, p. 149)

Pip know that who was a benefactor and adopted by a rich person. And who was Abel Magwitch.

> *By-and-by, his door opened and he came out. I could not bring myself to bear the sight of him, and I thought he had a worse look by daylight.*
> *'I do not even know, 'said I, speaking low as he took his seat at the table, 'by what name to call you. I have given out that you are my uncle.'*
> *'That's it, dear boy! Call me uncle.'*
> *'You assumed some name, I suppose, on board ship?'*
> *'Yes, dear boy. I took the name of Provis.'*
> *'Do you mean to keep that name?'*
> *'Why, yes, dear boy, it's as good as another – unless you'd like another.'*
> *'What is your real name?' I asked him in a whisper.*
> *'Magwitch, ' he answere, in the same tone; 'chrisen'd Abel.'*
> *'What were you brought up to be?'*
> *'A warmint, dear boy.'*
> *He answered quite seriously, and used the word as if it denoted some profession.*

*(Great Expectations*, p. 305)

After that, Pip and Herbert attempt to save Abel Magwitch because he was villain.

> *There being to my knowledge a respectable lodging-house in Essex-street, the back of which looked into the Temple, and was almost within hail of my        windows, I first of all repaired to that house, and was so fortunate to secure the second floor for my uncle, Mr. Provis. I then went from shop to shop, making such purchases as were necessary to the change in his appearance. This business transacted, I turned my face, on my own account, to Little Britain. Mr. Jaggers was at his desk, but, seeing me enter, got up immediately and stood before his fire.*

*(Great Expectations*, p. 309)

In the third section social status and the underworld were bought together through the complex circumstances that link Magwitch not only with Pip, but also with Miss Havisham and Estella. These circumstances lead Pip to a new moral awareness in which he can help Magwitch, forgive Miss Havisham, and be forgiven by Joe.

## The Exposition in the Novel

In the exposition in this story, the writer tell about the beginning section in which the author provides the necessary background information, sets the scene, establishes the situations, and dates the action. Pip, a young orphan living with his sister and her husband in the marshes of Kent, sits in a cemetery one evening tombstones. The narrator and chief character of the story, Pip, was an orphan since infancy.

> *My father's family name being Pirrip, and my Christian name Phillip, my        infant  tongue could make of both names nothing longer or more explicit than        Pip. So, I called myself Pip, and came to be called Pip. I give Pirrip as my father's family name, on the authority on his tombstone and my sister – Mrs. Joe Gargery, who married the blacksmith. As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before  the  days  of  photographs),  my  first  fancies  regarding  what  they  were  like,  were unreasonably derived from their tombstones.*
>
> (*Great Expectations*, p. 11)

The marsh country, down by the river, within, as the river wound, twenty miles of the sea. Pip met a man, all in coarse grey, with a great iron on his leg. Pip was terrified of him, a man with no hat and whearing broken shoes.

> *Ours was the marsh country, down by the river, within, as the river wound,       twenty  miles of the sea. A fearful man, all in coarse grey, with a great iron on his his leg. A man with no hat, and with broken shoes, and with an old rag tied        around  his  head.  A  man  who  had  been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.*
>
> (*Great Expectations*, p. 22)

Pip asked to the man not to cut he throat. The man wanted to know what he named and where he lived.

> *O! Don't cut my throat, sir,' I pleaded I terror. 'Pray don't do it, sir.'*
> *Tell us your name!' said the man. "Quick!'*
> *Pip, sir.'*
> *Once more,' said the man, staring at me. 'Give it mouth!'*
> *Pip. Pip, sir!'*
> *Show us where you live,' said the man. 'Point out the place!'*
> *I pointed to where our village lay, on the flat in shore among the aldertress and  pollards,      a*
> *mile or more from the church.*
>
> (*Great Expectations*, p. 12)

Pip lived with his sister with his husband Joe Gargery whose name was named Mrs. Joe Gargery. She was not a good looking woman. He lived with Joe Gargery was a fairy man for Pip's. Pip's a good – natured, strong like Hercules. While husband was natured and strong like Hercules:

> *She was not a good – looking woman, my sister; and I had a general impression that she must have made Joe Gargery marry her by hand. Joe was fair man, with curls of flaxen hair on each side of his smooth face, and with     eyes of such a very undecided blue that they seemed to have somehow got mixed with their own whites. He was a mild, good natured, sweet tempered, easy going, foolish, dear fellow – a sort of Hercules in strength, and also in weakness.*
>
> (*Great Expectations*, p. 16)

Mrs. Joe Gargery  had a shrewish temper and pushed Pip and Joe about both figuratively and literally, making life at the forge a burden by complaining of all the hard work she had to do because of her two men, and wearing her coarse apron all the time as a sort of badge of martyrdom. She would work hard at unnecessary chores and pick harsh quarrels.

> *A veritable Tarter," was more than twenty when Pip was born and his mother    died,      and established a great reputation with herself and her neighbours because she had brought me up by hand a large and heavy hand. She was much in the habit of laying it upon her husband as well as upon me. She was tall and bony, with black hair and eyes and a red skin. Joe would refer to her as a fine figure of a woman, but she was not good-looking, and Pip had the impression that she must have made Joe Gargery marry her by hand.*
>
> (*Great Expectations*, p. 16)

One day, Pip came home from the churchyard and Mrs. Joe Gargery called Pip as young monkey. She called it because she hated Pip. And Pip scolded making him cry.

> *Where have you been, you young monkey? Said Mrs. Joe, stamping her foot.     Tell       me*
> *directly what you've been doing to wear me away with fret and fright    and worrit, or I'd have*
> *you out of that corner if you was fifty Pips, and he was         five hundred Gargerys.*
> *I have only been to the churchyard, 'said I, from my stool, crying and rubbing    myself.*
> <div align="right">(<em>Great Expectations</em>, p. 21)</div>

In the Chruchyard, Pip met Abel Magwitch. He told Pip, he was hungry. Then, Pip went to Mrs. Joe Gargery Home's and he stole the bread cheese, brandy, and tools. After that, Pip give bread cheese, brandy, and tools to Abel Magwitch.

> *In the pantry, which was far more abundantly supplied than usual, owing to      the season, I*
> *was very much alarmed, by a hanging up by the heels,          whom I rather thought I caught,*
> *when my back was half turned, winking. I had        no time for verification, no time for*
> *selection, no time for anything, for I had      no time to spare. I stole some bread, some rind of*
> *cheese, about half a jar of mincemeat (which I tied up in my pocket-handkerchief with my last*
> *night's slice), some brandy from a stone bottle (which I decanted into a glass bottle I had secretly*
> *used for making that intoxicating fluid, spanishliquorice-water, up in my room: diluting the stone*
> *bottle from a jug in the kitchen cupboard), a meat bone with very little on it, and beautiful round*
> *compact pork pie. I was nearly going away without the pie, but I was tempted to mount upon a*
> *shelf, to look what it was that was put away so carefully in a covered earthenware dish    in  a*
> *corner, and I found it was the pie, and I took it, in the hope that it was not         intended   for*
> *early use, and would not be missed for some time.*
> <div align="right">(<em>Great Expectations</em>, p. 22)</div>

Then, Abel Magwitch thanked him.

> *Did you speak?*
> *I said I was glad you enjoyed it*
> *Thankee, my boy. I do*
> <div align="right">(<em>Great Expectations</em>, p. 25)</div>

In this story, When Pip old enough, Pip studied to become a blacksmith. If there were neighbors who a boy to frighten birds, or move a stone, or do some work, Pip was usually required to do the job.

> *When I was old enough, I was to be apprenticed to Joe, and until I could         assume    that*
> *dignity I was not to be what Mrs. Joe called 'Pompeyed,' or (as I render it) pampered. Therefore,*
> *I was not only odd- boy about the forge, but if any neighbor happened to want an extra boy to*
> *frighten birds, or pick up stones, or do any such job, I was favoured with the employment.*
> <div align="right">(<em>Great Expectations</em>, p. 48)</div>

In the story, Biddy was an orphan girl, granddaughter of Mr. Wopsle's great – aunt. Like Pip, she was brought up by hand. She taught Pip to read. Biddy was also organizing the entire transaction store in institutions Mr. Wopsle's great-aunt.

> *Mr. Wopsle's great aunt, besides keeping this Educational Institution, kept –    in   the   same*
> *room – a little general shop. She had no idea what stock she had,         or  what  the  price  of*
> *anything in it was; but there was a little greasy     memorandum-book  kept  in  a  drawer,*
> *which served as a Catalogue of Prices,        and by this oracle Biddy arranged all the shop*
> *transactions. Biddy was Mr. Wopsle's great-aunt's granddaughter; I confess myself quite*
> *unequal to the working-out of the problem, what relation she was to Mr. Wopsle. She was an*
> *orphan like my self; like me, too, had been brought up by hand. She was most noticeable, I*
> *thought, respect of her extremities; for, her hair always wanted brushing, her hands always*
> *wanted washing, and her shoes always wanted mending and pulling up at heel. This description*
> *must be received with a week-day limitation. On Sundays, she went to church elaborated.*
>
> <div align="right">(<em>Great Expectations</em>, p. 48)</div>

A glimpse of Miss Havisham; this eccentric lady lived in seclusion at Satis House and employed Pip to amuse her from time to time. Many years before she had been a beautiful heiress, engaged to a man whom she

idolized and indulged in all kinds of expensive ways. On her wedding day, she discovered that the man had deserted her and the shock unhinged her mind. Miss. Havisham became very ill, stopped all the clocks at the hour of the arrival of the letter, laid waste the house, shut out the daylight, and never again looked upon the light of day. She passed twenty years in her bridal dress, her jewels and one of satin shoes still waiting to be put on, veil half-arranged, trunks half-packed for the wedding trip, flowers, withered, and the milding wedding-breakfast untouched expect by spiders and mice. She vented her bitterness against mankind in adopting a young girl and training her to break men's hearts.

Someday, Mr. Pumblechook talked about Miss. Havisham that she wanted met Pip and wants Pip play in her House (Satis House).

> *.... And couldn't she ask*
> *Uncle Pumblechook if he knew of a boy to go and play there? Isn't it just barely possible that Uncle Pumblechook may be a                                        tenant of hers, and that he may sometimes – we won't say quarterly or half yearly, for that would be requiring too much of you – but sometimes – go                                        there to play his rent?*
> *And couldn't she then ask uncle Pumblechook if he knew of a boy to go and play there?*
> (*Great Expectations*, p. 48)

To describe of Mr. Pumblechook was follow a well to do corn and seed merchant. Uncle Pumblechook had a house in Pip's nearest town. He drove his own chaise – and drove it over everywhere. He had power in the family because of his wealth and importance. Actually, Joe's Uncle, he was appropriated by Mrs. Joe. His outstanding characteristics were his pomposity and self – importance and his cross hypocrisy. He patronized Pip, by ruffling his hair and lecturing at him about gratitude. When Pip was a little older, Pumblechook recommended to Miss Havisham, whose tenant he was.

Before went to Miss Havisham's house, Uncle Pumblechook and Pip had breakfast at eight in the back room of his shop, then ten o'clock they left and accomplished in a quarter minute.

> *Mr. Pumblechook and I breakfasted at eight o'clock in the parlour behind the shop, while the shopman took his mug of tea and hunch of bread-and-butter on a sack of peas in the front premises. I considered Mr. Pumblechook wretched company.*
> (*Great Expectations*, p. 56)

After arriving at Miss Havisham's house, Pip met a beautiful girl the same age as him. Eventually, only Pip allowed to entering while Mr. Pumblechook should not be in.

> *A window was raised, and a clear voice demanded 'What name?' To which my conductor replied 'Pumblechook'. The voice returned, ' Quite right,' and the window was shut again, and a young lady came across the court-yard, with keys in her hand.*
> *'This,'said Mr. Pumblechook, ' is Pip'*
> *'This is Pip, is it?' returned the young lady, who was very pretty and seemed very proud; 'come in, Pip.*
> *Mr. Pumblechook was coming in also, when she stopped him with the gate.*
> *'Oh!' she said. 'did you wish to see Miss. Havisham?'*
> *'If Miss Havisham wished to see me,' returned Mr. Pumblechook, discomfited.*
> *'Ah!' said the girl; 'but you see she don't.'*
>
> (*Great Expectations*, p. 56)

Estella; the adopted daughter of Miss Havisham, was a girl of delicate beauty and immense poise. From the time when Pip met her, when both were children, he was fascinated by her. After arriving at Miss Havisham's house, Pip met Miss Havisham and she told him to play.

> *Who is it? Said the lady at the table*
> *Pip, ma'am*
> *Pip?*
> *Mr. Pumblechook's boy, ma'am. Come – to play.*
> *Come nearer; let me look at you. Come close*
>
> (*Great Expectations*, p. 60)

So, Pip starting round the room, turning and Miss Havisham did not like Pip. Miss Havisham ordered Pip to call Estella.

> *For a moment, with the fear of my sister's working me before my eyes, I had a desperate idea of starting round the room in the assumed character of Mr. Pumblechook chaise cart. But, I felt myself so unequal to the performance that I gave it up, and stood looking at Miss Havisham in what I suppose she took for a dogged manner, inasmuch as she said, when we had taken a good look at each other. Call Estella, she repeated, flashing a look at me. You can do that, Call Estella. At the door.*

<div align="right">(<em>Great Expectations</em>, p. 62)</div>

Estella played with Pip as witness with Miss Havisham's; attending they play cards.

> *.... Beggar him,' said Miss Havisham to Estella. So we sat down to cards. It was then I began to understand that everything in the room had stopped, like the watch and the clock, a long time ago. I played the game to an end with Estella, and she beggared me. She threw the cards down on the table when she had won them all, as if she despised them for having been won of me.*

<div align="right">(<em>Great Expectations</em>, p. 62-63)</div>

**The Complication in the Novel**

The beginning of the complication marks the onset of the major conflict in the story-the onset of the plot. In the complication, there is a conflict. The conflict is a struggle to resist or overcome; contest of opposing forces of powers; strife; battle. A state or condition of opposition; antagonism; discord. A painful tension set up by a clash between opposed and contradictory impulses.

a.  **The External conflict between Pip's and Herbert Pocket**

The conflict between Pip and Herbert is both external conflict Pip out of the house Miss Havisham and met with the youth's age by pip. Then, he asked pip to fight.

> *'Halloa!' said he, 'young fellow!'*
> *Halloa being a general observation which I have usually observed to be best answered by itself, I said 'Halloa!' politely omitting young fellow.*
> *'Who let you in?' said he.*
> *'Miss Estella.'*
> *'Who gave you leave to prowl about?'*
> *'Miss Estella.'*
> *'Come and fight, 'said the pale young gentleman.*

<div align="right">(<em>Great Expectations</em>, p. 89)</div>

Herbert gives a reason to pip so that there is cause.
> *'Stop a minute, though, 'he said, wheeling round before we had gone many paces. 'I ought to give you reason for fighting, too. There it is!'*

<div align="right">(<em>Great Expectations</em>, p. 89)</div>

*Herbert instantly slapped his hands, but Pip tried to avoid him.*
> *In a most irritating manner he instantly slapped his hands against one another, daintily flung one of his legs up behind him, pulled my hair, slapped his hands again, dipped his head, and butted it into my stomach.*

<div align="right">(<em>Great Expectations</em>, p. 89)</div>

Although Herbert was not look very healthy, this fight was suddenly so frightened by Pip.
> *He did not look very healthy – having pimples on his face, and a breaking out at his mouth – these dreadful preparations quite appalled me. I judged him to be about my own age, but he was much taller, and he had a way of spinning himself about that was full of appearance.*

<div align="right">(<em>Great Expectations</em>, p. 90)</div>

b. **The Internal Conflict between Pip's and Estella**

When Pip come to Satis House. He met a pretty girl who was name Estella. Pip know the named Estella by Miss. Havisham because Miss. Havisham had to Pip to call Estella.

> *So new to him, 'she muttered, so old to me; so strange to him, so*
> *familiar to me; so melancholy to both of us! Call Estella.'*
> *As she was still working at the reflexion of herself, I thought she was still talking to herself, and*
> *kept quiet.*
> *Call Estella, 'she repeated, flashing a look at me. 'you can do that. Call*
> *Estella. At the door.*

(*Great Expectations*, p. 62)

After fighting between Pip and Herbert, Pip waiting Estella for open the door.
> *"When I got into the court-yard, I found Estella waiting with the keys."*

(*Great Expectations*, p. 62)

After that, Pip met Estella, and Pip kissed Estella. And pip felt the kiss was given to the coarse common boy as a piece of money.
> *I kissed her cheek as she turned it to me. I think I would have gone*
> *through a great deal to kiss her cheek. But, I felt that the kiss was given to the coarse common*
> *boy as a piece of money might have been, and that it was worth nothing.*

(*Great Expectations*, p. 91)

Estella know that Pip have a song from Blacksmith. After playing card, Estella wants to Pip to singing Old Clem. So, Pip singing the song Old Clem.
> *Thus, you were to hammer boys round – old Clem! With a thump and a sound – Old Clem! Beat*
> *it out, beat it out – Old Clem! With a clink for the stout – Old Clem! Blow the fire, blow the fire*
> *– Old Clem! Roaring dryer, soaring higher – Old Clem!*

(*Great Expectations*, p. 94)

c. **The External Conflict between Pip's and Abel Magwitch**

Pip was a good boy. He met Abel Magwich in the Churchyard. Pip was frightened. Abel Magwitch was scary man.

> *A fearful man, all in coarse grey, with a great iron on his leg. A man with no*
> *hat, and with broken shoes, and with an old rag tied round his head. A man*
> *who had been soaked in water, and smothered in mud,*
> *and lamed by stones, and cut by flints, and stung by nettles, and torn by briars;*
> *who limped, and shivered, and glared and growled; and whose teeth chattered*
> *in his head as he seized me by the chin.*

(*Great Expectations*, p. 12)

Pip told to the man not to cut he throat. The man wanted to know what he name and where he lived.
> *O! Don't cut my throat, sir,' I pleaded I terror. 'Pray don't do it, sir.'*
> *Tell us your name!' said the man. "Quick!"*
> *Pip, sir.'*
> *Once more,' said the man, staring at me. 'Give it mouth!'*
> *Pip. Pip, sir!'*
> *Show us where you live,' said the man. 'Point out the place!'*
> *I pointed to where our village lay, on the flat in shore among the*
> *aldertress and     pollards, a mile or more from the church.*

(*Great Expectations*, p. 12)

    d. **The Internal Conflict between Pip and Mr. Joe Gargery.**

The internal conflict between Pip and Mr. Joe Gargery started when Mr. Joe Gargery giving challenge to Pip went to London because Mr. Wopsle had a plane for Pip.

> *Well, Joseph Gargery? You look dumd-foundered?'*
> *I am! Said Joe, in a very decided manner.*
> *It was understood that you want wanted nothing for yourself,*
> *remember?'*
> *It were understood, 'said Joe. 'And it are understood. And it ever will be similar according.'*
> *But what, 'said Mr. Jagger, swinging his purse, 'what if it was in my*
> *instructions to make you a present, as compensation?*
> *As compensation what for?' Joe demanded.*
> *For the loss of his services.*

                                                (*Great Expectations*, p. 134)

So, Mr. Joe Gargery given a challenge to Pip for went to London. Pip had to leave from Blacksmith's and he thanked to Joe Gargery as Blacksmith's.

> *O dear good Joe, whom I was so ready to leave and so unthankful to, I see you again, with your muscular blacksmith's arm before your eyes, and your broad chest heaving, and your voice dying away. O dear good faithful tender Joe, I feel the loving tremble of your hand upon my arm, as solemnly this day as if it had been the rustle of an angel's wing!*

                                                (*Great Expectations*, p. 135)

    e. **The Crisis in Charles Dickens' Great Expectations**

The crisis started when Pip had great expectations. This event occurred four years after the Pip helped Joe. That day was Saturday night. Pip and Mr. Joe surrounded the fire in Three Jolly Bargement, and met Mr. Wopsle.

> *It was in the fourth year of my apprenticeship to Joe, and it was a Saturday night. There was a group assembled round the fire at the Three Jolly Bargemen, attentive to Mr. Wopsle as he read newspaper aloud. Of that group. I was one.*

                                              (*Great Expectations*, p. 128)

A man came to Pip when Pip aware of a strange man who was in the chair opposite him. He was headed to his place.

> *Then, and not sooner, I became aware of strange gentleman leaning over the back of the settle opposite me, looking on. There was an expression of contempt on his face, and he bit the side of a great forefinger as he watched the group of faces.*

                                              (*Great Expectations*, p. 128)

So, he introduces himself, and he had a business that was not common to do with Pip.

> *My name, 'he said, 'is Jaggers, and I am a lawyer in London. I am pretty well known. I have unusual business to transact with you, and I commence by explaining that it is not of my originating. If my advice had been asked, I should not have been here. It was not asked, and you see me here. What I have to do as the confidential agent of another, I do. No less, no more.'*

                                              (*Great Expectations*, p. 131)

Mr. Jaggers spoke that Pip would had a great wealth. Pip will soon be moved from this place, and young fellow of great expectations.

> *I am instructed to communicate to him, 'said Mr. Jaggers, throwing his finger at me, sideways, 'that he will come into a handsome property. Further, that it is the desire of the present possessor of that property, that he be immediately removed from his present sphere of life and from this place, and be brought up as a gentleman – in a word, as a young fellow of great expectations.*

(*Great Expectations*, p. 132)

> *So, Pip went to London, and he was stay in London with Herbert Pockets.*
> *So, imperfect was this realization of the first of my great expectations that I looked in dismay at Mr. Wemmick. 'Ah!' said he, mistaking me; 'the retirement reminds you of the country. So it does me.' He led me into a corner and conducted me up a flight of stairs – which appeared to me to be slowly collapsing into sawdust, so that one of these days the upper lodgers would look out at their doors and find themselves without the means of coming down – to a set of chambers on the top floor. Mr. Pocket, JUN., was painted on the door, and there was a label on the letterbox, 'Return shortly.'*

(*Great Expectations*, p. 165)

Herbert Pocket had a character that was easy to get along because he was interested. Pip had never seen anyone more powerful expression to him.

> *Herbert Pocket had a frank and easy way with him that was very taking. I had never seen anyone then, and I have never seen anyone since, who more strongly expressed to me, in every look and tone, a natural incapacity to do anything secret and mean. There was something wonderfully hopeful about his general air, and something that at the same time whispered to me he would never be very successful or rich. I don't know how this was. I became imbued with the notion on that first occasion before we sat down to dinner, but I cannot define by what means.*

(*Great Expectations*, p. 168)

f. **The falling action in the novel**

Miss Havisham then demands to meet Joe, Pip's uncle-in-law, with whom he is meant to be an apprentice, one day. Pip takes Joe to Miss Havisham's residence, where he embarrasses Joe while conversing with her. Miss Havisham abruptly informs Joe that Pip must apprentice with him shortly, sending her to court to make it official. Unfortunately, this marks the end of Pip's career as a blacksmith. That appears to be the case.

However, one day, a lawyer called Jaguars appears with significant news. Pip receives a significant quantity of money from an unknown donor, and he must travel to London shortly to begin his gentleman training. Pip is relieved to learn that his previous desires have been granted: Miss Havisham is his hidden donor, and the elderly lady plans to marry Estella. Pip's ambitions and goals are realized.

When Pip becomes ill, Joe flies to London to care for him, and the two men reunite. Joe learns of Pip's death while at home. Miss Havisham died with the most of her riches in her purse. Joe was taught to read and write by Biddy (Pip's childhood buddy who assisted with his schooling). Pip runs home when Joe leaves London and chooses to marry Biddy, but when she arrives, she discovers that she and Joe are already married.

Pip thought all that country side more beautiful. He would change of his life. He felt like one who was toiling home barefoot from distant travel, and whose wanderings lasted many years.

> *"The June weather was delicious. The sky was blue, the larks were soaring high over the green corn, I thought all that country-side more beautiful and peaceful by far that I had ever known it to be yet. Many pleasant pictures of the life I would lead there, and of the change for the better that would come over my character when I had a guiding spirit at my side whose simple faith and clear home-wisdom I had proved, beguiled my way"....*

(*Great Expectations*, p. 438

Then, Joe Gargery married to Biddy.

> *'But dear Biddy, how smart you are!'*
> *'Yes, dear Pip.'*
> *'And Joe, how smart you are!'*
> *'Yes, dear old Pip, old chap.'*
> *I looked at both of them, from one the other, and then ....*
> *'It's my wedding day,' cried Biddy, in a burst of happiness, 'and I am married to Joe!'*

After knowing Biddy and Joe Gargery married, Pip give a great thanks to them.

> *'Dear Biddy, 'said I, 'you have the best husband in the whole world, and if you could have seen him by my bed you would have-but no, you couldn't love him better that you do."*

*'No, I couldn't indeed, 'said Biddy.*
*'And, dear Joe, you have the best wife in the whole world, and she will make you as happy as*
*even you deserve to be, you dear, good, noble Joe!'*

(*Great Expectations*, p. 440).

The conclusion to Falling in Action when Pip learns that Miss Havisham died and gave her fortune to Estella.

### g. The Resolution in the Novel

Pip and Herbert decide to travel abroad to join the Mercantile Sector. Upon returning to England a few years later, he meets Estella on the grounds of Satis House. Her husband, Drummle, abused her but then died. Pip discovers that Miss Havisham's coldness and malice have been replaced by melancholic kindness, and the two leave the garden hand in hand, believing that Pip will never part again.

Pip befriends a child named Herbert Pocket in London, as well as Wemick, Jagger's lawyer. Pip is close to his new coworkers, but he refuses to show Kent's friends and family that he is no longer the low-class hick he once was. He improves his literacy skills by working with a new instructor, Herbert's father, Matthew Pocket. Pip's instruction is attended by Bentley Drummle and his two young guys dubbed Startop. Herbert assists Pip in behaving properly.

Pip soon discovers that the sister who reared him died as a result of Pip's childhood assault on her. Pip goes home for his burial, filled with pain and guilt. Years pass, and one night a familiar character from Pip's past comes into his room, claiming that he, not Miss Havisham, is the source of Pip's money. provided a surprise to He informed Pip that he was so moved by Pip's kindness at a time when he really needed it that he committed his life to making Pip a gentleman.

Pip is obligated to assist Magwitch in escaping from London since the prisoner is being sought by the police and Compeyson, his old partner and the second prisoner caught with Magwitch at the beginning of the story. When Pip finds that Compeyson is the man who abandoned Miss Havisham at the altar and that Estella is Magwitch's daughter, a convoluted series of events ensues. Miss Havisham reared her to crush the hearts of her lovers in retaliation for the anguish her own broken heart had brought her. Pip was only Estella's practice boy. Estella's skill to influence Miss Havisham's emotions thrilled Miss Havisham.

## CONCLUSION

In this research the author determine to analyzed the plot in Charles Dicken s' Great Expectations. In conducting plot analysis the writer an analysing the plot through the point of view, the kinds of plot, the exposition, complication, climax, the falling action, and resolution. The reason why the author included the point of view and kinds of plot in the novel is that they are essential to the conception of the whole plot in the novel.

After analyzing the plot in Charles Dickens' Great Expectations the author find that Dickens arranges the story by using chronological order. Having analyzed point of view the author finding out that in telling the events of the story. The author uses the first person of view, first person narrators are usually identified and differentiated on the basis of their degree of involvement with the events of the plot. Thus, the point of view in Great Expectations is given partly to the readers to judge the story by themselves.

In the exposition, the author finding out that the beginning sections in which the author provides the necessary background information, sets the scene, establishes the situation, and dates the action. In complication, the author finding out what marks the onset of the major conflict in the story-the onset of the plot. On the climax is the turning point of the plot. The crisis in this research, the author tells about the problem started from conflict in the complication. In the falling action, the author find out that once the crisis, or turning point, has been reached, the tension subsides and the plot moves towards its conclusion. In the resolution, the author find out that the final section of the plot is resolution.

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# IDENTIFYING SCHIZOPHRENIA
# USING INDIRECT CHARACTERIZATION
# OF THE MAIN CHARACTER IN *LOVE FOR A DEAF REBEL*

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## Abstract

In this article, the writers discuss one of the psychological issues called as schizophrenia. This study aims to describe schizophrenia on Pearl as the main character in *Love for a Deaf Rebel* novel through indirect characterization and to see whether the main character suffered from paranoid schizophrenia as it claimed in the novel or suffered from the other types of schizophrenia instead. To answer the research questions, the writers used psychological approach because this study discussed about psychological aspects of character called schizophrenia which is faced by the main character in the novel. The theories that the writers applied are schizophrenic theory and character and characterization. Moreover, this study applied qualitative descriptive method because this study intends to investigate an issue in form of words. Overall, the writers conclude that Pearl as the main character exhibits the symptoms and characteristics of more than one type of schizophrenia. Three out of five types of schizophrenia were found in Pearl through indirect characterization.

**Keywords:** Indirect characterization, psychological approach, schizophrenia

## INTRODUCTION

Literature conveys meaning or ideas through its text's content, message, and purpose (Afrianto, 2018). Those hidden meanings in literature, however, can be used to develop literary works. It can be applied in the creation of the elements contained within literary works such as characters and characterizations, themes, settings, and plots (Wirawan & Samanik, 2018). As part of literature, *Love for a Deaf Rebel* novel portrays issues related to schizophrenia not only through its direct but also indirect characterization.

Nowadays, psychological issues appear in literary works such as novels. Novel is a literary work that serves as an object for analyzing the topic or issue contained within the literary work (Kardiansyah & Salam, 2021). Novels can provide a realistic depiction of reality. They reflect the image of real characters, characters who deviate from social reality and can convey dialogues and conversations that can stir and move the readers' hearts. Psychology studies human thought and behavior. So, it is also influenced by literary works. Among psychological problems, schizophrenia is one of the issues that can be discussed in literary works as described in *Love for a Deaf Rebel* Novel by Derrick King.

The main character in *Love for a Deaf Rebel* novel suffers from a psychological disorder called schizophrenia, which is described in the level of paranoid schizophrenia. However, there are several types of schizophrenia with each different symptom that may be shown by the main character. According to American Psychiatric Association (2000), the types of schizophrenia are paranoid schizophrenia, disorganized schizophrenia, catatonic schizophrenia, undifferentiated schizophrenia, and residual schizophrenia.

*Love for a Deaf Rebel* is a true story of the author itself that telling about his tumultuous romance story. He had a relationship with a woman who is deaf and mute from birth. The conflict begins when Derrick and Pearl start to buy a house in Bowen Island but got fraud by an irresponsible man. It makes Derrick tries to do revenge by learning to shot with guns. However, the act that Derrick performed seems to be interpreted differently by Pearl which makes her think Derrick is going to hurt her. Thus, Pearl embarks on actions to prove that Derrick is out to kill her and then accused Derrick. Thus, this has a relation with schizophrenia symptoms.

According to the novel (p. 257), symptoms of schizophrenia are described as hallucinations, delusions, hypersensitivity, anxiety, suspicion, incoherent speech, easy trembling, strange movements, stiff and limp. In addition, the cause of schizophrenia experienced by the main character is described by three things, namely family silence, environmental factors, and communication gap. The causes described in the novel can give changes in their personalities, ability reduction, and shorten lifespan. The author of this novel describes the

behavior of schizophrenia mostly through speech, thought, effect, action, and looks from Pearl. Those techniques are the method of indirect characterization. Which means, the portrayal of schizophrenia is depicted through Pearl's indirect characterization. Based on the symptoms, causes, and effects described in the novel, Pearl suffers from schizophrenia.

To learn more about schizophrenia, several previous studies concerning about schizophrenia have been conducted. First, the research was conducted by Kurnianto (2020). This study addresses paranoid schizophrenia in the main character in the novel Ugly Ways. From this study, it helps the writers to find out about paranoid schizophrenia based on the cause, effect, and symptoms. Second, the research was conducted by Sofyanti (2021). This study discusses the effects of schizophrenia disorder which can help the writers to get a better understanding on the effects of schizophrenia. Third, the research was conducted by Setyaningrum (2015). This study helps the writers to discover the symptoms of paranoid schizophrenia. And the last is a research conducted by Yunus (2015) and Apriyanti (2014). This research can give the writers a deeper knowledge about the symptoms and causes of schizophrenia.

Based on what the writers learns from the previous studies, this study has similarities with the previous studies because this study is concerning on identifying the schizophrenia on the main character in *Love for a Deaf Rebel* novel. However, this study provides the different findings compared to previous studies that have been previously discussed. The writers tried to identify the schizophrenia by looking at dialogues and narrations in the novel that show the symptoms of schizophrenia experienced by the main character, which may show one or more types of schizophrenia. Even so, the writers learned how the previous studies identify schizophrenia in order to provide more insight for this study. Therefore, this analysis can help readers of literature to understand about schizophrenia, and can also provide knowledge about schizophrenia in *Love for a Deaf Rebel* novel.

Psychological approach is used in this study because this study aims to reveal a psychological issue called as schizophrenia. According to Harjana (2011) as cited in Razak (2014), psychological approach is an analysis or criticism of literary works in which the main topic is the mental condition of humans. It can be authors, literary works, or even the reader. Psychological approach allows the writers to see the psychological aspects or issues in a character in a work. Therefore, this method aids in revealing the main character's mind and behavior related schizophrenia.

In line with the approach, the writers used schizophrenic theory in order to reveal the types of schizophrenia with the characteristics of each types. The writers used schizophrenic theory according to American Psychiatric Association in DSM-IV-TR (2000) and credible sources to determine the schizophrenia experienced by the main character in the novel. Several types of schizophrenia are classified based on specific symptoms that differ by the types.

## METHOD

From five types, according to Nolen-Hoeksema (1959) as cited in Sofyanti (2021), the most researched and well-known type of schizophrenia is paranoid schizophrenia. People suffering paranoid schizophrenia are dominated by hallucinations and delusions. People suffering from paranoid schizophrenia appear cynical when it comes to defending their beliefs (Sofyanti, 2021). According to American Psychiatric Association in DSM-IV-TR (2000), the diagnosis of paranoid schizophrenia that meets the following criteria: Obsession with one or more delusions or recurring auditory hallucinations. and there is no evidence of disorganized speech, disorganized or catatonic behavior, or flat or inappropriate affect.

Catatonic schizophrenia is distinct from other forms of the disorder. Patients with catatonic schizophrenia exhibit some motoric behavior and speech patterns that are less responsive to their surroundings (Sofyanti, 2021). According to American Psychiatric Association in DSM-IV-TR (2000), catatonic schizophrenia diagnostic criteria in which the clinical picture is dominated by at least one of the following: Motor immobility manifested as catalepsy (including waxy flexibility) or stupor, excessive physical activity (that is apparently purposeless and not influenced by external stimuli), extreme negativism (an apparent motiveless resistance to all instructions or the maintenance of a rigid posture in the face of attempts to move) or mutism posturing (voluntary assumption of inappropriate or bizarre postures), stereotyped movements, prominent mannerisms, or prominent grimacing are examples of voluntary movement peculiarities, and echolalia or echopraxia.

Disorganized schizophrenia exhibits at least two symptoms; incoherent speech, irregular behavior, and flatness or inappropriate influence (Sofyanti, 2021). According to American Psychiatric Association in DSM-IV-TR, diagnostic criteria for disorganized schizophrenia which the following criteria are met: disorganized speech, disorganized behavior, flat or inappropriate affect, and the criteria are not met for catatonic schizophrenia.

Residual Schizophrenia has had at least one acute episode. The Residual Schizophrenia type criteria are basically the absence of positive symptoms but the identification of all negative symptoms (McGlashan & Fenton, 1991) as cited in (Sofyanti, 2021). According to American Psychiatric Association in DSM-IV-TR (2000), the following diagnostic criteria for Residual Schizophrenia must be met: no obvious delusions, hallucinations, disorganized speech, or grossly disorganized or catatonic behavior, and there is ongoing

evidence of the disturbance, as evidenced by the presence of negative symptoms (e.g., odd beliefs, unusual perceptual experiences). Delusions, hallucinations, erratic speech, and erratic behavior are all symptoms of this type of schizophrenia.

Undifferentiated Schizophrenia, according to American Psychiatry Association in DSM-IV-TR (2000), is classified as the last option for patients who did not meet the criteria for Paranoid Schizophrenia, Disorganized Schizophrenia, or Catatonic Schizophrenia.

The writers also used indirect characterization theory because in *Love for a Deaf Rebel* novel, the data in it is mostly stated implicitly which means dialogue and narration in the novel use indirect characterization as the author's way of conveying the contents of the story. Therefore, the writers used indirect characterization as a theory to find about schizophrenia in the novel. Indirect characterization is a literary device that reveals details about a character without explicitly stating them. Instead of simply describing a character, the author demonstrates the characterization through that character's actions, speech, thoughts, appearance, and how other characters react to them (Ellis, 2022). Ellis (2022) also stated that there are five methods of analyzing indirect characterization such as speech, thoughts, effect, action, and looks, that usually abbreviated as STEAL; Speech, Thoughts, Effects, Action, and Looks.

The writers used qualitative descriptive method. Qualitative method is chosen because this study intends to investigate a specific to collect data in the form of words and images rather than numbers (Kuswoyo & Siregar, 2019). Qualitative method is a type of scientific investigation that collects or works with non-numerical data in order to interpret its meaning (Amelia, 2016; Novi & Gulö, 2021). The descriptive qualitative method also allows the researcher to present data as narrations and dialogues. According to Suprayogi & Pranoto (2020), this strategy provides multiple perspectives on the analysis. Qualitative descriptive method can be completed in a brief amount of time. Rather than a number, the data is collected in the form of words as a brief description. Descriptive qualitative method is a type of research that aims to accurately describe a phenomenon using the study's characteristics. Patterns and crucial points can be identified using the data and theory (Samanik & Lianasari, 2016). Qualitative descriptive can be known as a natural display that allows the researcher to generate a high amount of information from a high level of engagement in real-life events.

The data source used for this research is from *Love for a Deaf Rebel* novel by Derrick King which the data are dialogues and narrations about schizophrenia suffered by the main character in the novel. This novel was written by Derrick King in March 23, 2021 with 325 pages. The writers gathered all the data by noting the source of the data. The writers also emphasized certain signs in narration and dialogues that stem from the novel's indirect characterization, which reflects schizophrenia on the main character in *Love for a Deaf Rebel* novel. The writers applied schizophrenic theory by looking at indirect characterization to see the pattern of schizophrenia in the main character. This theory will help the writers elaborate the data needed to conduct this research. The writers used the theories and adjusted it based on the novel's findings. The writers processed the data by analyzing important marks or statements using the theory.

## FINDINGS AND DISCUSSION

The writers explain the result based on the data analysis that have been found in *Love for a Deaf Rebel* novel. Therefore, the writer found 3 out of 5 types of schizophrenia such as paranoid schizophrenia, catatonic schizophrenia, and undifferentiated schizophrenia through indirect characterization.

**Paranoid Schizophrenia Delusion**

Accordingly, the writers did not find strong evidence regarding the hallucinations experienced by the main character. However, the writers find strong delusion signs towards Pearl. Based on the first point of criteria, symptoms can be valid if the patient experiences one or more delusions or recurring auditory hallucinations.

Delusion is a fixed false belief based on an inaccurate interpretation of an external reality despite evidence to the contrary (Joseph, 2022). Sometimes a person will experience a recurring theme in their delusions over a period, which makes them seem more convincing to the individual experiencing them (Smith, 2022). To prove the main character's delusions, the researcher takes several dialogues and narrations in the novel that contain delusion in the main character.

> *Pearl: "...Newspaper and police say question my mother for cause. Also police call grandparents and neighbors and investigate my mother. **They say just accident. I think not accident.**"*
> *Derrick: "You believe your mother wanted to kill your father, so she caused an accident that almost killed her whole family, too?"*
> *Pearl "I will research to find the truth. I love my father even he refused to learn signs. He permitted me to drive a car. I sit in his lap and turn the steering. Many griefs. Years to trust mother again."*

(Love for a Deaf Rebel, 16, 2021)

The indirect characterization analysis shows that Pearl tried to influence Derrick with her story (effect) especially on the line, "They say just accident. I think not accident" because she has her own thoughts about the accident that happened to her father and Pearl was so optimistic about it. It makes Derrick tried to believe the story from Pearl and influenced the way Derrick thought about the Pearl family. This has something to do with her delusion. From her speech, the delusion can be seen on the same line, "They say just accident. I think not accident". It indicates the first symptoms of delusions because it involves illogical or bizarre ideas or fantasies (Smith et al., 2022).

**Catatonic Schizophrenia**

The writers found two criteria of catatonic schizophrenia in Pearl, such as mutism and negativism. The findings about this are divided into two sub-points.

*Mutism*

According to Chong and Wolfteich (2011), the term "mutism" refers to an individual who is mute and cannot or does not talk. It is specifically applied to people who, due to profound congenital (or early) deafness, are unable to use vocal speech and thus, are diagnosed with deaf-mutism.

In the novel, Pearl seemed suffered mentally mute called selective mutism. According to Villines (2021), selective mutism is a condition in which a person can speak in some situations but not in others. This relates to various problems, one of them is experiences of physical, emotional, or sexual abuse (Strong, 2022). Strong (2022) also describes that selective mutism which triggered by trauma (trauma-induced selective mutism) may find it impossible to communicate only in certain situations for example in front of the person who hurt her or in a setting that resembles the circumstances of her traumatized.

> *"By the time we arrived, there were no empty tables, so we sat down with Pearl and Jodi. **They ignored us and signed in high-speed ASL at one end of the table while we spoke at the other end.***
> *"This is how Pearl looked the night Dad rescued her from her mother's doorstep," shouted Lydia over the noise of the party.*
> *"Be careful talking when you face that way. Jodi lipreads."*
>
> (Love for a Deaf Rebel, 264, 2021)

This quote tells of when Pearl and her handicapped friend Jodi went to dance party with Derrick and his sister. Indirect characterization analysis shows how Pearl gave effect by ignoring Derrick and Lydia, which made Lydia seemed annoyed because she was being ignored by Pearl and Jodi, like she said, "This is how Pearl looked the night Dad rescued her from her mother's doorstep" which she mocked Pearl with noise because she knew they both were deaf. From this, the writers can see how Pearl chose to talk to Jodi, the person she trusted, and ignoring Derrick and his sister on the line, "They ignored us and signed in high-speed ASL at one end of the table while we spoke at the other end". This has relation with selective mutism due to traumatic experiences, like witnessing a shooting or experiencing relationship abuse can also contribute to selective mutism in adulthood (Strong, 2022).

> *"**Pearl ignored me for the rest of the day** and slept on her edge of the bed that night. Her volatility did nothing to kindle the flames of passion, but this was fine with me now."*
>
> (Love for a Deaf Rebel, 69, 2021)

In this quotation, indirect characterization analysis shows Pearl's effect by ignoring Derrick. As the datum shows, Pearl ignored him on the line, "Pearl ignored me for the rest of the day" because she often thought that Derrick was trying to kill her, for example:

> *"Pearl made a sign like a screw boring into her head. She went to our bookshelf and brought back Get Even, Slash and Thrust.*
> *Pearl: "Look!"*
> *Laurent: "What are you going to do with a silencer?"*
> *Derrick: "Shoot animals without disturbing anyone."*
> *Laurent: "Are you sure it wasn't for Frank?"*
> *Derrick: "No. Get Even was for Frank. Slash and Thrust was supposed to be a Christmas gift, for her self-defense, but she opened my mail."*
> *Pearl: "**Now I understand why his first wife left him. She was afraid!**"*
> *Derrick: "Afraid of what?"*
>
> (Love for a Deaf Rebel, 252, 2021)

From the dialogue above, it can be explained that Pearl brought Laurent, an RCMP who understands sign language, to report Derrick for his actions. Get Even, Slash and Thrust were silencers that Derrick wanted to use for various purposes, not to hurt Pearl. However, it seemed to be perceived as a threat by Pearl. Then, Derrick explained it on the line, "Get Even was for Frank. Slash and Thrust was supposed to be a Christmas gift, for her self-defense, but she opened my mail". But Pearl did not seem to believe that and said, "Now I understand why his first wife left him. She was afraid!" to express her fear because previously Derrick had been divorced with his ex-wife. Indirect characterization analysis shows on the line that the author used thought to describe her delusions and created fear. From here, it is clear how her trust issue has relation with her selective mutism.

**Negativism**

Negativism means a person does not react to something happening around them ("Catatonia", 2022). The writers found some evidence that Pearl experienced negativism. Irani & Kalkstein (2017) stated that negativism is opposition or no response to instructions or external stimuli. External stimuli are changes to conditions outside of the body, or in general, information from outside the body that our senses detect, like touches (Wood, 2021).

> *"Pearl walked in the door; she was the only visitor who could surprise me because she was the only visitor at whom Whisky wouldn't bark. I told Pearl I loved her. **I hugged her, but she felt limp**. She was wearing a new and expensive sheepskin bomber jacket.*
> *Despite her haggard face, I told her how beautiful she looked."*

> (Love for a Deaf Rebel, 259, 2021)

The above quote shows the first signs of Pearl's negativism being seen. On the line "I hugged her, but she felt limp", her negativism was shown. It shows how she had no attempt to move by Derrick's hug by flexing her body. The writers believe that her limp has a relation to her unresponsive external stimulus because negativism is opposition or no response to instructions or external stimuli (Irani & Kalkstein, 2017). And the line "She was wearing a new and expensive sheepskin bomber jacket. Despite her haggard face, I told her how beautiful she looked", shows an indirect characterization analysis that her haggard looks makes her negativism more visible. To see more of her negativism, the writers took the comparison below.

> *"I waved to Pearl. She nodded. I made my way through the crowd to her and handed her purse to René. **Pearl took the purse back and danced while holding it. She followed my lead well**"*

> (Love for a Deaf Rebel, 100, 2021)

Based on the quotation, we can see on the lines "Pearl took the purse back and danced while holding it" and "She followed my lead well" indicate Pearl did not refuse to dance and followed Derrick's instructions properly. Even though the indirect characterization analysis described that her action shows a trust issue on the line, "I made my way through the crowd to her and handed her purse to René. Pearl took the purse back and danced while holding it", it had not relation with her negativism. However, it still has a relation with her schizophrenia.

The quotation above is an example of external stimulus that did not affect her daily life at all in the very first day. But, when Derrick had seen her schizophrenia, she showed changes. Her changes can be seen in the quotation below.

> *"Pearl slid the door open and took the telephone, cringing, the way an abused dog recoils when touched by a stranger. **When I reached out to hug her, she froze. She let me hold her, but she was lifeless and limp.***
> *I stepped back. "Come home. I love you. Whisky misses you, too."*

> *(Love for a Deaf Rebel, 286, 2021)*

The quotation on the lines "When I reached out to hug her, she froze" and "She let me hold her, but she was lifeless and limp" show that when Derrick approached her and hugged her, Pearl was completely motionless and unresponsive to outside touch. Indirect characterization analysis shows that Derrick's reaction (effect) to how lifeless and limp Pearl's body was, Derrick seemed like he did not care about it and kept trying to persuade Pearl to come back home on the line, "When I reached out to hug her, she froze. She let me hold her, but she was lifeless and limp. I stepped back. "Come home. I love you. Whisky misses you, too."

Based on the data above, there are significant changes in the negativism experienced by Pearl. The writers propose that Pearl's negativism is one of the symptoms that has disturbed Pearl's life during her marriage with Derrick which has caused various complicated problems between them.

**Undifferentiated Schizophrenia**

American Psychiatric Association in DSM-IV-TR theory stated that the essential feature of the Undifferentiated Schizophrenia is the presence of symptoms that meet delusions, hallucinations, disorganized speech (e.g., frequent derailment or incoherence), grossly disorganized or catatonic behavior, and negative symptoms, (i.e., affective flattening, alogia, or avolition) but that do not meet criteria for the Paranoid, Disorganized, or Catatonic Schizophrenia.

From the results of previous analysis, writers not only found symptoms of paranoid schizophrenia in Pearl, but also symptoms of catatonic schizophrenia. Meanwhile, one of the criteria for paranoid schizophrenia is the absence of evidence of catatonic behavior. The writers propose that catatonic schizophrenia is the same as catatonic behavior because catatonic schizophrenia is a subtype of schizophrenia that includes catatonia as a key feature ("Catatonic Schizophrenia", 2022). To be sure, the writer wants to look again at the criteria for catatonic schizophrenia that the writer found on Pearl.

Based on the results of an analysis of catatonic schizophrenia, Pearl showed two criteria for catatonic behavior, namely mutism and negativism. First, Pearl suffered from mutism which paired with her deafness. Her mutism could be the factor of trust issues because she often found it difficult to trust normal people because she felt that they might do something or say something to fool hurt her, and it could be related to selective mutism. It is when a person finds it impossible to communicate only in certain situations for example in front of the person who hurt her or in a setting that resembles the circumstances of her traumatized and it is to various problems, one of them is experiences of physical, emotional, or sexual abuse (Strong, 2022).

> *"In the morning, I drove Leo to the ferry. Pearl walked off the gangway as he walked on, but* ***she ignored him***. *As she passed my jeep, she signed, "For years, I never saw Leo—now he comes to Bowen! Why?" Pearl marched past me without pausing for an answer."*
>
> *(Love for a Deaf Rebel, 286, 2021)*

This quote is an example of how her mutism might be related to trust issues. Indirect characterization analysis shows her thought on Leo on the line, *"For years, I never saw Leo—now he comes to Bowen! Why?"* because the writer interprets that Pearl might think Leo would do something with Derrick because she has never seen him for years. That is why Pearl ignored Leo on the line, "*Pearl walked off the gangway as he walked on, but she ignored him (Leo)".* This has a relation with selective mutism because it may resemble the circumstances of her traumatized (Strong, 2022).

Then, negativism can be seen in the months since Pearl married Derrick. Signs of negativism on Pearl itself were no response to external stimuli like touches from outside the body (Wood, 2021). The writer believes that Pearl showed changes towards her external stimuli because the writer sees significant changes on the day when Pearl still looked normal and the day when Pearl married Derrick.

> *"I decided to move out. I work on Saturday, so I will leave on Sunday."*
> *I knew it was futile, but I signed, "Don't go. Stay with Whisky and me." I hugged her,* ***but she stood stiffly and didn't hug me."***
>
> *(Love for a Deaf Rebel, 272, 2021)*

From the quotation above, it was happened when Derrick married with Pearl. Indirect characterization analysis shows that Pearl took an action to stand stiffly when Derrick hugged her. This can be seen on the line, "*I hugged her, but she stood stiffly and didn't hug me".* This line also shows her negativism. The writer believes that stiff is related to negativism. It is proven how she did not hug Derrick back. According to Irani & Kalkstein (2017), negativism is opposition or no response to instructions or external stimuli. To make it sure, the writer would like to compare this to the day Pearl still looked normal.

> *"Live with me. You can stop paying rent. I will share everything."*
> ***We hugged.*** *"We can be together every day."*
>
> *(Love for a Deaf Rebel, 67, 2021)*

From the quote above, it is seen that at that time, Derrick proposed Pearl to live together, and Pearl welcomed it warmly. Indirect characterization analysis shows that Pearl gave effect by hugging with derrick on the line, *"We hugged. "We can be together every day".* This also shows how she was still responsive with touch, such as hug.

Based on above comparison, the writer believes that Pearl showed changes towards her external stimuli because the writer sees significant changes on the day when Pearl still looked normal and that day when Pearl married Derrick. Based on this description, the writer can conclude that Pearl had negativism in the novel.

Pearl would not be categorized as undifferentiated schizophrenia if she did not show signs of the another type. Therefore, the writer also wants to re-describe the symptoms of paranoid schizophrenia suffered by Pearl. From the analysis on the paranoid schizophrenia type, the writer did not find strong evidence of hallucinations in

Pearl. However, the writer found that Pearl suffered from delusions which were shown from the very first time Derrick knew Pearl, such as when she suspected something about her ex husband.

> *"I met my husband at TVI in St. Paul but he is from North Dakota."*
> *"How long were you married?"*
> *"Only 9 months. **Then I found him in a gay bar in Fargo after a girlfriend warns me to look
> in there**. Yuck!" She stuck out her tongue, hung her wrist limply, and shuddered.
> It was odd that a man would turn out to be gay nine months after he married, but I believed
> Pearl. Not everyone in a gay bar is gay; neither is everyone in a straight bar straight."*

> *(Love for a Deaf Rebel, 4, 2021)*

From the dialogue above, it can be seen how Pearl thinks that her ex-husband is gay on the line, *"Then I found him in a gay bar in Fargo after a girlfriend warns me to look in there. Yuck!"*. From here, the writer can see how Pearl had an effect and influenced Derrick with her witness that made Derrick believed on the line, *"It was odd that a man would turn out to be gay nine months after he married, but I believed Pearl."*

The writer believes that this is the sign of delusions showed in the early of novel story because later when Derrick and Pearl married, Pearl had the same thought on Derrick, which is saying he was gay.

> *"I groped under the truck seat for something to read while waiting in the ferry lineup, and I
> found a copy of Cosmopolitan. The quiz 'Rate Your Husband's Sexual IQ' had been filled out. I
> was stunned to see that Pearl had ticked the boxes for "**I suspect he has had homosexual
> relations**"*

> *(Love for a Deaf Rebel, 227, 2021)*

From this quotation, it is seen that Derrick discovered that Pearl had a thought Derrick was a homosexual on the line, *"The quiz 'Rate Your Husband's Sexual IQ' had been filled out. I was stunned to see that Pearl had ticked the boxes for "I suspect he has had homosexual relations"*. This is the reason why the writers think that her witness from the previous quotation on the line *"Then I found him in a gay bar in Fargo after a girlfriend warns me to look in there. Yuck!"* was probably not true because Derrick had his own opinion on the line, *"Not everyone in a gay bar is gay; neither is everyone in a straight bar straight"*. So, the indirect characterization method used was effect, which Derrick was stunned from what Pearl thought about him.

Based on the description of the results of the paranoid and catatonic schizophrenia analysis on Pearl, the writers can conclude that Pearl did not seem to meet the criteria for paranoid schizophrenia because Pearl also suffered from catatonic schizophrenia. Based on the theory, if the schizophrenic shows symptoms which include delusions and catatonic behavior but do not meet the criteria for the types, then the sufferer is included in the undifferentiated schizophrenia category. Which means, based on the analysis that has been done by the writers, Pearl suffered from undifferentiated schizophrenia. Therefore, Pearl was not suffering from paranoid schizophrenia as claimed in the novel.

**CONCLUSION**

Throughout the analysis, the writers found the main type of schizophrenia suffered by Pearl using indirect characterization, which is undifferentiated schizophrenia. The writers also found the two other types that became the references to the cause of Pearl suffering from undifferentiated schizophrenia, such as paranoid schizophrenia and catatonic schizophrenia. However, the writers did not find the symptoms of the remaining types, such as disorganized schizophrenia and residual schizophrenia. Thus, in describing schizophrenia, the author of the novel used on effect more rather than other methods of indirect characterization.

From the data of Pearl's paranoid and catatonic schizophrenia analysis results that Pearl did not appear to meet the criteria for paranoid schizophrenia because Pearl also suffered from catatonic schizophrenia. According to the theory, if a schizophrenic exhibits the symptoms such as delusions and catatonic behavior but does not meet the criteria for the types, the sufferer is classified as having undifferentiated schizophrenia. This means that, according to the writer's analysis, Pearl suffered from undifferentiated schizophrenia. Therefore, Pearl did not suffer paranoid schizophrenia.

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# THE PORTRAYAL OF *PERSONA* AND *SHADOW* IN *NORMAL PEOPLE* BY SALLY ROONEY: AN ARCHETYPES STUDY

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## Abstract

This study aims to reveal the archetypes of Persona and Shadow in the characters in the novel Normal People by Sally Rooney. Meanwhile, the characters that were used as research objects consisted of three characters Connell, Marianne, and Alan. Of the three characters, the persona and shadow within them are the main objects in this study. Meanwhile, this research will use a descriptive qualitative method. The data source for this research was taken from the novel Normal People by Sally Rooney, while the research data consisted of dialogue and narration in the novel. This study uses the psychology of literature with a focus on Jung's archetypes, especially Persona and Shadow. The finding revealed that persona appears in all three characters, namely Connell, Marianne, and Alan. This persona is shown by self-confidence, intelligence, and power which is a good mask for the situation and environment in which they live. Meanwhile, a shadow appears in the lives of the three characters with different tendencies, ranging from acts of violence, bullying, and cowardice within. Therefore, this study concluded that persona and shadow appear in the three characters in different forms of action, behavior, and feeling.

**Keywords:** jung analysis, normal people, persona, pyschology of literature, shadow.

## INTRODUCTION

Psychology literature can deal with some aspects. We can define it into three main fields, psychology based on the writer, psychology based on the reader, and psychology based on the character in literary work (Wellek & Warren, 1949). Therefore, an understanding of psychological terms is needed to conduct a psychoanalytical study in literature since it is a standard technique for scrutinizing a literary work (Amelia & Daud, 2020). In general, research based on characters in literary works can be explained through all characters in the literary work (Wang, 2019). They are starting from characters, minor characters, protagonists, and antagonists. Moreover, in terms of psychology based on the character in literary work, the writer believes that the characters in a story have a position like humans in general. Characters in literary works reflect human life and describe a specific psychological and human side. In addition, literary work can function as a tool to convey the author's feelings (Kardiansyah & Salam, 2021).

On other hand, every writer with particular anxieties, experiences, feelings, or ideas they want to hear will show them through their literary works. There are differences between each writer regarding the things they convey in the writing that are also related to their background. The background represents the value of the difference and uniqueness of each existing writing. In other words, literary works come from several cultural contexts in society (Afrianto & Gulö, 2019). Therefore, they can be the object of literary research. Meanwhile, several theories can be applied in terms of the psychology of literature, one of which is Jung's archetypes theory. This theory is based on archetype, which refers to the symbolic basis embodied in individual fantasies, dreams, and illusions with a particular pattern. (Jung in Rizakiah et al, 2018).

According to Jung (1969), archetypes are the level of our subconscious mind as humans, known as the collective unconscious. This has to do with all human beings having a deep level of the subconscious mind, which is hidden beneath the personal soul. Moreover, Jung (1969) views archetypes in psychology as more complex than embodying collective unconscious values. By this, several archetypes themselves cannot be represented directly, but when activated, they express themselves through various modes, most notably dreams, fantasies, and illusions. As for the character of a literary work, archetypes come from a set of experiences that subconsciously determine a person's personality (Galang, 2021). According to Jung (1969), archetypes are divided into instruments such as Anima-animus, Great Mother, Hero, Self, Persona, and Shadow. Based on all the archetypes, the writer only

focuses on examining two of them, namely Persona and Shadow. Based on all the archetypes, the writer only focuses on examining two of them, namely Persona and Shadow. Moreover, regarding those two archetypes, the writer believed that Persona and Shadow refer to the many other sides we make as masks and the negative side of who we are. Persona can also mean a good mask that we show to others or the environment we live in (Schultz & Schultz in Ekaputri, 2019). Jung interpreted the Persona as "a mask designed, on the one hand, to make a definite impression on others. On the other hand, to hide the true nature of the individual." (Jung, 2014). On the other hand, the other element, namely the shadow, becomes the opposite side of the Persona. According to Jung (1969), the shadow encapsulates desires and feelings unacceptable to society or the conscious psyche; in other words, the shadow also looks like a sinner. This side becomes the opposite of the Persona. After all, it becomes the side that can give a lousy figure to someone because it is contrary to society's views. Those two archetypes are part of archetypes based on Jung. Therefore, this study will analyze the characters' psychology using Carl Gustav Jung's theory. Meanwhile, in the literary work, the writer uses the novel by Sally Rooney entitled *Normal People.*

This novel contains psychological life from two kinds of characters, first, the main characters, which consist of two characters, namely Marianne Sheridan and Connell Waldron, and second, the supporting character, namely Alan Sheridan. Moreover, a more profound explanation regarding the Persona and Shadow side of the three characters can be seen from the background they show, which triggers the emergence of the persona and shadow sides that they show, neatly starting from the psychological side with all the issues about class, as well as the complexity of relationships in family and friendships. In addition, the Persona and Shadow of the characters in this novel appear because the characters have conscious and unconscious sides (Yunara & Kardiansyah, 2017). Then, persona and shadow can appear in various ways in the daily lives of these characters, such as through social interactions or inner conflicts. Not only that, the persona in characters have different social contexts, as well as shadow, that affect the way they act and relate to other people. This is based on life experiences, social environment, and psychological conditions. Researching persona and imagery can provide significant benefits for better understanding oneself and others and developing character and art. With that, the writer will analyze the actions, behavior, feeling shown by the characters through the persona and shadow side. Not only that, this research is expected to become one of awareness, knowledge, and literacy about how the characters in the novel Normal People reflect the depiction of persona and shadow.

## METHOD

This study applied psychology of literature, especially Jung's Archetypal teory of persona and shadow. The studies regarding this issue had been made by Yani (2021) which emphasizes the used of Archetypal teory with the focus of anima-animus, shadow-persona, and self of the main character in *The Little Prince* novel. This study helps the writer in understanding about the teory that used. Further, Gunanda and Puspita (2020) also focused on the persona and shadow in novel *We Need Talk About Kevin,* which found that Kevin failed to achieve a balance between his persona and his shadow. The same of theory also used by Galang who analyzed Keiko's character in *Convenience Store Woman* by Sayaka Murata, which found that that Keiko's shadow had grown when she was small and formed a retracted personality, while her persona helped her to appear in society in an effort to get a normal label. Therefore, by thoses studies, this analysis aims to reveal persona and shadow in Sally Rooney's novel, *Normal People.*

This study applied qualitative research in order to reveal persona and shadow in *Normal People* novel by Sally Rooney. The qualitative approach focuses on narrative, description, and comprehension analysis (Amelia, 2016; Samanik and Lianasari, 2016; Kasih, 2018). Moreover, the results of this analysis are in the form of words (Kuswoyo and Susardi, 2018). Meanwhile, the data taken from the novel of *Normal People* by Sally Rooney. Based o those data, as part of descriptive qualitative research, data collection and data analysis are carried out simultaneously and well organized (Kasih 2018). Therefore, the next steps, namely analyzing, evaluating, and concluding can achieved by the writer.

## FINDINGS AND DISCUSSION

In this chapter, the writer will analyze how these persona and shadow depictions emerge and develop through actions and behavior in society that affect the way they act and relate to other people, based on life experience social environment, and psychological conditions in each character, namely Connell, Marianne and Alan. Moreover, the writer will also use the narrative or dialogue from the novel "Normal People" as evidence and references to support the arguments and conclusions obtained. Through this in-depth analysis, the writer hopes to

provide a clearer and deeper insight into the use of persona and shadow archetypes in the novel "Normal People" by Sally Rooney.

## Persona

Persona uses Jung's Archetypes theory to help individuals interact with others and maintain self-image. However, sometimes it can also be a barrier for individuals to express their true sides of themselves or face internal problems. Persona means the other side that hides who we are, persona can also mean a good mask that we show to other people or the environment we live (Schultz & Schultz in Ekaputri, 2019). Persona can also be a source of conflict within the individual, especially when the self-image presented to the outside world is not in harmony with the actual self-image or when the individual feels compelled to behave according to the expectations of others. Therefore, the author puts the persona analysis in the characters through the analysis below.

## Persona in Connell

As a bright university student, Connell possessed extraordinary intellectual abilities. However, he also realized that he looked smarter than he was and that his self-image could affect how others saw him. This suggests that Connell was very aware of the power of self-image in his social life. Sometimes, self-image can give a person the confidence to function well. In this case, Connell self-image of being innovative and intelligent gave him the confidence he needed to perform well both academically and socially. However, sometimes the self-image built by a person can be misleading because a strong self-image can cover up one's uncertainties or deficiencies. More details can be shown through the description and explanation below.

*"Well, you are smarter than me."*
*"Do not be sad. I am smarter than everyone."*
*In that statement, he knows he looks brighter than he is, giving him the confidence he needs to function well in the world.(Rooney, 2018, p. 3)*

The dialogue above shows the persona side of Connell, who is aware of his self-image and one's opinions about him. In this context, awareness of one's strong self-image and its effect on self-confidence can strike a balance between self-confidence and awareness of one's limitations as a human being. While Connell recognizes that his self-image can give him confidence, he also recognizes that it does not fully reflect who he is. Persona can be interpreted as the other side covering who we are and as a good mask that we will show other people or the environment in which we live (Schultz & Schultz in Ekaputri, 2019). As per this quote, "he knows he looks brighter than he is, and that gives him the confidence he needs."(Rooney, 2018). This quote shows that self-image awareness gives Connell strong self-confidence because it can influence how Connell interacts with others. Then, the awareness of his self-image as an intelligent person can influence how he speaks and acts in front of others. He tries not to appear arrogant by speaking softly and humbly.

## Persona in Marianne

Marianne is a complex character with a traumatic family history and complicated social relationships. One way Marianne deals with this problem is by creating a different self-image in a different environment. In front of other people, Marianne often presents as calmer, more controlled, and more confident, even though she feels uncomfortable with her surroundings. This can be seen in the following quote.

*In everyday interactions, he showed calm, was in control, and was confident that nothing seemed to disturb or affect him. He knows how to speak and act in different environments and can take charge of a situation. However, Marianne often feels lonely and disoriented, especially when no one else is around (Ronney, 2018, p.11)*

The quote above shows that Marianne displays a strong and confident self-image and looks calm and in control but feels lonely and disoriented when no one is around. In this context, Marianne is very confident and can overcome various situations. She can speak and act according to different environments, even being able to take charge of a situation when necessary. When hanging out with her friends, she looks calm and in control, responding to their chats, but she is an ordinary person who feels lonely and uncertain. Persona means the other side that covers who we really are, persona can also mean a good mask that we show to other people or the environment in which we live (Schultz & Schultz in Ekaputri, 2019). Referring to the quote, "She shows himself looking calm, in control, confident that nothing seems to disturb or influence her." (Rooney, 2018). Her persona will give a good impression of the people around her. The environment shows a different persona according to the situation and environment around her. This can happen because of social pressure to show different personalities depending on the situation. Her actions can make him behave as " She knows how to speak and behave according to different

environments, and seems to have the ability to take control of situations."(Rooney, 2018). Through this quote, her can adjust the appropriate way of speaking and acting according to the situation and the people around him. This ability shows that Marianne has good social skills and can interact smoothly with people from various backgrounds.

## Persona in Alan

Alan cares about his self-image in front of others, even though he may not be completely comfortable with that self-image. Alan is also described as someone who is very adaptable to his environment. Alan can speak fluently and skillfully on complex intellectual topics, is polite and confident, but can also adapt to whatever social environment he finds himself in. Alan can present an excellent self-image to others, make others feel comfortable around him, and make them feel safe and respected. The following is a quote that shows the persona that Alan has.

*Alan was very adaptable to what was expected of him, even though some of those expectations seemed to conflict. From there, he can be polite, assertive, confident, and able to speak fluently and skillfully on complex intellectual topics. He can adapt to whatever social environment he encounters. All that other people want makes him feel safe and respected.(Rooney, 2018, p. 203)*

The narrative quote above shows Alan persona; he uses a persona to adapt to his environment, which will get a good response from the community's views or the surrounding environment. Alan is indeed very skilled in adapting to different environments. He can show himself as a different figure in front of different people. He can also be straightforward to rely on in social and professional life. Alan is indeed a person who is highly respected by others because he can always display a good self-image. Moreover, he is also good at getting along with people. Personality refers to the mask of kindness that we show to other people or the environment in which we live, and on the other hand, it covers who we are (Schultz & Schultz in Ekaputri, 2019).

Following Alan behavior and persona actions through the quote, "From there he can be polite, assertive, confident and able to speak fluently and skillfully on complex intellectual topics, he can adapt to whatever social environment he faces."(Rooney, 2018) this shows that Alan can skim situations and adapt himself according to what is expected of him by others. This ability is critical in establishing interpersonal relationships, especially in business and politics, where one has to deal with people from different cultural backgrounds. This shows that a good self-image is critical to Alan, and he tries hard to maintain a good image in his social circle.

## Shadow

Shadow refers to the subconscious or aspects we may deny or try to hide from ourselves and the outside world. In its most general sense, shadow are a moral problem that challenges the ego-personality because no one can become aware of shadow without great moral effort to realize this, the dark side of personality must be recognized objectively and concretely. This activity is an essential prerequisite for any self-knowledge (Jung, 1963). Shadow represent aspects of ourselves that are rejected or disowned, including our feelings, emotions, and desires. Recognizing and integrating these aspects can make us more balanced and whole individuals (Sharp, 1991). Shadow may consist of trends deemed socially and environmentally inappropriate or unacceptable. Therefore, the writer analyzes the behavior or actions of each character.

## Shadow in Connell

According to Carl Jung's theory of archetypes (1938), feelings can be part of a person's dark side. This is because feelings are often part of the emotions individuals do not perceive or reject but influence their actions and behavior. Apparitions expressing feelings can be regarded as one of the shadow of personality in Connell character. At the novel's beginning, when Connell and Marianne are still in school, he is not so brave to show his feelings for Marianne, even though he has feelings for her. Moreover, Connell, in this novel, tends to hold back his feelings. This may be due to his upbringing in an environment where expressing emotions or feelings are not highly valued, through this narrative.

*Connell feels uncomfortable with the way his friends make fun of Marianne. For example, when they tell him about Marianne crying in public. It bothers him, but he does not say it. He does not know how to express his feelings. (Rooney, 2018).*

The quote above shows how a Connell character feels uncomfortable with the attitude of his friends who do not respect expressing emotions or feelings, especially in public. This suggests that the environment around Connell tends to be less accepting or even disdainful of people who show emotion, which can influence how Connell expresses his feelings. An explanation of this can be seen through the following quotations and

descriptions. *"Connell was overcome with remorse and was on the verge of tears. Moments of emotional pain that emerge seem meaningless and incomprehensible."( Rooney, 2018)*

Quotations above, its an example of the personality of shadow because, the shadow is a moral issue that challenges the entire ego-personality because no one can notice a shadow without considerable moral effort (Jung, 1963). Realizing this means recognizing the dark side of your personality as your current reality. This act is an essential condition for any self-knowledge. Shadow represent aspects that we reject, including our emotions, feelings and desires by recognizing and integrating these aspects, we can become more balanced (Sharp, 1991). These actions when "his remorse overcame him and he to cry" tears are an example of "emotional pain part that emerges seems meaningless and incomprehensible"(Rooney, 2018). This is an example of Connell shadow side, as it shows how he has trouble understanding and expressing the emotions that come up in difficult or painful moments.

This can affect how he interacts with others and expresses himself. Connell shadow side may consist of shame, fear, or confusion regarding his feelings. Then, He may find it difficult to express his feelings clearly and may feel frustrated and isolated because of it. In addition, there is a word that indicates darkness in the quote above; the word "remorse" is categorized as a feeling that appears on the side of darkness or shadow, especially if the feeling appears in an unpleasant or stressful situation. Regret can be considered a form of regret or disappointment over something that has happened or a decision made. When Connell experiences feelings of regret, he may feel sour or resentful because of his actions or decisions, which can be part of Connell dark or shadow side. Then from the difficulty of expressing these feelings, Connell shows a grumpy shadow side when someone hurts the people around him.

## Shadow in Marianne

Marianne shadow side is shown through her behavior when she loses her temper and snaps at one of the teachers at her school. This happened last year when Marianne fought with one of her history teachers, Mr. Kerrigan. At that time, he caught Marrianne looking out the window during class. Marianne did not accept the reprimand and orders, this made her lose hier temper because he felt imprisoned at school. An explanation of this is through the quotation below.

*She cannot move her eyes in the direction she wants. Even her eye movements are regulated by the school. Marianne, who by this time, lost her temper and snapped at her teacher. She said, "Do not kid yourself; I have nothing to learn from you." (Rooney, 2018, p.14)*

The dialogue above shows the shadow side of rude behavior against the background of Marianne anger towards the teacher. Opponents filled with Shadow are unfriendly, ignorant, and rude according to (Steins, 2020). These actions when she says, "I have nothing to learn from you" (Rooney, 2018). The quote shows impolite behavior toward a teacher teaching in class. Thus, Marianne lacks a sense of manners, and with the behavior shown, it will be difficult for her school environment to accept because of her behavior. Then, that is not the only shadow side possessed by Marianne. However, from her attitude and behavior towards a tendency to highly erotic activities or behavior, Marianne also tends to express her sexual side in a way that is different from normal humans as usual. This is reflected in her behavioral relationship with one of his lovers.

## Shadow in Alan

The shadow possessed by Alan character, namely the attitude and behavior that belittles someone, violence, and jealousy. The attitude and behavior that he has shown are one of the sides that shadow owns. The shadow is the darkest, most unstable person since so many harmful and unstable things are included in it, such as sex crimes, hate, envy, retaliation, being unfriendly and ignorant, and all immoral deeds through these attitudes and behaviors (Jung in Aisyah, 2022) Alan does things that make his younger sibling feel tormented and uncomfortable when Marianne is at home. He can prove this through the dialogue below.

*"Where are you going?" he asked*
*"Go out"*
*"out where?"*
*"Just taking a walk," he replied*
*Alan says. "Well, I know you are not going out to meet friends because you do not have any, do you?"*
*"Yes, right." (Ronney, 2018, p.11)*

In the dialogue excerpt above, it can show a side that is in the form of belittling someone, namely the shadow of Alan that he has. In the dialogue, the context occurs when Marianne wants to leave the house when she wants to visit a sports match that her school is participating in. I accidentally met with Alan in the basement of his house. Then, Alan asked Marianne where she was going.

After being answered by Marianne, he could not believe that answer. With that, he started belittling Marianne with the lines, "I know you would not go out to meet friends because you do not have any, do you?"(Ronney, 2018). With the evidence of this sentence, it is more apparent that Alan had underestimated Marianne for not having friends without him knowing or finding out whether it was true. As far as Alan knew, his sister Marianne had never had friends because what he knew was that her sister Marianne was a child who had an attitude and behavior that made the people around her dislike her. That is why he always looked down on Marianne. Marianne was out alone besides visiting the school's sports games but wanted to meet Connell as well. Alan also has an uncompromising attitude towards his younger brother.

## CONCLUSION

Based on this explanation, the writer has summed up the novel's findings and discussion of dialogue and narration. The writer concludes that Normal People are represented as archetypes of persona and shadow. These can be seen from the actions, behavior, feelings of Connell, Marianne, and Alan, which describe archetypes. In this study, the writer portrayal and explains the archetypes of persona and shadow experienced in the novel *Normal People* (2018). The novel itself depicts characters who experience archetypal experiences within themselves, especially in the form of the Persona and Shadow archetypes. First, Connell character experiences powerful persona archetypes within him. He always tries to show an ideal self-image in front of others, especially in a social environment different from his background. However, this persona archetype causes Connell to experience difficulties expressing his feelings honestly and openly, especially when dealing with Marianne. It makes Connell a shadow, making him a loser and cruelly treating Marianne.

On the other hand, Marianne character suffers from a strong shadow archetype. He often shows darker and hidden sides of himself, especially in interpersonal relationships. This often makes Marianne find it challenging to build healthy relationships and trust others. However, the shadow archetype also gives Marianne the strength and courage to take risks and explore hidden parts of herself. In addition, the character Alan also experiences archetypal experiences in the form of the Persona and Shadow archetypes. Alan has a strong persona archetype within him; he always displays a strong and confident image of himself. However, this persona archetype caused Alan to become very defensive and unwilling to show his weak sides. On the other hand, he also experienced the shadow archetype, which caused him to experience a deep sense of fear and anxiety.

The novel *Normal People* (2018) portrayal chararacters who experience complex and sometimes contradictory archetypal experiences. They are caught in a war between wanting to project an ideal self-image and accepting and exploring the dark sides of themselves. These difficulties become important challenges for the development and growth of the characters in this novel, which ultimately lead to a deeper and more meaningful involvement in interpersonal relationships. Therefore, this study discusses how the behavior, actions, feelings of Connell, Marianne, and Alan describe the conditions they experience by using persona and shadow.

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# PLOT ELEMENTS ANALYSIS IN *THE BEST OF ME* NOVEL BY NICHOLAS SPARKS

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## Abstract

*The Best of Me* tells about a young man named Dawson Cole with a background from a criminal family who falls in love with a woman from a noble and well-known family called Amanda Collier. Because there are some problem in it, their relationship ended tragically after they choose their own paths in life. The writer in this study analyzed the plot elements that contains in the novel and uses a structuralism approach based on plot theory from Richard Gill in a book entitled Mastering English Literature (1995). The objective in this research are to describe and identify the elements of plot contains in the novel entitled *The Best of Me*. The writer also apply a qualitative descriptive method because the data collection obtained through narration and dialogue in the novel. Gill (1995) explains that a complete and good plot has 5 important elements namely : the situation, disjunction, trajectory, proleptic events, and the last is reversal and discovery

**Keywords:**, plot, structuralism approach, *The Best of Me*

## INTRODUCTION

Literature is an expression of someone that is poured through a work both orally and in writing. However, there are many definitions of literature, one of which according to (Siswanto, 2008) literature can be interpreted as an inspiration of life that aims as a form of entertainment that has beauty in it. As also explained by (Nurmaily and Mustantifa, 2022) besides being seen from the beauty in it, literature is also can be seen in terms of aspects of the human life. In the world of literature, there are various kinds of literary works such as films, novels, poetry, dramas, etc. with each having a different genre.

Novel is an example of a literary work in written form, it could be a depiction of reality with a realistic mindset (Gulö and Amelia, 2022). Usually novels are kind of a category of fiction genre, because the storyline in a novel is based on the imagination of the author, but there are also novels based on the experience or true story of the author itself. (Samanik, 2018) also stated that a fictional literary work is the result of the creative process of the authors as a medium for expressing their expression. This is very important to know in understanding various literary works especially novel, because in a novel there are various important elements that make the reader feel and understand the content of the story. As an efficient and effective medium, novels can also help improve reading skills for reader (Sari and Sasalia, 2020). Therefore (Yusril and Amelia, 2020) can conclude that literature has a strength, and the moral values contained in it are one of the important elements in a literary work. Important elements in literary works, especially novels, are divided into two element, namely; intrinsic and extrinsic elements.

According to (Zainuddin, 2020) the intrinsic element itself is an element that builds a story from the inside of the story itself. Such as characters and characterizations, point of view, setting, plot, and style. Meanwhile (Djuana and Jaya, 2021) explained that the extrinsic element can be defined as a literary work factor that can be found outside the work but can affect its structure. Such as the background of the author, social and cultural conditions, etc. Based on the previous explanation, The writer in this study analyzed a literary work in the form of a novel with the title *The Best of Me* by Nicholas Sparks whose objective focus was to analyze the structure of the plot in the novel. *The Best of Me* is an american best-selling novel that was published in 2011 written by an American romance novelist, Nicholas Sparks. This novel consists of 254 pages and is divided into 23 chapters. It is known that , the novel is a romance fiction genre. From the explanation before, a work of fiction is a medium of expression from the author which is poured freely and creatively, so that's why Nicholas Sparks presents a storyline that attracts reader's attention to continue reading the novel from beginning to end. Beside that, genre is the main point in a literary work, for the audience and readers the main thing to know is what genre within the

literary work. This statement was emphasized by (William, 2014) that genre has many values, codes, and a structure that is used to build a story so that it can create various effects for the audience, reader, and writer.

*The Best of Me* tells about a young man named Dawson Cole with a background from a criminal family who falls in love with a woman from a noble and well-known family. Dawson feels and tries to survive within the scope of his family where he always feels pressured, hostiled and mistreated by his father and cousins. In contrast to Amanda, where she tried to cover up her relationship with Dawson secretly so her family wouldn't know about it. However, their relationship ended tragically after they choose their own paths in life.

The writer in this study focuses on the plot in the novel entitled *The Best of Me* which is one of the most popular novels. From this explanation, the structural analysis used in the structuralism approach is seen from its intrinsic elements namely the plot. The writer also choose this novel to be analyzed because of the interesting plot contains in the novel. As explained by (Herson and Patrian, 2017) in their research about a novel entitled *Surga Yang di Rindukan 2*, the function of a literary work in order to touch the emotional aspect of the reader, it must be entertaining and has an interesting plot. Meanwhile, the plot used in the novel are the *Chronological plot* and *Reverse Chronology*, this novel also has the theme of crime and love. So that, it makes it unique even though it is a little difficult for readers to understand the contents of the story. In addition to entertaining, literature can also provide a certain insight to the reader or audience (Rizal and Kasih, 2021). As explained also by (Kuhn and Boshoff, 2021) the role of a plot in the passage of a story in a novel or other literary work is useful for evoking emotions from the reader. The writer in this research uses a structuralism approach based on plot theory from **Richard Gill** in a book entitled *Mastering English Literature* (1995). Through this research, the plot analysis in the novel entitled *The Best of Me* also was chosen because this topic has never been studied and analyzed by other researchers. The research entitled *Plot Analysis in The Best of Me novel by Nicholas Sparks* is the focus of research in this study.

The objective in this study are to describe and identify the elements of plot contains in the novel entitled *The Best of Me*. The writer in this study also hopes that this research can provide benefits to the reader and the surrounding society, the writer also hopes that the reader understands regarding the plot structure that exist in the novel so that it can be a reference for further research.

## METHOD

The writer uses a qualitative descriptive method because the data collection obtained can be from of textual analysis in a literary work and it is type of research that collect data by interpreting the meaning in the form of non-numeric data (Puspita and Setiawan, 2022). The data source in this research can be taken from the narration and dialogue in the novel with the analyzing step such as : 1). The first, The writer find the clues or keyword from the data that has been collected, 2). Second, The writer classify based on theory, 3). Third, The writer describe the data into paragraph in order to find the reason why the data is categorized into each plot element.

- **Structuralism**

This research applied a structuralism approach. A literary work includes several important elements in it which can be said as the first foundation in making a literary work. According to (Kasih, 2018) Literary work can be understood as a totality with a combination of internal and external structures in it, therefore the function of the structural approach itself is very important because structuralism influences both reader and writers in analyzing literary elements (Samanik & Wardani, 2022). If a literary work has the two elements unclearly, it will be difficult for readers and other art connoisseurs to understand the meaning and content that is contained in the literary work. Structuralism also contains challenges and many beliefs in it which are appreciated by both critics and readers (Carter, 2006). In addition, structuralism can reveal the thoughts and personality of the author (Carter, 2006).

A careful analysis of the structure in literary works includes all of the elements, namely intrinsic and extrinsic as described by the writer before, so that the structuralism approach to the elements that build literary texts will be considered to the readers' knowledge regarding the literary system itself. (Maiboy, et al 2021) added, Structuration is a process in which a work in literary is influenced by the social structure of society because it can be based on the experience that was experienced by the author so that it affects his/her works. Based on the opinion above, it can be said as a quality literary work if it is good in all its aspects, therefore the structural analysis of literature is used as a reference to analyze the intrinsic elements in it, such as; theme, plot, character and characterizations, point of view, setting, etc. According to (Jhonson and Arp, 2018) The intrinsic elements of fiction are divided into several parts, as will be explained below:

a. Theme

Theme is an underlying idea of a story, especially in literary works. In a general context, the theme is a unifying thing about all of life that is expressed through stories with the main goal of what view of life is expressed.

b. Plot

Plot is a sequence of events that was experienced by the characters in the story. The author of a story must be more careful in making the plot in a significant order. The plot is told in greater or lesser detail and also includes the thoughts of the characters, the things the characters do, etc.

c. Characterization

Characterization is the author-determined description of the essence of a story's characters. The characterizations are also designed to make it simple for the reader to determine whether the story's characters are good or evil. Typically, the author demonstrates his characters directly or indirectly and falls into the protagonist or antagonist categories (Masyhur, et al, 2023).

d. Point of View

Point of view can also be said about who is telling the story and how it is conveyed, so that the writer can make a story more alive as well as clearly and well. There are four basic points of view, such as; Omniscient, Third-person limited (divided into major and minor), first person (divided into major and minor too), and the last is objective (Mahendran and Amelia, 2020).

- **Plot**

In literary works there are elements that can be identified and described, one of which can be through a structuralism approach, namely intrinsic elements. *Plot* is one of the intrinsic elements which is a series or sequence of events in a story. (Johnson and Arp, 2018) stated that a plot also contains a series of thoughts and behaviors of the characters. The author composes a plot with the aim of managing all the actions of the characters in a story so that it leads to a specific ending. Meanwhile (Hafizhoh, 2020) stated that the plot makes the reader want to continue reading the story and want to know what will happen next. The best way for the writer to create a story is, how to unite a plot with other elements (Gill, 1985) because the plot is very influential in the course of a story. *Richard Gill* explain that there are five of plot elements, which are :

a. *The Situation*

The situation is where a story starts from somewhere. The situation can also be called the *starting point* where the characters in the story have several things they want to achieve, so to get them they will go through certain problems and be associated with the order in which they are revealed to the reader.

b. *Disjunction*

Disjunction is where an author starts a story by creating the situation first and then *starting to cause problems in it which related to upcoming events*. Disjunction usually refers to the main things such as thriller, mystery, fiction etc. will begin. For example the life of a character who is peaceful but there is something that disturbs him/her calm; it could be a murder, something untoward happened, etc. Thus, the reader begins to be captivated to know the next story.

c. Trajectory

Trajectory is where a plot begins to move according to a certain time and direction. In other words, Trajectory is a description of how readers of a novel can think more critically about the unfolding of an event in the story. Beside that, *the various core problems of the characters are revealed in this element*. Usually a novel has cases that have contradictory trajectories, thus making the reader more interested and wondering how the author can straighten out the contradiction. Sometimes readers feel happy when reading a novel because the author diverts the trajectories with other unexpected events or truth.

e. Proleptic Events

Proleptic event is how the reader has to wait for important things that actually happen from the events in the story, because *the reasons of problem experienced by the characters are revealed here*. Proleptic can also be seen when the reader understands the meaning of something that previously happened and can relate the relationship between events that occurred in the past and the future. After that, the reader feels amazed and can understand how significant the story is.

f. Reversal and Discovery

Reverse and discovery is an author's explanation about the end of the story. This element is important part because the story can be satisfying?, sad?, or open ended. It depends on the kinds of the narrative, some writers use it but some don't. *"Reversal and discovery are stages related to proleptic events that cause radical changes to the characters"* (Suwastini, et al, 2020) , usually found in thriller, mystery, romance and detective novels, sometimes the readers are more familiar with a plot twist. Usually the author puts it in the last few pages,and sometimes the expectations are not what the reader wants or even

surprises the reader. An example of this plot element can be found in the novel entitled *The Great Expectations* by Charles Dickens, etc.

- **Wind-up** means that, the ending of the story must end clearly, so that the reader after reading the novel immediately understands the ending of the story.

- **Resolution** means that, when the issues or problems in the story have been completed and an author's understanding of the character's life is clear.

- **Denouement** means that, sometimes the plot works like "a knot" where the loose ends have to be tied. Therefore, the questions of reader can be answered, and a sense of resolution is reached (Gill, 1995).

## FINDINGS AND DISCUSSION

The writer presents the data and analysis of the plot structure from the beginning to the end of the story which described by the author in the novel entitled *The Best of Me*. In conducting the analysis, the writer in this study used the theory described by Richard Gill (1995). As explained by the writer in this study in the literature review above, Gill (1995) explains that a complete and good plot has 5 important elements namely : *The situation, Disjunction, Trajectory, Proleptic Events*, and the last is *Reversal and Discovery*.

- *The Situation*

The plot can start anywhere and under any circumstances. The characters in a story have various things and goals that they want to achieve, and when they want to achieve it, of course they encounter various kinds of problems or conflicts in it. *The Situation or starting point* is the first plot element of the novel which is closely related to the point about the plot in general which the characters revealed to the reader.

### When Dawson become a victim in his family

His father would beat him until Dawson's back and chest were black and blue, then return an hour later, turning his attention to the boy's face and legs.
(*Sparks, 2011*)

...Dawson reared up and ripped it from his father's grasp. He told his father if he ever touched him again, he'd kill him. (*Sparks, 2011*)

The explanation from the two narration above, it is known that Dawson has always been a victim of violence in his family, even Dawson's body was frequently beaten until he was blue and bruised. Because he was often tortured by his father, Dawson became strong against his father's word and after that he decided to leave his house.

- *Disjunction*

The author also starts the story by creating the situation first *to know the cause problems from it, which related to upcoming events*. And disjunction here leads to the events that are the main concern in the novel. Disjunction also usually refers to the main things such as fiction, thriller, mystery, will begin. For example the life of a character who is peaceful but there is something that disturb him/her calm; it could be murder, something untoward happened, etc. thus, the reader begins to be captivated to know the next story. The importance of disjunction also is not just the unusual lives that the characters experienced, but the main events that make those lives destroyed or disrupted.

### When Amanda Collier and Dawson meet at the first time but their relationship had to end because there was no approval from Amanda's parents

Until the day Amanda Collier entered his world. (*Sparks, 2011*)
He was a Cole and she was a Collier, and that was more than enough cause for dismay.
(*Sparks, 2011*)

From the narration above, it can be concluded that at the beginning Dawson met Amanda that made they love each other even though there were significant differences between their family backgrounds which led to various events related to their relationship, Amanda from collier family or well- known family, while Dawson from coles family.

**Dawson and Amanda got a call from Tuck Hostetler's lawyer after a long time**

**The call had come from Morgan Tanner**, an attorney in Oriental, North Carolina, who informed him that Tuck Hostetler had **passed away**. (*Sparks, 2011)*

From the narration explanation above, it can be seen that after many years Dawson and Amanda never met again and one day when Dawson was 42 years old he received a call from Tuck Hostetler's lawyer who said that Tuck or his adoptive father had died, and Dawson was asked to return to North Carolina because there was a message or mandate from Tuck that Dawson had to do there. This narration is related to subsequent story events or the beginning of an event and conflict will occur.

- *Trajectory*

Trajectory also where a plot begins to move according to certain time and direction so that *the various core problems of the characters are revealed in this element*.

**Dawson was shocked when he saw that Amanda was also at Tuck's house to fulfill Tuck's request**

They embraced **for a long time**, holding each other close in the wanin sunlight, and for an instant he thought he felt her tremble. When they finally pulled apart, she could sense his unspoken emotion. (*Sparks, 2011*)

From the narration above, it is explained that after decades the two main characters in this story, namely Amanda and Dawson have never met before, they are finally reunited in a historical place for their relationship, a place where they feel comfortable, and a place where become a witness of their love. Amanda and Dawson meet, because each of them turns out got a call from Morgan Tanner (Tuck's lawyer) where they have to fulfill Tuck's request before he passed away. Since the day, Amanda and Dawson have seen each other frequently without anyone knowing, and they seem to reminisce about their past.

From the event, the plot will affect further events because as we know one of them, Amanda Collier was married and has children.

- *Proleptic Events*

Proleptic can also be seen when the reader know the reason of problem experienced by the characters and understands the meaning of something that previously happened and can relate the relationship between events that occurred in the past and the future.

**When Dawson fight with his cousin and he died**

Summoning his last reserves of strength, Ted lunged toward the gun, feeling its satisfying weight as he tightened his grip. He swiveled the gun toward the door, toward Dawson. He had no idea whether any rounds were left, but he knew this was his last chance. (*Sparks, 2011*)

He zeroed in, taking aim. And then he pulled the trigger. (*Sparks, 2011*)

The narration above is when Ted was almost defeated by Dawson, and he saw that Dawson was going to left the bar. But Ted still has a little energy to shoot Dawson or Alan, until the bullet finally hits Dawson.

- *Reversal and Discovery*

Reverse and discovery is an author's explanation about the end of a story. This element is important part for readers, because the story can be satisfying?, sad?, or open ended.

**The situation switches to 2 years later after Dawson dies, and finds out that Dawson is Jared's donor**

"I want to send a letter to the family. Just to thank them, you know? If it wasn't for the donor, I wouldn't be here." (*sparks, 2011*)

"All they told me was that he was forty-two when he died. I just wanted... to find out more about what kind of person he was." (*Sparks, 2011*)

The dialogue above is Jared's words to Amanda, where he wanted to find out information about his donor 2 years ago to say a lot of thanks to the donor's family, because without the donor he might not be able to live as he is today. Finally Jared found information from the hospital that the donor was a 42 year old man when he died.

Dawson, she knew, had saved Alan's life – but in the end, he'd saved Jared's as well. And for that mean... everything. *I gave you the best of me,* he told her once. And with every beat of her son's heart, she knew he'd done exactly that. (*sparks, 2011*)

From the narration above, Amanda previously knew who was the heart donor for her son. 2 years ago, Morgan Tanner apparently told Amanda that Dawson's heart was match for Jared and saved his life. At that time Amanda also remembered Dawson's words when they met to fulfill Tuck Hostetler's wishes, Dawson had said to Amanda that Dawson would give whatever was best for Amanda's life, and that made Amanda believe that Dawson had done it even though he was no longer beside her.

## CONCLUSION

In this part, the writer provides an overview or summary of all the previous explanation. Particularly, about the identification of the types of plot elements contained in a novel entitled *The Best of Me* (2011) written by Nicholas Sparks. This part also provides suggestions for further analysis or research that is relevant and can provide benefits to readers regarding an analysis using a structuralism approach, the theory used in this study, the storyline contains in the novel, even the readers can also find out what types are contained in the plot elements analyzed in this study, etc. As explained also by the writer in this study before, the theory used by the writer and related to plot elements in a story is using the theory from Richard Gill (1995) which is explained in detail in a book entitled *Mastering English Literature*, so that this research can be proven clearly. The writer analyzes the structure of a literary work, which can be seen from the intrinsic elements contained in it which include; *Theme*, *character and characterization*, *plot*, *setting*, *point of view*, etc., and the writer chooses **plot** as the focus analysis in her research.

In theory explained by Gill (1995), a complete plot or story line must fulfill 5 important main elements, so that it makes it easier for the reader to understand the story in it from the beginning to the end of the story. The elements described by Gill namely; *The Situation*, *Disjunction*, *Trajectory*, *Proleptic Events*, and *Reversal and Discovery*. After reading this research, especially about the plot analysis in a novel entitled *The Best of Me* written by Nicholas Sparks in 2011, the writer recommends for readers to read this novel because there are many moral values that can be taken from the story in it. The writer also hopes that by reading this research the readers can find out more details about the storyline they read, so that they know and understand that the plot can be categorized into the types of elements as described in the theory above.

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# THEO VAN LEEUWEN'S EXCLUSION AND INCLUSION STRATEGIES: AN ANALYSIS OF PRESIDENT JOE BIDEN'S POLITICAL SPEECH

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## Abstract

The researcher conducted research to find out how the process of exclusion and inclusion in very important topic that is happening at this time regarding the speech made by President Joe Biden as the President of the United States to criticize the actions of the Russian state which attacked the State of Ukraine. This study uses a qualitative descriptive method with Discourse Analysis approach through the theory proposed by Theo van Leeuwen to describe how the social actors are described in the speech delivered by President Joe Biden. In President Joe Biden's speech, 13 data were found that were used to marginalize the social actors, namely the Russian government which carried out attacks on Ukrainian state. In this study, no exclusion strategy was found, but four inclusion strategies were found, namely *Differentiation – Indifferentiation, Assimilation – Individualization, Objectivation – Abstraction* and *Association – Disassociation.* The most dominant inclusion strategy found was Differentiation – Indifferentiation with the percentage of 50%. Meanwhile for Objectivation – Abstraction and Assimilation – Individualization is 12,5%, while the percentage of Association – Disassociation is 25% were found.

**Keywords:** critical discourse analysis, exclusion, inclusion strategies and Joe Biden's political speech.

## INTRODUCTION

The special operation taken by Russia against Ukraine based on Russia's own point of view carried out by Russia to liberate the Donbas and Luhansk nations which have been under Ukrainian. However, the two main areas are ethnic Russians who refuse to have their territory controlled by Ukraine but the actions taken by Russia from the point of view of western countries led by America consider it an invasion of a sovereign and independent country. This contradiction can be seen from several news reports that show contradiction discourses between Russia and western countries as follows: Based on a statement from the European Union from official website, it states: "The EU and its member states stand united in their unwavering support for Ukraine and firmly condemn Russia's unprovoked and unjustified military aggression. (European Council. 2022). Further a statement from the Prime Minister of the United Kingdom Boris Johnson said: "The PM said President Vladimir Putin had launched a "vast invasion by land, by sea and by air" without provocation. (O'Coner, 2022). The next statement from President Putin is: "Russian President Vladimir Putin on Monday recognized the independence of two breakaway regions in Ukraine's east as independent and ordered military forces to deploy there. (Russian Service. 2022). The next statement from President Putin: "Recognition of the two entities, which call themselves the Donbass and Luhansk people's (Hernadez. 2022). The next statement from President Putin: "The purpose of this operation is to protect people who, for eight years now, have been facing humiliation and genocide perpetrated by the Kyiv regime," Putin said. Putin alleges that Ukraine is targeting and killing Russian speakers in eastern Ukraine, where Russian-backed rebel separatists have been fighting the Ukrainian government since 2014 (The Conversation.com. 2022).

One of the discourse contradictions is found in President Joe Biden's speech as the president of America and the leader of the NATO organization which states that the actions taken by President Putin are invasions and strongly opposes the actions taken by Russia invented Ukraine. This discourse contradiction can be analyzed using Critical Discourse Analysis. The speech taken from official YouTube NBC News entitle "Joe Biden's Full Speech Denouncing Russia's Invasion of Ukraine, NBC News." These Political Speech can be studied using Critical Discourse Analysis which study to analyze a different point of view looking at the context in languages (Eriyanto, 2009; Fairclough & Wodak, 1997), then in this case language used in political speech with certain objectives by

the speaker of the speech. Consequently, government, represented by its leader, frequently received criticisms from the press that sometimes are sensitive and bias (Sari and Pranoto, 2021). Therefore, conditions make the society deliver opinion.

In political speech, there are many points of view that can be studying because political speech has a specific purpose that owned by the person who brings the political speech. In political speech, language serves as one of the devices to convey message shared among people in various context (Kuswoyo, 2016:257; Afrianto et. al, 2014:78; Samanik, 2018). The political speech delivered by Joe Biden, there are many interests of western countries against their opponent, namely Russia. The function of political speech itself serves as a way to show the position, strength and regulate the power possessed by one particular party. In this case the party who wants to show power is the United States. In this study, the researcher used a Critical Discourse Analysis approach through the theory proposed by Theo van Leeuwen (2008). The representation of social actors by Theo van Leeuwen is a theory to understand how groups or people marginalize their position in Critical Discourse Analysis. Social actors become significant because social actors are important to be analyzing Critical Discourse Analysis. Using the critical discourse analysis framework, we can see how oral dan written texts are structured and then observe it to look how text influence the reader to consume the information (Azijah and Gulö, 2020; Cahyaningsih and Pranoto, 2021; Istiani, R & Puspita, Dian, 2020). In this context, language is exploited to obtain and establish social and political stance in particular setting both socially and politically (Puspita and Pranoto, 2021).

Numerous CDA studies have been administered lately. Pranoto and Yuwono (2019) analyzed how a state leader position his attitude towards big issues such as terrorism and globalization. Using similar method, Puspita and Pranoto (2021) revealed the attitude of Japanese newspaper in narrating disaster in the country. Furthermore, Sofyan and Zifana (2019) analyzed the representation of political figure in Kompas and Republika using Leeuwen's theory (2005; 2008) which revealed the notion of non-neutral position of the media. Similarly, Rido and Evayani (2019) discussed the representation of social actors in sexual violence issue in The New York and Jakarta Post by utilizing Leeuwen's theory (2008). The findings showed that both media represented different focuses and strongly described the perpetrator as active agents.

This research analyzes President Joe Biden's speech strongly condemns the actions taken by Russia by attacking Ukraine as a threat to world peace. The researcher used the strategy proposed by Theo van Leeuwen exclusion and inclusion. The results of this study describe how social actors are represented through exclusion or inclusion strategies, as well as the dominant strategy used by President Joe Biden. Based on the background above, the researcher formulates the research title as follows: "Theo van Leeuwen's Exclusion and Inclusion Strategies: As an Analysis of President Joe Biden's Political Speech."

## METHOD

This study employs of qualitative descriptive research method (Kardiansyah, 2016; Farras and Nurmaily, 2020) which means that this study attempt to collect the data in the form of words or interpretations, which this study attempt to show exclusion and inclusion. The findings in this research are analyzed and described qualitatively. In the process, the data are processed using some relevant approaches and the explained descriptively (Gulö and Rahmawelly, 2018). Strategy in the President Joe Biden's political speech used to represent social actors, The researcher chooses qualitative description research method as explained by Litosseliti (2010:52) to assist the researcher in answering the research problem based on the interpretations and descriptions of the findings. In other words, the results of the analysis are in form of words and Sentence Shoji, J., & Puspita, D. (2021). In conclusion, qualitative method also pays a comprehensive view on inductive and deductive processes (Suprayogi, and Pranoto, 2020; Rido et. al, 2020; Mandasari, and Aminatun, 2019; Sari, and Oktaviani, 2021)

Van Leeuwen (2008) explains exclusion as a linguistic mechanism that excludes certain social actors from discourse. This mechanism can be divided into two types: suppression and backgrounding. Suppression occurs when the social actors are completely omitted from the article, without any reference to them. In this case, the omission is not radical, as the social actors may be mentioned later in the text. On the other hand, inclusion is a linguistic mechanism that involves presenting the social actors in the discourse. Activation refers to presenting the social actors as actively involved in a sentence. Passivation, which has two forms (subjected and beneficialized), refers to the process of making the social actors less active. Genericization occurs when the social actors are mentioned in a general manner, either in plural or singular form. Specification, on the contrary, involves mentioning the social actors specifically and describing their actions in detail. Assimilation is the grouping of social actors, while individualization refers to mentioning the social actors as singular entities. Association occurs when two or more social actors are presented as a group working towards a common goal or purpose. Dissociation, however, refers to mentioning multiple social actors in the same sentence, but without any association between them. Interdetermination is the presentation of social actors as either groups or individuals who are "anonymous," often realized through the use of uncertainty pronouns like somebody, some, some people, and someone. Determination, on the other hand, involves mentioning the social actors anonymously but with specificity.

Differentiation is a linguistic mechanism used to highlight differences among social actors, whether positive or negative. Nominations involve presenting social actors by their unique identities, often using proper nouns. Categorization is used to refer to specific social actors who belong to distinct categories, such as social status or religion, making it easy to identify them. Functionalization occurs when social actors are mentioned in relation to their roles or occupations, using suffixes like -er, -ant, -man, -women, -ee, etc. Identification is a subcategory that presents social actors based on external characteristics or attributes beyond their job or role. Personalization involves presenting social actors using their proper names or possessive pronouns. Impersonalization, on the other hand, refers to presenting social actors as abstract or objectified entities, without emphasizing their human qualities. Lastly, overdetermination occurs when social actors participate in multiple social practices simultaneously.

## FINDINGS AND DISCUSSION

In this study, the object of the research is President Joe Biden's political speech on the Official YouTube of NBC News which entitled "Joe Biden's Full Speech Denouncing Russia's Invasion of Ukraine, NBC News". Based on the analysis, exclusion strategy was not found. The fact that usually exclusion strategies are found in the news article that the journalist used this strategy to remove social actors directly from the news to avoid something that would threat the safety of journalist and informants of the news (Ali, 2020). In this study, the writer found four aspects of the inclusion strategy, namely: - Differentiation - Indifferentiation, Objectivation - Abstraction, Assimilation – Individualization and Association – Disassociation. The general finding of the analysis presented in table, bellow:

**The Percentage of Inclusion Strategy in President Joe Biden's Political Speech**

| No | The Criteria of Inclusion | Nominal | Percentage |
|----|---------------------------|---------|------------|
| 1 | Differentiation – Indifferatiation | 6 | 50 % |
| 2 | Objectivation – Abstraction | 2 | 12,5 % |
| 3 | Nomination – Categorization | 0 | 0% |
| 4 | Determination – Indetermination | 0 | 0% |
| 5 | Assimilation – Individualization | 2 | 12,5% |
| 6 | Association – Disassociation | 3 | 25% |
| | | | |
| | **The Total of Inclusion Strategy** | 13 | 100% |

The data above can be described regarding the results of the research that has been carried out. The table show the aspect of criteria that are mostly found in the analysis process from the criteria that dominant appears and the criteria that slightly appear in President Joe Biden's political speech, and the researcher also summarizes the data in the form of percentages that are used to see the data more clearly in seeing more dominant criteria in the analysis. In this study, it produced 13 data included in the Inclusion strategy. Inclusion divided into 6 criteria, in this study 4 inclusion criteria were found, which are Differentiation – Indifferentiation, Objectivation – Abstraction, Assimilation – Individualization and Association – Disassociation. Although, what was not found are Nomination-Categorization and Determination-Indetermination because no datum was found on the position of Russia or Vladimir Putin on directly related to more than one social actor or more than one social group.

**Differentiation – Indifferentiation**

**Datum 1**

| Differentiation | Indifferentiation |
|-----------------|-------------------|
| ***Military has begun a brutal assault*** on the people Ukraine, provocation without justification, without the necessity. This is ***a premeditated attack***. Vladimir Putin ***planning this for months as we've been saying***, all along. He moved more than a 175,000 troops military equipment positions along the Ukrainian border. | Tells you all you need to know about his intentions all along. ***He rejected every good Faith effort***. The United States and our allies and partners made to address on due to ***security concerns*** through ***dialogue to avoid needless conflict*** and a very human suffering. |

Based on Datum 1 above, it is part of the Differentiation and Indifferentation which include from the Inclusion strategy. This can be seen from linguistic evidence in the Datum 1 above consisted of phrases and sentences that have been highlighted with bold marker. Therefore, the inclusion strategy happened in the perspective of political action and it can be seen from the Datum 1 above. The inclusion strategy especially in Differentiation in the words "*brutal and assault*", based on the explanation from "Meriam-Webster Dictionary" "*brutal*" means

direct and clear about something unpleasant, not thinking of people's feelings while "*assault*" means the act of attacking a building/an area in order to take control of it. Therefore, the phrase "*brutal and assault*" refers to the positions of the Russian military as a party that categorized as "not good" in the terms of an attack carried out to the Ukrainian state.

Thus, based on the linguistic evidence of the sentence which made the Russian state was very cruel, carried out the oppression. Furthermore, connected with the discourse contained in the word "*premeditated*" means a crime or bad action and planned in advance, while "*attack*" means an act of using violence to try to hurt or kill somebody. The connection with the sentence confirms that Russia is in an even worse position because it carries out attacks that can be said to be criminal and these actions are very bad. The word "*attack*" further emphasizes Vladimir Putin as a cruel social actor because he commits murder to achieve his interests and these actions are not carried out spontaneously but already planned contained in the word "*planning*", this word means an act or process of making plans for something. Therefore, it can be concluded from the discourse that was built is that the act of attack had been well planned by Vladimir Putin.

Furthermore, on the Datum 1 above also can be categorized as the aspect of Indifferentation, because social actor is placed in a good condition compare with his political opponents based on the point of view of political point of view. Therefore, the inclusion strategy can be seen by the speaker of the speech regarding his condition and his political allies and from linguistic evidence in the phrase and sentence that have been highlighted. Furthermore, the Indifferentaition aspect found in the words "*rejected*". Based on the explanation from "Meriam-Webster Dictionary", the word "*rejected*" means reject something or to refuse something. The word refers to actions taken by Russia who refused to act peacefully and invaded Ukraine to control Ukrainian territory. This can be seen from the word "*good*" which means high quality or an acceptable standard. It can be interpreted that America's actions were better than the action taken by Russia by attacking Ukraine with military force.

On the other hand, America and its allies have given a policy to resolve peacefully contained in the phrase "*faith and effort*", this means trust in somebody's ability, trust that somebody will do what has been promise. Based on the meaning of the word, the discourse made by the speaker that the Russian side is a very bad party because it does not want to resolve the problem peacefully by not using military force contained in the words "*dialogue*", this word means a conversation, "*avoid*" means to prevent something bad from happening, "*needles*" means not necessary that could be avoided, "*conflict*" means which countries disagree strongly or are involved in a serious argument, "*human*" means connected with people, and "*suffering*" is physical or mental pain. Based on those meaning, it refers to the word "-*dialogue*" it can be seen that America wants to do a good communication without attacking. Then, referring to the words "*avoid, needles, conflict*", it can be understood that the America strongly reject the Russian action which caused a bad situation for Ukrainian citizens and left a great harm to the society and humans referring to the phrase "*human suffering*".

## Objectivation - Abstraction

Objectivation - Abstraction is one of the aspects in inclusion strategy referring to the point of view of the speaker that directly and indirectly mentions the social actor in the speech delivered by speaker.

**Datum 2**

| Objectivation | Abstraction: |
|---|---|
| *This is a premeditated attack.* **Vladimir Putin** *planning this for months as we've been saying, all along.* | *The* **Russian government** *has perpetrated cyber - attacks against Ukraine. We saw stage political theatre in Moscow and mission baseless claims Ukraine was about to Invade and launch a war against.* |

Inclusion strategy that performed by the speaker based on Datum 2 above, particularly on Objectivation aspect and linguistics evidence can be seen from word that had been highlighted with bold marker. Thus, Datum 7 can be seen through political action point of view. Furthermore, according to Objectivation aspect which referred to social actor who are displayed directly by the speaker, which can be seen in the word "*Vladimir Putin*". The speaker in his speech directly mentions the social actors whose goal is Russian President namely Vladimir Putin who is considered as the person behind an attack that happened in Ukraine. Furthermore, in Datum 7 showing social actors that are not spoken directly or abstractly as a means of Abstraction aspect, it contained in the word "*The Russian government*". The word does not specifically mention the social actors but the abstraction refers to the Russian government, namely a country that has a state structure consisting of more than many positions and people occupying positions in the country.

**Assimilation – Individualization**

Assimilation – Individualization is an Inclusion strategy that reflecting or does not reflecting the social actor with their social group, especially in the speech delivered by the speaker.

**Datum 3**

| Assimilation | Individualization |
|---|---|
| *Sanctioning President Putin's on the table is that a step prepared to take in. To respond the cyber-attacks as well. I spoke last night **President Zelensky of Ukraine***. | *Sanctioning **President Putin's** on the table is a step that prepared to take in.* |

Based on the Datum 3 above, it can be explained that inclusion strategy is performed by the speaker, particularly on Assimilation aspect. Moreover, it can be seen from linguistic evidence which consisted of sentence that have been highlighted by the writer and the Datum 9 of Assimilation – Individualization is can be the representation of political factor. The social actor in the Datum 9 above can be or cannot be related to another social actor or social group. Since, Assimilation aspect stated that the social actor can be connected or related to their social group, it referred to the sentence "*President, Zelensky of Ukraine*". Based on a definition sourced from the "Merriam-Webster Dictionary" explaining that the word "*President*" means an appointed governor of a subordinate political unit, name of person, and "*Ukraine*" means the Ukrainian country in eastern Europe on the northern coast of the Black Sea; capital Kyiv. Based on the meaning of each word, it can be seen that the discourse built is connecting the social actors with their social groups referring to the word "*President*" as the head of state held by a person named "*Zelensky*" is directly related to his social group in the word "*Ukraine*", which a country on the European continent with its capital in Kyiv, which President Zelensky is directly linked to his country. Meanwhile, for the Individualization aspect which does not reflecting the social actor with their own social group, the following data is referring to discourse evidence in the speech which can be seen to the word "*Sanctioning, President Putin*". Based on the definition sourced from the "Merriam-Webster Dictionary", the word "*sanctioning*" means the detriment, loss of reward, or coercive intervention annexed to a violation of a law as a means of enforcing the law. Furthermore, for "*President Putin*" is name of a person who positioned as a President in his country. In the speech that delivered by the speaker stated clearly by mentioning the social actor and it is not connected to his own country as his social group.

**Association – Disassociation**

Association – Disassociation is an inclusion strategy that connects and does not directly connect to social actors with another social groups in the speech that delivered by the speaker.

**Datum 11**

| Association | Disassociation |
|---|---|
| ***United States** is not doing this a long. For months. We've been building a coalition of Partners representing well, more than half the global economy **27 member European Union including France, Germany, Italy as well as United Kingdom Canada, Japan, Australia, New Zealand** and many others to amplify joint impact of our response. I just Spoke with the G7 leaders this morning and we're in full and total agreement.* | ***The Russian stock market Klein** was today. Russian **government** borrowing rates spike over 15%.* |

The inclusion strategy that contained based on Datum 11 above is Association – Disassociation aspect. Furthermore, it shows linguistics evidence from word and sentence and the perspective of economic. It can be explained that inclusion strategy is performed by the speaker, particularly on Association aspect which connected the social actor with another social group, refer to the word "*United States, European Union*". Based on definitions sourced from the "Merriam-Webster Dictionary", explaining that these word means a federation of states especially when forming a nation in a usually specified territory, European Community economic, scientific, and political organization consisting of Belgium, France, Italy, Luxembourg, Netherlands, Germany, Denmark, Greece, Ireland, Spain, Portugal, Austria, Finland, Sweden, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, Bulgaria, Romania, and Croatia. Within the words above and the explanations, it can be concluded that the discourse evidence in these words refers to a social group, namely the United State which is connected with their fellow countries that form an economic organization. Therefore, it can be concluded that the United State as a social group is clearly related to other social group which is the European Union as the world economic organization.

**Discussion**

In this study, the two strategies of the criteria in the theory of Critical Discourse Analysis by Theo van Leeuwen are the inclusion and exclusion strategies in analyzing critical discourse. In this study, the object of the study is President Joe Biden's political speech and the exclusion strategies were not commonly found in speeches, especially in political speech. Exclusion strategy are generally found in research where the object is the news, because journalists use exclusion criteria to eliminate certain social actors in contained the news for various reasons such as: used by journalists when the information obtained is not clear, used by journalists to protect sources when making risky news because it might cause a problems such as the last criminal act is to protect oneself, as people know certain social actors have power in an organization such as the government, the mafia and others who have a risk of threatening the safety of journalists. Therefore, it can be concluded based on several previous research sources which raised the inclusion and exclusion strategy in the news as found in the results of the research (Raja Ali, 2020), on the passivation aspect explaining that passivation is used to protect perpetrators. In this case is to protect the officials in authority at PT. KAI as the parties who considered dominating the actions of KRL passengers. Furthermore, in the aspect of discourse, various perspectives are found that conflict with each other referring to the interests of each social actor and social group. The conflicting viewpoints are as follows:

a.   From the point of view found in the speaker, namely President Joe Biden as the leader of America and the largest military organization in the world, namely "NATO" which strongly condemns Russia's actions to attack Ukraine. Based on the speaker's point of view, it is an act that violates international law because it has attacked sovereign country that has the freedom to determine life freely. Furthermore, the Americans together with their allies carried out the economic sanctions aimed at destroying Russia from an economic perspective, so that it could not finance the war and had a bad impact on its isolated people and all assets owned by the Russian state and citizens residing abroad, especially assets in America and allied countries and also assets in the form of US dollars. In addition, the US believes that it must provide military assistance even though it's indirectly declaring the war with Russia, but America and its allies send weapons in the form of fighter planes, tanks, cannons and others. All actions taken by America based on the speech are aimed at upholding international law, maintaining world peace and avoiding war in solving all problems between Russia and Ukraine.

b.   In addition, the perspective of the Russian side obtained from the news that has been included in the background of this research is inversely proportional to the speaker's point of view, namely "Joe Biden". The Russian side said that the actions taken by President Vladimir Putin were to defend ethnic Russians who were in the territory of Ukraine, who were oppressed and discriminated against by the Ukrainian government in the Donbas and Luhansk regions.

## CONCLUSION

Based on the research that has been done, the researcher can conclude that the research of discourse analysts on President Joe Biden's political speech resulted several things. The first one, in this study, the exclusion strategy cannot be found because these strategies are generally used by journalists to avoid something unwanted. The second one is, on the aspect of the speaker's point of view referring to America and its allies who are very unhappy with Russia attacking Ukraine is considered an act of invention, a violation of international law and an act of violation of human rights. In addition, the sanctions given by America and its allies are intended to stop the war without a direct declaration of war. From the point of view of Russia, all actions taken to protect the unity of the Russian Federation and to protect ethnic Russians who are treated unfairly by the Ukrainian Government in the Donbas and Luhansk regions. Furthermore, based on the research above in the previous chapter, it can be concluded that: 1) that in marginalizing social actors in Joe Biden's Political speech there is no inclusion strategy and there are four exclusion strategies, namely: Diffentiation – Indifferentiation, Assimilation – Individualization, Objectivation – Abstraction dan Association – Disassociation. In President Joe Biden's speech, 13 data were found that were used to marginalize social actors, namely the Russian government which carried out attacks on the Ukrainian state. The most dominant exclusion strategy is: Diffentiation – Indifferentiation with a presentation of 50%. Furthermore, the second dominant is Objectivation – Abstraction with a presentation of 25%. Furthermore, the third dominant is: Assimilation – Individualization and Association – Disassociation with the same presentation of 12.5%.

## ACKNOWLEDGEMENT

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# OBSESSIVE-COMPULSIVE DISORDER AS SEEN IN THE MAIN CHARACTER OF *EVERY LAST WORD NOVEL* BY TAMARA IRELAND STONE

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**Abstract**

This research discusses a novel written by Tamara Ireland Stone entitled Every last word. This novel tells the story of Samantha as the main character who suffer Obsessive compulsive disorder in the novel. The author explain the condition of the main character Samantha who need to suffer with this mental issue, in Samantha's daily activities the author describe the main character got the uncontrolled thought in her life, and she could not handle every details thought in her mind. This thesis has one research question: What is the symptom of Obsessive Compulsive Disorder as seen in the main character of Every Last Word novel by Tamara Ireland Stone.

In this study, the writer uses descriptive qualitative methods to describe the phenomena inside the novel and supported by the quotation from the novel as the primary source. This thesis applies a psychological approach to describe the behavior of the main character that identified as the symptoms of obsessive compulsive disorder in Every last word by Tamara Ireland Stone. This thesis use Obsessive Compulsive theory In OCD there are several symptoms, such as: Unpleasant thought, feeling of doubt, inability to control the mind, fear of the bad thought and feeling of worry.

This paper shows that the main character in Novel by Tamara Ireland Stone is clearly identified as person who suffered Pure Obsessive compulsive disorder, this seen by the daily activities, the main character shows the behavior that categorized as the symptoms of pure obsessive compulsive disorder.

**Key words :** Every Last Word, obsessive compulsive disorder, Tamara Ireland Stone

## INTRODUCTION

Psychology is the study of human behavior and thought that can be associated with science, one of which is literature (Janitra & Samanik, 2018) According to Sylvie (2020) Psychology of literature has four meanings that can be described. First, literary psychology is a psychological understanding of a writer as a person or type. Second, literary psychology is an understanding of the study of the creative process of the written work.Third, literary psychology is an analysis of psychological principles applied in literary works. The fourth, psychology of literature can be interpreted as a study of the impact of literature on the psychological condition of the reader.

As the literary work that can reflect the reality, novel portrays many issues in the real world (Setri & Setiawan, 2020). To see the issues inside the novel, psychological novels can used as the media that focus on psychological problems and problems experienced by characters (Primastiwi, 2018). In psychological novels, mental illness can be defined as a condition characterized by abnormal thoughts, feelings, and behaviors. Mental problems are conditions in which an abnormality is identified in the patient's psyche, causing persistent and potentially significantly disruptive behavior. Therefore, literature and psychology have a very close relationship related to humans on the perception of universe (Asia & Samanik,2018).

Mental disorder is characterized by a disease that affects the mindset caused by a problem in life. In discussing mental health, Shafiera is a psychology graduate student as an HR consultant, said that healing for mental disorders cannot be equated with physical healing, so that Indonesian people's awareness of mental illness is said to be low. In mental illness, the sufferer should need attention, but most people have empathy and tolerance that are less than expected from people with mental illness (Primastiwi, 2018). According to Mental Health and substance Abuse (2014) explain that anxiety disorders can be classified into five categories including: 1.Social phobia 2. Panic disorder 3. Generalized anxiety disorder 4. Posttraumatic stress disorder 5. Obsessive-compulsive disorder . Obsessive Compulsive Disorder is a mental disorder that is included in the category of anxiety disorder,

where sufferers have anxiety that involves the characteristics of Obsessive Compulsive Disorder. So this is why the psychology issue that is conveyed in the novel has its own storytelling elements to be studied.

Obsession is an anxiety that interferes with the mind and involves repetitive behavior a person who has this disorder may realize that his thinking is not based on logic, but in this disorder the sufferer cannot prevent these thoughts and when a person feels it then he will be very disturbed and the thoughts appear repeatedly (Foa & Wilson,2001). The most common obsession with social involvement involves a fear of dirt or germs, disease and death, or danger to self or loved ones. People with obsessions usually do things like changing uncomfortable thoughts, focus on positive thoughts, perform rituals, etc., to use as a strategy to reduce comfort when the obsession strikes. Most people also experience repetitive thoughts, but this disorder makes a person very difficult and can interfere with sufferers in social or work activities. Compulsion is a need for the sufferer to perform an action or think about a mental action repeatedly. This anxiety will occur if the sufferer does not perform a behavior well, this compulsion often occurs and is used for rituals to reduce anxiety associated with obsessive thought (Foa & Wilson,2001). So, Obsessive Compulsive Disorder (OCD) is a mental disorder that causes sufferers to feel they have to do an action or treatment repeatedly because if the patient does not do it, the Obsessive Compulsive Disorder sufferer will have or arise a sense of anxiety or fear It is very important to understand that so many people suffer from fear disorders and they have to fight this feeling all the time.

In this study, the researcher focuses on finding facts to reveal how the novel explains the existence of certain disorders. In this study, researchers focused on finding symptom of obsessive compulsive disorder. Obsessive compulsive disorder refers to a disorder in which the sufferer has an anxiety disorder that involves excessive thinking that causes repetitive behaviors. Considering this, the problem of obsessive compulsive disorder is discussed more deeply by the researchers in this study. To reveal the existence of Obsessive Compulsive disorder (OCD) can be seen from a novel entitled *Every Last Word,* this novel is a work of fiction written by Tamara Ireland Stone, the novel was published in 2015 published by Little Brown Books for Young Readers. Every Last Word is a New York Times Bestselling novel. Every Last Word Novel tells the story of a character named Samantha Mc Allister. Samantha's character who prefers to be called Sam she is like any other popular girl who is in junior class and she belongs to a popular group in her school but unlike what she looks like, hidden behind a pretty face and perfect makeup is a secret that her friends never understand. Sam's character has Pure-O Obsessive Compulsive Disorder and is controlled by a stream of dark thoughts and worries that he has no control over. Since she was 10 years old he has had symptoms of obsessive urges that he feels. She was diagnosed with Obsessive Compulsive Disorder since she was 14 years old when she was in junior high school. Anxiety about guessing every move, thought, and word makes everyday life difficult for Sam and she covers up Obsessive Compulsive Disorder (OCD) from eight of her friends and keeps her in the popular group because if he loses the group she will feel crazy. She did not expect that his friends turned into poison by eating the wrong, wrong man. After she met Caroline's she felt that new friends seemed to have a positive impact on her life and control over his obsessions. Therefore, it is important to analyze what is described in a novel entitled *"Every Last Word"*. This novel provides an insight into Obsessive Compulsive Disorder (OCD). The reason why Obsessive Compulsive Disorder (OCD) needs to be analyzed is because the whole story that is told in the novel creates the situation of closer looks from human anxiety and this novel illustrates how we can understand about symptom of Obsessive Compulsive Disorder it better. This novel has given the author the perspective of people struggling with Obsessive Compulsive Disorder.

## Obsessive Compulsive Disorder

*Obsessive* Compulsive Disorder (OCD) is an anxiety disorder that involves excessive unwanted thoughts and fears (Obsessive) and then suppressed anxiety leading to repetitive behaviors (compulsions). A person suffering from this psychological problem experience general anxiety, phobias, and fears. Obsessive are muddled thoughts that cannot be controlled by the sufferer, the sufferer may be aware of it what they was thinking was very imprecise and unreasonable, but they couldn't to control it can sometimes even be so frightening that the thought causes urges or an involuntary desire to do something over and over for a specific purpose. Someone who does something over and over again is for reduce the anxiety that invades his mind. (Foa & Wilson, 2001).

Foa and Wilson (2001) divide OCD into seven type: 1. Washers and Cleaners 2. Checkers 3. Repeaters 4. Orderers 5. Hoarders 6. Thinking Ritualizers 7. Pure Obsession (Pure-O).

1.  Washers and Cleaners is the sufferer who is afraid contaminated by certain objects or situations, such as fear of being contaminated with germs, disease, or dirt it's to make sufferers feel comfortable. When the patient feels contaminated to eliminate all possibilities, the patient will perform a ritual such as cleaning himself during perhaps after coming into contact with something to prevent death or illness from occurring. The patient will perform the ritual repeatedly. The ritual is intended to be used to restore the patient's comfort (Foa & Wilson, 2001).

2.  Checkers is sufferer who check excessively to prevent worry or disaster from happening. Sufferers will check a job once but they immediately doubt whether the sufferer complete the examination correctly, if the patient is still in doubt then the patient should check again. However, on Examinations that have been carried out by the patient are still trapped in an examination cycle that makes the patient hesitate, and check again until it feels safe. Patients do this with the aim of avoiding something unwanted that can be dangerous (Foa & Wilson, 2001).

3.  Repeaters is Sufferer who perform actions or actions repeatedly. When sufferers feel fear comes to mind, the sufferer will feel a need to repeat an action so that the thought does not come and that the thought does not become real. In this type, sufferers cannot find a logical distinction between obsessions and compulsions because the condition is often present in their minds. Therefore, the sufferer will do things over and over again so that the thoughts stop (Foa & Wilson, 2001).

4.  Orderers is sufferer who have an obsession with order in a certain way. Patients who have obsessive compulsions sufferers will feel anxious if the objects around them are not neatly arranged and symmetrical. They need a lot of time to check whether the objects are arranged correctly. Sufferer Obsessive Compulsive Disorder of this type generally can feel disappointed or anxious when the order of their objects neatly arranged. So the patient needs time to make sure that objects or anything are neatly arranged according to the pattern he wants (Foa & Wilson, 2001).

5.  Hoarders are sufferers with this type of obsessive compulsive disorder is very fond of collecting items that they think are a pity to throw away because sufferers think one day the object will be useful to them. So sufferers can hoard all things and things that they consider important and useful. (Foa & Wilson, 2001).

6.  Thinking Ritualizers is ufferers who have this type of obsessive compulsive disorder ask for repetitive thoughts or images, this can be called rethinking compulsions are used to deal with their anxiety thoughts or obsessions. As explained, the sufferer thinking ritualizer is similar to pure obsession because both have repetitive thoughts but no behavioral rituals. Ritual thinking has obsessions and rituals to reduce disturbing obsessions. The thinking pattern of this sufferer can be said to be like a repeater, but in this type of disorder, the sufferer focuses on performing repetitive thought rituals. (Foa & Wilson, 2001).

7.  Worries and Pure Obsession (Pure-O) is a patient who experiences obsessive compulsive disorder which is characterized by repeated negative thoughts uncontrollable and annoying. This type of sufferer is different from other OCD sufferers. These sufferers have daily worries at frightening events and even shameful thoughts. This type of obsessive compulsive disorder states that most people those with pure obsessions also have compulsive traits, but are more subtle and secretive, such as mental urges or rituals. But sometimes sufferers may also think what if these thoughts might come true. (Foa & Wilson, 2001).

In this study, the focus is on describing the symptoms of Pure Obsession (Pure-O) type. Foa & Wilson (2001) Someone who have diagnosed with OCD, one must have matching symptoms determination of the American Psychiatric Association Diagnostic and Statistical Guidelines for Mental Disorder. Foa and Wilson (2001) divide OCD into seven type. Each type has its own symptoms. Thinking Ritualizer type and the Pure Obsession (Pure-O) type includes several signs and symptoms, as written below.

**Worries and Pure Obsessionals ( Pure-O)**
*   Often annoyed with unpleasant thoughts that arise in the mind beyond the wishes of the sufferer.
*   Have doubts about the simple everyday things you do.
*   The patient has no control over his mind often comes to mind like a thought embarrassing, scary, cruel, or strange.
*   Afraid of bad thoughts coming true.
*   When you start to worry, you can't stop easily.
*    Small and unimportant events make the sufferer too worried.
*   Think about how the thoughts may come true.

## Psychological approach

The psychological approach is used as the theoretical basis in this research theory because this research discusses psychological problems in literary works. According to Wellek and Werren (1956) Psychological theory

of literature is a psychological study of the creative process or psychological laws that exist in literary works or the effects of literature on readers. Therefore, based on the statement conveyed by Wellek and Warren psychologically it can be applied in literary works and can be applied by readers. This definition can be applied to analyze the psychological aspects of literature, people, characters and literary works because psychology can describe feelings, thoughts, imaginations that can be described in literary works, an approach that considers human mental aspects through the psychological side, it will be seen that literary works aim at to reflect human life (Peter, 2016).

 The explanation was described, the author can see that a psychological approach can be used and can help the author to understand the characterizations in novels related to psychological issues to analyze the psychological aspects of the characters, especially in literary works in psychology perspective which will be discussed in this study. Therefore, by using a psychology approach, it can be proven that in literary works it does not only explain the events that occur and the plot that is conveyed, but researchers can also find out the feelings and psychology displayed by the main characters in the novel.

The writer focuses on the mental disorder suffered by the main character in the novel. The researchers focuses on analyze the main characters by observing quotations such as statements, words, sentences and phrases related to their psychological problems. The researcher uses the Obsessive Compulsive Disorder theory by Foa and Wilson, using this theory the researcher can predict the characteristics, types and symptoms that are revealed to the main character in the novel *Every Last Word* by Tamara Ireland Stone 2015.

**METHOD**

The type of research that the author tries to discuss in this paper is descriptive qualitative.  The analysis of qualitative method is different with quantitative method because the object are not focused on number (Rido, 2015). Qualitative focuses more on the description and explanation (Dharlie & Samanik, 2021). By using qualitative research, it will help the researcher to gain the objective of the research (Afif & Amelia, 2021). An article that was published in 2012 agreed that the qualitative method as the best way as it assists the researchers in finding the right explanation for the issue (Falaq & Puspita, 2021) Qualitative strength is on its ability to connect context with an explanation (Fitratullah, 2021). Qualitative descriptive method is used in research because qualitative research presents data in the form of sentences, quotes, and words. Qualitative research can mark by the history, the society, and the culture (Puspita & Istiani, 2020). Thus, the qualitative descriptive method is appropriate to be used in research because this method focuses on disclosing and describing phenomena as will be done in research (Nassaji, 2015). In addition, researchers also use library research methods as a support for collecting data such as articles, Journals, web sources and online books to obtain information (Yunara & Kardiansyah, 2017). This research focuses to reveal the symptom of Obsessive Compulsive Disorder as seen in the main character of *Every Last Word* novel. Descriptive qualitative research are taken from the data source (Mertania & Amelia, 2020). Data collection in research can be in the form of numbers, words, pictures, and even ideas that have been described. Therefore, through the data that have been collected, the researcher can interpret them into a reference or meaningful information so that it can be used to assist the author in achieving the objectives of this study. Through books, book chapters, essays, interview, talks, newspaper headlines and articles, historical documents, and conversations are included as texts (Samanik & Lianasari, 2016). By using that, the data can be able to answer the research questions (Pranoto & Sartika, 2021)

The researcher used library research method to gather some information in this paper. It is used to support the research (Amelia & Daud, 2020). The data taken in the current study comes from a novel entitled *Every Last Word by Tamara Ireland Stone*. The data are taken from the novel *Every word by Tamara Ireland Stone* that can meet the requirements to answer the research questions of current research. Data retrieval is done by understanding the quotation includes the statements, words, sentences, and phrases contained in the related novel.

**FINDINGS AND DISCUSSION**

In this chapter, the researcher present the result of the analysis. The findings could be gotten by combining the theory and the method of the research. Finally, the researcher could provide this chapter that contained the discussion as well as analysis. In this chapter, the researcher discussed deeply the portrayal of Obsessive-Compulsive Disorder (OCD) as seen in *Every Last word* by Tamara Ireland Stone through the behavior of the main character in the novel, Samantha McAllister.

The researcher assumed that the main character of the novel suffered from OCD or Obsessive-Compulsive Disorder. Thus, to explain and reveal that, the researcher used the quotation, phrases, and narration inside *Every Last Word* novel as a proof. The data that have been gotten from the novel then were classified into several points,

considering the theory of OCD as well as focuses on Psychological approach. The quotations and narrations, which were written below in this chapter, reflected the concept of Obsessive-Compulsive Disorder (OCD).

## Worries and Pure Obsessional (Pure-O) OCD

Pure-O OCD or Worries and Pure Obsessional OCD is one of the types of OCD that refers to the Obsessive-Compulsive Disorder that is characterized by repeated negative thoughts uncontrollable and annoying (Foa & Wilson, 2001). This type of OCD makes the sufferer has repeated-uncontrollable thoughts that annoy the sufferer's personal life. Pure-O OCD is different with other types of OCD because the sufferer of this type of OCD will have daily worries at frightening events and even shameful thoughts (Foa & Wilson, 2001). The sufferer also will have many thoughts that repeatedly appear.

This type of obsessive compulsive disorder states that most people those with pure obsessions also have compulsive traits, but are more subtle and secretive, such as mental urges or rituals, but sometimes sufferers may also think what if these thoughts might come true (Foa & Wilson, 2001:8-11). Foa and Wilson (2001:8-11) stated that someone who has diagnosed with OCD, one must have matching symptoms determination of the American Psychiatric Association Diagnostic and Statistical Guidelines for Mental Disorder. There are five symptoms of Pure-O OCD according to Foa & Wilson (2001), as written below.

1.   The sufferer often annoyed with the unpleasant thoughts that she/he has. Usually the thoughts appear in the mind and beyond the control and wish of the sufferer
2.   The sufferer emerge the feeling of doubts in the simple everyday's things
3.   The sufferer is not able to control his/her mind. It is because there will be many scenarios arise in their mind, for example the embarrassing, scary, cruel, or strange idea and thought
4.   The sufferer has a fear that the bad thoughts, which often arise in his/her mind, might happen
5.   The sufferer easily gets worry, even towards small and unimportant things, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001)

Using those five symptoms, the researcher analyzed the data by classifying it into several points based on the symptoms.

## Unpleasant Thought

The first symptom of the worries and pure obsessional OCD is the unpleasant thought. It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001). The unpleasant thought often appears and arises in the mind of the sufferer. It repeatedly there and it makes the sufferer annoyed with its existence. Though it is bothering for the sufferer, the sufferer cannot control and stop the thinking. It is naturally and repeatedly appear. In the novel Every Last Word, the researcher could see that Samantha, the main character, obtained this symptom. The proof was written below.

<div align="center">**Datum 1**</div>

***"Shit. new thought. new thought.*** *"I need a glass of water", I say, standing and hoping none of them notice the sweat beading up on my forehead. "Now?" Kaitlyn asks. "Come on, Samanta you'll hold everything up". My legs are wobbly and I'm not sure I can trust them to get me downstairs, but somehow the scissors are gone and the banister is in my hand instead."(Stone, p.2, 2015)*

In the datum above, Samantha tried to cut a flower. At that time, she got a flower from a boy, and she tried to cut it. However, before she could cut the flower, she suddenly got distracted with her own mind. In the datum above, the researcher could see that Samantha suddenly lost her focus. It could be proven from the way she said **"Shit. new thought. new thought"**. That statement was interpreted by the researcher as a proof that a new annoying thought came in Samantha's mind. Samantha got distracted with her mind, which made her swore by saying **"shit"**. Additionally, the way Samantha said "new thought" also interpreted as a proof that a new unnecessary thought just appeared in her mind, when she just tried to do her activity. Samantha got very annoyed and panicked with that, until she decided that she needed a glass of water to calm her mind. In the datum, Samantha also said that she wished no one saw her like that, which could be interpreted that her psychological condition was not good because of her mind, which made her wished no one saw that. According to Foa & Wilson, the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001). Additionally, the unpleasant thought often appears and arises in the mind of the sufferer. The researcher believed that Samantha showed the symptom of unpleasant thought in the datum above, because she showed that there was a new unpleasant thought appeared in her mind, which made her legs wobbly and she suddenly could not see scissors and banister clearly, even though it was on her hand before.

**Datum 2**

***"It's just a thought."** I let the scissors fall to the floor and I shake out my hand a few times looking around the circle to be sure no one's watching me"* (Stone, p.2, 2015)

The novel Every Last Word defined Samantha as a popular girl that often had sudden thought on her mind. In the datum above, Samantha had another thought not so long after the thought she got in the first datum. The datum above shows that Samantha suddenly had an unpleasant thought. It happened when Samantha was in the class and there were her classmates in the class. Samantha tried to do her activity in the class when suddenly she got a thought. It could be seen clearly from the statement of Samantha who said **"It's just a thought."** That statement proved that Samantha got a new unpleasant thought that appeared suddenly. Realizing that, Samantha tried to control it, even though she could not, because she was in the middle of the class. The unpleasant thought she got during class affected her in a bad way. Because of the thought, she dropped her scissors to the floor, the same scissor she intentionally used to cut a flower as explained in datum 1. Though the unpleasant thought is bothering for the sufferer, the sufferer cannot control and stop the thinking (Foa & Wilson, 2001). Samantha, in the datum above, showed that she could not control the thought that appeared in her mind. So, Samantha did the repetition movement to make herself comfort and reduce her chaos thought in the novel, because she knew that she could not control her mind, so she just could to try find a way to reduce the effect. Hence, the researcher agreed that the datum above showed that Samantha fulfilled the first symptom, which is unpleasant thought.

**Datum 3**

*"My knees give out and I slide down to the floor, gripping the sides of my head, burying my face in my hands to make it dark, **repeating the mantras**. "Sam, open your eyes", Mom's voice sounds far away, but I obey her words and when I do, the two of us are nose to nose"* (Stone, p.3, 2015)

Samantha had a problem as she often got an unpleasant thought. The datum above happened when Samantha got distracted with the thought. She felt annoyed and bothered with the thought that often appeared, and it made her frustrated. It could be seen from the datum above that Samantha felt down to the floor while gripping the sides of her head. She cried while saying her "calming" mantra and burying her face in her hands. The action she did was a reaction she showed because of the unpleasant thought she got in her mind. She felt annoyed and disturbed with the unpleasant thought that always came until she had no energy and just felt down to the floor while trying to control herself. The researcher saw that datum as a proof that the unpleasant thought of Samantha often arose, because she showed how distracted she was because of that. Moreover, Samantha even had a **"mantra"** that is believed can calm her down whenever the thought came. This proven by the words "Repeating the mantras". It believed that the unpleasant thought of Pure-O OCD's sufferer is naturally and repeatedly appear (Foa & Wilson, 2001). So, Samantha showed that she fulfilled the symptom of unpleasant thought, because her reaction proved so.

**Datum 4**

*"How many thoughts does the brain automatically deliver in a single day?" Mom moves on to the facts to help me center myself. **"Seventy thousand"** I whisper as tears splash onto my jeans. "That's right. Do you act on seventy thousand thoughts a day?" I shake my head."* (Stone, p.3, 2015)

The quotation happened in page 3 of the novel Every Last Word. The quotation above was a conversation happened between Samantha and her mom. It happened after the incident of Samantha who cried and felt down, as had been explained in datum 3. After Samantha calmed herself, Samantha's mother asked Samantha about the amount of times the unpleasant thought automatically appeared in Samantha's mind in a day. The mother asked that question because she saw the struggle of Samantha each time bad thought came to her mind. The question was asked when Samantha could control her mind after repeating the words from her mom. Responding to her mother's question, Samantha answered with the answer **"Seventy thousand"**. From the answer of Samantha, the researcher interpreted that the thought came very often to Samantha, even only in a single day. Thus, to describe the fact that it came very often, Samantha answered with a very big number, which is seventy thousand. It pragmatically used by Samantha to refer to "very often". It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001). The unpleasant thought often appears and arises in the mind of the sufferer. The answer of Samantha proved that Samantha emerged the unpleasant thought that often appeared, which was in line with the first symptom of Pure-O OCD.

**Datum 5**

*"The thought start gathering, butting up against the caution tape surrounding my brain, strategizing and preparing to rush in and take over. I hold them off, telling myself all the right things, **repeating the mantras, taking deep breaths, counting slowly**"* (Stone, p.19, 2015)

Another proof of the unpleasant thought suffered by Samantha could be seen in page 19. At that time, Samantha got disturbed with her mind again. She described the unpleasant thought happened to her. She described it as an unpleasant thought that were gathering and tried to surround her brain. Moreover, she described the mind as if it alive and tried to rush in and take over herself. The datum above showed that the unpleasant thought often came to Samantha and took control of her. It explained her behavior that always tried to take control by saying her **"mantra"**, because when it happened, she could not control herself. The researcher interpreted the datum above as a proof that Samantha had repeated unpleasant thought. It was because she even had several ways to overcome it, because it happened often. Her ways, as described above, included try to take control, hold the feeling, say the right thing to herself, repeat the mantras, take deep breath, as well as count slowly. The unpleasant thought in the sufferer is bothering the sufferer, yet the sufferer cannot control and stop the thinking as it naturally appears (Foa & Wilson, 2001). Hence, Samantha tried to find ways to overcome it because she could not control the feelings. From the datum, the researcher believed that it showed that Samantha had the first symptom of Pure-O OCD.

### Datum 6

*"I don't know what to write about. I could write about my OCD. Or the number three. Or uncontrollable thought spirals that come out of nowhere, demand my undivided attention and scare me when they won't stop"(Stone, p.41, 2015)*

Datum 6 above happened when Samantha wanted to go to sleep, but she suddenly wanted to open all of her books. In Every Last Word novel, Samantha described as a girl who had several books that she really like to read. She also had several writings about her thoughts that she wrote in a book. The book came in different colors, such as blue book, yellow book, and red book. At that night, she wanted to read her writings in her book, when suddenly she got attacked by her thought again after she read the words inside the yellow book. Realizing that there was unpleasant thought came and disturb her, Samantha tried to find a pen because she wanted to write down something on her blue book. It was described that the blue book was specially intended for her to write down her condition when she was younger. She often wrote on that book and let out her feelings and conditions. However, at that night, she got confused and did not know what to write. She stated that she did not know where she should start, from her spirals thought that came out of nowhere or from her demanded thought that scared her because it would not stop. From the statement, the researcher interpreted it as a clearly description of Samantha's unpleasant thought. In the datum, she described it as an uncontrollable spiral. Spiral, in reality, refers to the winding in a continuous and gradually widening curve. In other words, spiral had no end. The researcher interpreted that as a way of Samantha to pragmatically say that her unpleasant thought is like an uncontrollable spiral, where she could not control it, yet it came all the time without an end. She also described her thought as disturbing and annoying because she did not know where it came from, but it always scared her, asked for her attention, and cannot stop. It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001). The unpleasant thought often appears and arises in the mind of the sufferer. It repeatedly there and it makes the sufferer annoyed with its existence. From the description of Samantha in the datum above, the researcher believed that Samantha fulfilled the unpleasant thought symptom.

## Feeling of Doubt

The second symptom of Pure-O OCD according to Foa & Wilson is the feeling of doubt. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001:8-11). This symptom makes the sufferer has a feeling of not knowing what to believe and/or what to do. Simply, it is the feeling of uncertainty. The researcher, in this part, provided the proof and explanation of Samantha showing the feeling of doubt in Every Last Word novel.

### Datum 7

*""What's up?" I try to make my voice sound light, but the second she said the words "I have to talk to you", **my stomach twisted right back into that tight knot I've been trying to loosen since the parking lot. Those words are never good.**" (Stone, p.15, 2015)*

In a story, Samantha was described as a popular girl that included in a popular gang named Crazy Eights. Crazy Eights consisted of several members, which are Samantha, Alexis, Kaitlyn, Hailey, Ella, Sarah, Hannah, and Olivia. Among her others seven friends, Samantha was quite close with Alexis, because Alexis was the one who asked for a ride from Sam on the first day of school. In the datum above, as written in page 15, Alexis wanted to talk to Samantha, but Alexis had not tell Samantha what she wanted to say yet. Because of that, Samantha suddenly had a feeling of doubt and uncertainty as she was afraid of what Alexis would say. Even though Alexis one of her close friends, when Alexis said she wanted to say something to Samantha in private, Samantha suddenly could not handle her thought and she got panic. Samantha described that at that time, she suddenly felt like her stomach

twisted right back into tight knot, because she felt like the words of **"I want to talk"** were never good. Because of that, Samantha suddenly panicked and did not know what to do. She felt the uncertainty of what Alexis would say and what response she should give to Alexis. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001). This symptom makes the sufferer has a feeling of not knowing what to believe and/or what to do. The datum above showed that Samantha directly got panic and sick because she felt the uncertainty caused by Alexis. She felt doubt and uncertain which caused her to not knowing what to do and to respond, so at the end she just got her stomachache. Thus, the researcher believed that from the datum above, Samantha showed that she had a feeling of doubt, even towards simple and small thing.

### Datum 8
*I can't read my poetry to her. I can't read it to anyone. Shrink-Sue told me I didn't have to share anything I wrote in those books. I wouldn't have written it if I thought otherwise. "is it really dark?" she continues. "It's okay if it is. My stuff can get pretty dark, too". "No, it's not dark; it's stupid". "My stuff can get pretty stupid too. I won't make fun of you, I promise." "I can't"* (Stone, p.49, 2015)

In this quotation, the condition of Samantha is getting doubt to read her poem to Caroline, when Caroline ask to Samantha to read her poem that written by Samantha from her notes book. this proven by the words **"I can't read my poetry to her. I can't read it to anyone"**, it is happened when Samantha worries about her poem will make Caroline laughing, since Samantha thought that her poem is kind of a stupid poem and will be a joke if she read it to Caroline, it is proven by the words **"No, it's not dark; it's stupid". "My stuff can get pretty stupid too. I won't make fun of you, I promise." "I can't"**. the condition of Samantha identified as feeling of doubt, since she don't want to make Caroline laughing because of her work, this supported by the second symptom of Pure-O OCD according to Foa & Wilson is the feeling of doubt. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001). from that, the researcher assumed that, the main character Samantha has the second symptom of OCD which is feeling doubt to do what she has to do, in this position the researcher assumed that Samantha has doubt feelings to read her poem to Caroline because of her thought.

## Inability to Control the Mind
The next symptom of Pure-O OCD according to the theory of OCD is the inability for the sufferer to control his/her mind. It is believed that the sufferer is not able to control his/her mind (Foa & Wilson, 2001).It is because there will be many scenarios arise in their mind, for example the embarrassing, scary, cruel, or strange idea and thought (Foa & Wilson, 2001). In other words, the thoughts that came to the mind of the sufferer is uncontrollable. Moreover, the thoughts could be anything, starting from embarrassing thing to strange idea. In Every Last Word novel, the researcher could find the proof that Samantha showed this symptom.

### Datum 9
**"This thought hits me out of nowhere, and before I have time to react I feel my brain sink its teeth in a latch on tight, already preparing to fight me for it. My hands starts trembling and my mouth goes dry"***(Stone, p.2, 2015)*

This quotation is happened in page 2 of the novel. At that time, Samantha felt uncomfortable with the situation in her classroom. She tried to protect a boy in her school who wanted to give a bucket of flower to a girl. Her classroom wanted to bully the boy, and thus Samantha tried to fight for that. However, because of that incident, she became uncomfortable with the situation of the classroom at that time. Samantha got uncomfortable and angry seeing that incident. Hence, she suddenly overthink that, yet at the same time she could not control her feeling. Clearly, Samantha said that she had a bad feeling and thought that led her nowhere but to the uncomfortable situation. Her hands trembled and her mouth went dry because of her mind that overthink the situation, and she could not control her mind. The sufferer of Pure-O OCD is not able to control his/her mind and there will be so many scenarios in his/her mind (Foa & Wilson, 2001). In the datum above, it was shown that Samantha could not control her mind and thought about the bad scenario that might happen because of what she did. It then made her trembled. Therefore, the researcher believed that Samantha in the datum above showed her inability to control her own mind.

### Datum 11
*"Then she grabs both of my hands so hard, her wedding ring digs into one of my knuckles. **"They're just thought"**, she says calmly. "Say it, please". "They're just thoughts", I can echo her words but not the steadiness in her voice. "Good, you're in control", when I look away from her she grips my arms harder"* (Stone, p.3, 2015)

The novel showed that Samantha often had the inability to control her mind. Most of the times, the thought came to her mind suddenly without Samantha's permission. In page three, Samantha underwent a situation where she got frustrated with her thoughts. Samantha at that time could not control and get rid of the thoughts, to the point

where she asked help from her mother. Samantha got panicked and frustrated at that time because the thoughts kept coming to her mind. The way Samantha got frustrated and asked help from her mother could be proven by the way Samantha said "They're just thought", she says calmly. "Say it, please". From that, the researcher interpreted that Samantha could not control her mind. Even though she fully realized that it just the thought, she could not control it, because it kept coming to her mind. It was so hard for Samantha to control it until she need to be calmed by her mother. It is believed that the sufferer is not able to control his/her mind (Foa & Wilson, 2001). The datum above showed that Samantha unable to control her mind, which meant that Samantha fulfilled the symptom of Pure-O OCD which is the inability to control the mind.

### Datum 12
*"I can't turn my thoughts off, so I barely sleep. Without meds, I don't get much more than three or four hours a night. It's been that way since I was ten"*(Stone, p.22, 2015)
Though Samantha realized that she suffered from certain mental illness and went to the psychiatric because of her condition, she never cover up her condition and always be honest with what she suffered of. It was proven in page 22, as written in the datum above. At that time, she had a talk with her friend, Caroline. At that time, clearly Samantha explained her condition to Caroline. Samantha said that every day, she could not turn of her mind and because of that, she could not sleep properly. Moreover, she also said that if she did not take the medicine, she could not get a proper sleep more than three or four hours in a night, and that condition had been that way since she was ten years old. After hearing the explanation of Samantha, Caroline showed her empathy towards Samantha. From the quotation above, the researcher interpreted the statement from Samantha as a proof that Samantha was unable to control her mind. Her inability was shown through her condition that she could not shut her mind, it was stated by her when she said **"I can't turn my thoughts off"**. In that statement, Samantha pragmatically said that there was always thoughts on her mind, and it made her barely sleep. It became worse if she did not take the medication. It is believed that the sufferer of Pure-O OCD is not able to control his/her mind (Foa & Wilson, 2001). The fact that Samantha could not sleep without her medication because her thoughts cannot be turned off proved that Samantha had the inability to control her mind. Thus, the researcher interpreted the datum as a proof that Samantha fulfilled the third symptom of Pure-O OCD.

### Datum 13
*"You were singing", He says. "And humming", Mom adds.* **I was?** *"Earworm", I say. "This song has been stuck in my head all day". "It was really pretty", Paige says. Under the table where no one can see me, I scratch my jeans three times. "Yes, it was" (Stone, p.40, 2015)*

Though Samantha had problem with her psychological, she was a popular girl that often hanging out with her friends and family. One time, she went out to dinner with her family. During their dinner, as written in page 40, Samantha suddenly hummed and sang a song by a singer named AJ. However, Samantha did not aware of that, because when her father and mother said that Samantha were humming and singing, Samantha asked to herself "I was". It showed that Samantha did not realize that and did that unconsciously. After that, Samantha explained that the song had been stuck in her head and mind all day long. However, Samantha did not realized what was really happened to her before her mom and dad realized and ask to Samantha in that moment. The situation above proved that Samantha could not control her mind. The researcher believed that because Samantha suddenly sang a song that stuck in her mind unconsciously. It is believed that the thoughts that came to the mind of the sufferer is uncontrollable (Foa & Wilson, 2001). The datum above showed that Samantha could control her mind because she suddenly sang because the song stuck in her mind, but she did not realize that.

## Fear of the Bad Thoughts

The fourth symptom of Pure-O OCD is the sufferer has the fear of the bad thoughts. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). In other words, the sufferer is afraid that the bad thought can actually happen to his/her life. After analyzing the novel, the researcher could see that Samantha showed that she had this symptom as well.

### Datum 14
*"One, breathe. Two, breathe. Three, breathe"* (Stone, p.19, 2015).
Samantha had repetitive words and behavior to overcome her thoughts that annoyed and disturbed her. She usually had her "mantras" to help her get out from the uncomfortable situation caused by her mind. In the datum above, it could be seen that Samantha tried to get rid her thoughts by doing repetitive words. She tried to calm her mind by repetitively said "One, breathe. Two, breathe. Three, breathe". Samantha did that because she tried to breathe and calm her mind. At that time, it was told that Samantha got panic and needed to calm her mind because her friend from the same gang, Alexis, asked her to drive with her other friends to hangout outside. Just because of that small thing, Samantha got panic and could not handle her adrenaline. She became so worried and afraid. She afraid that something bad could happen during their fun time. Samantha had fear that her bad thoughts could come into reality.

She was really afraid that something bad could happen, and because of that she became very panic and needed to calm her mind using the repetitive mantra that she had. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). The datum above showed the way Samantha had a fear that something bad could happen when she hangout with her friends. Considering that, the researcher interpreted the datum above as a proof that Samantha showed the symptom of fear of the bad thoughts.

### Datum 15

*““Why do you see a psychiatrist?” she asks, like it's no big deal. Apparently I'm not keeping secrets from her, because words start spilling out on their own.* **“OCD. I'm more obsessive than compulsive, so most of the 'disorder' part takes place in my own head. That makes it pretty easy to hide. no one knows”, I can't believe I'm saying this out loud”***(Stone, p.21, 2015)*

Samantha always honest with other people about her condition. She did not hesitate to explain people what happened to her. In the datum above, Samantha did not mind to tell her friend, Caroline, about her psychological condition. She even told Caroline that she went to a psychiatric and she did not think that she should kept a secret from Caroline. In the conversation above, Caroline specifically and clearly explained that she suffered from OCD, specifically the obsessive one, which made her had difficulties in controlling her mind. It also made her had to go to the psychiatric. Because of Samantha's statement, Caroline being curious about the real condition of Samantha. In the explanation, Samantha said that her problem made her very obsessive and it affected badly to her mind. Obsessive refers to the situation of obsession. In the case of OCD, obsessive refers to the situation where the obsession happened in the sufferer's mind. Hence, the researcher interpreted the explanation by Samantha above as a proof that Samantha realized that she had many fears and thoughts in her mind as the effect of her obsession caused by OCD. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). At the end of the statement, Samantha stated that she could not believe she could say her condition out loud to other people, because usually she had fear that other people could not understand her condition. Therefore, Samantha, the researcher believed, showed the fear that something bad might happened, which was in line with the fourth symptom of Pure-O OCD.

### Datum 16

**“I am starting to recognize this for the obsession that it is, but it doesn't bother me. It's innocent, like solving a puzzle. My mind has certainly come up with more dangerous fixation.** *“Are you okay, Sam?” Mom asks. Her voice snaps me back to reality, and when I look up from my plate, Mom, dan and Paige are all staring at me”* (Stone, p.40, 2015)

On page 40 on the novel, Samantha had a dinner with her mother and her father. This quotation is happened on the page 40, when Samantha have a dinner with her mother and her father. Even though she had dinner with her family, Samantha suddenly lost her focus and talked to herself in her mind. She suddenly daydreamed and kept silence during the dinner, even though her parents were there. It was because Samantha was busy chattered in her mind. The thoughts suddenly appeared in Samantha's mind and it made her lost her focus. From the novel, the researcher knew that Samantha's thoughts caused by her situation that could not download and enjoy the songs from a singer named AJ. It disturbed her because Samantha really wanted to hear the song again, because previously she listened to the song for so many times. She emerged the feeling of fear that she could not do what she like and it made her thought that her mind came up with a more dangerous fixation. She was busy with her fixation, mind, and bad thoughts, until she did not realize that everyone at the table, who were her mother, father, and younger sister, was looking at her and asking for her condition. She lost her focus in the real world because she was busy with the fear that she could not download the song, even though she had not try to do it yet. The sufferer of Pure-O OCD is usually afraid that the bad thought can actually happen to his/her life (Foa & Wilson, 2001). The theory is in line with the fact that Samantha was afraid that her bad thoughts, which was could not listen to AJ song, could become reality, even though she had not try to download it yet. Hence, the datum above showed that Samantha had a fear of the bad thoughts.

### Datum 17

*““You're writing, aren't you? She asks. I don't answer her directly, but I don't have to. She can probably tell she's right by panicked look on my face. I can't read my poetry to her. I can't read it to anyone.”**(Stone, p.49, 2015)*

One time, Samantha had a time with Caroline. They talked to each other about many things, when suddenly Caroline asked Samantha whether or not Samantha wrote. Actually, Samantha liked to write, as she often wrote in her books, as had been explained in datum 6. Simply, Samantha could answer the answer of Caroline with "yes",

because it was true that Samantha wrote. However, it was hard for Samantha to directly answer the question, because suddenly she was attacked with panic. She got really panic and afraid after hearing Caroline's questions. It was caused by Samantha's thought. In the novel, it was explained that Samantha afraid that Caroline would mock her when Caroline read her works. The datum above proved that Samantha suddenly got a panic look on her face after Caroline asked the question. Moreover, Samantha said to herself that she could not and would not read her poetry, or writings, to everyone. Her decision and reaction caused by the fear of Samantha who was afraid that people would mock at her poetry or works. The fourth symptom of Pure-O OCD is the sufferer has the fear of the bad thoughts. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). In the datum above, Samantha showed that she feared her bad thoughts, which was she was afraid that people would mock at her, even though the bad thoughts probably not real and only existed in Samantha's mind. Therefore, the researcher interpreted the reaction of Samantha as a proof that Samantha fear of her bad thoughts, which was in line with the fourth symptom of Pure-O OCD.

### Datum 18

*""I'm not sure I'm ready for this". The words come out before I can stop them. My breathing becomes shallow again, and my whole body feels like it's on fire. My hands are clammy, my fingers tingly and the thoughts start rushing in, one after the other. Everyone's going to laugh at me.* "Are you okay?" AJ asks, and without thinking about it, I shake my head"(Stone, p.68, 2015)*

After her panic reaction after Caroline asked her about her writings, Samantha at the end had to read her poetry on the stage. At first, Samantha was ready to read the poetry she wrote on the stage in front of people. But, suddenly she unconsciously said that she was not ready for reading it in front of people. Samantha said that she said that unconsciously and she could not control herself to not saying that. After she said that, she could feel that her breath became shallow and her body felt like it was on fire. The researcher interpreted that as a physical reaction of Samantha because she was afraid and panic. Moreover, Samantha also felt other reaction, which were her hands became clammy, her fingers tingly, and her thoughts started to rush in. Further, Samantha explained that the reaction she felt on the stage caused by her own thoughts. She had a thought that people would laugh at her and her poetry. She had a fear that her poetry was embarrassing and made people look at her, even though it might not happen. That thoughts then made her afraid to read her poetry on the stage. The theory of OCD explained that the sufferer is afraid that the bad thought can actually happen to his/her life (Foa & Wilson, 2001). The datum above is in line with the theory, because in the datum Samantha showed that she was afraid that her bad thought could actually happen.

### Datum 19

*"He's watching me, not saying a word. My gaze settles on a crack in the cement while I muster up the courage to tell him the truth.* **"I panicked"**, *I say. "I thought you guys would laugh at my poem" "We wouldn't have". "And then I thought maybe it was all a joke. that you were trying to get me back for what I did to you when we were kids" (Stone, p.73, 2015)*

After the fear of Samantha to read her poetry on the stage, finally Samantha read her poetry, after her friends tried to convince her that it would be fine. The datum above, explained and showed what happened after the fear happened to Samantha, as explained in datum 17. From the quotation in datum 18, it could be seen that she could get through the situation well. Even though she was panic and afraid, no one was laughing at her poetry and her. Instead, people heard at her poetry and put their empathy and respect to Samantha. It was because her poetry was really deep as it was from what she wrote on her personal notebook. The datum showed that what Samantha feared of did not happen in reality. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). The datum above showed that, even though what Samantha feared of did not happen, initially she feared her bad thoughts, and it could be proven from the way she said to her friend that she panicked and afraid that everyone would laugh at her. Therefore, the researcher interpreted the action and statement of Samantha as a proof that she feared her bad thought.

## Feeling of Worry

The last symptom of Pure-O OCD is the feeling of worry. Foa & Wilson in 2001 explained that the sufferer of Pure-O OCD easily gets worry, even towards small and unimportant things, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). In other words, the sufferer will easily get worry because of the thoughts that often come to the sufferer's mind, especially the bad thoughts. The researcher could find the proof that Samantha showed this symptom through the quotation that the researcher found in the novel.

### Datum 20

*"Kaitlyn steps in to hug me. "Are you shaking?" she says.*

*Breathe. Breathe. Breathe.*
*"Too much coffee this morning, I guess", the warning bell rings and I turn to my locker and start dialing the combination with trembling fingers. "I'll see you later""(Stone, p.15, 2015)*

In the page 15, Samantha had a conversation with her friend from the same gang, who was Kaitlyn. At that time, Samantha had another time of being panic because of her mind. In the novel, it is explained that the condition of Samantha happened after Alexis asked Samantha to have a private talk with Samantha, as had been explained in datum 7. Because of what Alexis said to Samantha, Samantha got panic, and in impact, Samantha felt like her body is shaking. Moreover, Samantha had to repeatedly say one of her magic words in order to control herself. She said "Breathe. Breathe. Breathe" repeatedly because she got panic because of what Alexis did. The way Samantha showed that reaction proved that she easily felt worry. She was worry about what Alexis would say to her, and it affected her to felt physical reaction in her body. Foa & Wilson in 2001 explained that the sufferer of Pure-O OCD easily gets worry, even towards small and unimportant things, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). The theory is line with what happened to Samantha, who at that time got worry with what Alexis would say, even though she did not know what Alexis would say yet. However, she tried to lie about her condition to Kaitlyn because she worried what Kaitlyn would think of if Samantha told the truth. Therefore, the researcher believed that the datum above showed that Samantha was easily get worry.

**Datum 21**
*"No one says anything, but after a few uncomfortable seconds, I feel Mrs. Mazeur thread her arm through mine. "Want to keep me company?", "Sure". **I bite the inside of my lip three times.** Alexis doesn't seem to know what to say" (Stone, p.44, 2015)*

Another proof of Samantha's feeling of worry could be seen in the novel in page forty four. At that time, Samantha had a dinner with her friend Alexis and Alexis's mother. But, at that time, Samantha, Alexis, and Alexis' mom only got the table for two person. So, Mrs. Mazuer asked Samantha and Alexis to have different table. That was actually a small thing that did not need to be worried about. However, without any reason, Samantha got worried with the situation. It felt like she was insecure and worried. Samantha also described the situation was uncomfortable and awkward. Then, she bit her lips three times as a reaction of her worries. Foa & Wilson in 2001 explained that the sufferer of Pure-O OCD easily gets worry, even towards small and unimportant things, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). The researcher believed that the datum above proved that Samantha had the feeling of worry towards small and unimportant things, because she even got worry when she had an informal dinner with her friend.

**Datum 22**
*"I need to him to forgive me", I say. It's all I think about. **It's making me crazy.** "You can't need that, Sam", she says, slowly shaking her head. "That one one's out of your control. You have done your part, and now it's up to him. He'll either forgive you or he won't"(Stone, p.64, 2015)*

The datum above happened when Samantha had a trouble with AJ. Because of her trouble, she tried to apologize. Even though she felt really sorry and tried to apologize, she could not control the disturbed feeling she felt. At that time, Samantha described the situation as an uncomfortable situation that drove her crazy. The researcher interpreted that statement as the way of Samantha to say that her problem with AJ stuck in her mind and it annoyed and disturbed her, because she could not get rid of the thought. She thought a lot about the way to apologize to AJ. Even though her friend tried to calm her by saying that it would be fine as long as Samantha had tried, but still Samantha got really worried and overthink it a lot. It is believed that the sufferer of Pure-O OCD easily gets worry because of the thoughts that often come to the sufferer's mind, especially the bad thoughts (Foa & Wilson, 2001). The datum above was in line with the theory of Pure-O OCD because it showed that Samantha got really worry about her problem with AJ, even though her friend already tried to calm her down. Therefore, the researcher interpreted the datum above as the proof that Samantha fulfilled the last symptom of Pure-O OCD.

**Datum 23**
**"Is everyone looking at us? I ask. "Nope, no one's paying any attention. Just breathe"**(Stone, p.68, 2015).

From the quotation , Samantha often had the bad thoughts coming to her mind, which affected her to have the feeling of worry. One time, Samantha felt like she was not comfort with her own feeling and thought. The datum above happened when Samantha tried to get ready to read her poetry on the stage, as had been explained in datum 16 and datum 17. At that time, she asked her friend whether other people was looking at her or not. To calm her down, her friend said that no one was paying attention, so Samantha could just try to breathe. The researcher interpreted Samantha's question as a feeling of worry, because before that Samantha was afraid that people would laughing at her. Thus, when she said that, the researcher saw that as a reaction of her worry. She was worried at

many people was staring at her and making fun of her. The theory of Pure-O OCD explained that the sufferer will easily get worry because of the thoughts that often come to the sufferer's mind, especially the bad thoughts (Foa & Wilson, 2001). It is in line with the datum above that showed Samantha easily get worry because of what came to her mind. Hence, the datum above proved that Samantha emerged the feeling of worry.

**Datum 24**
*"The negative thoughts overpower all the positive ones, and the familiar swirl begins. But this time, the thoughts aren't about standing on stage and reading out loud and wondering if everyone's going to laugh at me. These thoughts are much worse. They'll know I'm sick"*(Stone, p.70, 2015)

The quotation above still told about the situation where Samantha needed to read her poetry in front of other people on the stage. The datum above showed that Samantha was really afraid about people's judgment to her after she finished her poetry reading on the stage. Samantha described that at that time she felt like the negative thoughts took control and overpowered all the positive thoughts. Moreover, she was afraid that people would laugh at her and her mental illnesses. She also afraid that people would know that she was sick. The researcher interpreted that feeling as a proof that Samantha kept many worries inside her. She had many unpleasant thought that made her emerged the feelings of worry. Foa & Wilson in 2001 explained that the sufferer of Pure-O OCD easily gets worry, even towards small and unimportant things, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). The datum above proved that Samantha easily got worry towards small, unimportant, and uncertain things, even though it might not happen. Her feeling of worry proved that Samantha fulfilled the fifth symptom of Pure-O OCD.

## CONCLUSION

In this chapter, based on the findings and the discussion of the portrayal of Obsessive Compulsive disorder that reflected to the main character of the novel Every Last Word by Tamara Ireland Stone. The researcher concludes that the main character of the novel Every Last Word is identified as the person who is suffering Obsessive Compulsive disorder. it is strongly shown by the activities of the main character inside the novel. There are an activities of the main character that identified as the symptoms of Obsessive compulsive disorder that suffered by Samantha McAllister as the main character in Every Last Word novel. the activities of the main character in the novel reflected to the symptoms of Pure OCD, such as; Unpleasant thought, feeling of doubt, inability to control the mind, fear of the bad thought, feeling of worry.

In the novel Every Last word by Tamara Ireland Stone, the author described the behavior of the main character Samantha who is struggle with her mental illness which is pure Obsessive compulsive disorder through the quotation written by the author in the novel. this study is nearly reflected to the third previous study that is entitled "Hope's Obsessive-compulsive Disorder in Hope Donahue's Beautiful Stranger written by Romauli Butar Butar (2010)". This study used a qualitative descriptive and used Davison and Neale's theory of Obsessive-compulsive Disorder to analyze. Psychological approach is used in this thesis because it analyzes a person's mental condition and its impact on a person's mental health.

At the end of this paper, the researcher conclude, that the main character Samantha McAllister as the person who suffering Pure Obsessive compulsive disorder, this supported by the quotation from the novel as the main data and supported by the theory and approach that used in this study. the researcher believe that, the main character in the novel Every Last Word by Tamara Ireland Stone as the person who has mental disorder which is Obsessive Compulsive Disorder. hopefully, this research could help the future researcher to conduct the same issue with the deeper discussion and give them understanding about the characteristic of the person who has obsessive compulsive disorder to reduce misperception towards the definition of OCD in common society.

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# UNDERGRADUATE STUDENTS' PERCEPTIONS TOWARDS LECTURER'S CLASSROOM MANAGEMENT IN THE INDONESIAN TERTIARY CONTEXT

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## Abstract

This study was aimed at investigating the perceptions of students at a lecturer's classroom management in teaching English. This research employed a descriptive method. The population of this study was twenty undergraduate students in the second semester of reading class in the 2017/2018 academic year conducted at one of the universities in Makassar, Indonesia. The sample was selected using purposive sampling. The data were collected through questionnaires and analyzed using a Likert scale. The results showed that the second-year students agreed and categorized high on the teacher's classroom management in learning English. By showing consistent reports, an effective classroom manager meets students' needs. The results also offered overwhelming benefits for students and lecturer, namely (1) the lecturer can build a good interaction with the students, (2) the lecturer can create a fun atmosphere in the classroom, (3) it can help students to improve their skills, if the lecturer has an appropriate method, and (4) the lecturer can find out a new strategy how to teach English well. These results provide further evidence for examining students' perception towards a lecturer's classroom management is helpful for lecturers and students in reading classrooms where English is used as a foreign language.

**Keywords:** classroom management, students' perception, reading class, English as a foreign language

## INTRODUCTION

The ability of lecturers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes is essential (Anwar et al., 2020). It also has been 'one of the most vital fields of study of language teaching' (Chicherina et al., 2020, p.185). The related literature indicated that lecturers' classroom management should be seriously taken into consideration. Generally, classroom management has an important correlation in the classroom to influence students' abilities, especially in reading comprehension (Sougvinier, 2005). It is because the classroom is considered the most important place for foreign language learners to apply and practice their target language. Further, the classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using English for real communication. In practice, classroom management may appear deceptively simple, but successfully and seamlessly integrated into the instruction of students typically requires a variety of sophisticated techniques used to manage classrooms and facilitate learning and can vary widely in terminology, purpose, and execution. Moskowits & Hayman (1976) stated that, once a lecturer loses control of their classroom it becomes increasingly more difficult for them to regain that control. Also, research from Berliner (1998) and Brophy and Good (1986) reported that a lecturer has to correct misbehaviour caused by poor classroom management skills.

Several studies, for example (Akin et al, 2016; Anwar et al., 2020; Chicherina et al., 2020; Konti, 2011; Rashid et al., 2014; Fricke et al., 2012; Koutrouba et al., 2018; Egeberg et al., 2019; Putman, 2009; Roache & Lewis, 2011; Stanhke & Blomeke, 2021; Iswan et al., 2020) have been carried out on lecturer-students' perception of classroom management. However, these studies have yet to specifically focus on foreign language education in reading classrooms. Also, to fill the gap, this study investigated undergraduate EFL classroom management in a tertiary context within a university in Makassar, Indonesia. Hence, the present study seeks to answer the following research questions:

1) What are the undergraduate students' perceptions towards their lecturer's classroom management in reading class in a tertiary context?

2) What benefits do the lecturer and students get relating to classroom management in reading class in a tertiary context?

## Literature review
### *Previous studies*

A recent review of the literature on classroom management has been conducted (Akin, Yildirim & Goodwin, 2016; Anwar et al., 2020; Chicherina et al., 2020; Konti, 2011; Rashid et al., 2014; Fricke et al., 2012; Koutrouba et al., 2018; Egeberg et al., 2019; Putman, 2009; Roache & Lewis, 2011; Stanhke & Blomeke, 2021; Iswan et al., 2020). The first systematic study on teacher's perception towards classroom management performed in 2016 by Akin, Yildirim & Goodwin (2016). In their study, they examined teacher's perception of classroom management from the standpoint of recent changes in the educational system as well as the contextual challenges teachers face in their classroom. The findings reported five classroom management problems namely, physical environment, planning, time management, relationship management, and behavior management which connected to students, teachers, university or schools, classes, curricula, courses, and parents. Experiments on teacher's classroom management complexities and how they deal with the problem in remote secondary school's context were conducted by Anwar et al., (2020). The results of the study showed that various complexities faced by teachers such as lacking learning facilities, students' demotivation, and teacher's dilemmas in applying the new curriculum. To solve these kinds of problems, the teachers applied a teacher-centered approach, group learning, and seating arrangement, and non-integrated language skills learning.

By comparing cross-culturally perspective, Chicherina et al., (2020) investigated the perception of classroom management in China and Russia. Three fundamental aspects of classroom management were used in this study, such as instructional management, behavior management through discipline and timing, and behavior management through communication. The findings revealed that the perception of classroom management has more similarities than the distinctions. In Egeberg & McConney (2019), the authors investigated students' perceptions of teachers who created and maintain safe and supportive learning environments. A survey and focus group discussion were applied to capture students' view on their classroom experiences and to elaborate and clarify student's perceptions. The study revealed that creating relationships, controlling the classroom environment were some efforts done by the teachers to improve the classroom management. As results, effective classroom managers meet the students' needs. In their analysis of classroom management, Fricke et al., (2012) questioned the need for examining the students' perceptions of their teacher's classroom management in elementary and secondary science lessons. The results showed that there were differences between students' perception in elementary and secondary science lesson. Three dimensions were elaborated in the classroom management construct, such as discipline, rule clarity, and prevention of disruptions. On the other side, Iswan et al., (2020) draw our attention to the effect of classroom management implementation on achievement student learning at primary school students Lab school, FIP-UMJ, Indonesia. The results reported that learning achievement results were influenced by the class management implementation. In another recent study, Konti (2011) reported on investigating the student teacher perceptions towards teacher classroom management application. The results of this study showed that classroom management application was weaker than it was figured out. It can be seen from the students' results which were not matched with lecturers' results. Koutrouba et al., (2018) investigated four hundred and eighteen teachers' perception towards classroom management working in seventeen elementary schools. They also examined whether they develop an interventionist, internationalist or non-interventionist style as regards behavior and instructional management. The results affirmed that the results of the research reveal that Greek teachers tend to be interactionalists as regards instructional management but interventionists as regards behaviour management. In his investigation into 71 preservice teachers' theoretical orientations of classroom management and the impact of student teaching on these orientations as well as their overall views regarding classroom management, Putman (2009) showed that preservice teachers demonstrated inconsistent beliefs with regard to philosophies of classroom management developed as part of university coursework.

Besides, Rashid et al., (2014) conducted their study on a survey of the opinion of students about their teacher's classroom management and its consequent effect on the learning at the secondary level. The results of the study suggested six main elements of classroom management such as social relationing, students' involvement, investigation, task orientation, and cooperation and equity. Rusdiana (2015) in her research entitled '*the English teacher and students talk in the classroom interaction*', this research identified perception of the students between teacher and student's classroom interaction in learning English. The researcher state that the lecturer/teacher and the students build good interaction in classroom and the students more active in learning English.

In their work, on Australian context, Roache & Lewis (2011) uncovered teachers' views on the impact of classroom management on student responsibility. They found that a combination of rewards and punishments, set in a context of discussion, validation of appropriate behavior, involvement and trust, will encourage student responsibility and reduce misbehavior. More recent study, Stanhke & Blomeke (2021) conducted research on novice and expert teachers' perception, interpretation, and decision-making skills with respect to classroom management events which they observed in two video clips. The findings reported that the experts focused on more on student learning and the context of instruction. Also, the experts perceived and interpreted more than novices concerning the relation of skills and focus. Besides, the experts spoke more about preventive classroom management.

Much work on the potential of classroom management has been carried out reflecting the students –teachers' perception, yet very little is known about classroom management strategies with their benefits, especially at the university level in Indonesia. Also, these studies have yet to specifically focus on English as foreign language in reading class. From the previous findings, the authors found the similarities and the differences about the students –teachers' perception in classroom management. The similarities refer to the important thing on researching on classroom management in learning. Meanwhile, the differences deal with the classroom management problems faced by teachers with different context and discipline.

### *Concept of classroom management*

The term 'classroom management' has come to be used to refer to those activities of classroom climate within which effective teaching and learning can occur (Martin & Sugarman, 1993). Classroom management refers to the way of the lecturers organize what goes on in the classroom. The goal of classroom is creating a classroom atmosphere that is safe for students to concentrate in a lesson. It needs ability of lecturers to manage the class during teaching leaning process in order that teaching and learning process can be done well. Besides, according to Lemlech (1999), classroom management skill consists of rules and procedure that help run classroom smoothly. It is a viral that the lecturer or teacher establish effective classroom management strategies to use in their classroom so that, the children are keen on learning (Evertsoon, 2007). Classroom management, on the other hand, is a broader, 'umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior' (Martin et al, 1998). They defined classroom management as a comprehensive concept that consist of three independent dimensions, namely instructional management, people management, and behavior management. These function to create teachers' classroom management styles and guide their efforts to attain appropriate instructional objectives (Answar et al., 2020). Further, the instructional management refers to some aspects dealing with overseeing seat work, organizing daily routines, and distributing materials. The people management deals with the teachers' belief about students as persons and what teachers do to create the teacher-student relationship. Meanwhile, behavioral management refers to the pre-planned efforts to prevent misbehavior rather than the teacher's response to it (Martin et al., (2008) in Anwar et al., (2020).

Classroom management, in addition is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skill teacher use to maintain a classroom environment that results in a student's learning process. Classroom management is also connected to a process of organizing and conducting a class that includes some time management, student's environment, student's engagement and classroom communication. Classroom management is also defined as 'the process of creating a democratic community and managing a successful class' (Lemlech 1994:14). Besides, Linsin (2011) proposed some benefits in implementing classroom management, namely fairness, likeability, peace, trust, kindness, concentration, time on task, fair accountability, and parents on your side.

### *Concept of Students' perception*

Several authors have attempted to define 'perceptions. In the literature, there are some definitions about perceptions that are given by several experts. According to Barry (1998) perception is the set of process by which we recognize, organize, and make stimulty in our environment the key distinction between the two main theories of perception is the emphasize each gives to the roles of sensation and higher cognitive process in perception. Besides, Lindsay and Norman (1997) stated that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. In addition, perception is process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are senses of sight, sense of feeling, sense of smell, and sense of touch (Slameto, 2003). Thus, perception can be concluded as the process when people express their sense and experience or when the people organize their interpretation to produce a meaningful experience.

Meanwhile, the students' perception deals with the students perceive about their teacher relation with the personality, attitudes, emotion, experience, and expectation, or the perception of student about of the teacher or lecturer in teaching relation with their competence.

*a) Attitudes*

Attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). There are four different groups based on their functions;

1. Utilitarian: provides the students with general approach or avoidance tendencies. People adopt attitudes that are rewarding and that help them avoid punishment.

2. Knowledge: help people organize and interpret new information. People need to maintain an organized, meaningful, and stable view of the world.

3. Ego-defensive: attitudes can help people protect their self-esteem. This function involves psychoanalytic principles where people use defense mechanisms to protect themselves from psychological harm.

4. Value-expressive: used to express central values or beliefs.

*b) Personality*

Personality is a set of individual differences that are affected by the socio-cultural development of an individual: values, attitudes, personal memories, social relationships, habits and skills. Personality can be determined through a variety of tests; however, dimensions of personality and scales of personality tests vary and often are poorly defined.

*c) Emotion*

Emotion, in everyday speech, is any relatively brief conscious experience characterized by intense mental activity and a high degree of pleasure or displeasure. Emotions are not casual forces but simply syndromes of components, which might include motivation, feeling, behavior, and physiological changes, but no one of these components is the emotion. Nor is the emotion an entity that causes these components. Emotion can be differentiated from a number of similar constructs within the field of affective neuroscience:

1. Feelings are best understood as a subjective representation of emotions, private to the individual experiencing them

2. Affect is an encompassing term, used to describe the topics of emotion, feelings, and, moods together, even though it is commonly used interchangeably with emotion.

   In addition, relationships exist between emotions, such as having positive or negative influences, with direct opposites existing.

*d) Experience*

Experience is the knowledge or mastery of an event or subject gained through involvement in or exposure to it. A person with considerable experience in a specific field can gain a reputation as an expert. The word "experience" may refer, somewhat ambiguously, both to mentally unprocessed immediately perceived events as well as to the purported wisdom gained in subsequent reflection on those events or interpretation.

*e) Expectation*

Expectation is a belief that something will happen or is likely to happen or a feeling or belief about how successful, good, someone or something will be.

### *Types of perception*

There are three types of perception. *First,* person perception refers two those process by which the students come to know and think about other. Their characteristics, qualities, and inner state. The students construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which the students attribute stable straits and enduring disposition to the others people. The students feel that the students are better able to understand their behavior and predict their future actions and we use these nations to guide our interaction which them. The *second* is social perception, social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer or loved one closer to home is not easy task. Perception does not occur in vacuum instead we bring to bear prior knowledge that we have structure and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than creatures of the moment. Sustained patterns of interactions or social relationship require retaining information, as the situation require Without memory the students should react

to every events as if it we unique. And we did not remember the facts; the lecturer should be in capable of thinking of reasoning.

The *last* is perception of situation, social psycholinguistic views as all the social factors that influence a person's experience or behavior at a given time, and given place. It is an interaction of time and space within which the students act in specific ways. The situational contest in which stimuli occur has consequences for their interpretation. Any one of the multiple words may emerge. Depending on which stimuli the students register. The linkage the researcher makes among these stimuli and students' interpretation of the stimuli. The conceptual framework used in this study can be seen as follow:
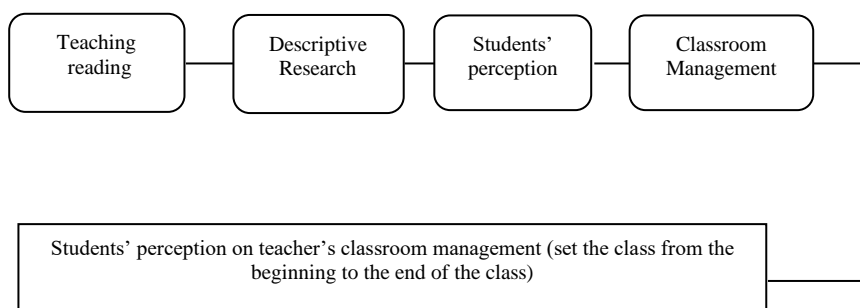


*Figure 1.* Conceptual Framework

Based on the conceptual framework above, the researchers illustrate the perception of the students by teaching process. The first item was teaching reading, and second item was descriptive research and the next item was student's perception. In this research, the researcher had to identify the student's perception in teaching process where the researcher divided two items there were teaching method and classroom management. In teaching method, the researcher had to identify how the teacher delivered the lesson and the last item was classroom management that focused on how the teacher settled the class from the beginning to the end of the class.

## METHOD
### *Research Design*
This study used descriptive quantitative research. It means the researchers described all phenomena that arise from the object of the research factually. The group of the sample is given a questioner to fulfill the aimed of this research. It aimed to describe out the description about the student's perception. The population of this research is English students at Muhammadiyah University of Makassar. The sample that used in this study was one class that was consisted of 20 students taken from the population by purposive sampling technique.

### *Data Collecting Technique*
This study used a questionnaire as the research instrument. In this research, the instrument is questionnaire. It is to find out the students 'perception in teaching classroom management in reading class. There are 20 statements which consisted of 10 statements about teaching method which is consisted 5 positive statements and 5 negative statements and 10 statements about classroom management which is consisted 5 positive statements and 5 negative statements.

In data collections, the researchers gave the explanation to the students about the purpose of the questionnaire and how to answer the questionnaire. The researchers informed the objectives of the questionnaire after distributed them to the participants. The sample participants of the research answered the questionnaire in the answer sheet and the students have 30 minutes to answer the questionnaire.

### *Data Analyzing Technique*

The data were obtained from the test and analyzed by Likert scale procedures indicating whether one *strongly agree* (SA), *Agree* (A), *Undecided* (U), *Disagree* (D), or *Strongly Disagree* (SD) with each statement. Each response is associated with point value an individual. Score was determined by summed the point value of each statement. To analyze the research data, the researcher applied Likert scale to measure some different things such as, *attitude, opinion, and perception* from someone or group toward the social phenomena in a researching. The social phenomena were specially determined by the researcher. Then it called research variable. Therefore, this research variable is students' perception on teacher teaching method and classroom management in reading class.

Table. 1 score Likert Scale

| Positive Statement Score | | Negative Statement Score |
|---|---|---|
| 5 | Strongly Agree | 1 |
| 4 | Agree | 2 |
| 3 | Undecided | 3 |
| 2 | Disagree | 4 |
| 1 | Strongly Disagree | 5 |

*(Likert scale in Gay, 1981)*


## FINDINGS AND DISCUSSION

The results were taken from the analysis of the data obtained from the questionnaire. The results then presented below.

### *The lecturer divide group when teaching English specially in reading*

Table 2. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 8 | 40% |
| 2 | Agree | 7 | 35% |
| 3 | Undecided | 4 | 20% |
| 4 | Disagree | 1 | 5% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | | 100% |

The table 2 indicates that 7 (35%) out of 20 students choose 'strongly agree', 8 (40%) choose 'agree', 4 (20%) choose 'undecided', 1 (5%) choose disagree, and 0% choose 'strongly disagree'. From the description above, the researchers conclude that most of the students agreed if the lecturer should divide the group when teaching English especially in reading.


### *The lecturer builds good interaction with the students in learning process*

Table 3. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 16 | 80% |
| 2 | Agree | 4 | 20% |
| 3 | Undecided | 0 | 0% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| Total | | 20 | 100% |

The table above shows that the lecturer builds good interaction with the students in learning process. The result reveals 16 (80%) out of 20 students choose 'Strongly agree', 4 (20%) choose 'Agree', 0% of the students choose 'Undecided', 0% choose 'Disagree', and 0% choose 'Strongly disagree'. So here the researchers conclude that most of the students strongly agreed that the lecturer build a good interaction with the students in learning process.


### *The lecturer makes fun atmosphere in the class when teaching English lesson*

Table 4. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 16 | 80% |
| 2 | Agree | 3 | 15% |
| 3 | Undecided | 1 | 5% |
| 4 | Disagree | 0 | 0% |

| | | | |
|---|---|---|---|
| 5 | Strongly disagree | 0 | 0% |
| | Total | | 100% |

The table above describe the lecturer make fun atmosphere in the class when teaching English lesson. The result indicates that 16 (80%) choose 'Strongly agree', 3 (15%) choose 'Agree', 1 (5%) choose 'Undecided' and 0% choose 'Disagree' and 0% choose 'Strongly disagree'. It means that out of 20 students Strongly agreed if the lecturer should make fun atmosphere in learning process.

### I feel happy if the lecturer teaches English specially in reading lesson

Table 5. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context.

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 9 | 45% |
| 2 | Agree | 7 | 35% |
| 3 | Undecided | 4 | 20% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| | Total | 20 | 100% |

The table shows about the happiness when the lecturer teaches in the class. The result indicates that 9 (45%) choose 'Strongly agree', 8 (40%) choose 'Agree', 4 (20%) choose 'Undecided', 0% choose 'Disagree' and 0% choose 'Strongly disagree'. It means that most of the students choose Strongly agreed that the students feel happy when the lecturer teach English specially in reading.

### The lecturer moves around in the class to guide the student's activity in learning process

Table 6 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 8 | 40% |
| 2 | Agree | 9 | 45% |
| 3 | Undecided | 3 | 15% |
| 4 | Disagree | 0 | 0% |
| 5 | Strongly disagree | 0 | 0% |
| | Total | | 100% |

The table about the lecturer move around in the class to guide the student's activity when learning process. The result indicates that 8 (40%) out of the 20 students choose 'Strongly agree', 9 (45%) choose 'Agree', 3 (15%) choose 'Undecided', 0% choose 'Disagree' and 0% choose 'Strongly disagree'. So here the researchers conclude that most of the students Agreed with the option about the lecturer should move around the class to guide student's activity in learning process.

### In the discussion section, the lecturer doesn't divide group in teaching English

Table 7 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

The table describe dividing the discussion the lecturer English

| No | 5 points Likert scale | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Strongly agree | 1 | 5% |
| 2 | Agree | 2 | 10% |
| 3 | Undecided | 6 | 30% |
| 4 | Disagree | 8 | 40% |
| 5 | Strongly disagree | 3 | 15% |
| | Total | 20 | 100% |

above about group in section when teaches lesson. The result indicates that 1 (5%) choose 'Strongly agree', 2 (10%) choose 'Agree', 6 (30%) choose 'Undecided', 8

(30%) choose 'Disagree' and 3 (15%) choose 'Strongly disagree'. It means that out of 20 students Disagreed if the lecturer doesn't divide the group in discussion section in learning process.

### The lecturer builds worst interaction when teach English in the class

Table 8 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|----|----------------------|-----------|----------------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 0 | 0% |
| 3 | Undecided | 0 | 0% |
| 4 | Disagree | 11 | 55% |
| 5 | Strongly disagree | 9 | 45% |
| | Total | 20 | 100% |

The table above describe about the lecturer build worst interaction when teach English in the class. The result indicates that 0% choose 'Strongly agree', 0% choose 'Agree', and 0% choose 'Undecided', 11 (55%) choose 'Disagree' and 9 (45%) choose 'Strongly disagree'. It means that most of the students Disagreed if the lecturer builds worst interaction when teach English in the class.

### The lecturer makes strained atmosphere when learning process

Table 9 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|----|----------------------|-----------|----------------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 1 | 5% |
| 3 | Undecided | 3 | 15% |
| 4 | Disagree | 9 | 45% |
| 5 | Strongly disagree | 7 | 35% |
| | Total | 20 | 100% |

The table above describe about the lecturer make strained atmosphere when learning process. The result indicates that 0% choose 'Strongly agree', 1 (5%) choose 'Agree', 3 (15%) choose 'Undecided', 9 (45%) choose 'Disagree' and 7 (35%) choose 'Strongly disagree'. From the result above the research conclude that the students Disagreed with the option if the lecturer make strained atmosphere in learning process.

### I feel bored when the lecturer teaching reading material

Table 10. Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | | Percentage (%) |
|----|----------------------|-----------|----|----------------|
| 1 | Strongly agree | 0 | | 0% |
| 2 | Agree | 2 | | 10% |
| 3 | Undecided | 6 | | 30% |
| 4 | Disagree | 5 | 96 | 25% |
| 5 | Strongly disagree | 7 | | 35% |
| | Total | 20 | | 100% |

The table above describe about the idleness when the lecturer teaches in the class. The result indicates that 0% choose 'Strongly agree', 2 (10%) choose 'Agree', 6 (30%) choose 'Undecided', 5 (25%) choose 'Disagree' and 7 (35%) choose 'Strongly disagree'. It means that out of 20 students strongly disagreed if the students feel bored when the lecturer teach English material.

*The lecturer just stands in the corner of the class in teaching process*

Table 11 Distribution of frequency and percentage of undergraduate students' perceptions towards their lecturer's classroom management in reading class at tertiary context

| No | 5 points Likert scale | Frequency | Percentage (%) |
|----|----------------------|-----------|----------------|
| 1 | Strongly agree | 0 | 0% |
| 2 | Agree | 0 | 0% |
| 3 | Undecided | 3 | 15% |
| 4 | Disagree | 9 | 45% |
| 5 | Strongly disagree | 8 | 40% |
| Total | | 20 | 100% |

The table above describe about the lecturer just stand in the corner of the class when teaching proses. The result indicates that 0% choose 'Strongly agree', 0% choose 'Agree', 3 (15%) choose 'Undecided', 9 (45%) choose 'Disagree' and 8 (40%) choose 'Strongly disagree'. From the result above the researcher conclude that the students disagreed if the Teacher just stand in the corner of the class when learning process.

**Discussion**

This study aimed to investigate students' perceptions towards their teachers' classroom management. From the analysis, this study found that most of students agreed with the questionnaire related to the classroom management in reading class. It can be proofed by the item of the questionnaire, there is '*the lecture moved around the class to guide the student's activity when learning process*' out of 20 students choose Agreed 9 (45%) it can show that the students agree with how the lecturer managing the classroom. In this part talks about how the lecturer managing the classroom from the beginning to the end of the class. As a researcher explain the previous items that the teaching method is one important thing it same with the classroom management why? because the students will lose out of the control if the lecture run well managing the classroom. Being a lecturer is not as easy as the people around think, according to the questionnaire the result shows that the students strongly disagree when the lecturer make a strained atmosphere in the class or the lecturer build bad interaction with the students, the lecturer can be categorized success in managing the classroom if the students feel enjoyable when learning process. Classroom management influence in improving the quality of learning in the classroom. Quality learning is not only determined by curriculum renewal facilities available sympathetic teachers' personality learning the full impression extensive inside into the teacher's knowledge of all areas but lecturer should master class management tips.

Related to the result of the questionnaire about how the students' perception on managing the classroom was positive in the other had is the students' Agreed. The mean score of the questionnaire was 67,3 it means that the students Agreed and it is categorized high with the lecturer teaching method and classroom management in reading class at SMA Muhammadiyah 1 Unismuh. Related to previous research findings, Aprianti (2015) in her research entitled "the English lecturer and students talk in the classroom", this research identified perception of the students between classroom interaction. The researchers state that the lecturer builds good interaction and students more active in learning English so here it can be concluded that students agree about the classroom management and can categorized high. Even though the students' agreed with the lecturer teaching method and classroom management in reading class, there were some notes that the lecturer should find the other method and find out how the best way to managing the classroom and the lecturer has to make it sure that the lecturer had given the better for the students.

Teaching method and classroom management is a necessary for the teacher. Teaching method and classroom management is one packet in teaching learning process. When the lecturer has a good method, absolutely the lecturer has the best way in managing the classroom, it must be balanced to create success teaching and then the students will be appreciating when the lecturer does the best in teaching specially in teaching English lesson. The students have to receive what the students need and the lecturer has to give what the lecturer must to give.

**CONCLUSIONS**

Classroom management has many benefits for the students and for the lecturer, such as (1) the teacher can build good interaction with the students; (2) make fun atmosphere in the class, (3) it can help students improve

their skill, if the lecturer has an appropriate method, and (4) the lecturer finds out new strategy how to teach English well. The students should be more appreciate the lecturer when learning process. In teaching and learning process, the English lecturer should make the effective situation, in the order words, what the English lecturer applied in teaching learning process suitable with the students' need and time the students have. The English lecturer can be categorized success in the class when the lecturer and the students have good interaction one another and the students easy to understand what the lecturer teaches.

This research only analyses students' perception on teachers teaching method and classroom management in reading class at Muhammadiyah University of Makassar. There was no a test to measure the students' learning achievement for discovering the impact on students' perception on teachers' teaching method and classroom management in reading class. Then, the small participants and only one place were taken. Therefore, if the future researcher constructs with the same issue, it will be more interesting to analyze deeply with large participants and in several places and make it sure having better result than previous researcher did.

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# COMMUNICATING TOURISM IN *DOCTOR STRANGER* MOVIE

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**Abstract**

The tourism sector in Indonesia has great potential, both in terms of its natural resources and its people. Tourism has become a unique and enjoyable activity for almost everyone. Films, as a communication medium, are quite effective in promoting tourist destinations and exploring the potential of various regions. This research aims to explore the positive impact on tourist destinations that are affected by the phenomenon in films, leading to their recognition by the general public and an increase in tourist visits to those destinations. The data source for this research is the film *Doctor Stranger* in 2016 and 2022, including images and film scripts. The results of this research show that films can be used as a medium to promote and boost the popularity of tourist destinations. They can be considered as an alternative promotional tool due to their implicit nature, which tends to resonate more with the target audience. Promoting tourism through films can have positive effects on the featured tourist destinations, including significant improvements in the tourism sector, ranging from increased public awareness of the destinations, increased popularity, to an increase in the number of tourist visitors.

**Keywords:** Dr. Strange film, media, promotion, tourism

## INTRODUCTION

Literary analysis places a strong emphasis on the written word and textual elements, with scholars and critics scrutinizing language, literary devices, and narrative structures employed by the author (Klarer, 2005; Kasih, 2020). By exploring imagery, symbolism, figurative language, and other literary techniques, they delve into the work's deeper meanings and thematic elements. This perspective delves into the characters' internal world, capturing the nuances of their thoughts, emotions, and the intricacies of the author's writing style. Conversely, film analysis directs its attention to the audiovisual elements of cinema. It encompasses visual storytelling techniques, cinematography, editing, sound design, and performances to examine how meaning is conveyed on the screen (Wardaningsih & Kasih, 2021 & 2022; Mansyur, Fithratullah, Kasih, 2023). Film analysis scrutinizes the artistic choices made by the director, the collaborative efforts of the production team, and the impact of technical aspects on the overall narrative experience. By considering these elements, it investigates the ways in which the medium delivers its intended message.

The perspectives of literature and film analysis intersect and complement each other, particularly when studying film adaptations of literary works (Kasih, 2018; Sikov, 2007). By comparing the adaptation to its source material, a deeper understanding of the translation from one medium to another can be achieved. This analysis evaluates the fidelity to the original text, explores any changes or additions made during the adaptation, and considers the influence of visual elements on the narrative. By combining these two perspectives, scholars and critics gain a comprehensive understanding of the artistic choices, thematic elements, and narrative interpretations present in both literature and film. This interdisciplinary approach fosters a coherent comprehension of the unique qualities of each medium and the ways in which storytelling techniques are adapted and reimagined to engage audiences in distinct ways."

Film is a potential tourism promotion tool because its symbols and meanings have the ability to influence the responses of audiences and motivate them to visit the featured locations (Cardoso.*et.al*., 2017). Indonesia has also experienced the benefits of tourism promotion as a result of the popularity of a film (Lukitasari & Putra, 2017). In 2010, a film titled *Eat Pray Love* tells the story of a woman's journey as she travels to Italy, India, and Bali in search of self-discovery. The film showcases the vibrant streets and lush landscapes of Bali. It inspired many viewers to embark on similar travel adventures and explore these destinations. The number of

foreign tourists visiting Bali reached 2.5 million people in 2010, surpassing the target, partly due to the film *Eat Pray Love* strengthening Bali's image as a tourist destination and boosting the level of visits (Detiknews, 2023).

Some films also exposed popular places and the destination of tourism. *Notting Hill* (1999), a romantic comedy film, is set in the vibrant neighborhood of Notting Hill in London. The film's depiction of the charming streets, colorful houses, and the iconic Portobello Road Market highlighted the area's unique character, attracting visitors to explore and experience the neighborhood firsthand. *Lost in Translation* (2003): Set in Tokyo, this film captures the bustling energy and cultural contrasts of the city. The neon-lit streets, traditional temples, and vibrant nightlife depicted in the film showcased Tokyo's dynamic atmosphere, intriguing many viewers and sparking interest in visiting the city. Thus, film is considered important to communicate tourism and this can be seen in *Doctor Stranger* film.

*Doctor Stranger* is a Marvel superhero film released in 2016, part of the Marvel Comics character. This 14th film of the Marvel Cinematic Universe (MCU) specifically tells the story of the character Doctor Strange. Directed by Scott Derrickson, the movie is based on the Marvel Comics character of the same name. Benedict Cumberbatch in the lead role as Dr. Stephen Strange, a brilliant but arrogant neurosurgeon, who suffers a severe car accident that leaves him with irreparable damage to his hands. Desperate to regain his former skills, Strange travels to Nepal in search of a rumored mystical place called Kamar-Taj. There, he encounters a powerful sorcerer known as the Ancient One, played by Tilda Swinton. Under her tutelage, Strange begins to learn the mystical arts and discovers parallel dimensions, time manipulation, and other supernatural abilities. As Strange delves deeper into the mystic arts, he becomes entangled in a conflict against a former disciple of the Ancient One, Kaecilius (played by Mads Mikkelsen). Kaecilius seeks to gain immortality by summoning Dormammu, an interdimensional entity. Strange, aided by his newfound allies, including fellow sorcerers Wong (played by Benedict Wong) and Mordo (played by Chiwetel Ejiofor), must harness his powers and stop Kaecilius from unleashing Dormammu's dark forces upon Earth.

*Doctor Strange in the Multiverse of Madness* is a sequel to *Doctor Strange* (2016) released on May 6, 2022. The film is directed by Sam Raimi and stars Benedict Cumberbatch as Stephen Strange/Doctor Strange. To restore a world where everything is changing, Strange seeks help from his ally Wong, the Sorcerer Supreme, and the Avengers' most powerful Scarlet Witch, Wanda. But a terrible threat looms over humanity and the entire universe that no longer can be done by their power alone. *Doctor Stranger* film has brought the viewer to different landscapes regarding the mythical world. Those landscapes are considered as the best places for visitors.

There has been research on The Marvel movie, but it does not include research in the field of tourism. Tourism in film refers to the portrayal of destinations, landmarks, or specific locations within a film that can inspire or attract viewers to visit those places in real life (Cardoso.*et.al.*, 2017). It often involves showcasing the beauty, culture, or unique features of a location, serving as a form of promotion for tourism. *The Lord of the Rings* trilogy, the stunning landscapes of New Zealand served as the backdrop for the fictional Middle-earth in these films (Jones & Smith, 2005). The picturesque scenery, including the rolling hills of the Shire and the majestic mountains of Mordor, captured the attention of viewers worldwide and led to a significant increase in tourism to New Zealand. Pratama (2020) explored Indonesians' perspectives on the film *Doctor Stranger*. Other studies (Efizahane & Afriana, 2022; Hai-Hua, 2021; Hapsari, 2018) on *Doctor Stranger* films still focus on how films are presented as part of literary works and the issue of tourism in the two films have never been done.

**Theoretical Framework**

According to Pratista (2008; 2017), film is one of the forms of mass communication, serving as a medium for conveying messages. As a powerful medium of mass communication, films contain audiovisual elements that can influence the emotions of the audience. As a message transmitter, films possess important elements, namely narrative and cinematic elements (Sikov, 2007). The narrative element in a film refers to the material that will be developed. The script is something that is written and serves as a blueprint for the film. The script determines how a film will tell its story and unfold. Besides the narrative element, there is also the cinematic element, which pertains to the techniques and styles used in its creation. Within this element, several key components exist, one of which is *mise en scène* (Mis Ang Sin).

The term *mise en scène* is a widely used French term in the theater world, which translates to "placing on stage." According to Abrams et al. (2001, p. 93) and Sikov (2007), the term encompasses several key elements. Firstly, the setting refers to the location where the events in a film take place. Secondly, properties are the set decorations and props utilized in a film, which should support the established setting. Thirdly, costumes play a crucial role in shaping the characters and conveying the story through the clothing worn by the actors. Additionally, performance involves the actors' expressions and movements, serving as a means of communication within the film. The actors' body language and facial expressions can effectively convey various messages. Lastly, lighting contributes to the specific meaning conveyed in a film. All these elements together form the *mise en scène*, which is what is presented in front of the camera.

Communicating tourism through movies involves incorporating tourism-related elements into a film's narrative, semantics, or visuals (Niziol, 2019; Saltik, Cosar, and Kozak, 2011) . This includes showcasing destinations, attractions, or tourism experiences to captivate and inspire audiences, potentially generating interest and attracting visitors. One aspect of communicating tourism is through destination showcasing. Films often feature stunning landscapes, iconic landmarks, or culturally significant sites as backdrops for their stories. Through visually captivating cinematography, these films highlight the beauty and allure of certain destinations, arousing curiosity and interest among viewers (Wijaya & Rosikha, 2020; Rittichainuwat & Rattanaphinanchai, 2015). The portrayal of these locations can serve as a promotional tool, encouraging audiences to consider visiting those places (Gjorgievski, and Trpkova, 2012). Some movies incorporate tourism experiences into their storylines, making travel and exploration central elements. Characters may embark on adventures, visit new places, or encounter diverse cultures, showcasing the transformative and enriching aspects of travel (Imanjaya and Kusumawardhana, 2016).. Such narratives can inspire viewers to seek out their own travel experiences and engage in tourism activities. In the movies *Doctor Strange* (2016) and *Doctor Strange in the Multiverse of Madness* (2022), although the primary focus is on the superhero narrative rather than tourism, there are elements that can be seen as communicating tourism in certain aspects.

## METHOD

This study will employ a qualitative descriptive method to analyze the tourism issue in the film "*Doctor Strange*". The qualitative method is chosen as it aims to focus on understanding and description, while exploring a particular phenomenon (Kasih, Amelia, & Fithtratullah, 2021). The primary data sources for this research are the films *Doctor Strange* (2016) and *Doctor Strange in the Multiverse of Madness* (2022). The analysis will focus on elements related to the narrative and semantics of the films. Additionally, journals and other research will be utilized to support the analysis (Kuswoyo et al., 2016). The method employed to collect data is document research, involving the collection and selection of relevant data. The researcher followed several necessary steps, including observing the films, gaining a better understanding of the materialism elements, reading related references to observe the theory, data, and information used, making notes of important parts in the document research sources, and categorizing the data into relevant categories.

## FINDINGS AND DISCUSSION

Superheroes possess unique skills or supernatural abilities, not acquired through magic, but through the wonders of modern science (Winterbach, 2006, p. 115). It can be said that superheroes are individuals with powers exceeding those of ordinary humans, and these powers are used for the greater good of all living on Earth. Each superhero-themed film has its own development in the world. Pratista (2010) explains that superhero films can be divided into three eras: pre-80s era, 80s-90s era, and 2000s era.

Before the 80s era, during the 50s to 60s, it was a gloomy period for superhero films due to the declining popularity of superhero serials, coupled with turmoil in the comic book industry. The only superhero television series at the time was *Adventures of Superman* (1952-1958). However, *Batman* (1966) emerged as a feature film from its short-lived series, becoming the first full-length superhero film released in theaters. After a decade of absence, superhero films made a grand comeback with the release of *Superman* (1978).

In the 80s and 90s, DC Comics dominated the 80s era with its flagship superhero characters. It was during this era that the first female superhero film, *Supergirl* (1984), was released. The first superhero comic adaptation to the big screen was *Captain Marvel* (Fawcett Comics). The Captain Marvel film itself consisted of 12 short series, starting with *The Adventures of Captain Marvel* (1941). In the 90s, digital engineering technology (CGI) emerged, enabling filmmakers to visualize many things that were previously unachievable. This was followed by the emergence of 3D technology in the 2000s. Superhero films were still dominated by adaptations of two popular DC and Marvel comics. From the early millennium until now, Marvel has surpassed DC in the number of film adaptations of superhero comics, such as *X-Men* (2000), *Spiderman* (2002), *Hulk* (2003), *Fantastic Four* (2005), *X-Men: The Last Stand* (2006), *Ghost Rider* (2007), and others. Marvel embarked on a long-term project called The Avengers, which was a collaboration of major superheroes such as Hulk, Iron Man, Thor, and Captain America. Some characters were redesigned to meet the requirements of this project, starting with *Iron Man* (2008), *The Incredible Hulk* (2008), *Thor* (2011), and *Captain America: The First Avenger* (2011). *The Avengers* was finally released in 2012, becoming one of the most anticipated films and part of Marvel's Phase One production.

*Doctor Strange* (2016), adapted from the Marvel Comics, was produced as part of Phase Three of Marvel's comic adaptations and was released in the same year as *Captain America: Civil War*. Following that, from 2017 to 2019, films like *Thor: Ragnarok* (2017), *Avengers: Infinity War* (2018), *Avengers: Endgame* (2019), and other films like *Spiderman, Ant-Man, Black Panther*, and *Captain Marvel* were released. Meanwhile, *Doctor Strange in the Multiverse of Madness* (2022) was produced as part of Phase Four of Marvel films and released in the period from 2021 until now, along with other characters such as Black Widow, Shang-Chi, and Eternals. While

tourism is not the primary intention of Marvel films, the visual appeal and immersive storytelling often ignite a desire among fans to explore the real-world locations that inspired or resemble the film settings. Marvel films have played a significant role in generating curiosity and interest in these places, resulting in increased tourism and economic benefits for the locations showcased in the films.

Films are categorized into genres based on the narrative they present. A film usually consists of a combination of genres, with one dominant genre that forms the substance of its storyline (Pratista, 2008). The film *Doctor Strange* (2016 and 2022) falls into three genres. Firstly, it is categorized as action due to the numerous chase and fight scenes depicted in the film. Secondly, it can be classified as an adventure film because it involves a journey with various puzzles to be solved. Lastly, it is considered a fantasy film as it portrays imaginative elements, including characters and storylines that do not exist in real life. The film also showcases numerous visual effects, particularly during the characters' combat scenes, highlighting their extraordinary powers.

In the film *Doctor Strange*, tourism is prominently featured as it showcases various locations and captivates the audience's imagination. Through visually stunning scenes and captivating storytelling, the movie effectively communicates the allure of different tourist destinations. It takes the viewers on a mystical journey, allowing them to witness the mesmerizing beauty of these locations. Starting from the bustling streets of New York City, the film then transports the audience to the ethereal landscapes of Nepal. It further explores the heart of Manhattan, where the iconic skyline serves as the backdrop for thrilling adventures. Additionally, the film showcases architectural wonders like the towering Empire State Building and the majestic Brooklyn Bridge, emphasizing human ingenuity and adding to the appeal of these destinations.

In the further scene, the film featured several location shoots to bring the story to life. This can be seen in the scene at minute 53:05 film *Doctor Stranger* (2016), where several cities are mentioned in the film's dialogues.

*Agamotto built 3 Sanctums in places of power, where great cities now stand. That door leads to the Hong Kong Sanctum, that door to the New York Sanctum. That one, to the London Sanctum.*



The images in the film begin with the opening of the Sanctum, and then the audience is taken to the areas of Hong Kong, London, and New York. As the images enter these three famous cities, the audience is invited to enjoy the views of Hong Kong, London, and New York. Brief glimpses of these images and settings adequately showcase the beauty of these cities. Many scenes were filmed in London, including the Sanctum Sanctorum, which serves as Doctor Strange's residence. The film highlights the city's iconic landmarks, such as Westminster Bridge, the Millennium Bridge, and the Royal Observatory in Greenwich.



In the next scene, the film also exposed Kathmandu, Nepal and showed scenes set in Kamar-Taj, a hidden enclave where Doctor Strange undergoes training in the mystical arts. The Kathmandu scenes were shot on location, capturing the city's vibrant streets, architecture, and cultural heritage. at 21:16, the name Kathmandu, Nepal, and a description of the city are clearly written. The scene continues when at 21.51 minutes, the figure of Doctor Strange is seen walking through the city of Kathmandu, at 21:16 minutes shows the name of the city of Kathmandu in Nepal.

The three pictures above depict Kathmandu, Nepal from various perspectives. The chosen locations are tourist spots. Kathmandu, Nepal is a renowned religious tourist destination even today. In this scene, the filming locations become the main title of the scene. The other filming locations in the movie are not prominently featured with the mention of their names. It seems the director deliberately highlights the name "Nepal" as the core of the film's story. The bustling atmosphere in Kathmandu is a common sight in this city.

Several key sequences take place in New York City, portraying Doctor Strange's life as a surgeon and later as a superhero. The film showcases notable locations such as the New York Sanctum, one of the three Sanctums that protect the Earth from mystical threats.
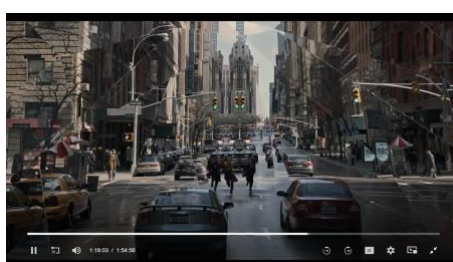


Hong Kong, The climax of the film takes place in Hong Kong, with sequences filmed on location. The film showcases the city's unique skyline, vibrant street scenes, and its blend of traditional and modern architecture.



The film *Doctor Stranger*, which was released in 2016, with one of the shooting locations in Nepal, provides distinct advantages for the region. Nearly 70% of *Doctor Stranger*'s filming locations are in Nepal. In 2015, Nepal experienced an earthquake with a magnitude of 7.8 on the Richter scale. This earthquake became a national disaster with a high level of damage, killing more than 8000 people of Nepal. Epicenter point is in the Gorkha district of Nepal, approximately 77 kilometers northwest of Kathmandu, the capital city. Historic monuments, cultural sites, and infrastructure were severely damaged or destroyed, including ancient temples, palaces, and UNESCO World Heritage Sites in Kathmandu and other affected areas. Its influence on the tourism industry is enormous. Many tourists canceled or postponed their trips due to safety concerns and the extensive damage to infrastructure.

The film *Doctor Strange* which was released in 2016 did not directly impact the increase in tourist visits to Nepal after the 2015 earthquake. Although the film features several locations in Nepal, including Kathmandu, it focuses more on superhero stories and fictional aspects than promoting Nepal tourism directly. However, films featuring popular locations can give a destination positive exposure and encourage tourists to visit the place (Saltik, Cosar, Kozak, 2011) . In the case of Nepal, the film *Doctor Strange* can introduce audiences around the world to the beauty and cultural appeal of Kathmandu, which may interest them in seeing first-hand the places featured in the film. The movie *Doctor Strange* may provide a positive exposure to Nepal as a tourist destination, continuous efforts in post-earthquake recovery and active promotion are needed to significantly increase tourist visits to Nepal.

The selection of filming locations for *Doctor Strange in the Multiverse of Madness* in 2022, as a sequel to the 2016 film *Doctor Strange,* still includes the same filming locations. The dominant filming locations in the film are in Nepal and New York, as seen in the captured images in the film. The natural beauty and places in these two locations remain the focus of the director's attention, using the film as a means to indirectly promote these places.

New York Scene

At 09.15 minutes, this is when American Chaves, a teenage girl who has similar powers to Dr. Stranger shows her strength against a giant octopus. In the scene when Dr. Stranger confronts a giant octopus, there is the name of the famous mancini's pizza restaurant, as well as yellow taxi vehicles that characterize the city of new york. At 38.37 minutes, American Chaves has powers that help Dr. Stranger move around. New York City looks beautiful with its tall buildings neatly arranged. This scene is also supported by the words of Doctor Strange, *"It's not my first weird trip, kid. So, this is New York in the Multi..."*.
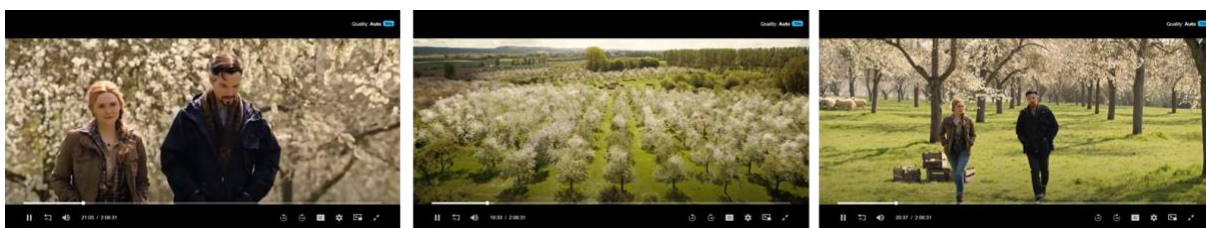


Burrow Hill, London Scene

At 19.05 minutes, the choice of location when Doctor Strange is walking demonstrates how this scene is created to showcase the natural beauty that can be found in London, besides the tall buildings. Burrow Hill lies a cider apple farm in London. It serves as a backdrop for the scene in which Doctor Strange (Cumberbatch) and Wanda Maximoff (Olsen) talk about the idea of a multiverse. In real life, the apple orchards provide vintage apples that the owners use to produce their cider drinks. Interestingly, the company has a 200 years old tradition of cider production. The film's message to communicate the tourism destination is successful because viewers will certainly feel taken to enjoy the beauty of nature.



Katmandu, Nepal Scene

The next scene at 26.47 minutes, which still focuses on Kathmandu, Nepal, also successfully showcases the beauty of the mountains. In this scene, Doctor Strange standing against the backdrop of the mountains serves as an attractive subject for anyone to take photos there. The typical housing in Kathmandu also becomes an interesting sight alongside the story of the hero, Doctor Strange, saving lives on Earth. The snowy region in Kathmandu also appears to show that snow can also be found in this area.

Furthermore, the inclusion of Doctor Strange in the scene not only enhances the visual appeal but also highlights the potential of tourism in Kathmandu, Nepal. As tourists witness the majestic beauty of the mountains and the unique architecture of the city, they are drawn to explore the cultural richness and natural wonders that this destination has to offer. By showcasing Doctor Strange amidst these captivating surroundings, the film inadvertently promotes the idea of Kathmandu as a must-visit location, inviting travelers from around the world to experience its enchanting blend of history, spirituality, and breathtaking landscapes.

**CONCLUSION**

In the movie *Doctor Strange* (2016) and *Doctor Stranger in Multiverse of Madness* (2022), there are elements that indirectly communicate tourism. The film takes viewers on a journey to exotic locations, such as Kamar-Taj and the Dark Dimension, which can evoke curiosity and interest in exploring similar destinations.The

film automatically proves the deeper connection of film as literary work and tourism. Literature and tourism, two seemingly distinct realms, are intricately interconnected and influence each other in profound ways. While literature has the power to ignite the wanderlust within us, tourism provides the backdrop and experiences that shape and enrich literary works. Literature and tourism seemingly have intersect and mutually enhance our understanding of the world. The film also touches upon Eastern mysticism, offering cultural exploration and showcasing diverse beliefs and practices. The personal transformation of the main character reflects a desire for self-discovery often associated with travel. The stunning visual effects and captivating sequences create a sense of wonder, inspiring audiences to seek out destinations with similar experiences. While primarily a superhero film, *Doctor Strange* indirectly sparks an interest in new and exciting travel opportunities.

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# THE PORTRAYAL OF AGORAPHOBIA IN UNDER ROSE-TAINTED SKIES' MAIN CHARACTER

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This research discusses a novel written by Louise Gornal entitled Under Rose-Tainted Skies. This novel tells the story of Norah the main character who suffers the case of agoraphobia in her life after she got in an accident during the Indland tsunami. The impact of that incident made her have a million thoughts and make herself afraid of many things reflected in her social life and society. The author tells the reader about the condition of Norah in the story directly through her daily life and shown by the struggle with her psychological condition as an agoraphobia sufferer.

In this study, the writer uses the descriptive qualitative methodology to describe the phenomena of agoraphobia suffered by the main character in the novel Under Rose-Tainted Skies written by Louise Gornal. The data of this research are taken from the novel that was written by Louise Gornal as the primary data source. This thesis applies the theory of psychological literature to support the theory of agoraphobia that will be used to analyze the case faced by the main character Norah in the novel Under Rose-Tainted Skies.

In this study, four symptoms exist as proof of the main character suffering agoraphobia in the novel, such as Marked fear or anxiety about two (or more) of the following situations, avoiding certain situations and requiring the presence of a companion, the fear or anxiety is out of proportion, significant distress or impairment in social life. This paper shows the main character Norah in the novel *Under Rose-Tainted Skies* written by Louise Gornal as the person who suffered Agoraphobia from the daily activities of the main character in the novel. The main character shows behaviors that reflect the symptoms of agoraphobia in the novel, and the author gives a portrayal of the main character suffering from this mental issue with her surroundings.

**Keywords:** agoraphobia, mental disorder, Under Rose-Tainted Skies

## INTRODUCTION

Literature often portrays the real issue that happens in the real world where we live. The issues that are often portrayed in literature are considered a part of the human experience. A novel is seen as a suitable form of literature that can portray the issue and/or human experience better. It allows novels to provide a wider perspective, understanding, and portrayal of certain issues in the real world.

*Under Rose-Tainted Skies* is a novel about Agoraphobia. Agoraphobia itself is included as a type of anxiety disorder. With a high rate of agoraphobia, the writer decides to discuss that disorder in this research. According to the Diagnostic Statistical Manual of Mental Disorders (DSM) Fifth Edition, agoraphobia is characterized as a marked fear and avoidance of being alone, or in public places from which escape might be difficult, or help not available in case of sudden incapacitation (American Psychiatric Association, 2013). In agoraphobia, the sufferer may fear and panic to go outside because they think something bad may happen; usually, it is the fear of illness and harm (American Psychiatric Association, 2013). In the explanation of agoraphobia as published by the American Psychiatric Association in the book DSM-5, the sufferer of agoraphobia is having anxiety about being trapped or incapacitated in a situation where the sufferer cannot escape easily (American Psychiatric Association, 2013).

A novel can carry varieties of issues, starting from psychological, social, cultural, religious, gender, and many others**.**  Those can be portrayed in novels. Psychological issues are seen as an issue that has a very strong correlation with literature or novel. To be sure, the existence of psychological issues in a novel will be focused on

this current research. The writer feels the urge to bring mental health problems because of the unsettling cases and impacts of that. Moreover, the negative stigma about the sufferer of mental problems also urges the writer to raise the awareness of society through this research. Thus, the discussion of mental problems is brought into this research. To specify the analysis, the writer focuses on one type of mental problem, which is Agoraphobia.

*Under Rose-Tainted Skies* is a 336 pages novel that was published by Houghton Mifflin Harcourt Publishing. Written by Louise Gornall, the novel was published on January 9th, 2018. The novel *Under Rose-Tainted Skies* told about Norah, a seventeen-year-old girl, who has accepted the four walls of her house that delineate her life. Norah feared everything and her mind told her that the world is too big and too dangerous. The story told the life of Noah who was afraid to go outside of her house because she always thought that the outside world was a dangerous place. The American Psychiatric Association explained that the sufferer of Agoraphobia thinks that the world is dangerous, so the sufferer fears getting outside (American Psychiatric Association, 2013). Hence, from the synopsis of the novel, the writer assumes that the novel contains material of agoraphobia. Thus, this research focuses on revealing the way the novel portrayed agoraphobia through the behavior of the main character inside the novel, since based on the novel, Norah as the main character is suffering from a mental issue that is called Agoraphobia. This condition was experienced since she was a teenager, because of the inland tsunami that happened in her life. This makes her afraid to see people and public spaces. In the novel, the author described Norah's condition through her reaction when she goes outside, faces a lot of people, avoids meeting with someone new and having a conversation with other people besides her mom. In the novel *Under Rose-Tainted Skies,* the author described Norah as having a psychiatrist to handle herself during therapy to reduce her agoraphobia's condition.

**Agoraphobia Disorder**

Since one of the focuses of this research is a disorder named agoraphobia, the theory of agoraphobia will also be used as the theory of this research. Agoraphobia refers to the fear of public spaces. First, the term was introduced in 1871 by Westphal to describe the fear and avoidance of public places. The term agoraphobia then widely recognized started in the late 1970s. Based on the definition, Stated by Westphal, agoraphobia is the condition of someone when they have a fear of wide and open places, this is the complication of panic disorder that attacks someone when they face wide and open places (Nardi, 2006).

This theory is more specific after it was written by the Association of Psychiatry in America, In the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5). According to the book, the term agoraphobia refers to the fearful and anxious feeling of an individual about two or more of the following situations: 1) using public transportation; 2) being in open spaces; 3) being in enclosed places; 4) standing in line or being in a crowd; 5) being outside of the home alone in other situations (American Psychiatric Association, 2013). The fear occurs because the sufferer of agoraphobia has the thoughts that escape could be difficult when they are in the middle of those situations (American Psychiatric Association, 2013). Added, DSM-5 which was published by American Psychiatric Association also explained that the disturbance of agoraphobia can simply be defined as the disturbance that makes the sufferer refuses to leave home because the sufferer worries about his/her ill health and other harm that he/she may get when he/she leaves home (American Psychiatric Association, 2013).

Identify agoraphobia, there are several symptoms or diagnostic criteria according to DSM-5 by American Psychiatric Association (American Psychiatric Association, 2013).

1. Marked fear or anxiety about two (or more) of the following situations; 1) using public transportation (trains, ships, planes, or others); 2) being in open spaces (supermarket, parking lots, bridges, or others); 3) being in enclosed places (shops, theatres, cinemas, or others); 4) standing in line or being in a crowd; 5) being outside of the home alone (American Psychiatric Association, 2013)

2. The thoughts of fear that escape might be difficult or help might not be available if they are in those situations (American Psychiatric Association, 2013). The fear may develop panic-like symptoms or other incapacitating or embarrassing symptoms (fear of death, fear of getting sick, fear of incontinence, or others) (American Psychiatric Association, 2013)

3. Provoke fear of anxiety

4. Avoid certain situations and require the presence of a companion to endure the fear and anxiety

5. The fear or anxiety is out of proportion to the actual danger

6. The fear, anxiety, or avoidance is persistent and usually lasts more than 6 months

7. The fear, anxiety, or avoidance causes clinically significant distress or impairment in important areas of functioning (social, occupational, or others)

8. The sufferer behaves in ways that are intentionally designed to prevent and minimize contact with agoraphobic situations.

**Psychological approach**

This research focuses on the portrayal of the psychological issue in the novel, especially the portrayal of agoraphobia, this research uses the theory of psychology of literature. To reveal the existence of the psychological issue in this research, the writer needs to see it from the perspective of a psychological lens by analyzing the case of Agoraphobia in this research. As the foundation of this research, this approach helps the writer see literature from a psychological lens (Hasa, 2016). The psychological approach was introduced in the fourth century B.C. when Aristotle used it to define the psychological situation that happened in the literature that could produce catharsis (Guerin, 1966).

Guerin in 1996 also explained that the psychological approach allows the writer to discover profound clues by solving the symbolic and thematic mysteries provided in the literature (Guerin, 1966). This stated that the theory of psychological criticism is influenced by Sigmund Freud and Carl Jung (Hasa, 2016). According to (Hasa, 2016), Sigmund Freud used this approach to see the unconsciousness of the character inside the literary works. It means that this theory can be used to see the behaviour of the characters inside. Meanwhile, Carl Jung used this approach to explore the correlation between literature and unconsciousness in the concept of archetype. Therefore, this theory is important for current research because it helps the writer to understand the psychological problems in films. This theory is useful to see the phenomena inside the literary work through the psychological lens of literature.

**METHOD**

In this research, the writer used the descriptive qualitative method, because this research is considered a textual analysis. The writer will reveal the portrayal of agoraphobia, thus in discovering that, the writer will describe the symptoms by using words, sentences, and phrases. Thus, descriptive qualitative is used, because the method focused on the content of the analysis and the actions that were done by the characters (Aryangga & Nurmaily, 2017). Additionally, the library research method is also used to collect the data in the form of articles, written sourcebooks, and articles.

To conduct the analysis, the writer sets the data and data source of the research. The data of this research will be in the form of dialogues, sentences, and quotations that are found by the writer in the novel. The quotation will be taken from a novel entitled *Under Rose-Tainted Skies* which was published in 2018 by Louise Gornall. To be more specific, the data that are taken will be limited to the exact data that have a probability of showing the symptoms and/or diagnostic characteristics of agoraphobia. The data that show the eight symptoms of agoraphobia will be taken into this research.

**FINDINGS AND DISCUSSION**

In this chapter, the writer explained the portrayal of Agoraphobia that was depicted through the main character named Norah in a novel entitled *Under Rose-Tainted Skies* that was written by Louise Gornall. By combining the theory and method of the research, the writer could reveal and present the sufferings of Norah with her mental illness after she got the trauma from the inland tsunami in the past. To reveal that, the writer focuses on the quotation found in the novel as the main data source of the research. From that, the writer could analyze the way the novel portrayed Agoraphobia through Norah. The psychological approach as well as the Agoraphobia theory were used to support the current analysis.

*A. The portrayal of Agoraphobia in Under Rose-Tainted Skies' Main Character*

In this part, the writer focused on the portrayal of Agoraphobia in *Under-Rose Tainted Skies' Main Character,* Norah, by analyzing the daily activities of the main character Norah that needed to survive her illness after the incident of the Inland tsunami. The writer believed that her daily activities after the trauma showed her psychological disturbance, in the form of Agoraphobia. 5 symptoms are proof of Norah's condition described by the author in the novel. After analyzing the novel, the writer found that Norah showed the symptoms of Agoraphobia based on several quotations as proof. Therefore, the analysis and data findings of this research was presented below.

**1. Mark Fear or Anxiety**

The first symptom of Agoraphobia according to the Diagnostic and Statistical Manual of Mental Disorder Fifth Edition (DSM-5) is the mark of fear or anxiety. In the DSM-5, APA explained that the sufferer showed fear in at least two (can be more) of the following situations; 1) public transportation; 2) being in open spaces; 3) being in enclosed places; 4) standing in line or being in a crowd; 5) being outside of the home alone (American

Psychiatric Association, 2013). The fear is felt by the sufferer because the sufferer is afraid that when she/he is in the situations above, it will be hard for him/her to escape or save himself/herself. Hence, the sufferer may show a provoked fear (American Psychiatric Association, 2013).

**Data 1**

*"I nod; my mouth won't move. My lips are numb. It's already started and she hasn't even opened the door. 'Ready?' Mom ask. Her voice is warped. Ready a word that should only have two syllables, suddenly has fifty. I nod, not too hard, because I'm sure any second now my head is going to fall off" (Under Rose-tainted Skies, p.5, 2012).*

In *Under Rose-Tainted Skies,* the main character, namely Norah, was described as a girl that is very afraid to go out. It could be seen directly through the way Norah lived her daily life as well as from her behaviour and action. In the novel, Norah's mother was fully aware of Norah's condition and tried to help Norah by bringing her to the psychiatric hospital. On page 5, as written in the Data above, Norah's mother tried to bring her to the psychiatric hospital, namely Dr Reeves, at Lea Medical Center. At that time, her mother intended to check her psychological condition with the doctor. However, when they were about to go, Norah felt like her lips were numb and her mouth could not move. Norah also used a parable to define what she felt by saying "Now *my head is going to fall off*" to refer to a feeling where she felt it hard to even move and hold her head.

The writer interpreted the reaction of Norah as a reaction that showed her anxiety and fear of Norah. It was because of the reaction was felt by Norah when they were in front of the door and got ready to get out and open the door. It could be proven by the way Norah's mother asked whether Norah had been ready to go out or not, and in the Data, it was explained that the conversation happened before her mother opened the door. Even so, Norah already felt the fear of going out, even though she had not seen the outside and the door was still closed. Moreover, when Norah's mother asked "*Ready?*", Norah felt like it was so hard for her to hear that and Norah felt like that two syllables word felt like a fifty syllables word because she was not ready to go out. Hence, the writer saw the Data above as proof of Norah that had fear and anxiety to be in an open space and outside of the house. APA explained that two out of five situations that included a situation that Agoraphobia may fear are open spaces and outside houses (American Psychiatric Association, 2013). Further, it is explained by APA that parking lot is also considered open space and outside houses (American Psychiatric Association, 2013). In the Data above, Norah feared going outside of the house, even though Norah did not have to walk and only had to sit in the passenger seat beside her mom. Therefore, the writer believed that the Data above showed that Norah fulfilled the first symptom of Agoraphobia.

**Data 2**

*"Everyone's eyes were on me, I could feel fire around my neck and my vision started to wobble",(Under Rose-tainted Skies, p.6, 2012).*

Norah's fear and anxiety towards the public and situations outside of the house first happened in the class during her senior high school time. At that time, it was told that Norah was in chemistry class when suddenly she got her first anxiety. Her teacher asked her to go in front of the class to answer the question given when suddenly Norah got panicked and afraid. In the Data above, Norah explained the feeling she felt at that time when her teacher asked her to go to the front of the class. Norah described that at that time she felt like everyone's eyes were on her, and it made her feel as if there was a fire around her neck. Further, she also suddenly felt her vision start to wobble. The writer interpreted that Data as proof that Norah had fear and anxiety about the crowd. Even though when it happened Norah only had to stand in front of her friends, she could not handle it and had bad anxiety and fear. DSM-5 explained that among the five situations that the sufferer of Agoraphobia might fear, two of them included standing in a crowd and being in open spaces (American Psychiatric Association, 2013). The Data above showed that Norah had a fear when she had to stand in front of the class, which the writer interpreted as the fear of Norah to stand in front of a crowd in a public space. Therefore, the Data above proved that Norah fulfilled the first symptom of Agoraphobia.

**Data 3**

*"It was my very first panic attack and I was at school, Of course, back then I didn't know what a panic attack was and just assumed I was dying. Mr. Dawson asked me a question in chemical class and my mind went blank" (Under Rose-tainted Skies, p.6, 2012).*

Continuing Data 2, Data 3 above showed clearer proof that Norah previously told about her first experience of panic attacks. As had been explained in Data 2, Norah experienced it for the first time at school. When Norah explained and recalled the memory of when Mr Dawson asked her to go in front of the class and answer a question,

Norah still remembered the way it felt like. In the Data above, it could be seen that Norah described the feeling she felt as if suddenly her mind went blank. She also felt really scared, yet at that time she did not know that she suffered from a certain mental illness and she did not know much about panic attacks, so she just felt so much fear that she thought she was slowly dying at that time. The writer interpreted the word "*dying*" as a parable that was used by Norah to describe her uncontrollable fear. APA in DSM-5 explained that the sufferer may provoke fear and anxiety (American Psychiatric Association, 2013). The writer agreed that the explanation was in line with the Data above, where Norah provokes fear and anxiety in the class. It also explained that the way the sufferer provokes fear is because the sufferer thinks that it would be hard for him/her to save himself when there were many people (American Psychiatric Association, 2013). In the Data above, Norah felt like everyone else was judging and seeing her, even though it might not be true, yet she still feared and felt like she could not help and save herself, which made her feel like she was "*dying*".

**2. Avoid Certain Situations and Require the Presence of a Companion**

The second symptom is the sufferer will intentionally avoid certain situations that will make him/her go outside, be in a place where there are many people, or be in certain situations the sufferer does not like (American Psychiatric Association, 2013). If she/he has to, she/he will require the presence of a companion from other people, to endure and reduce his/her fear and anxiety (American Psychiatric Association, 2013). In other words, the fear of the sufferer will make the sufferer try to not be in certain situations that trigger the fear.

**Data 4**
*"I spend the next twenty-five minutes of our journey wrinkled up in my seat, too scared to look out of the window" (Under Rose-tainted Skies, p.7, 2012).*

In the novel, it was explained that it was very hard to get Norah to go outside of the house, even though it meant that she just had to be in the crowd, which did not have to make her meet other people. Norah had a worse fear of going outside of her house and met other people other than those people that she had known before. She always tried to avoid going outside, even though she only had to be in the car with her mother. As long as it was outside, she would try to avoid it. The Data above happened when Norah had to go to the psychiatric hospital to see her psychological condition. The Data above was the continuation of Data 1 when her mother wanted to take her to Dr Reeves. After preparing as much energy as possible, Norah finally went outside to go to Dr Reeves by car with her mother. At that time, Norah had no choice and was obliged to go. So even though she did not want to, she had to, because she needed to check her psychological condition with the doctor. However, Norah felt afraid at that time, even though she was just in the passenger seat and her mother was beside her. Through the Data above, it was shown that Norah felt uncomfortable, so she just spent her journey in the car, which was about twenty-five minutes, wrinkled up in her seat and did not look outside at all. She stated that she was even too scared to look out of the window. The way she used the phrase "*wrinkled up*" also proved that she could not move her body to relax because she was too scared. The second symptom of Agoraphobia shows that the sufferer will intentionally avoid certain situations that will make her go outside or be in a place where there are many people (American Psychiatric Association, 2013). If she has to, she will require the presence of a companion from other people, to endure and reduce his/her fear and anxiety (American Psychiatric Association, 2013). It is in line with the Data above, where at first Norah tried to avoid going outside, but since she had to because she needed to see her psychiatrist, she needed to be accompanied by her mother. The writer interpreted the Data above as proof that Norah avoided going outside of the house, but because she needed to, she required the presence of a companion, which was from her mother. Even so, she still felt fear and anxiety which could be seen from the way she did not look outside. Hence, the writer believed that from the Data above, Norah fulfilled the second symptom of Agoraphobia.

**Data 5**
*"I would call tomorrow, but I have patients all day. I could perhaps have a colleague of mine". "No!" I yell. It comes out with the velocity and surprise of a sneeze. "I mean, no, thank you", It wasn't my intention to snap, but if it's not someone I know, I won't open the door anyway" (Under Rose-tainted Skies, p.38, 2012).*

In the novel, it could be seen that the writer indirectly described Norah as a person that is afraid of many things. Norah also only wanted to be around people that she had known before. Not only outside, but she is also really afraid of strangers and public spaces. The Data above happened on page 38 where Dr. Reeves had a conversation with Norah. At that time, Dr Reeves could not give the therapy session to Norah because Dr Reeves had patients all day and her schedule was so full. However, Dr. Reeves felt guilty if Norah did not get her therapy session that day, hence, in the Data above it could be seen that Dr. Reeves tried to offer her colleague to substitute Dr. Reeves only on that day. It was offered by Dr Reeves so Norah could still get her home-session therapy. However, on the other hand, loudly and quickly, Norah rejected the offer from Dr Reeve. She said that while

yelling as she panicked. The writer interpreted the response of Norah as proof that Norah suddenly panicked when she knew Dr Reeves would be substituted with a stranger. The way Norah said it quickly with yelling showed that she fully did not agree with what Dr Reeves offered. The way Norah said it quickly was defined in the Data using the phrase "It *comes out with the velocity and surprise of a* sneeze". The writer interpreted the phrase as a parable to refer to how fast Norah said no to the idea of Dr Reeves. Norah felt guilty that she felt like she snapped at Dr Reeves, so she explained that she did not want any stranger because Norah said that if it was not someone she knew, she would not open the door. The writer interpreted the action of rejecting that came from Norah as a way for Norah to avoid meeting a stranger. Based on the theory, the person who suffers from Agoraphobia will reject and avoid some situations that they do not want to face (American Psychiatric Association, 2013). The Data above showed that Norah tried to avoid a situation that might make her uncomfortable. She did not want to meet any stranger, especially when she had no companion from someone she knew to endure the fear and anxiety. Therefore, from the Data above, Norah fulfilled the second symptom of Agoraphobia, which is avoiding certain situations and needing the presence of companions.

**Data 6**
*"Are you Norah?" Can't talk need oxygen "I'm from helping hands. I've got a delivery for Miss Norah Dean. That you?" (Under Rose-tainted Skies, p.18, 2012).*

Another proof of Norah intentionally avoiding certain uncomfortable situations related to strangers also could be seen on page 18. At that time, there was a guy came to Norah's house. The guy was from the helping hand community. In that situation, Norah got a panic attack and need someone to help her reduce the panic. Norah sent a message to the emergency service to ask for a helping hand to help her. The quotation above showed the conversation between Norah and the helping hand guy a moment after the guy arrived to save Norah. At that time, when the guy made sure whether or not she had met the right person who sent the emergency message, Norah suddenly got another panic attack. Norah said that she could not talk because she needed oxygen. The writer interpreted that as a reaction of Norah who got panicked until she could not even talk. It was explained in the novel that the second panic attack Norah happened because the guy was a stranger to Norah. It was very confusing because Norah needed help from the helping hands, yet at the same time, she could not meet a stranger. However, from the Data above, it was clearly shown that Norah needed someone else to reduce her panic attack. That was proof that was believed by the writer that Norah in the novel had the symptom of Agoraphobia, which was that she needed someone else to endure her panic attack. It is supported by the theory of Agoraphobia which explained that the sufferer of Agoraphobia will get panic when they have to face a public area and stranger, but at the same time, the sufferer also needs someone close to reduce the fear (American Psychiatric Association, 2013). Thus, the Data above showed that Norah needed a companion from others.

**3. Out of Proportion Fear or Anxiety**

The next symptom of Agoraphobia according to the APA in the DSM-5 book is the sufferer has an out-of-proportion fear and/or anxiety about the actual danger (American Psychiatric Association, 2013). Moreover, it is explained by APA, that the feeling usually lasts for six months. This symptom will show that the sufferer has a fear that is not comparable with the actual danger. It means that the sufferer has more severe thoughts and is sometimes very unlikely to happen to the sufferer.

**Data 7**
*"When the panic sets in, the ground transforms into wet cement. My feet feel like they're sinking into it as we tread our way to the car. I keep my eyes fixed on my boots because seeing the vast space outside will finish me off. I'm Dr. Owning. "Mom.", I snatch her harm, Hold it tight to my chest like it's a buoy. "You're okay honey. We're almost there"(Under Rose-tainted Skies, p.6, 2012).*

Norah had a fear that was sometimes out of proportion or not made sense. In other words, sometimes Norah's fear was not comparable with the actual danger that might happen. On page 6, Norah got another panic attack that happened during her trip, after she went to Dr. Reeves. She got panic because she was outside of the house, even though it was not crowded and she was only in the parking lot with her mother. The Data above explained their feeling for Norah when she got a panic attack at that time. She explained that suddenly she felt like the ground transformed into wet cement, even if it was not. Furthermore, she also felt like she was sinking when she was on her way to the car, which also did not happen. In the Data above she stated that she only could see her boots because she thought and felt like the outside world could finish her off and she was Dr.Owning. Norah at that time felt so many non-make sense things all at once, which was what she felt and feared was very impossible to happen. The writer interpreted her reaction as a reaction of fear and anxiety because she was outside of the house. Due to her fear and anxiety of public spaces, she emerged an out-of-proportion fear and anxiety that was

not comparable with the actual danger that might happen and is very unlikely to happen. According to the theory of Agoraphobia, the sufferer has proportional fear and/or anxiety to the actual danger (American Psychiatric Association, 2013). It means that the sufferer has more severe thoughts and is sometimes very unlikely to happen to the sufferer (American Psychiatric Association, 2013). Therefore, the writer believed that from the Data above, Norah fulfilled the third symptom of Agoraphobia, because she felt like the world could finish her off and she could Dr.own, even though it was very unlikely to happen.

### Data 8
*"I'm looking for Norah", he's here to rob me. "Norah Dean", I'm going to die." (Under Rose-tainted Skies, p.18, 2012).*

Another proof of Norah's out-of-proportion fear and anxiety also could be seen on page 18. The Data above was the continuation of the previous Data of Data 6, which was about Norah who sent an emergency message to the helping hands community to ask for help. Not very long after she sent the message, the guy from the helping hand community came to Norah's house and looked for Norah. It could be seen from the Data above that the guy said that he was looking for Norah because she wanted to check Norah's condition. However, because of Norah's fear towards strangers, Norah emerged out of proportion fear. When the guy said that he was looking for Norah, Norah suddenly thought that the guy was there because he wanted to rob Norah. The guy talked nicely and politely, and he also asked for permission, but Norah thought that the guy wanted to rob her. The writer interpreted that reaction and response as an out-of-proportion fear because the guy came from the front door and did not come sneaky. Further, the guy also looked for Norah. So, there was not any sign or behaviour that showed that the guy wanted to rob the house or Norah. When the guy clarified that to be more specific, he was looking for Norah Dean, Norah suddenly thought and believed that she was going to die at that time. It felt like Norah forgot that she was the one who asked for help from the helping hands community. She emerged with a worse fear that made her have a negative judgment towards the guy and created an out-of-proportion fear. The third symptom of Agoraphobia will show that the sufferer has a fear that is not comparable with the actual danger (American Psychiatric Association, 2013). It means that the sufferer has more severe thoughts and is sometimes very unlikely to happen to the sufferer (American Psychiatric Association, 2013). It is in line with the Data above because there Norah showed that she had a fear that the guy was going to kill and rob her when it was impossible to happen. After all, the guy came nicely and politely. He was also looking for Norah and he came from the front door, so it was very unlikely for the guy to rob and kill her.

### Data 9
*"Open the door. He looks so sad, like a kid lost in a crowd. Do not open that door. It could be a ruse. There is no one awake to hear you scream. Open the door. Are those tears in his eyes? Serial killers don't have a sweet smile. Do not open the door. Remember the story of the homicidal maniac who used his not-so-broken leg to lure victims? Better safe than sorry. This argument rages inside my head" (Under Rose-tainted Skies, p.43, 2012).*

The quotation in Data 9 above happened when there was a neighbour of Norah that needed help. As a human who had common sense, Norah had the intention to help her neighbour. However, the condition of Norah's psychology made it difficult to directly help her neighbour outside without any consideration. She wanted to help, but at the same time, she had many considerations and thought about many possibilities. In the Data above, it could be seen that Norah fought with herself related to whether should she open the door or not. First of all, she had thought to open the door because she saw that her neighbour looked so sad as if he was a kid lost in the crowd. A second after that, Norah thought that she should not open the door because her neighbour could ruse or trick her. Norah thought that maybe her neighbour was evil and just wanted to fool Norah, and when Norah helped him, he would harm Norah and no one would hear Norah's scream that night. But then, Norah felt like she should open the door because she saw tears in her neighbour's eyes. Furthermore, there was no way a serial killer cried and had that kind of smile. However, Norah had another consideration what if the person was a homicidal maniac or serial killer and his sadness only attracted his victim? From the argument that raged in Norah's mind at that time, it could be seen that even to help her own neighbour, Norah had many considerations and negative thoughts. It showed that Norah had an out-of-proportion fear because she even thought that her neighbour was a serial killer and evil. The third symptom of Agoraphobia explained that the sufferer has an out-of-proportion fear and/or anxiety about the actual danger (American Psychiatric Association, 2013). It was in line with the reaction of Norah that had negative thoughts about her neighbour by thinking that her neighbour was a serial killer, even though actually her neighbour was just sad and cried outside.

### Data 10
*"My heart pounds against my ribcage; my knees curl in. I need help, I need help, I need stability because the floor is moving and I'm going to collapse" (Under Rose-tainted Skies, p.18, 2012).*

The Data above was the continuation of the situation where Norah got panicked and sent a message to the helping hands community as had been explained in Data 6 and 8. The quotation above happened when the guy from the helping hands came to Norah's house. Norah at that time was very panicked, and she described her condition in the Data above. Norah described that she felt like her heart pounded against her ribcage, her knees curled in, and she needed help. Furthermore, she stated that she could not stand properly because the floor was moving and she was going to collapse. The way Norah described her condition was proof that she was not in a good condition and she needed to be helped by someone else to make sure she feels secure. It was because she had out-of-proportion fear and anxiety. At that time, she was very afraid until she thought that she could not stand and she would fall. She also thought that she would collapse, even though it was not because the helping hand guy was there to help her. She also saw it as if the floor was moving when it was not. It proved that Norah emerged from illogical fear and or anxiety, which unlikely happened to her. The symptom of out-of-proportion fear shows that the sufferer has more severe thoughts and is sometimes very unlikely to happen to the sufferer (American Psychiatric Association, 2013). Therefore, the writer interpreted the Data above as proof of Norah fulfilling the third symptom.

### Data 11
*"I grab the broom from the closet and head back over to the door. Just like fishing, I think as I kneel on the floor and stretch the broom towards the bags"(Under Rose-tainted Skies, p.23, 2012).*

Norah always had negative thoughts towards everything. Her mindset told her that the outside world is dangerous and not safe for her. That mindset became worse because it made Norah emerge with illogical fear, that very impossible to happen to her. The Data above happened when Norah wanted to take the food outside. To take her food outside would not take such a long time. Furthermore, no one would recognize her or look at her weirdly because she was just taking her food, which was a very normal thing to do. However, Norah had a big fear to be recognized and seen by others, without any logical reason. Not only that, but she also was very afraid that the people outside of her house would harm her and do something bad to her. Hence, as could be seen in the Data above, only to take food outside, in front of the house, Norah prepared and took a broom from the closet. She then used the broom to get the bag by stretching the broom with her hands. She did that because she did not want to go outside, even if it was only in front of her front door. The food was in front of her door, but Norah did not want to take a step outside, because she was afraid. Norah had a fear that people outside were bad and could harm her, so she made efforts to take her food without having to go outside. The sufferer of Agoraphobia has more severe thoughts which are sometimes very unlikely to happen to the sufferer (American Psychiatric Association, 2013). It was in line with the way Norah had many negative thoughts that were very unlikely to happen.

### Data 12
*"It was my very first panic attack and I was at school, Of course, back then I didn't know what a panic attack was and just assumed I was dying. Mr. Dawson asked me a question in chemical class and my mind went blank" (Under Rose-tainted Skies, p.6, 2012).*

Data 12 happened when Norah told about her first experience of anxiety and panic attacks, as had been explained in Data 2 and 3. At that time, Norah was very afraid that everyone was looking at her weirdly. Further, she also felt like she was dying, only because Mr Dawson asked her to answer a question in front of the class. Norah had illogical fear and anxiety because she assumed that her classmates were negatively looking at her when they were not. Even though Norah knew her friends well, she still emerged out of proportion fear. She thought that she was dying just because she needed to answer a question in front of her classmate. The sufferer of Agoraphobia has proportional fear and/or anxiety to the actual danger (American Psychiatric Association, 2013). Moreover, the Data above showed that the disturbance in Norah had been happening for a long time since it was first felt by Norah during high school. Further, the symptom of Agoraphobia believed that the clinical disturbance should usually be seen in a person for at least 6 months (American Psychiatric Association, 2013). Hence, the writer saw the Data above as proof that Norah fulfilled the third symptom of Agoraphobia.

### 4. Significant Distress or Impairment in Social Function
The next symptom is the fear, anxiety, and/or avoidance issues that are suffered by the sufferer will cause clinically significant distress (American Psychiatric Association, 2013). The sufferer also can show impairment in social and important areas, such as social, occupational, or other areas (American Psychiatric Association, 2013). In other words, the sufferer will show disturbances in some of the aspects of his/her life.

**Data 13**

*"Moss has started to cover my skin by the time this panic attack is spent. I have to get up. I'm sticky and there's this residual tremor jit-jit-jitter-bugging its way through my muscles, but it's time to stand and retake control of my limbs"(Under Rose-tainted Skies, p.31, 2012).*

As a girl who suffers from a psychological illness, Norah showed significant distress or impairment, especially in social situations in important areas of her life. The Data above happened when Norah's mother told her that Dr Reeves would come to meet her. Even though Dr Reeves had been Norah's psychiatrist from the beginning, Norah still had a panic attack when she knew that she needed to meet Dr Reeves. The panic attack of Norah could be seen in the Data above. There, Norah explained what she felt after she heard what her mother said. She clearly described that when it happened she felt like the moss started to cover her skin and she could not take control of her body. The writer saw that as proof that Norah panicked and showed the reaction of a panic attack when she heard that Dr Reeves would meet her. The way Norah feared her psychiatric disorder showed that Norah had impairment in social function. It is explained that the sufferer of Agoraphobia can show impairment in social and important areas, such as social, occupational, or other areas (American Psychiatric Association, 2013). The Data above showed that Norah had impairment in her social skills because she could not socialize well. It was proven by the way she feared to meet her psychiatrist, even though it was someone she had known.

**Data 14**

*"I'm dying to open the door and ask him if he's okay, but I can't. I picked idly at a new scab on the top of my leg. Anxiety has created a million reasons why I can't. My heart is fighting back, but failing miserably" (Under Rose-tainted Skies, p.43, 2012).*

Norah always had a fear towards everything which made her have difficulties maintaining her aspects of life well. It could be seen through what happened in the Data above. On page 43 of the novel, Norah saw her friend, namely Luke, outside of her house. At that time, Luke got mad at someone on his cell phone and screamed at the end of her phone in front of her house. When Norah saw that, she was feeling sorry and intended to give her empathy to Luke. However, Norah felt like she could not fight against her anxiety, because she was so afraid that she decided to not open the door and help her friend. In the Data above, Norah said that she wanted to help Luke, but she could not because she had a million reasons why she could not because of her anxiety. She tried to fight her mind, but in the end, she could not, so she remained inside the house. The Data above showed that Norah showed significant distress as well as impairment in her social area. Norah had difficulties and distress to help people, even though she wanted to, because of her fear. Furthermore, the way she decided to not help her friend proved that she had lost her social function because she could not fight her fear and anxiety. The symptom showed that the fear, anxiety, and/or avoidance issues that are suffered by the sufferer will cause clinically significant distress (American Psychiatric Association, 2013). The sufferer also can show impairment in social and important areas, such as social, occupational, or other areas (American Psychiatric Association, 2013). It is in line with the fact that was shown in the Data above because there Norah showed that her fear made her avoid her friend and made her have disturbance in her social life. Therefore, the Data above showed that Norah fulfilled the fourth symptom of Agoraphobia.

**Data 15**

*"What happened?" she asks, her voice calm and soothing, like ocean waves on a relaxation tape. "Couldn't do it", I can't look her in the eye. "I'm sorry, I just couldn't" (Under Rose-tainted Skies, p.7, 2012).*

This quotation happened when Norah denied getting attached to or closer to her doctor. At that time, Dr Reeves, Norah, and Norah's mother had dinner together. Initially, the dinner was intended to give therapy to Norah. Dr Reeves and Norah's mother tried to bring Norah to the public, with a companion, to make Norah see that the outside world was not dangerous and would not harm her. However, before the dinner finished, Norah said that she could not do it. Norah suddenly got uncomfortable and it made her mother question her condition. When her mother asked, Norah explained that she could not look Dr Reeves in the eye. The action of Norah was interpreted by the writer as an avoidance response, where Norah could not socialize and had a normal relationship with other people, except her mother. The theory of Agoraphobia believed that the sufferer will avoid some conditions that they do not want in life (American Psychiatric Association, 2013). At that time, Norah tried to talk and socialize with Dr Reeves, but in the end, she realized that she could not. It then showed Norah's behaviour of her impairment in social function. It was hard for Norah to function well in society anymore. Therefore, the writer believed that the Data above showed Norah's impairment and difficulty in the social field.

**Data 16**

*"Nothing happens again for the longest time until I realize I've missed the most basic of social cues. Talking to a boy is much harder than it looks on TV. "Norah" I bark when it finally hits me, "My name is Norah" (Under Rose-tainted Skies, p.25, 2012).*

Another proof of Norah's impairment in social aspects was clearly explained in the novel on page 25. At that time, Noah directly stated that he had not been communicating with other people, besides her mother, for a long time. It then made her miss the most basic of social cues. Further, Norah was also fully aware that she could not talk to a boy anymore because of her condition. The Data above was interpreted by the writer as proof that Norah had difficulties in socializing because it had been a long time since she not socialised in society. The sufferer of Agoraphobia can show impairment in social and important areas, such as social, occupational, or other areas (American Psychiatric Association, 2013). In other words, the sufferer will show disturbances in some of the aspects of his/her life. The Data above showed that Norah had a disturbance in her social aspect of life because she had not talked or communicated with other people or strangers for a long time, which made her show disturbance and impairment in her social life.

**Data 17**

*"Hello, anyone home?" My heart splutters to a standstill and I slam my back up against the door jamb" (Under Rose-tainted Skies, p.18, 2012).*

Another proof that Norah had difficulty in her social life also could be seen from the situation that happened on page 18, as written in the Data above. It happened when there was a helper guy from the helping hand community that came to Norah's house to try to help Norah and check her condition because previously she send an emergency message, where she asked for help. When the helper guy first arrived at Norah's house, the guy tried to ask permission first and saw whether there was somebody home or not, thus the guy said **"Hello, anyone home?"** When Norah heard that, instead of answering the guest by saying that she was home, she instead panicked until she slammed her back against the door jamb. Norah also felt like her heart suddenly spluttered to a standstill. The writer interpreted the reaction as a response to the fear and anxiety that was shown by Norah. Norah got shocked and afraid at the same time, and that was why she gave that reaction, as written in the Data above. Their reaction to Norah could be interpreted as proof that Norah had avoidance issues as well as significant distress, which made her try to avoid any strangers and had difficulty whenever she had to communicate with a stranger. It also showed that Norah had a disturbance in her social life because she could not socialize normally with strangers. The fourth symptom of Agoraphobia according to the theory is the fear, anxiety, and/or avoidance issues that are suffered by the sufferer will cause clinically significant distress (American Psychiatric Association, 2013). Therefore, the theory is in line with the reaction of Norah who tried to avoid strangers and feared them.

**Data 18**

*"I have to get the bags, I march over to the linen closet. I need clothes, something longer. Something that will cover my legs. Something that will cover me, ide me make me feel less exposed" (Under Rose-tainted Skies, p.23, 2012).*

The quotation that was written above happened on page 23 of the novel. At that time, Norah ordered some food from home, and suddenly she got panicked when the driver that would give her the food arrived in front of the house. Norah showed her confusion about the way to deal with a driver, basically a stranger, who just tried to give her the food she ordered. In the Data above, it could be seen that she got panicked and confused at the same time, and she did not know what to do. She tried to get the bag, which she did not need to. Then, she went to her closet, because she thought she needed longer clothes that could cover her legs. Further, she even looked for something that could cover her. The writer saw that action as a reaction of Norah who did not want people to see her. Norah did not want to be seen and exposed by other people, thus when the driver wanted to give her the food, she frantically tried to cover herself, so the driver, or other people, could not see her. The reaction showed that Norah emerged from significant distress as well as a disturbance in her life, as the effect of her fear of the outside world and strangers. The sufferer of Agoraphobia can show impairment in social and important areas, such as social, occupational, or other areas (American Psychiatric Association, 2013).

## 5. Intentionally Prevent or Minimize Contact with Others

The last symptom is the behaviour of the sufferer, which will show that the sufferer is intentionally designed to prevent and/or minimize contact with agoraphobic situations (American Psychiatric Association, 2013). Briefly,

the sufferer will show the action or behaviour that shows that he/she purposely tries to avoid or minimize contact with others.

**Data 19**
*"I'm dying to open the door and ask him if he's okay, but I can't. I picked idly at a new scab on the top of my leg. Anxiety has created a million reasons why I can't. My heart is fighting back, but failing miserably" (Under Rose-tainted Skies, p.43, 2012).*

The fear of Norah towards the outside world and strangers also made her intentionally prevent or minimized contact and communication with others. It could be seen from page 43 of the novel. At that time, Norah saw her friend, Luke, had a problem outside of her house. In the novel, it was told that Luke got mad at someone on the cell phone, and he yelled at the end of the phone. Luke was not far from Norah's house, because he was in front of her house, so Norah could hear and see that. When Norah saw that, Norah felt sorry for Luke and wanted to tell Luke that everything is going to be fine. However, that was only Norah's dream, because, in reality, she could not do that due to her anxiety and fear. In the Data above, it could be seen that there was a fight between Norah's heart and mind, where her heart wanted to help Luke, but her mind was too afraid of the outside world. She was really afraid to go outside, and it could be seen from the way she said that her anxiety created so many reasons for her to not go outside. The way her heart lost against her mind in that case showed that Norah intentionally prevented her to go outside and tried to minimize contact with others, especially if the person was outside of the house. The last symptom of Agoraphobia based on the theory is the sufferer intentionally designed to prevent and/or minimize contact with agoraphobic situations (American Psychiatric Association, 2013). In the Data above, it could be seen that Norah intentionally did not want to go outside and help Luke because if she did, it meant that she needed to go outside, and it would trigger her anxiety and panic attacks. It is in line with the theory of the last Agoraphobia symptom, which is that the sufferer will prevent or minimize contact with agoraphobic situations. Hence, the writer believed that Norah fulfilled the last symptom of Agoraphobia.

**CONCLUSION**

In this part, based on the findings and the discussion of the portrayal of agoraphobia reflected in the main character of the novel *Under Rose-Tainted Skies*. The writer concluded that the main character of the novel *Under Rose-Tainted Skies* is identified as a person who is suffering from agoraphobia. It is strongly shown by the activities of the main character in the novel. There are activities of the main character that are identified as the symptoms of agoraphobia suffered by Norah as the main character in *Under Rose-Tainted Skies* novel. Including Marked fear or anxiety about two (or more) of the following situations, avoiding certain situations and requiring the presence of a companion, the fear or anxiety is out of proportion, significant distress or impairment in social life.

In the novel *Under Rose-Tainted Skies,* the main character Norah showed that she struggles for herself every day because of the thoughts that disturbed her life and made her unable to enjoy her life the same as the common people since she often feels anxiety because of her million thoughts. It is strongly proven by the quotation that was taken from the novel *Under Rose-Tainted Skies* and described by the author inside the novel.

This finding is nearly related to finding number two, A research by Sihombing entitled An Analysis of Agoraphobia through the Leading Character in A.J. Finn's Novel *The Woman in the Window* that was published in 2019 is also used as the previous study of this research. The research by Sihombing aims to analyze the cause of agoraphobia and the effects of agoraphobia that were suffered by the main character in *The Woman in the Window*. Besides this research discusses the same topic as this study, this research uses the same theory and the same approach such as Agoraphobia and the psychological lens of literature to explain the illness that is faced by the main character inside the novel.

In the end, the writer concludes that the novel *Under Rose-Tainted Skies* by Louise Gornal has the case of Agoraphobia suffered by the main character in this novel. and hopefully, this study could be useful for the future writer to conduct the same topic about the case of agoraphobia with the deeper issues and it could give them knowledge about the case of mental health disorder which is Agoraphobia.

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# EXPOSING THE SYMPTOMS OF EROTOMANIA IN PHILIP'S JOKER (2019)

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**Abstract**

The aims of this research paper are to describe erotomania (De Clerambault's Syndrome) as seen in the main character Arthur Fleck and its cause in the movie Joker (2019) by Todd Phillips. Here, the writer describes erotomania based on the characteristics based on Kelly's theory (2005), which are seen in the selected scenes of the movie. Thus, in doing the research, the writer used the qualitative method. The data are taken from selected scenes from the movie and dialogues that are related to erotomania. In addition, the writer also used Metz's semiotics of film theory (1992) in order to analyze the selected scenes that are correlated to erotomania. As a result of the findings, it indicates that the main character of Arthur Fleck in the movie Joker (2019) by Todd Phillips is possessing erotomania, or De Clerambault's syndrome, which can be noticed from its five characteristics, namely: a delusional conviction of being in amorous communication with another person; the object is of higher rank; the sufferer believes that the object is the first to fall in love with him and the first to make advances; the object of the amorous delusions remains unchanged; and the sufferer thinks that they are not hallucinating. Moreover, the writer also found that the cause of Arthur's erotomania is that he suffered a brain injury as a child.

**Keywords:** erotomania, film semiotics, psychological approach

## INTRODUCTION

Psychological problems among societies are not easy to detect (either by parents or close relatives) and are easily neglected by them. In fact, both teenagers and adolescents are suffering from depression, anxiety, and stress, which are common mental disorders characterized by the absence of happiness and pleasure (Latif et al., 2017). Hence, the high prevalence of depression, anxiety, and stress symptoms in society is a risk factor for their mental health and can threaten their future as well (Latif et al., 2017). Interestingly, psychological Issues can not only be found in real life (Kardiansyah, 2016; Amelia, 2021), but they can also be noticed as one of the themes in literature (Fitri and Qodriani, 2016; Sasalia and Sari, 2020). Literature (from the Latin *litteraturae*) itself means a writing that refers to fictional and imaginative writings such as poetry, prose fiction, and drama (Abrams, 2012; Bertens in Heaverly and Kasih, 2020), and it is known as a collection of literary genres and texts that are expressed by certain ideas (Bennet and Royle, 2016). In this case, Bennet and Royle (2016) explained literature as something that is correlated to a written form, such as books or scripts, that contains imaginative works. However, because a new form of technology emerged in the late nineteenth century, another variety of literary work was formed, which is known as a movie (Boggs et al. in Gofur, 2015). Bennet and Royle (2016) argued that movies are recognized as unique and powerful art forms, along with painting, sculpture, music, literature, and drama. Moreover, similarly to novels, movies also share the same narrative capacities and tell stories from the narrator's perspective (Sari and Aminatun, 2021), such as setting, characters, plot, and themes (Afrianto and Ma'rifah, 2020; Sari and Oktaviani, 2021). Thus, in regards to psychological issues, the writer noticed that there are many authors who present their writings by using psychological problems possessed by their fictional characters so that the readers are aware of them and gain knowledge about them, such as psychopathy, paraphilia, sexual disorder, and many others. However, despite many psychological problems that can be found in literary works, the writer chooses to analyze one of the uncommon mental disorders known as Erotomania or De Clerambault's syndrome.

In short, Erotomania is a rare mental disorder where the patient has the delusional belief that a person (commonly with higher social status) falls in love with her or him (Cipriani et al., 2012; Jordan et al., 2006). As supported by Faden et al. (2017), erotomania is a relatively uncommon and misunderstood disorder that is characterized by the presence of a persistent erotic delusion, although it was considered a general disease or some kind of practice that involved showing an exaggerated physical love (Berrios and Kennedy, 2002).

However, as time passes, the experts finally conclude that erotomania, or De Clerambault's syndrome, is highly correlated to the condition where someone (the sufferer) believes that he or she is being loved by someone else (that he or she likes). Interestingly, the writer also found some studies that have discussed erotomania and other psychological issues correlated to erotomania, such as Muwana (2017), who investigated the ego defense mechanism and the symptoms of De Clerambault's syndrome in the main character in the "Obsessed" movie. The result of the research shows that there are four ego defense mechanisms that are shown by the main character: displacement, regression, rationalization, and projection. Meanwhile, the symptoms of De Clerambault syndrome of the main character are: delusion, hallucination, harassing behavior, stalking, and lying.

Putri, Nugroho, and Asikin (2020) examined the psychological disorders of Arthur Fleck, the main character in the movie The *Joker*. As a result of the findings, it indicates that the character of Arthur Fleck has psychological disorders such as schizophrenia, dissociative disorder, and trauma. Moreover, the researchers also noticed that the psychological disorders of Arthur Fleck have appeared since he was a kid and are getting worse when he stops his medicines. Adillah (2019) conducted an investigation to analyze the types and causes of delusion that are portrayed in the leading character from the novel *A World Without You*. The findings show that there are three types of delusion suffered by the leading character of Bo: delusion, grandiose delusion, somatic delusion, and delusion of control. In addition, the cause of Bo's delusion is categorized as an environmental cause. Thus, through this research, the writer is interested in describing erotomania as seen in the main character, Arthur Fleck, and its cause in the movie *Joker* (2019), by Todd Phillips. Furthermore, this research can enrich the readers' knowledge, especially in the psychology of literature study, and it is also expected to give the readers knowledge about erotomania (De Clerambault's syndrome).

In analyzing erotomania in the movie, the writer employed Kelly's theory (2005) of erotomania (De Clerambault's syndrome). In this case, Kelly (2005) explained that there are seven main points that show the characteristics or criteria of the sufferers of erotomania:

## 1. A Delusional Conviction of Being in Amorous Communication with Another Person

One of the essential elements of erotomania is the conviction of being loved, despite the loved person having done nothing to encourage that belief. The patient has an intense preoccupation with the loved person and interprets or distorts any actions of the loved person to fit. They may act on the delusion by approaching or communicating with the loved person, which can include stalking, threatening, or menacing behavior. In some cases, erotomania has led to assault and a potentially fatal outcome for the victim.

## 2. The Delusion from The Sufferer is of Sudden Onset and Chronic

The onset of delusions (such as communicating with a person that he or she loved) that are experienced by the sufferers of erotomania is mostly sudden and may be gradual (worse) in the future.

## 3. The Object (the One that he or she loves) is of Higher rank.

The "loved person" of erotomania sufferers is typically a person of higher social status who may even be unknown to the patient but is a public figure. However, another case also shows that the "object of the loved one" in the minds of the erotomania sufferers are those who have a higher social rank than themselves (it does not have to be as famous as a public figure).

## 4. The Sufferers of erotomania believe that The Object is The First to Fall in Love with him or her and The First to Make advances.

All of the erotomania cases show that the sufferers keep mentioning that the one that they loved was the one who made the move (such as the one who talked to them in the first place, the one who came to them, etc.).

## 5. The Object of The Amorous Delusions Remains Unchanged

In this characteristic, the research on erotomania explains that since the scenes where their (the sufferers) loved ones only exist in their minds, their "loved ones" appearances remain unchanged in some particular ways.

**6. The sufferer or patient provides an Explanation for The Paradoxical (complicated) Behavior of The Loved one.**

When the sufferers of erotomania come to a psychiatrist, they tend to be told that they are not hallucinating and that what they feel and do is real, without any real testimonies from their "loved ones" in real life.

**7. The Sufferer Thinks that They are not hallucinating.**

The sufferer of erotomania might not notice that they have had erotomania for many years since their delusions seem real without attracting anyone's attention. Hence, it is highly possible that many isolated patients with erotomanic delusions never come to medical attention unless they are committing disruptive social acts.

Moreover, in the case of erotomania, Kelly (2005) also mentioned that there are two main aspects that are considered the causes:

**1. Brain Anomalies**

Kelly (2005) finds out that the patient with erotomania (delusional love) had a significantly greater degree of temporal lobe asymmetry and also greater volumes of the lateral ventricle than normal people or even those with schizophrenia. In other words, people with erotomania mostly have different sizes in certain parts of their brain (which, so far, have been noticed by the experts to be the temporal lobe and lateral ventricle).

**2. Brain Injury**

In some reports written by Kelly (2005), it is shown that patients with erotomanic delusion are having brain injuries (especially the traumatic ones) as children, with residual right hemiparesis and complex partial. Another case shows that a man with a history of multiple head injuries (and bipolar disorder) also developed an erotomanic delusion. Hence, it can be said that the injuries that accidentally harm humans' brains are highly likely to be involved in the development of erotomania (delusional love). In addition, Hurley and Moore (1999) also mentioned that an imbalance of certain chemicals in the brain (neurotransmitters) has been linked to the formation of delusional symptoms and causes developmental disabilities as well. Thus, because of the developmental disabilities, the sufferer of erotomania tends to live alone or with his or her parents since he or she feels abandoned or neglected by society.

**METHOD**

In conducting this research, the writer applied the qualitative method. Holosko in Ivana and Suprayogi (2020) explained that the descriptive qualitative method focuses on discovering the nature of the specific topic under study. Hence, by applying the descriptive qualitative method, the writer focused on the content of the analysis and the actions that were taken by the main character (Aryangga & Nurmaily, 2017). Here, the analysis of the qualitative method is different from the quantitative method because the object and the result are not focused on numbers (Rido, 2015; Kuswoyo & Susardi, 2016; Adelina & Suprayogi, 2020). Here, the data are in the form of dialogues, pictures, and scenes; the writer focuses on the object of the research used in the analysis as the main source of data (Istiani & Puspita, 2020; Kuswoyo & Siregar, 2019). Hence, since the data in this research is in the form of texts (words, phrases, and sentences) and also screenshots from the movie *Joker* (2019) by Todd Phillips that are related to erotomania, the writer needs to apply the descriptive-qualitative method.

**FINDINGS AND DISCUSSION**

Here, the writer describes erotomania as seen in the character of Arthur Fleck and its causes in the movie Joker (2019) by Todd Phillips by using the theory of erotomania from Kelly (2005) (De Clerambault's Syndrome). Further, the result can be seen as follows:

**4.1 A Delusional Conviction of Being in Amorous Communication with Another Person**

As explained by Kelly (2005), one of the essential elements of erotomania is that the sufferer has the conviction of being loved by someone that they like, despite the loved person having done nothing to encourage that belief, and it is included in the act of the delusion where the sufferer is being approached or communicated with by their loved one.

Further, in line with that explanation, the writer found this characteristic in the selected scenes of the



movie that happened to Arthur. The findings can be seen as follows:

(00:27:06) (01:18:38)

Dialogues (00:27:06):

Arthur: "*Oh, hey.*"
Sophie: "*Hey. Were you following me today?*"
Arthur: "*Yeah.*"
Sophie: "*I thought that was you. I was hoping you'd come in and rob the place.*"Arthur: "*I have a gun. I could come by tomorrow.*"
Sophie: "*You're so funny, Arthur.*"
Arthur: "*Yeah. You know, I do stand-up comedy. You should maybe come see a show sometime.*"
Sophie: "*I could do that.*"Arthur: "*Yeah?*"

Based on the images above, it can be noticed that this is the first scene in the movie when Arthur is having his delusional love affair with one of his neighbors, Sophie. As can be seen, the scene shows that Arthur is having a conversation with Sophie, his neighbor (see the image at '00:27:06' and there is also dialogue). However, on the image at '01:18:38', it is the scene where Arthur realized that his conversation with Sophie never happened. Notice that the timeline of both images is different, which indicates that there are moments where Arthur thinks that he is speaking with Sophie, but after many scenes pass and Arthur is visiting Sophie without her knowing (directly coming into her apartment), Arthur just realizes that all the moments with him and Sophie only happened in his mind. Thus, this is highly correlated with Kelly's (2005) explanation of erotomania, where the sufferers have the conviction of being approached or communicated with by their loved one, but in reality, that moment never happens.

**4.2. The Object (the One that he or she loves) is of Higher rank.**

Kelly (2005) explained that the object (also known as the one that he or she loves) of the erotomania sufferers is typically a person of higher social status who may even be unknown to the patient but is a public figure. Interestingly, Kelly (2005) also stated that "higher rank" in this case is not always a famous public figure, but it can also refer to someone who has a higher rank than themselves (the patients of erotomania). Hence, regarding that explanation, the writer finds a similar situation in the movie, where the character of Arthur Fleck is actually ategorized as lower class while his object (the one that he loves) has a higher rank in society than Arthur. The further explanation can be seen as follows:



(00:01:58) (00:28:02)

As it seen from the image that is taken at '00:01:58' (at the beginning of the movie) and on theminutes '00:28:02', those are showing Arthur's occupation where he acts as party clown (also as rental clown). On the first image which is taken at '00:01:58', it is the scene when Arthur is paid to invite people to "Kenny Music Shop" where in this scene, Arthur dressed as clown whileholding a small billboard and performing funny dance to public in front of the music shop. Meanwhile on the second image that is taken at '00:28:02', it is the scene when Arthur has dutyto go to hospital and entertains children with cancers and again, Arthur dressed himself as clownand doing funny dance. However, unlike Arthur, Sophie has better occupation because she works at the bank in Gotham City as customer service which can be seen as follow:



(00:24:39)



(00:38:20)



(00:38:54)

As can be seen from the image that was taken at '00:24:39', this is the scene when Arthur is stalking Sophie after she dropped her daughter off at school, and he notices that Sophie seems to work at Gotham City Bank. Further, in the images that are taken at '00:38:20' and '00:38:54', those are the scenes when Sophie works at the bank and her manager wants her to find specific information about money transfers. Thus, from this situation, it can be noticed that the one that Arthur loved (in this case, Sophie) is indicating that she has a higher social rank than Arthur himself.

As explained by Kelly (2005), the object (also known as the one that he or she loves) of the erotomania sufferers is typically a person of higher social status who may even be unknown to the patient but is a public figure. However, Kelly (2005) also added that the term "higher rank" in this case does not always refer to a famous public figure but can also refer to someone who has a higher rank than the patients of erotomania. Accordingly, based on the situation that happened in this date, it vividly shows that Sophie is considered to have a higher rank than Arthur.

**4.3. The Sufferers of erotomania believe that The Object is The First to Fall in Love with him or her and The First to Make advances.**

In this characteristic, Kelly (2005) explained that the patients (sufferers) of erotomania keep mentioning that their object (the one that they loved) is the one who makes the move (such as talks to them or comes to them in the first place). Hence, correlated to the explanation, the writer finds the moment where Arthur also presumes that Sophie came at him in the first place. The result of the datum can be seen as follows:
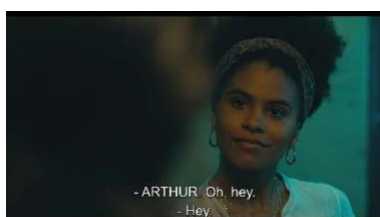


(00:27:06)



(01:18:38)

Arthur: "Oh, hey."
Sophie: "Hey. Were you following me today?" Arthur: "Yeah."
Sophie: "I thought that was you. I was hoping you'd come in and rob the place." Arthur: "I have a gun. I could come by tomorrow."
Sophie: "You're so funny, Arthur."
Arthur: "Yeah. You know, I do stand-up comedy. You should maybe come see a show sometime."
Sophie: "I could do that." Arthur: "Yeah?"

Here, it can be noticed that the first image that is shown is similar to the first sub-chapter, where Arthur and Sophie are talking (on 00:27:06), where it happened after Arthur was following Sophie into her workplace (Gotham City Bank), and it makes Sophie say, "Were you following me today?". Moreover, at this scene, Sophie also seems to be teasing Arthur by saying, "You're so funny, Arthur,", after Arthur claims that he has a gun and could come back tomorrow to the bank. Then, after Sophie laughs, Arthur invites her to watch his stand-up comedy performance, and Sophie directly utters positive feedback by saying, "I could do that." Unfortunately, at the climax of the story, Arthur just realized that his conversation with Sophie was only part of his delusional love (on '01:18:38').

Accordingly, based on the situation, it can be noticed that Arthur thinks that his loved one, Sophie, is the one who makes advances towards him, and this situation is quite similar to the explanation of Kelly about erotomania, where the patients (sufferers) of erotomania keep mentioning that their object (the one that they loved) is the one who makes the move (such as talks to them or comes to them in the first place) (Kelly, 2005).

### 4.4. The Object of The Amorous Delusions Remains Unchanged

Kelly (2005) stated that in this characteristic, the patients (sufferers) of erotomania always see and meet their objects (their loved ones) with quite similar looks or appearances because when the patients are having a scene such as meeting them (their objects) and talking to them, it only happens in their minds but never happens in reality. Further, related to this characteristic, the writer finds it in the movie Joker (2019), where the finding can
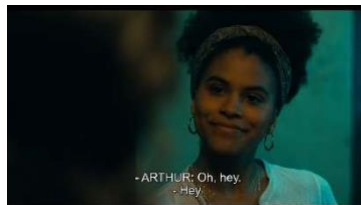


| (00:20:05) | (00:27:07) | (00:44:44) |



| (00:45:23) | (00:58:40) |

On the image that is taken at '00:20:05', this is the scene where Arthur first met with Sophie in the elevator, and here, when the elevator is having a glitch for a brief moment, Sophie looks at Arthur and says, "This building is so awful, isn't it?", but Arthur is just smiling and looking at her tired face. Hence, it is highly possible that from this situation, Arthur puts his interests towards Sophie because, in the morning, he starts to follow her from her daughter's school to her workplace. As a result, the image of Sophie begins be more vivid in Arthur's mind, and he seems to have delusions where Sophie is "into" him from the very beginning. However, in this context, the writer wants to show how Sophie's appearances have not quite changed, especially when she is with Arthur.

On the image that is taken at '00:27:07, where this is the scene where Arthur first thinks Sophie is visiting him, notice that Sophie is wearing oval earrings with headbands, which is quite similar to the image that is taken at '00:20:05, where Sophie is wearing similar oval earrings and headbands. Further, in the image that is taken at '00:44:44', where this is the scene where Arthur sees Sophie at Pogo's Comedy Club (the place that Arthur is performing and practicing his stand-up comedy), it also shows that Sophie is wearing similar oval earrings and similar headbands (just like the first time Arthur met Sophie).

Later on, when Arthur and Sophie walk together on the street after Arthur's performance at Pogo, they notice Sophie's appearance in the image that was taken at '00:45:23'. In that scene, Sophie is wearing a headband that is identical to the image that is taken at '00:27:07' (the moment when Arthur first met Sophie) and also carrying the identical orange sling bag, just like the first time Arthur met her in the elevator. Lastly, the image that is taken at '00:58:40' is the scene where Arthur is accompanying his mother to the hospital, and as seen, Sophie sits next to

him. Unfortunately, in this scene, Arthur also has erotomania, or delusional love syndrome, so Sophie in this scene actually did not exit. However, I noticed that Sophie is wearing a headband (although in a different color), a red jacket (similar to the red jacket that she wears in the image 00:27:07), and she is also carrying a very similar orange sling bag, just like in the images '00:27:07' and '00:45:23'. Therefore, in accordance with those scenes and the description of the situations, the writer noticed that this is one of the characteristics of erotomania that is possessed by Arthur Fleck in the movie. As explained by Kelly (2005), the patients (sufferers) of erotomania always see and meet their objects (their loved ones) with quite similar looks or appearances because when the patients are having a scene such as meeting them (their objects) and talking to them, it only happens in their minds but never happens in reality.

### 4.5. The Sufferer Thinks that They are not hallucinating.

The patients (sufferers) of erotomania might not notice that they are having erotomania or De Clerambault's
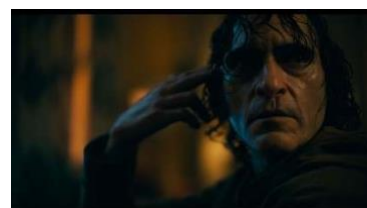


syndrome for many years since their delusions seem real without attracting attention to anyone (Kelly, 2005). Thus, many isolated patients with erotomanic delusions never come to medical attention unless they are reported to be committing disruptive social acts (Kelly, 2005). Further, in conjunction with the explanation, the writer also finds the data that are correlated with this characteristic, which can be seen as follows:

(01:17:22)                          (01:17:56)                          (01:18:32)

In this case, the situation happened in Sophie's apartment at night, and this scene is highly correlated with Arthur, who seems to think that he has no delusional love (erotomania) for Sophie. Here, after he knew the truth about his life and how his mother had lied to him for so many years, he decided to go to Sophie's apartment. However, he does not even knock at the door; he just directly enters her apartment and sits in the living room, as seen in the image that was taken at '01:17:22'. Further, a few moments later, Sophie just came out of his daughter's room and was very surprised to see Arthur sitting in her living room, which can be seen in the image that was taken at '01:17:56'. Moreover, at a similar moment around '01:17:56' to '01:18:50', a short conversation happened between Sophie and Arthur. Here, notice that when Sophie first looked at Arthur in her living room, she was gasping and saying, "Oh, my God! What are you doing in here?" as if Sophie never wants to expect Arthur to come to her place. In addition, when Sophie also asks, "Your name's Arthur, right?" to Arthur, it indicates that Sophie barely knows Arthur and when she also asked Arthur to leave by saying, "I really need you to leave.", it also shows that Sophie just considers Arthur a stranger (although they are neighbors). Then, after Arthur says, "I had a bad day," Sophie also asks Arthur, "Can I call someone? Is your mother home?" which is quite strange for Arthur because just a couple days ago, Arthur remembered that Sophie was sitting next to him at the hospital when his mother, Penny Fleck, was in critical condition. Thus, in the image that is taken at '01:18:32', Arthur turns his body to Sophie, and then he mimics as if he is holding a gun pointed to his head (just like Sophie did in front of him in the elevator when they met). However, from Arthur's expression in the image that is taken at '01:18:32', he looks confused for a while (maybe after seeing Sophie's reactions towards him), but then he just realizes that something is wrong. Further, there are several scenes shown in the movie that show when Arthur is talking and walking together with Sophie, which never happened. All along, Arthur has been just talking to himself and walking by himself without Sophie's presence.

As explained by Kelly (2005), the patients (sufferers) of erotomania might not notice that they have had erotomania for many years since their delusions seem real without attracting attention to anyone, and from the scenes that are taken, Arthur never realized that his relationship with Sophie is nothing but just his hallucinations because it never happened in real life. Thus, in accordance with the situation, the writer considers that Arthur has one of the characteristics of erotomania, or De Clerambault's syndrome.

### 4.1 The Cause of Erotomania in Arthur Fleck

Kelly (2005) mentioned that there are two main aspects that can cause someone to suffer from erotomania or De Clerambault's syndrome: brain anomalies and brain injury or damage. However, since the writer does not find

any proof that Arthur Fleck is having any brain anomalies in the film, there is a high possibility that the cause of Arthur's erotomania is brain injury because there is a scene in the movie that indicates the past of Arthur Fleck where he was being tortured by his own mother and her ex-boyfriend, so that Arthur is having a severe trauma to his head. The data findings can be seen as follows:



(01:14:23)



(01:14:37)

Dialogues:

Stoner: "We went over this, Penny. You adopted him; we have all the paperwork right here."

Penny: "That's not true. Thomas had that all made up, so it stayed our secret."

Stoner: "You also stood by while one of your boyfriends abused your adopted son and battered you."
On the data above, there are two images that are taken at 01:14:23 (shows the image of the young version of Penny Fleck) and '01:14:37' (the image of Dr. Stone), and both of them are the scenes that are illustrated by Arthur while he is reading a file report from Arkham Asylum (a mental hospital) about his mother, Penny Fleck. In that file, there are many documents, including an adoption paper and newspaper clippings. On the adoption paper, there is Arthur's name written on it, and he was adopted by Penny and her boyfriend in the past. However, as seen from the dialogue in this scene, Penny seems to reject the truth and says that Arthur is her biological son with Thomas Wayne (one of the richest and most powerful men in Gotham City).

On the dialogue, notice that Penny says, "Thomas had that all made up, so it stayed our secret.", which indicates that Penny seems to have a similar mental problem to Arthur, which is erotomania, because she claims that Arthur is also Thomas Wayne's son. Moreover, her interlocutor, Dr. Stone, also confirmed that one of Penny's boyfriends abused both herself and Arthur by saying, "You also stood by while one of your boyfriends abused your adopted son and battered you."



(01:14:50)



(01:15:20)

Dialogues:

Stoner: "Penny, your son was found tied to a radiator in your filthy apartment. Malnourished with multiple bruises across his body and severe trauma to his head,"

Penny: "I never heard him cry. He's always been such a happy little boy."

As seen on the image that is taken at '01:14:50', it shows a piece of newspaper clipping that says, "Mother of Adopted Child Allowed Her Sons's Abuse," which at that scene is read by Arthur while he is in the Arkham Asylum. In this scene, Arthur is very surprised when he finds out that he is not Penny's biological son but adopted, and he is shocked when he knows that Penny was doing nothing when Arthur was abused by her boyfriend.

Further, on the image that is taken at '01:15:20', it shows the situation that is illustrated in Arthur's mind when his mother, Penny, is being diagnosed by Dr. Stone in the asylum. As it is noticed from the dialogues, Dr. Stone says, "Penny, your son was found tied to a radiator in your filthy apartment. Malnourished with multiple bruises across his body and severe trauma to his head,", which indicates that when Arthur was still a child, he was abused very seriously, and he even got severe trauma to the head. Hence, the writer considered that the cause of Arthur's erotomania was a brain injury when he was still a child and lived with Penny and her abusive boyfriend. As explained by Kelly (2005), patients with eromania can have delusional love when they have suffered a brain injury (especially a traumatic one) as children, which paralyzes certain parts of the brain. Thus, because Arthur suffered severe trauma to his head as a child, it is very possible that it caused him to possess erotomania (De Clerambault's syndrome).

## CONCLUSION

Based on the result of the analysis, the writer concludes that the main character, Arthur Fleck, in the movie *Joker* (2019), by Todd Phillips, is possessing erotomania or De Clerambault's syndrome (delusional love), which can be noticed by using Kelly's theory (2005). According to the theory, there are seven characteristics of erotomania sufferers. However, of the seven characteristics that are mentioned by Kelly (2005), the writer only finds five of them in the movie: a delusional conviction of being in amorous communication with another person; the object is of higher rank; the sufferer believes that the object is the first to fall in love with him and the first to make advances; the object of the amorous delusions remains unchanged; and the sufferer thinks that they are not hallucinating.

However, the other two characteristics, such as the fact that the delusion from the sufferer is of sudden onset and chronic, and that the sufferer provides an explanation for the paradoxical behavior of the loved one, are not shown in the movie. In this case, the writer finds that the delusional love (erotomania) of Arthur does not always appear at the onset but only on certain occasions; for instance, when he feels lonely and needs someone to talk to, the image of Sophie somehow appears. Moreover, the writer also did not find any scene that shows Arthur telling others about how complicated his object (his loved one) is, not even with his mother, Penny Fleck.

Furthermore, regarding the cause of Arthur's erotomania, the writer finds that it is highly possible that Arthur is suffering from erotomania because he suffered a brain injury when he was a child. In the movie, there is a scene where Arthur reads the file about his mother, and inside that file, he finds out that one of his mother's ex-boyfriends abused both Arthur and his mother, Penny. Surprisingly, Arthur also notices that during the abusive events, he had a severe trauma to his head, so it is highly possible that Arthur suffers not only erotomania but also PBA (Pseudobulbar Affect), since according to Kelly (2005), there are only two main causes of erotomania: because of a brain anomaly or because of brain injury (damage). Therefore, because of that brain injury when Arthur was still a child, is affecting his mental condition as well.

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