

PROCEEDINGS | MAXIMIZING THE POWER OF LANGUAGE AND LITERATURE IN SHAPING PEOPLE AND THE WORLD | ISBN

**MAXIMIZING THE POWER  
OF LANGUAGE AND LITERATURE  
IN SHAPING PEOPLE AND THE WORLD**

EVALUATING CRITICAL THINKING THROUGH LANGUAGE & LITERATURE

**ENGLISH LETTERS UNDERGRADUATE CONFERENCE**

**“Maximizing the Power of Language in Shaping the  
World and People”**



# **Proceedings of English Letters Undergraduate Conference**

**The 7<sup>th</sup> English Letters Undergraduate Conference**

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World and People**

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## **PREFACE**

The fact that language is very powerful is inarguable. Three proverbs from these three countries seem to represent the power of language. A Chinese proverb says, “To learn a language is to have one more window from which to look at the world”; a Czech proverb says, “Those who know many languages live as many lives as the languages they know.”; An Arab proverb says, “Learn a language, and you’ll avoid a war.”

Language seems to be so omnipower that it has the ability to shape our thoughts, actions, and perceptions. This year’s English Letters Undergraduate Conference (ELUC 2023), “Maximizing the Power of Language in Shaping the World and People”, aims to discuss various ways in which language can be used to contribute to the world around us. The conference presents topics such as the use and role of language in literary texts, movies, and even video games, and the semantical study of linguistic aspects.

On behalf of the English Letters Department, Universitas Sanata Dharma, I extend my sincere gratitude to the speakers and participants of the ELUC 2023 and to everybody on the organizing committee who has been willingly devoting their time, ideas, and energy to the success of the conference. Hopefully, this conference will be one of many ways to strengthen the academic relationship among participants. The English Letters Department warmly welcomes all participants in this conference and hopes that all of you enjoy this thoughtful and stimulating conference.

**Drs. Hirmawan Wijanarka, M.Hum**  
Chair of English Letters Department  
Universitas Sanata Dharma

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## LANGUAGE CHANGE IN ADDRESSING AMONG JAVANESE PEOPLE IN MRICAN

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### *Abstract*

*Language change describes how languages evolve and develop over time. History records that languages change over time at every level of structure which includes vocabulary, phonology, morphology and syntax (PBS, 2005). Therefore, this research focuses on language change in addressing among Javanese people in Mrican. It explores the differences in vocabulary and addressing habits among different generations and the factors contributing to these changes. Data for the study is gathered from a variety of sources, including ethnographic observations and linguistic studies, and is analyzed in a descriptive comparative. The research shows that younger generations in Mrican are impacted by Western culture and social media, adopting a more informal style to address, sometimes borrowing expressions from English and employing informal Indonesian language. Older generations, on the other hand, frequently speak in formal Indonesian and traditional Javanese. Traditional Javanese addressing forms are discussed in terms of their cultural value, and the study additionally examines how language change affects social structures, generational communication, and cultural identities. A qualitative study approach was used in the method, and data were collected using online surveys and sociolinguistic analysis. The research presented here provides insight of the language change in addressing among Javanese people in Mrican and in different generations.*

**Keywords:** *Language change, addressing, Javanese people*

### **Introduction**

Language change refers to the evolution of language over time. Languages are not static entities but are constantly changing, with new words, expressions, and grammatical structures emerging and old ones falling out of use. History records that languages change over time at every level of structure which includes vocabulary, phonology, morphology and syntax (PBS, 2005). One intriguing aspect of language change is observed in addressing people in specific communities. Therefore, this research aims to discover the differences in vocabulary in use of language change in addressing people among Javanese people in Mrican.

Addressing people refers to the way people are referred to or called when communicating with them. It can include using specific titles, honorifics, or terms of respect to show politeness and acknowledge the relationship between the speaker and the person being

addressed. For example in Javanese "Bude" and "Pakde," these terms are used to address an older female and male relative, typically an aunt and uncle. Another example is "mbah", this term is used to address an elderly person with respect. It is similar to "grandfather" or "grandmother" in English.

Traditionally, Mrican people used a formal and respectful style for addressing others, heavily influenced by Javanese customs. These greetings were characterized by polite language, honorific language, and adherence to hierarchies, and reflected values of respect and respect deeply rooted in local culture. However, with the progress of globalization, technological progress, and population diversification, the language environment in Mrican has changed to a more informal and egalitarian form of communication.

According to a study by Suryanto and Suseno (2019), it was found that younger generations in Yogyakarta, including Mrican are particularly influenced by Western culture and social media, adopting a more casual and relaxed approach to addressings. The study highlights the use of informal language, less honorifics, and a more egalitarian atmosphere in interactions among peers and between different social groups.

This research focuses on the specific language changes in addressing habits in Mrican, and highlights the factors that contribute to these changes. In addition, the impact of these changes on social dynamics, intergenerational communication and the preservation of cultural identities will be explored.

This research applied a descriptive comparative method supported by an objective approach. The data sources were the terms of address in Mrican (Solihah, 2009). A comprehensive analysis is performed, including interviews, ethnographic observations and linguistic studies. By collecting data from various sources, this study attempts to paint a comprehensive picture that distinguishes language change phenomena when addressing people in Mrican.

#### A. Limitation of the Study

Many ideas can be developed under the title "Language change in addressing people in Mrican. Due to the scope of the issues in this study, limitations of the study are necessary. In this study, researchers focus on language change in addressing by Javanese people living in Mrican. In this study, the colloquial Indonesian language is used as a standard language because it is the most frequently used by the participants in their daily communication. In addition, the scope of the target language investigated in the study is limited only to Javanese and English. This is because Javanese is the most spoken language in Mrican.

#### B. Problems of the Study

Based on the background described above, the problems in this study are as follows:

1. What are the language changes in addressing people used by Javanese people in Mrican?

Hypothesis:

The use of language change can be from their ethnic language or their national language and foreign language. e.g English Language. It can be different from one to another related to the language they use.

Example : Bro, Guys,Sis, lur, cok, and kak.

2. What are the factors of language change in addressing people used by Javanese people in Mrican?

Hypothesis:

The factors affecting the use of language change can be from the differences of age, the globalization, for example by using social media.

### C. Objective of the Study

The purpose of this research is to find out the language changes in addressing people used by Javanese people in Mrican, and find the differences in the vocabulary used by Javanese people when communicating with each other, as well as the reasons behind the differences and changes in language between generations. Chaer and Agustina (2004: 136) explain that language change is commonly interpreted as a change in rules, whether the rules are revised, the rules disappear or the emergence of new rules; and all of that can occur at all levels of linguistics: phonology, morphology, syntax, semantics, and lexicon. Therefore, the researchers wanted to see if the participants used different vocabulary in addressing people and look at language change between generations.

### Methodology

This research employed a qualitative research design to explore “Language Change”. The primary objective was to gain an in-depth understanding of addressing people through the perspectives and experiences of participants. The sample consisted of Javanese people living in Mrican of different generations with an average age of 20 to 30 and 40 to 60 years old. A convenient sampling method was utilized, where potential participants were invited to participate through various online platforms and personal networks. Data collection was conducted using an online survey platform, specifically Google Forms. Participants were provided with a link to a structured questionnaire designed to gather relevant information pertaining to the research question. The researchers applied deep qualitative techniques to collect data, starting with:

1. Collect data through the google form that has been prepared and the relevant participants to fill out the google form based on the experiences they have felt.

2. Analyze data from participants that have been collected using a sociolinguistic approach. We use the theory of language borrowing and shift to find out the language changes that occur between these 2 different generations, especially in Mrican.

3. Summarize the data that has been analyzed, how or what factors occur that make language changes occur, especially in addressing people.

The conclusions drawn from the analysis provided a comprehensive understanding of the language changes in addressing people, shedding light on the factors that contribute to language change within different generational contexts. The implications of the findings were discussed, including potential effects on social interactions, cultural identity, and language preservation efforts.

## **Findings and Discussion**

### ***Sub-part of Findings and Discussion***

The purpose of this chapter is to present and analyze the results of the data collected by the researcher in the form of tables and detailed discussions. The study "Language change in the addressing people by Javanese people in Mrican" was conducted at the beginning of May 2023 by asking several questions in the google form and directly observing with the participants. The answers were collected and analyzed based on the sociolinguistic theory of language change. The results of this study are as follows.

#### **A. Historical overview of traditional Javanese in addressing**

##### **1. Addressing**

Traditional Javanese forms of address vary depending on the relationship, social status, and age of the person being addressed. Honorifics are commonly used as a way to show respect and acknowledge the status of the person being addressed. Older individuals are often addressed with the honorific titles "Bapak" (father) or "Ibu" (mother), followed by their name or kinship term. Peers may use terms like "Mas" (brother) or "Mbak" (sister) to address each other, indicating a close relationship.

##### **2. Cultural Significance:**

Traditional Javanese addressing forms reflect the cultural values of harmony, politeness, and social cohesion. These practices emphasize the importance of showing respect, acknowledging social hierarchies, and maintaining harmonious relationships within the community. The use of honorifics and specific language forms in addressing demonstrates the Javanese emphasis on maintaining interpersonal harmony and ensuring the well-being of others.

#### **B. Language changes in addressing people used by Javanese people in Mrican.**

Based on the research result, it can be found that younger people (aged 19-30) use language change in addressing people that are borrowing from another language which is English. And also they tend to use Indonesian language that has already changed / has new words. For example *Mi*, *Lu*, and *Kak*. While older people (aged 40-60), they use words to address people that are originally from Indonesian language without having any influence from another language. They also tend to use their ethnic language which is Javanese. For example *Mas*, *budhe*, *bapak*, and *ibu*.

### 1. Addressing Parents

#### Example 1

P1: *Mi, hari ini kita mau sarapan apa?*

Mommy, what will we eat today?

*Papi, mau kemana?*

Papi, where are you going?

#### Example 2

P5: *Ibu, aku mau pergi ke kampus ya?*

Mother, I will go to the campus, okay?

*Bapak, ayo nonton bola nanti malam?*

Father, shall we watch football tonight?

In example (1), the parent is addressed as "Mi" and "Papi." It seems like a more informal and familiar way of addressing the parents. P1 uses the term "Mi" to address his mother. "Mi" is an adaptation of the English word "mommy," which indicates a borrowing or loanword from another language which is English. Similarly, "papi" is a term commonly used to address one's father. whereas in example (2), the parent is addressed as "Ibu" (mother) and "Bapak" (father). These terms are more formal and respectful compared to the previous example. The use of "Ibu" and "Bapak" signifies a more formal relationship between the speaker and their parents, suggesting a level of respect and etiquette in their communication. and that's the usual term of address for the parents that is commonly used by Indonesian people.

### 2. Addressing Older People

#### Example 1

P11: *Om, kalau boleh tau tante dimana ya?*

Uncle, may I know where aunty is?

#### Example 2

P13: *Budhe, jenengan dipadosi pakdhe.*

Aunty, you are called by uncle.

In the first example, P11 uses the word "Om" to address their uncle. This term "Om" is commonly used in Indonesian culture as a way to respectfully address an uncle. However, it's important to note that there can be regional variations in the way people address their relatives. In this case, the usage of "Om" instead of "Paman" (another variant meaning uncle in Indonesian) indicates a language change. The decision to use "Om" might reflect a shift towards a more widely accepted and understood term in their particular cultural context.

In the second example, P13 the individual addresses their uncle as "Pakdhe." This term is officially part of the Javanese language, which is spoken in the Java region of Indonesia. The use of "Pakdhe" instead of "Paman" suggests a regional and cultural difference in addressing relatives. In Javanese culture, it is common to use "Pakdhe" to address an uncle. This highlights the diverse linguistic landscape within Indonesia, where different regions may have their own specific terms for addressing family members.

Regarding the way they address their aunt, there is a distinction based on generational preferences. P13 particularly those from Javanese culture, tend to use the term "Budhe" to address their aunt. "Budhe" is an officially recognized Javanese word for aunt. However, P11, influenced by the Indonesian language, may opt to use the term "tante," which is a borrowed term from Indonesian.

### 3. Addressing Siblings

#### Example 1

P7: *Kak (M), tolong beliin handphone baru, handhone ku sudah rusak.*

Brother, please buy me a new phone, my phone is broken.

*Kak, ayo pergi ke Mall.*

Sister, let's go to the mall.

#### Example 2

P10: *Mas, ameh bali kampung kapan? ojo lali ngajak Mbak.*

Brother, when will you go back to our hometown? don't forget to ask our sister. to come with you.

In the first example, P7 addresses two people. Firstly, He addresses a male sibling, using the term "Kak" which is a colloquial abbreviation of "Kakak" meaning "older brother" or "brother." The request made to the brother is to buy a new cell phone because P7's cell phone is already broken. Secondly, P7 addresses a female sibling, also using the term "Kak" which is now used as a term for "older sister" or "sister." The invitation made to the sister is to go to the mall together. In the second example, P10 addresses someone referred to as "Mas," which is an informal term used to address an older male. P10 requests this person to arrange a trip to the hometown ("kampung") and reminds them not to forget to invite someone referred to as "Mbak," which is a term used to address an older sister or female cousin. Between P7 and P10, there is a shift in the terms used to address individuals. In P7, the term "Kak" is used for both older brother and older sister, while in P10, specific terms such as "Mas" for older brother and "Mbak" for older sister are used. This suggests a change in the language used to address siblings, possibly influenced by cultural, personal preference, or shifting language trends over time.

#### 4. Addressing friends

##### Example 1

P2: *Bro dari mana aja?*

Where did you go?

##### Example 2

P6: *Kita mau makan apa cok? aku udah laper kali ini.*

What will we eat, friend? I am so hungry right now.

##### Example 3

P7: *Lur, enaknya mau pergi kemana malam ini?*

Friend, where would we like to go tonight

##### Example 4

P12: *Guys, arisan minggu depan mau di rumah siapa?*

Guys, whose house are we having a social gathering next week?

In the first example, P2 addresses someone using the term "Bro," "Bro" or "brother" is one of the examples of language change in addressing someone that is popular nowadays. This change in language is called "borrowing" or the act of borrowing words from other languages.

Usually, terms like these are borrowed from foreign languages like English, and then adapted into the local language for everyday conversations.

In the second example, P6 addresses someone using the term "cok," which is a familiar and informal term used to address a friend. It is an Indonesian slang term derived from "Jancok". It is a word that comes from the Javanese language, especially in East Java. The word is used as a term that means "damn","bastard", and can also be used as an expression for something surprising, shocking, or even scary. As the language develops, the meaning of "jancok" can vary depending on the speaker and the intonation used. One of the examples is used to address a friend.

In the third example, P7 addresses someone using the term "Lur," or also known as "Slur". The origin of the word lur or slur comes from one of the words in Javanese and Sundanese. The words are Dulur and Sedulur. The meaning of the word Dulur is brother. While sedulur can also be interpreted as close relatives, close friends, or fellow brothers. For example, like the word seduluran which can mean brotherhood. And from time to time the use of the words Dulur and Sedulur is getting shorter and has a more informal impression.

In this example, P12 addresses a group of friends using the term "Guys," which is an informal and commonly used term to refer to a group of people, regardless of their gender. It is a casual and inclusive way to address friends in a group setting. This word is also categorized as "borrowing", which means borrowing words from English for use in the daily language.

### C. Factors of language change in addressing people in Mrican

#### 1. Cultural Influence

Cultural influence refers to the impact of a society's customs, traditions, values, and beliefs on language use. In the context of addressing people, cultural factors can shape the choice of specific words, phrases, or gestures used to show respect, politeness, or familiarity. Cultural practices and norms play a significant role in determining appropriate forms of address in different societies or communities. For example, the cultural influence of Javanese traditions and customs can be manifest in the use of honorifics or specific terms of address for older relatives or respected individuals, such as "Pakdhe" or "Budhe" and "Pak" or "Ibu" in Indonesian

#### 2. Globalization

Globalization refers to the increasing interconnectedness and integration of societies worldwide. It involves the exchange of ideas, languages, and cultural practices across borders. Globalization has led to the diffusion of cultural elements and linguistic features, impacting language change. In the context of addressing people, globalization can contribute to the adoption of foreign terms, borrowing from other languages, or the



influence of Western cultural practices. This can be seen in the use of English words or phrases in informal and casual addressing styles, like using terms like "bro" or "guys."

### 3. Social Media

Social media platforms have become influential in shaping language use and communication patterns. They provide a space for people to share and disseminate language trends, including new address terms. Social media platforms often contribute to the rapid spread of linguistic innovations, slang, and abbreviated forms of communication. Social media platforms can also facilitate language contact between different communities, leading to language mixing, code-switching, and the creation of new hybrid forms of and address terms. Additionally, the brevity and informal nature of social media communication can influence the development of shorter and more casual address forms.

## Conclusion

In conclusion, based on the result of the research, it can be concluded that the language change in addressing people among Javanese people in Mrican is largely influenced by borrowing from English. Language change in addressing people occurs due to various factors such as cultural influence, globalization, and social media. The changes result in the emergence of new terms and expressions, including borrowing from other languages. The use of informal and slang language is becoming more common, especially among younger generations. Meanwhile, the use of formal language is more common among older generations. But that doesn't rule out the possibility that older people can also experience changes when they follow the changing times, such as playing social media. And they will get a new term from another language that will affect the language change. For example, addressing people.

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**NEGATIVE POLITENESS STRATEGIES IN “PURPLE HEARTS” MOVIE**

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***Abstract***

*A negative politeness strategy is an action used by speakers to elevate the addressee by maintaining a positive face. The speaker tries to treat the speech partner by elevating the position of the speech partner, and the speaker also tries to lower his position to protect the face of the speech partner. The purpose of this research is to find out the types of negative politeness strategies used by the characters in “Purple Hearts” and their functions in the interactions. The study applied a descriptive qualitative method. The data are the utterances containing negative politeness strategies. The data collecting is done by transcribing the dialog from the movie, classifying the negative politeness, and analyzing the negative politeness strategies. There are eight negative politeness strategies used by the characters of the movie which include stating the FTA as a general rule, minimizing the degree of imposition, hedging, going on record as incurring debt or as not indebted hearer, impersonalizing speaker and hearer, being pessimistic, being conventionally indirect, and giving deference. Stating the FTA as a general rule is the dominant negative politeness strategy used by the characters of the movie to limit acts of freedom by speech partners. On the contrary, giving deference is the negative politeness strategy minimally used in the movie because the characters do not always use the addressee terms based on military rank although the movie has a background of the United States military storyline.*

***Keywords: Politeness strategy, Negative Politeness, Pragmatics, Purple Hearts***

**1. INTRODUCTION**

**1.1 Background of the Study**

Communication is defined as the act of exchanging ideas or information in the form of activities carried out by speakers and speech partners. The means of communication are face-to-face, telephone, email, social media, advertising, television, radio, newspapers, and other types of media. Communication can be successful based on the way we convey information. When communication fails, it indicates that the information was not conveyed correctly.

Therefore, communication and language are integral to carrying out activities in social life that need to be developed and applied by people. In addition, communication also helps people socialize among differences, such as ethnicity, race, politics, religion, economy, and culture. To carry out smooth communication, the interlocutor must perform politeness with certain strategies depending on the interlocutor's relationship, topic, and context. According to Yule (1996), politeness is the self-image of a person based on rules of behavior that are determined and mutually agreed upon by a particular society. So, politeness is also a prerequisite that is agreed upon by social behavior. Politeness can occur in the form of spoken or written language. Therefore, language politeness is one of the interesting pragmatic fields to explore.

Politeness is performed based on ethics and norms by individuals to individuals or individuals with a group that is believed to help social interaction. Politeness occurs socially because of a habit that has been used in society. The basis of politeness that is often found is respect, asking for help, thanking someone, and apologizing. In pragmatic studies, politeness is defined more broadly. Based on Brown & Levinson (1978), the politeness strategy is a strategy used to avoid or minimize self-image disfigurement caused by the face-threatening act of a speaker. Positive politeness, negative politeness, bald on record, and off record are included in the theory category.

The focus of the research is describing negative politeness strategies. Three research findings were made to support this study. Negative politeness strategies that were discussed by Ambalegin (2021) had the main objective of finding the main character's negative politeness strategies in the movie "The Imitation Game." The main character in The Imitation Game, who is unwilling to obey other characters, frequently employs the question and hedge as a result of studies on negative politeness strategies. Nurlayli & Widyastuti (2022) analyzed the negative politeness in the TV series "Emily in Paris." The results of the study found a negative politeness strategy of apologizing. (Suyono & Adriyanti, 2021) found the results of a negative politeness strategy study, namely hedging in the response of participants to accept or reject requests on a TV show entitled "What Would You Do?".

“Purple Hearts” is a movie chosen by the writer for research on negative politeness strategies because showing someone's status affects how they communicate. The characters in the movie have a unique way of using negative politeness strategies in their communication. This phenomenon occurs because of the demands of human social relations. Everyone needs to learn negative politeness because, in interacting, speaking politely is the main thing to do to maintain good communication with speech partners and minimize the tendency for a red face.

## **1.2 Statements of the problems**

The problems of the research are to answer the following questions:

1. What are negative politeness strategies used in a movie entitled “Purple Hearts”?
2. What are the functions of negative politeness strategies used in “Purple Hearts”?

## **1.3 Objective of the research**

The objectives of the research are the following:

1. To describe the negative politeness strategies used in a movie entitled "Purple Hearts."

2. To analyze the functions of negative politeness strategies used in "Purple Hearts."

### **1.4 Scope of the Research**

This research discusses politeness strategies in the movie entitled "Purple Hearts." This is an American romance story created for Netflix and directed by Elizabeth Allen Rosenbaum in 2022. The politeness strategies that are analyzed in this research are negative politeness only.

### **1.5 Significance of the Study**

This research is significant. The significance is twofold, namely theoretical significance and practical significance.

#### **1.5.1 Theoretical Significance**

This research is theoretically significant for the following:

1. The subject, namely the negative politeness strategies in this research, can add more viewers to similar subjects in pragmatics.
2. The negative politeness strategies in this research can be significant references for future researchers doing similar research and experts.
3. The negative politeness strategies in this research can be significant references for the experts manipulating the subject.

#### **1.5.2 Practical Significance**

Practically, the research is significant for the following parties:

1. The students majoring in linguistics broaden their knowledge of pragmatic studies, especially in the study of negative politeness strategies.
2. The English lecturers enrich themselves with various teaching materials related to negative politeness strategies.

## **2. UNDERLYING THEORIES**

### **2.1 Pragmatics**

Studies of intercultural communication are closely tied to pragmatics, which is connected to the study of politeness strategies. According to Yule (1996), Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Pragmatic studies how speakers and speech partners interact using the style of language needed for communication, especially in the context of sentences that are connected according to the situation. It means that pragmatics is an expression translator because it helps explain the implied meaning in conveying meaning.

Pragmatics is the study of the relations between language and context that are basic to an account of language understanding (Levinson, 1983). The context in pragmatic studies is usually contained in a sentence, which can add clarity to the meaning of the situation of an event, such as the relationship between the speaker and the speech partner, where it happened, what something was communicated about, and under what circumstances. It serves a purpose

in which speakers or other interlocutors must examine and comprehend this context to comprehend its meaning. Studying pragmatics helps us understand language and the meaning that speakers imply. According to (Yule, 1996), politeness, in an interaction, can be defined as the means employed to show awareness of another person's face. It means politeness in pragmatics can be interpreted as a way to respect one's face or self-image. The language component of communication can be found in the spoken and implied contexts that speakers and hearers convey; politeness strategy research is connected to pragmatics.

Politeness is related to language. The definition of politeness is not a simple one, but we nevertheless hold that it is possible to isolate those utterances that are considered to be polite or impolite by participants. We all define politeness differently because of our different perspectives (Mouton, 2011). It is considered acceptable to use language with manners and to speak clearly. Yule (1996). Being courteous is viewed as impolite if the language being used does not have good speaking, especially in social proximity. When people perform speech acts as speakers and speech partners, their understanding of language politeness can be observed.

## **2.2 Pragmatics Politeness**

Politeness is related to pragmatics and also to language, especially in communication, which can be conveyed through expressions or actions. Politeness can be seen in detail from expressions or behaviors that are allegedly "polite" because some people feel that polite behavior is equivalent to "correct" behavior that is socially appropriate (Watts, 2003). In a way, everyone's politeness may be judged by others, especially when they are in a public setting and do not know each other. People can tell how polite someone is by the way they act or by the expressions they make while they speak. Brown & Levinson (1978) classify politeness strategies in speech acts into four categories, including bald on record, negative politeness, positive politeness, and off record.

### **2.2.1 Positive Politeness Strategies**

Positive politeness is solidarity-oriented. It emphasizes shared attitudes and values. When the boss suggests that a subordinate should use their first name (FN), this is a positive politeness move, expressing solidarity and minimizing status differences (Holmes, 2013). This theory means that bosses and employees minimize differences in social status against their employees by using first names as nicknames. Bosses want to use solidarity as a shared value.

Positive politeness occurs in a group or environment where participants have the same goals, desires, or background knowledge by showing friendliness (Brown & Levinson, 1978). The theory put forward has the meaning of how we as speakers talk to our speech partners by using polite and good language to show friendliness, followed by a positive face so that others like one's wishes. Yule (1996) explained that a positive politeness strategy intends for a supplicant to draw a general purpose and even friendship. This theory concludes that positive politeness is used to express familiarity with friends or in the social environment to be respected by looking at the closeness between the speaker and the Hearer. Based on Brown & Levinson (1978), there are fifteen strategies contained in positive politeness, including:

- 1) Notice and attend to Hearer.

This strategy suggests that the speaker should consider the Hearer's condition. Brown & Levinson (1978)

2) Exaggerate

The speaker can use this strategy to define the Hearer's feelings, which include interest, approval, and sympathy. Brown & Levinson (1978)

3) Intensify interest to Hearer.

The speaker wants to increase the Hearer's interest by contributing to the conversation and making a good story. Brown & Levinson (1978)

4) Using in-group identity

The speaker could show intimacy with the Hearer using address form, jargon, and slang. Brown & Levinson (1978)

5) Seek agreement

Allow the speaker and Hearer to agree with the Hearer's statement. Brown & Levinson (1978)

6) Avoid agreement

The speaker can hide their disagreement and make the Hearer good to save the Hearer's face. Brown & Levinson (1978)

7) Presuppose/raise/ assert a common ground

The strategy can be used to share the same interest or opinion between the speaker and the Hearer. Brown & Levinson (1978)

8) Joking

The speaker can show solidarity with the Hearer to relieve a situation by making a joke. Brown & Levinson (1978)

9) Asserting the speaker's concern for the Hearer's wants.

The speaker gave concern to the Hearer by declaring what the Hearer wants or is willing to do. Brown & Levinson (1978)

10) Offer and promise

The speaker can help what hearers want by offering something or help and promising that the speaker can do it. Brown & Levinson (1978)

11) Be optimistic

The speaker is optimistic by assuming that the Hearer wants what the speaker wants for themselves, and the Hearer will help the speaker get it. Brown & Levinson (1978)

12) Include both the speaker and the Hearer's activity.

The speaker can use "we" in the conversation; it shows that the speaker and Hearer are in the same situation. Brown & Levinson (1978)

13) Give and ask for reasons.

The speaker and Hearer gave and asked for reasons for something or why the speaker and Hearer wanted. Brown & Levinson (1978)

14) Assume reciprocity

There is a reciprocal relationship between the speaker and the Hearer and cooperation between the two of them. Brown & Levinson (1978)

15) Give gifts to the Hearer.

The speaker can contribute to a good story to make the Hearer feel good. Brown & Levinson (1978)

### 2.2.2 Negative Politeness Strategies

Negative politeness pays people respect and avoids intruding on them. Negative politeness involves expressing oneself appropriately in terms of social distance and respecting status differences. Using title + last name (TLN) to your superiors and older people that you don't know well are further examples of the expression of negative politeness (Holmes, 2013). It means negative politeness in this theory emphasizes avoiding by involving something in the form of expressing oneself in conditions that keep social distance apart, such as respecting status, titles to superiors or subordinates, or parents. Brown & Levinson (1978) explain the strategy of negative politeness as the avoidance of imposition on the Hearer and can be considered as the desire to remain autonomous using distancing styles like using modal verbs or hesitation, apologizing for imposition, asking questions or asking permission to ask a question. It means negative politeness strategies are used to ask the other person when they are not busy or not bothered by the question posed by the speaker. The main purpose of the negative politeness strategy is if the speaker does not disturb the other person. Based on Brown & Levinson's (1978) theory, ten negative politeness strategies include:

- 1) Be conventionally indirect  
e.g., using *indirect speech acts*.
- 2) Hedge  
e.g., asking questions *such as Could you do this for me?*
- 3) Be pessimistic  
e.g., by saying, *'This probably won't be necessary but ...*
- 4) Minimize the degree of imposition.  
e.g., by saying, *'I just wanted to ask if you could ...*
- 5) Give deference  
e.g., by the use of *certain address forms*
- 6) Apologize  
e.g., by indicating *reluctance or begging for forgiveness*
- 7) Impersonalize speaker and Hearer  
e.g., by the use of the plural *'you'* vs. *'I.'*
- 8) State the FTA as a general rule  
e.g., by using *'request'* as a noun rather than *'want'* as a verb
- 9) Nominalize  
e.g., your performing well on the examinations was impressive to us
- 10) Go on record as incurring debt or as not indebting Hearer  
e.g., *"I'll never be able to repay you if.."*

### 2.2.3 Function of Negative Politeness Strategies

According to Brown & Levinson (1978), negative politeness is redressive action addressed to the Hearer's negative face: his want to have his freedom of action unhindered and his

attention unimpeded. This theory means that an action has been made by a speaker to reduce the freedom of action by the speech partner, which can be approved or not approved without going through obstacles.

### **3. RESEARCH METHOD**

This chapter consists of four divisions. They are research design, data forms, and sources, data collection techniques, and data analysis techniques.

#### **3.1 Research Design**

This research is qualitative since the data are words, not numbers. According to Ramdhan (2021), qualitative research data can be interpreted as data that is present or expressed in the form of words, sentences, narrative expressions, and pictures. The word data makes the research also descriptive. Therefore, words and utterances use a qualitative descriptive method because the researcher using this method is the data of this study. It means the author implements the principle of politeness by searching, collecting, classifying, analyzing, and then concluding data that contains negative politeness strategies in a movie called "Purple Hearts." The data were analyzed based on the background, context, and data in this study in the form of words and utterances in the script for a movie entitled "Purple Hearts."

#### **3.2 Data Forms and Sources**

The form of the data is language units, namely words, phrases, or clauses that contain negative politeness strategies. The source of data is a movie entitled Purple Hearts, produced by Netflix in the year 2022.

#### **3.3 Data Collection Techniques**

The data collection technique is document analysis. The analyzed documents are the subtitling in an English movie entitled "Purple Hearts."

#### **3.3 Data Analysis Techniques**

The data analysis techniques are ethnographic methods promoted by Spradley (1980). This consists of domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis.

##### **3.4.1. Domain Analysis**

Domain analysis means selecting data. This step is used to select utterances that contain negative politeness strategies.

##### **3.4.2 Taxonomy Analysis**



The data that have been selected by domain analysis are then taxonomized following the formulation of the problem in this study. The data that have been collected are classified into smaller sections.

**3.4.3 Componential Analysis**

Spradley (1980) researchers parse the domain that has been determined to be the research focus. The component analysis stage will find the results of different research elements in each domain.

**3.4.4 Cultural Theme Analysis**

Spradley (1980) defines "a cultural theme as any principle recurrent in several domains, tacit or explicit, which serves as a relationship among sub-systems of cultural meaning." It means the cultural theme is finding the dominant one from these findings and then looking for connections with other findings, as well as previous findings.

**4. RESULT AND DISCUSSION**

The negative politeness strategies in the movie "Purple Hearts" discussed in this study are divided into three parts, namely: 4.1 Negative politeness strategies in the movie entitled "Purple Hearts," 4.2 Functions of each negative politeness strategy, and 4.3 The analysis of dominant findings. The data is taken from a movie called "Purple Hearts" which was released on July 29, 2022, on Netflix. An analysis of the research problem is presented in this chapter.

**4.1 Negative Politeness Strategies in the movie entitled “Purple Hearts”**

There are thirty observational data found. It consists of eight negative politeness strategies, including stating the FTA as a general rule, minimizing the degree of imposition, hedging, going on record as incurring debt or as not indebting Hearer, Impersonalize speaker, and Hearer, being pessimistic, being conventionally indirect, Give deference. It can be seen in the following table:

**Table 4.1**

**Negative Politeness Strategies found in movie**

NEGATIVE POLITENESS STRATEGIES	NUMBER OF DATA	TOTAL
State the FTA as a general rule	(1), (2), (3), (6), (12), (22), (23), (28), (29)	9
Minimize the degree of imposition	(4), (8), (11), (13), (17), (25)	6
Hedge	(5), (24), (30)	3

Go on record as incurring debt or as not indebting Hearer	(7), (10), (14), (21)	4
Impersonalize speaker and Hearer	(9), (16)	2
Be pessimistic	(26), (27)	2
Be conventionally indirect	(15), (18), (19)	3
Give deference	(20)	1

#### 4.2 Functions of Each Negative Politeness Strategy

There are ten negative politeness strategies, but there are eight negative politeness strategies found in the film. Below is a plausible explanation for some of the strategies in the movie "Purple Hearts" and their functions.

##### 1. State the FTA as a general rule

Cassie’s mother: Cassie, you got a letter.

Cassie: Mom, do not open that.

The dialogue shows a negative politeness strategy in the form of stating the FTA as a general rule because it is contained in a function that shows an action that threatens the listener's negative face and limits his freedom.

##### 2. Minimize The Degree of Imposition

Man: Come on.

Cassie: I'm so sorry. I'll be right with you

The dialogue shows Minimize The Degree of Imposition because it is contained in a function that shows actions to reduce or minimize an action.

##### 3. Hedge

Cassie: Would you mind giving us a minute?

Frankie: Thanks.

Luke: Of course.

The dialog shows a hedge because it contains a function that shows an action, namely asking a question.

##### 4. Go on record as incurring debt or as not indebting Hearer

Luke: Hey, I just wanted to apologize to our friend. He is a bit

Cassie: Okay. [clicking tongue]

The dialogue shows go on record as incurring debt or as not indebting Hearer because it contains the function of a listener who has no debts or problems with the speech partner, or what is commonly called an introduction to a consequence of one's actions.

5. Go on record as incurring debt or as not incurring debt

Luke: Hey, I just wanted to apologize to our friend. He is a bit

Cassie: Okay. [clicking tongue]

The dialogue shows go on record as incurring debt or as not incurring debt because it contains the function of a listener who has no debts or problems with the speech partner, or what is commonly called an introduction to a consequence of one's actions.

5. Impersonalize speaker and hearer

Pharmacist: I cannot refill your prescription for another four days.

[keyboard clacking]

Cassie: Uh, okay. I can't wait four days. Look, I'm out of my long-acting and my short-acting insulin, and my reserve vial is basically gone, and it is just. It's really dangerous for me not to have this.

Pharmacist: I mean, I can give you a refill of your prescription if you wanna do it out of pocket.

Cassie: I don't think you understand--

Pharmacist: No, your insurance is not renewed, so I cannot refill it. So, if you wanna do it out of pocket, we can do that.

The dialogue shows the Impersonalize speaker and hearer strategy because, as in the function listed, it uses plural sentences, namely "I" and "you."

6. Be pessimistic

Cassie: Yes, but diabetes wasn't really in the budget, okay?

Cassie's mother: I'm so worried. Why are you laughing?

The dialogue shows the strategy of being pessimistic because it shows the value function of giving up with a negative outlook in certain situations.

7. Be conventionally indirect

Cassie: Uh, hey, can you cover me for, like, five?

Nora: Yeah. You okay?

Cassie: You know.

The dialogue shows the conventionally indirect strategy because it shows the function, namely indirect speech acts.

8. Give deference

Johno: Right this way, soldier.

Johno: Hop in, bro. Let's chill.

The dialogue shows the give deference strategy because it shows the function of giving honor, especially to the word "soldier," which defines a servant of the state with ordinary people.

#### 4.3 The analysis of State the FTA as a General Rule dominance

The dominant negative politeness strategy in the movie "Purple Hearts" is the state of the FTA as a general rule. It can be seen in Table 4.1 that nine data indicate the state of the FTA as a general rule among the thirty data and eight other finding strategies. Through previous views, it is different from previous research. Ambalegin (2021) found the most dominant negative politeness strategies, namely Question, and hedge because the main character is reluctant to obey other characters in a movie called "The Imitation Game". However, the findings from this study are also different. Lafreniere et al. (2022) the strategy of apologizing is the one that appears most frequently in their research entitled "American Girl in TV Series Emily in Paris."

## **CONCLUSION**

The research entitled Negative Politeness Strategies in a Movie entitled "Purple Hearts," produced by Netflix, focuses on strategies and functions of negative politeness. Furthermore, the previous data analysis findings show that there are eight strategies with the most findings on the state of the FTA as a general rule strategy.

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**ENGLISH LETTERS UNDERGRADUATE CONFERENCE**

**“Maximizing the Power of Language in Shaping the World and People”**



Yule, G. (1996). *PRAGMATICS*. Oxford.

**POLITENESS STRATEGIES IN CROSS-CULTURAL COMMUNICATION: A SOCIOLINGUISTICS PERSPECTIVE**

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*Abstract*

*This paper investigates the significance of politeness strategies in cross-cultural communication, adopting a sociolinguistic perspective. The focus lies on comprehending how individuals from diverse cultural backgrounds utilize linguistic and non-linguistic strategies to maintain politeness, aiming to enhance effective intercultural communication. The study explores sociocultural factors that influence politeness norms while taking into account the role of power dynamics and cultural values. To delve into this phenomenon, qualitative methods, such as interviews and discourse analysis, are employed. The results highlight the diverse approaches employed by individuals to navigate politeness in cross-cultural communication, revealing both similarities and differences in strategies across cultures. The analysis emphasizes the influence of cultural variability on politeness norms, including concepts like face and linguistic markers of politeness. Additionally, the study examines how power dynamics impact the selection and implementation of politeness strategies in cross-cultural exchanges. The implications of these findings for intercultural understanding and successful communication are discussed, underscoring the importance of fostering intercultural competence and sensitivity. This research contributes to the existing knowledge on cross-cultural communication and offers valuable insights applicable to domains such as business, education, and diplomacy. By exploring the sociolinguistic aspects of politeness in cross-cultural communication, this study enhances our understanding of how cultural values and interpersonal relationships intersect during intercultural encounters.*

**Keywords:** *Cross-cultural communication, politeness strategies, sociolinguistics, sociocultural factors*

**Introduction**

In the realm of cross-cultural communication, the significance of effective intercultural interaction cannot be overstated. As Huang notes, our increasingly interconnected world demands a deep understanding of various communication styles, norms, and expectations that individuals from diverse cultural backgrounds bring to the table (Huang, 2008). Amidst this dynamic, the concept of politeness emerges as a pivotal factor, influencing how individuals uphold harmony, display respect, and navigate relationships across cultures.

According to Hornby, language serves as the bedrock of communication in speech and writing within a specific country (Hornby, 2000). This notion dovetails with the exploration of

politeness strategies in cross-cultural communication from a sociolinguistic perspective. This study embarks on an inquiry into the linguistic and non-linguistic methods employed by individuals from different cultures to express politeness, mediate potential conflicts, and cultivate positive connections. It aims to illuminate the intricate sociolinguistic components that shape politeness norms, taking into account power dynamics and cultural values, thus enriching our comprehension of politeness within the tapestry of intercultural interactions.

A cornerstone of understanding these interactions lies in politeness theory, elucidating how language choices and communication strategies shape interpersonal dynamics (Brown & Levinson, 1987). This theory encompasses the concept of "face," representing an individual's social value and the desire to uphold one's self-image as well as that of others. However, as Yule asserts, the interpretation of face fluctuates across cultures, fostering variations in politeness norms and strategies (Yule, 1996).

Sociolinguistic perspectives further illuminate the intricate interplay between language and society, delving into linguistic markers, speech acts, and contextual cues that influence the selection and interpretation of politeness strategies. Just as Hudson defines sociolinguistics as the examination of language in relation to society (Hudson, 1996), this paper endeavors to holistically grasp the fusion of cultural and linguistic factors shaping politeness in the cross-cultural communication landscape.

At its core, this study's significance is rooted in its capacity to nurture intercultural understanding and enhance communication outcomes across diverse settings. Be it within business realms, educational environments, or diplomatic spheres, cultivating intercultural competency while embracing politeness norms is pivotal for effective cross-cultural communication. As this research probes the sociolinguistic dimensions of politeness, it contributes both to the existing knowledge and to the practical toolkit of intercultural communication practitioners and scholars.

## **Methodology**

This study employs a qualitative research design to explore politeness strategies in cross-cultural communication. Qualitative methods are well-suited for investigating the complex and context-dependent nature of language use and interpersonal interactions. By utilizing interviews and discourse analysis, this research aims to gain in-depth insights into the participants' perspectives and the sociolinguistic factors influencing their politeness strategies.

Data collection involves conducting semi-structured interviews with individuals from diverse cultural backgrounds who have experience in cross-cultural communication. The selection of participants is based on purposive sampling, considering factors such as cultural diversity, language proficiency, and exposure to intercultural interactions. This approach allows for capturing a range of perspectives and practices related to politeness strategies.

During the interviews, participants are asked open-ended questions to encourage them to reflect on their experiences, perceptions, and strategies when engaging in cross-cultural

communication. The questions are designed to elicit information about their understanding of politeness, specific instances of cross-cultural interactions, and the strategies they employ to navigate communication challenges.

The interview data is supplemented by the analysis of discourse samples from cross-cultural interactions. These samples may include written or recorded conversations, interactions in online forums, or transcriptions of real-life encounters. The discourse analysis focuses on identifying linguistic and non-linguistic politeness markers, examining patterns of communication, and exploring the contextual factors that influence politeness strategies.

To ensure the ethical considerations of the study, informed consent is obtained from all participants, and their identities are kept confidential. Additionally, measures are taken to ensure the privacy and anonymity of any collected discourse samples.

The collected data is subjected to thorough analysis, involving a process of coding and thematic analysis. The interview transcripts and discourse samples are examined for recurring themes, patterns, and instances of politeness strategies. By analyzing the data qualitatively, the study aims to uncover the nuances and complexities of politeness in cross-cultural communication.

The relevance of the chosen methodology lies in its ability to provide rich and nuanced insights into the participants' lived experiences and perspectives on politeness strategies in cross-cultural communication. The interviews allow for an in-depth exploration of individual practices, beliefs, and cultural influences, while the analysis of discourse samples provides concrete examples and context-specific instances of politeness strategies. Together, these qualitative methods offer a comprehensive understanding of the sociolinguistic factors shaping politeness in cross-cultural interactions.

## **Findings and Discussion**

### ***Findings***

#### **Politeness Strategies in Cross-Cultural Communication: Exploring Participant Perspectives**

The findings of this study shed light on the various politeness strategies employed by participants in cross-cultural communication contexts. Semi-structured interviews revealed insights into participants' experiences, perceptions, and practices when navigating interactions with individuals from different cultural backgrounds.

#### **Linguistic Politeness Markers**

Participants frequently used linguistic markers to convey politeness. Expressions of gratitude, such as "terima kasih" (thank you) and "tolong" (please), were prominent in interactions. Additionally, indirect speech acts, exemplified by the use of softened requests,



were employed to mitigate potential face-threatening acts. For instance, participants often used phrases like "Maukah kamu membantu saya?" (Would you mind helping me?) to make requests more polite and less imposing.

#### Non-Linguistic Politeness Strategies

Non-linguistic strategies played a significant role in cross-cultural politeness. Participants emphasized gestures like bowing and maintaining eye contact as demonstrations of respect. Adjusting body posture to show attentiveness and nodding in agreement were also common strategies. Furthermore, participants often adopted proxemic behaviours by maintaining appropriate interpersonal distance to signify respect and cultural sensitivity.

#### Face Considerations and Cultural Values

The concept of "face" proved influential in participants' politeness strategies. Maintaining one's own face and saving face for others were recurrent themes. Participants expressed a willingness to compromise their own desires to avoid causing embarrassment or discomfort to their interlocutors. This aligns with collectivist cultural values prevalent in Indonesian society, where harmony and social cohesion are prioritized.

### *Discussion*

#### *Interpreting Politeness Strategies in Cross-Cultural Communication*

The findings underscore the dynamic interplay between linguistic and non-linguistic strategies used by participants to negotiate politeness in cross-cultural interactions. The prevalence of linguistic markers reflects the participants' awareness of linguistic norms and their efforts to convey politeness through linguistic choices.

The significance of non-linguistic strategies, such as gestures and proxemic behaviours, highlights the role of visual and spatial cues in communicating respect and understanding. These strategies serve as valuable tools for bridging potential language barriers and conveying politeness universally.

The observed prioritization of face, both one's own and that of others aligns with Hofstede's cultural dimensions of collectivism, emphasizing group harmony and maintaining social bonds. Participants' willingness to adjust their communicative behaviours to ensure face-saving resonates with the cultural values of Indonesia.

The integration of linguistic and non-linguistic strategies exemplifies the complexity of cross-cultural communication and the need for intercultural competence. The findings highlight the intricate balance participants strike between adapting to the norms of cross-cultural interactions while staying true to their cultural values.

Table 1: Examples of Politeness Strategies in Cross-Cultural Communication

Strategy Type	Example	Meaning/Intention
Linguistic Politeness	"Terima kasih"	Expression of gratitude
Markers	"Tolong"	Softened request (please)
	"Maukah kamu membantu saya?"	Indirect and polite request
	"Mohon maaf"	Apology
Non-Linguistic Politeness Strategies	Bowing	Demonstrating respect
	Eye contact	Signifying attentiveness
	Nodding	Agreement and active listening
	Adjusting body posture	Engagement and attentiveness
	Maintaining interpersonal distance	Respect and cultural sensitivity

The table above shows examples of different politeness strategies observed during the study, categorizing them into linguistic and non-linguistic aspects. These strategies are discussed in the context of the participants' experiences and cultural values in Indonesia.

**Conclusion**

In conclusion, this study delved into the intricate landscape of politeness strategies within cross-cultural communication, offering a sociolinguistic lens through which to understand their dynamics. Through a qualitative exploration of linguistic and non-linguistic

practices, it became evident that participants adopt a nuanced blend of strategies to negotiate politeness in diverse contexts. The findings underscored the significance of linguistic markers, non-verbal cues, and considerations of face in shaping communicative choices.

The study's implications extend beyond its immediate scope, resonating with the broader discourse on intercultural communication competence. The observed strategies illuminate the intricate balance individuals strike between conforming to cross-cultural norms and upholding their cultural identities. This study suggests that intercultural communication training could be enhanced by addressing both linguistic and non-linguistic dimensions of politeness, thereby fostering more effective and harmonious interactions.

As a suggestion for further research, investigations could explore the impact of specific contexts, such as professional settings or online interactions, on the utilization of politeness strategies. Additionally, a comparative study across different regions within Indonesia or involving diverse cultural groups could deepen our understanding of the interplay between regional and cultural factors in politeness norms and practices. Such endeavors would contribute to the ongoing pursuit of enhancing intercultural communication effectiveness and enriching our insights into the role of politeness in cross-cultural interactions.

In essence, this study accentuates the intricate dance of linguistic and cultural elements that shape politeness strategies, inviting continued exploration and reflection in the dynamic realm of cross-cultural communication.

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**SEMIOTICS APPROACH ANALYSIS IN W.B. YEATS “THE SECOND COMING”****Andrew Nathaniel Sembiring***andrewnathaniels413@gmail.com***Department of English Letters, Universitas Sanata Dharma*****Abstract***

*The language of poetry differs from common linguistic usage, as even the most inexperienced reader can tell. While it is true that poetry frequently employs words that are not commonly used and has its special grammar, even if that grammar is not valid beyond the confines of a given poem, it is also possible that poetry uses the same words and grammar as everyday language. Poetry swings back and forth in all works of literature with a long enough history, tending first one way, then the other. The evolution of taste and constantly changing esthetic concepts dictate the choice between alternatives. However, regardless of which of the two trends prevails, one factor remains constant: poetry expresses concepts and things through indirection. (Riffaterre, 1978: 1). W.B. Yeats' "The Second Coming" has engaged readers for years, because of its profound symbolism, rich imagery, and intricate themes, inviting multiple literary perspectives. This study employs Michael Riffaterre's heuristic approach to explore the poem's significance and shed light on its creative influence. Riffaterre emphasizes the reader's active involvement, examining linguistic components, patterns, and interpretive processes to reveal deeper meanings and poetic devices employed by Yeats. Set in an unpredictable and changing world, the poem portrays an apocalyptic future, evoking impending doom through vivid imagery and metaphysical concepts. Riffaterre's interpretation prompts an exploration of linguistic nuances, such as repetition, metaphors, and ungrammaticality, further enhancing the poem's artistic impact. We gain insights into "The Second Coming," appreciating Yeats' vision and enduring literary impact by employing heuristic analysis.*

***Keywords: Semiotics approach, Riffaterre, W.B. Yeats, The Second Coming***

**Introduction**

W.B. Yeats' appealing and thought-provoking poem "The Second Coming" has attracted readers for years. Its deep symbolism, rich imagery, and complex topics urge a deeper look through a variety of literary lenses. This study uses Michael Riffaterre's heuristic reading to examine the poem's relevance and shed light on its creative influence. With a focus on the connections between linguistic components, patterns, and the reader's interpretative process, Riffaterre's method emphasizes the reader's active involvement with the text. We can get deeper insights into the layers of meaning contained within the poem, unravel the complexities of its symbolism, and discover the poetic devices used by Yeats by utilizing Riffaterre's analytical framework.

The events of "The Second Coming" take place in an environment of unpredictability, instability, and a changing world. The speaker's reflections on a chaotic and changing world

are reflected in the poem's depiction of an apocalyptic future. The poem evokes a sense of impending doom through its vivid and evocative imagery, drawing on imaginary allusions and metaphysical concepts to convey a profound sense of uneasiness. Riffaterre's heuristic interpretation of the poem pushes us to investigate the dynamic interaction between linguistic components, such as the repetition of words and phrases, the usage of metaphors, and the line-by-line pace. Examining these linguistic nuances can help us better comprehend how they affect the poem's overall artistic impact.

Furthermore, the intentional usage of ungrammaticality in "The Second Coming" will also be covered in our examination, along with how they affect the reader's comprehension. The term "ungrammaticality" was also coined by Riffaterre (1978), who defined it as distortions of the standard set of grammatical standards in a text that make the reader think more carefully about the text's discourse and meaning. When reading the text carefully and encountering grammatical errors, the reader turns to intertextual allusions to fill in the blanks that the author has left on purpose. Throughout the poem, Yeats purposefully uses unusual sentence constructions and grammatical irregularities. These purposeful decision questions established grammatical conventions and encouraged readers to interact with the text. Yeats impacts the reader's expectations and produces a sense of dissonance by breaking grammatical conventions, which improves the poetry as a whole. We may look into how these linguistic oddities affect readers, emphasize the ideas of the poem, and enhance its artistic and literary impact through heuristic analysis.

In summary, Riffaterre's heuristic reading method offers a useful lens through which to examine and appreciate the poetry and relevance of "The Second Coming." We can learn more about Yeats' poetic vision and the ongoing impact of this classic work by understanding the poem's metaphorical depths, digging into its linguistic complexities, and looking at its intentional use of ungrammaticality. We seek to further our comprehension of "The Second Coming" and its lasting significance in the field of poetry and literature through a combination of heuristic analysis and close textual analysis.

Therefore, the research questions can be formulated as follows:

1. How does applying Michael Riffaterre's heuristic reading help us to better understand the poetry and significance of "The Second Coming"?
2. How does "The Second Coming" poem's intentional use of ungrammaticality affect the artistic impact and the reader's interpretation?

## **Methodology**

Riffaterre's displacement method involves looking at language components and how they differ from their literal meanings in order to reveal deeper layers of meaning. In the instance of "The Second Coming," concentrate particularly on the metaphors, personifications, and similes that are used in the poem. These figurative elements are essential for expressing the poem's imagery and depth of symbolism.

1. Analyzing metaphors: Identify the metaphors that Yeats used in the poem and consider their symbolic meaning. Consider the metaphorical associations that various things, thoughts, or ideas make in order to evoke certain feelings and meanings.
2. Analyzing personifications: Look for instances in which Yeats gives human characteristics to inanimate objects or abstract ideas. Determine how these personifications impact the poem's overall themes and tone.
3. Analyzing similes: The poet uses them to compare various things in their poem. Consider how these analogies help the reader comprehend the topics and visuals.

The deeper meanings and symbolic importance contained in "The Second Coming" can be uncovered by using the displacement approach to study metaphors, personifications, and similes, revealing insightful information about the poetry and its significance of the poem.

Hermeneutic reading views purposeful and meaningful decisions made by the poet as intentional deviations from accepted grammar, such as ungrammatical compositions. In the context of the poem, these variations become indicators of deeper significance and urge interpretation. It examines the underlying concept or image that the ungrammatical parts in "The Second Coming" symbolize and how they contribute to the poem's meaning and symbolism by utilizing a hermeneutic approach to analyze them.

The hypogram approach indicated in the previous sentence can be used to examine the poem's deliberate use of grammatical irregularities. An underlying idea or image that forms the basis for the poem's meaning and symbolism is referred to as a hypogram. You can explore the many levels of meaning that arise by figuring out the hypogram in "The Second Coming," which may be represented by the adverbial constructs.

Additionally, the poem's deliberate use of grammatical irregularities improves and complicates the poetic experience. It questions accepted linguistic conventions and encourages readers to interact with the text actively, forcing them to consider the deviations and look for deeper explanations. This enhances the poem's aesthetic and intellectual relevance by developing a greater understanding of the artistry involved. Examine the intentional employ of grammatical irregularity in "The Second Coming" to discover its underlying meanings, the symbolic significance it carries, and its contribution to the overall aesthetic and intellectual impact of the poem by using a hermeneutic reading strategy and taking note of the concept of the hypogram.

## **Findings and Discussion**

### **1. HEURISTIC READING**

#### **Displacement**

- a. *And what rough beast, its hour come round at last,  
Slouches towards Bethlehem to be born?*



To express a sense of approaching disaster and social change in "The Second Coming," W.B. Yeats uses a powerful displacement metaphor. The metaphorical image of a beast rushing toward Bethlehem is presented in the line, "And what rough beast, its hour come round at last, Slouches towards Bethlehem to be born?" In this case, displacement occurs when the physical presence of a wild animal stands in for the abstract idea of societal instability, chaos, and addressing the apocalypse. The word "rough" evokes a sense of menace and destruction by implying the beast's threatening and uncontrolled persona.

The beast's metaphorical move toward Bethlehem is filled with significant symbolism. The center of the approaching disruption shifts to Bethlehem, which is generally associated with the birthplace of Jesus and represents a location of peace, joy, and spiritual significance. The metaphor is given additional layers of meaning by the metaphorical displacement, which draws attention to the contrast between the anticipated condition of peace and the approaching chaos.

- b. *The falcon cannot hear the falconer;  
Things fall apart; the centre cannot hold;*

The metaphor of the falcon being unable to hear the falconer represents the breakdown of communication and power. The falconer represents the guiding or controlling forces that offer direction and stability, and the falcon represents society or an individual. The shifting of this relationship to the societal level implies a breakdown in unity within society and a separation from established power. In addition, the personification of "Things fall apart" and the claim that "the centre cannot hold" add to the impression that society is falling apart. The anxiety and instability that characterize society are highlighted by this displacement personification, underlining the terrible situations the poem describes. The personification of "Things fall apart" and "the centre cannot hold" as well as the displacement of the falconer-falcon relationship all focus on the issue of societal collapse and the breakdown of established systems.

### **Distortion**

*The best lack all conviction, while the worst  
Are full of passionate intensity.*

Yeats highlights a basic contradiction by creating a sharp contrast between the best and worst in society in the following line. The distortion comes from an unexpected reversal of expectations since one would anticipate that the best people would have a strong belief and the worst would not. This

ambiguity and contradiction help to highlight the confusion and problems that currently rule the world. Yeats reveals a serious sense of chaos and moral confusion by contrasting the intense intensity of the worst with the lack of conviction in the best. This contradiction questions conventional thought and draws attention to how values are decreasing and society's standards are breaking down.

### Creation of Meaning

*Turning and turning in the widening gyre*

The subject of repetition is perfectly expressed in this statement, which also evokes a sense of endless motion and the idea that history repeats itself in an ever-expanding spiral. The metaphor of the gyre evokes a sense of instability and spiralling chaos. According to Cambridge Advanced Learner's Dictionary (2023), the gyre is a circular pattern of ocean currents. EMPHASIS - line 1 (life cycle)

## 2. HERMENEUTIC READING

*The falcon cannot hear the falconer;*

*Things fall apart; the centre cannot hold;*

In the line "The falcon cannot hear the falconer." the argument differs from standard grammar since it claims that the falcon, which is generally praised for its sensitive senses, is unable to hear its own falconer. This grammatical error aims to express a sense of separation and conflict. It draws attention to the communication breakdown and indicates a significant disruption of the natural order of things. Yeats stresses the growing turmoil and disintegration in the world by altering the normal interaction between the falcon and its falconer.

*Things fall apart; the centre cannot hold;*

Things falling apart and the centre not being able to hold both contradict each other in the sentence. A strong sense of instability and collapse is expressed by this contradiction. It depicts the conflict between opposing forces and the collapse of a homogeneous society. This line's contradicting elements highlight the instability and upheaval that are depicted throughout the poem.

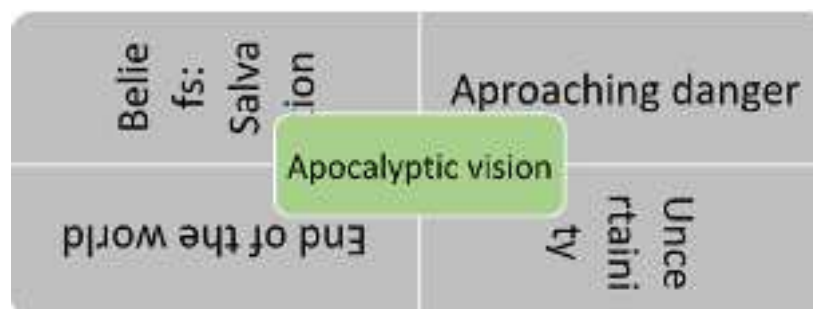
*The blood-dimmed tide is loosed, and everywhere*

*The ceremony of innocence is drowned;*



The statement provided in the line "The blood-dimmed tide is loosed, and everywhere / The ceremony of innocence is drowned" is both grammatically incorrect and inconsistent. The verb "loosed" is used in an unusual way in the sentence "the blood-dimmed tide is loosed," which deviates from accepted grammatical rules. Additionally, the argument that "the ceremony of innocence is drowned" raises a contradictory detail. Since ceremonies are often connected with commemorative or joyful events rather than the destruction or drowning of innocence, the idea that they are associated with innocence is simply contradictory. The disruption and perversion of conventional values and conventions are highlighted by this conflict. The hypogram in "The Second Coming," which forms the basis for the poem's meaning and symbolism, might be seen as an apocalyptic vision or the approaching coming of a destructive power that makes the world fall apart. Moreover, it brings a sense of hopelessness and regret among humans.

Matrix: An apocalyptic vision



**Conclusion**

The careful examination of W.B. Yeats' "The Second Coming" using both hermeneutic reading and heuristic reading techniques results in an in-depth analysis that reveals the poem's unknown levels of meaning and its complex importance. A unique way to improve aesthetic impact and encourage reader interpretation is to purposefully use ungrammaticality in the context of hermeneutic reading. By contrast, Michael Riffaterre's heuristic approach to reading is a useful tool for revealing the complex details that are carefully integrated into the structure of the poem. These approaches are combined to create a deeper awareness of the complex structure of the poetry. Through a variety of displacement metaphors, vivid similes, and powerful personifications, the poem's intrinsic richness in imagery and symbolism is highlighted. These choices of style complement one another to create for the reader a vivid mental picture that vividly depicts the themes of instability and change that reappear throughout the verses. In addition, the deliberate use of distorting errors increases the fundamental tension and worry, matching the turbulent circumstances that Yeats himself experienced.

Moreover, the poem's artistic quality is further enhanced by the clever use of rhyme and rhythm. These rhythmic components give the verses a melodic cadence that not only improves

the poem's auditory appeal but also adds a deeper depth of meaning to each stanza. The interaction of rhyme and rhythm supports the thematic analysis because it reflects the fluctuating state of the evolving environment the poem portrays.

In the end, the combination of these analytical techniques reveals an underlying apocalyptic hypogram that emphasizes the prophetic aspect of Yeats' writing. This essay carefully highlights the poet's skill in capturing the cultural climate of his day and reflecting on the instability of the period. As a work of ageless literature, "The Second Coming" allows readers to take a profound trip into the depths of the human condition while continuing to test their mental capacities. The poem is an everlasting tribute to the power of poetic expression and its capacity to have an impact across chronological and cultural borders since new insights are revealed with each reading. Readers are drawn in to explore deeper into the mysterious verses as they interact with them in order to discover the wisdom that passes eras and sheds light on the complexities of reality.

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**SOCIAL DEIXIS IN “A RAISIN IN THE SUN” PLAY BY LORRAINE HANSBERRY**

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***Abstract***

*Humans are social creatures. In everyday life, they always need to socialize with one another. In conducting communication, one needs a certain reference to point to one another. This study discusses social deixis that focuses on the types and function of social deixis found in a play entitled “A Raisin in the Sun”. This research is descriptive qualitative. It was conducted through the following steps: collecting, arranging, classifying, and analyzing the data. The data were utterances containing social deixis. The findings of the analysis revealed that the types of social deixis found in a play entitled “A Raisin in the Sun” were relational social deixis and absolute social deixis. Relational social deixis is more frequently used than absolute social deixis because the speakers and the addressees belong to the kinship relation. On the contrary, absolute social deixis is only found in the difference in social status between the speakers and the addressees. The social deixis functioned to express politeness and respect, intimacy, and identify authority.*

***Keywords: Deixis, Social Deixis, Pragmatics, A Raisin in the Sun***

**Introduction**

Humans are social creatures. In everyday life, they always need to socialize with one another. In conducting communication, one needs a certain reference to point to one another. In all areas of human endeavour, communication has always been the most important key to achieving a desired goal. In communication, there is always an interaction between the speaker and the listener or speech partner. It is also related to pragmatics. According to Yule (1996), Pragmatics is the study of the meaning conveyed by the speaker or writer and interpreted by the hearer or reader. In pragmatics, some principles are useful for understanding what people hear or read. One of the principles of pragmatics, which is useful for explaining the use of the words "this" or "that" to designate the objects in an utterance context, is a field of deixis, Yule (1996). Deixis is defined as a pragmatics principle used to describe a pronoun that indicates objects that are around a speaker or speech partner.

Deixis is a Greek technical term, one of the most basic things that someone does with utterances. Deixis means "pointing" something via language Yule (1996). Deixis is used to

indicate something that is around us, such as people, things, time, place, and discourse. Deixis is used to explain something implicit to explicit and aims to be understood by people through the context of the conversation. Deixis has several types, but the one used in this study is social deixis.

Social deixis is concerned with the encoding of destinations that are relative to participant roles, particularly the aspect of the social relationship held between speaker and addressee (s) or speaker and some referent (Levinson (1983). It is an important pragmatic sign for effective communication, particularly cross-cultural communication. As we know, each country has a different culture. Cultural differences have a profound effect on how people communicate. One needs to have some knowledge of the culture of the other person. This is done to minimize miscommunication. Miscommunication occurs because of body gestures when communicating and differences in the meaning of words or phrases in different countries.

According to Levinson (1983), social deixis shows manners and social status, which relate social deixis to the social culture; it is used differently in a formal setting in most languages. It means that social deixis has to do with language and culture. Primarily, social deixis is often used in the relational usage of language. Using social deixis, the strength of solidarity relationships can vary from one culture to another. Social deixis is not only a reflection of the language used in everyday life but a manifestation of a person's culture.

Social deixis deals with social information with a variety of expressions, such as social relative status, friendships, kinship, position, and so on. Social deixis, embedded in literary works, can help a writer or reader, speaker or listener easily understand a figure. With social deixis, the reader or listener can easily distinguish the social status between characters. Nuryusticia & Nurrachman (2021) states that people who are not aware of social deixis may be confused and cause misunderstanding when interacting, especially with people who have different social backgrounds.

Social deixis can be found in various literary works, such as movies, poetry, and plays. In American literature, namely, a play entitled *A Raisin in the Sun* found social deixis. In this play, social deixis data was discovered. *A Raisin in the Sun* tells of a black family's experiences in south Chicago as they attempt to improve their financial circumstances with an insurance payout following the death of the father and deal with matters of housing discrimination, racism, and assimilation.

The previous research related to this research was conducted by (Hariyadi & Diana (2021), who researched social deixis. This research aims to investigate the role and function of social deixis in *The Dressmaker* movie. The result of the research found two types of social deixis, those are relational social deixis and absolute social deixis. The most dominant social deixis found is relational social deixis. The objectives of the research are different. The movie was used as the object of the first research. Meanwhile, the play was used as the object of this study. Nurhalimatusa'diah (2018), in the script of the *One-Act Play Riders to the Sea* by John Millington Synge, finds deixis and referent. The most dominant deixis used in this research is person deixis. The referents are mostly third persons. Besides that, the object of the second research is the same as the object of this study, namely play, but different title. Also used the same theory, which is used only in Levinson's theory. Fitriani (2021) deixis in a movie. This

research aims to identify the types of deixis and dominant types of deixis in *The Age of Adeline* movie. This research also showed person deixis is the most dominant deixis. The movie was used as an object in the third research, which means that it is different from this study. In the third research, Yule's theory was used to identify the types of deixis. Another research on deixis was conducted by Berliantoro (2015) in Alexandre Dumas' *The Count of Monte Cristo*. This research aims to identify the kinds and usage of social deixis in the novel. This research showed absolute social deixis is the most dominant deixis. The researcher used Levinson's theory. However, it can be concluded that the object that was used was different from the object that is implied in the present research.

The contributions of some previous research are useful as material for compiling this study that is related to supporting or differentiating references. Some of these researches were collected to make them more robust, as the content of previous research can be used as a reference. From some previous research, it is known that there is no specific discussion of social deixis in *A Raisin in the Sun*. Thus, it can be concluded that the research to be done is still new. This study aims to identify the types and the use of social deixis in *A Raisin in the Sun*.

One of the subjects of linguistics that studies meaning in pragmatics. It involves analyzing the speaker's or writer's intended meaning as it has been received by the hearer or reader. Understanding what individuals mean in a particular context impacts what people say is necessary for this type of research. Taking into account who, where, when, and under what conditions they are speaking, they must manage what they wish to say. As a result, it is more focused on the interpretation of what individuals intend to convey through their utterances. According to Yule (1996), pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Pragmatics is the study of the meaning of an expression conveyed by a speaker to a speech partner to achieve a goal intended by both of them (speaker and speech partner). Pragmatics is used to understand the role of language used to communicate or to describe the intent of such communication. According to Levinson (1983), pragmatics is the study of the relations between language and context that are basic to an account of language understanding. Based on the previous explanation, pragmatics is the basic science used to analyze a context contained in the languages used in the communication that a person is conducting. Communication consists of language and context, which are interrelated to achieve an intended purpose.

The study of deixis, implicature, presupposition, speech acts, and some facets of language structure is known as pragmatics. This study focused on deixis as one of the discussions in pragmatics. Yule (1996) defined deixis as a technical term (from Greek) for one of the most basic things we do with utterances. It means “pointing” via language. Deixis is used to clarify a word or phrase in a speech delivered by a speaker and received by a speech partner. To ensure that the content conveyed in the speech is well understood and minimizes confusion, deixis is employed to clarify its meaning. Levinson (1983) explained that deixis is concerned with the encoding of destinations that are relative to the participant's roles, particularly the aspect of the social relationship held between speaker and addressee or speaker and some referent. In this case, deixis is used to provide code in the context of speech or communication

performed by a speaker. Furthermore, deixis is also related to how discourse can be interpreted based on its context analysis.

The general structure can be used to see the differences that have so far existed in terms of the types of deixis that exist as a person, place, time, discourse, and social deixis. Fillmore (1975) states that social deixis is the study of that aspect of sentences, which reflect or establish or are determined by certain realities of the social situation in which the speech act occurs. Social deixis is used to understand the aspects that occur in the speech performed by a speaker and listener that describe differences or similarities in social relationships or social reality. Social deixis can be classified into relational social deixis and absolute social deixis.

Relational social deixis is more important than absolute social deixis and is mainly concerned with socially deictic information encoded in languages of the world Levinson (1983). Many features of relationships that can be stated grammatically, such as kinship terms, totemic relations, clan membership, etc., can be used to describe relational social deixis. Absolute social deixis is the other main kind of socially deictic information. It includes certain forms which are particularly reserved for certain speakers.

**Methodology**

The method in this study is Descriptive Qualitative. According to Nassaji (2015), descriptive research methods design is a research method that occurs naturally during the study, and there are no measurement variables. Descriptive research aims to get real and accurate information on the chosen phenomenon. On the other hand, it can explain the phenomenon to get more detailed information. This study is descriptive as it aims to identify the types and the use of social deixis in *A Raisin in the Sun*. The data were collected through collecting, arranging, classifying, and analyzing the utterances in *A Raisin in the Sun* containing social deixis.

**Findings and Discussion**

***Sub-part of Findings and Discussion***

The analysis of the types of social deixis is related to the characteristic of social deixis in a play. The types of social deixis intended are based on Levinson's (1983) theory; they are relational social deixis and absolute social deixis. There are sixty social deixis found. This consists of two types of social deixis, namely relational social deixis and absolute social deixis. It can be seen in the following table:

Table 1. Types of Social Deixis Found in a Play

No	Types of Social Deixis	Total
1	Relational Social Deixis	55



2	Absolute Social Deixis	5
Total		60

The followings are some rationales for the types of *Social Deixis in A Raisin in the Sun Play* by *Lorraine Hansberry*.

Relational Social Deixis

Relational social deixis is manifested through a certain relationship between a speaker and an addressee. Furthermore, kinship terms are often applied since they illustrate personal ties or blood bonds among the speech participants. In other words, the relational social deixis here reflects familiar relationships. The following data may support the explanation:

“Come on now, **boy**, it’s seven thirty! (Her son sits up last, in a stupor of sleepiness) I say hurry up, **Travis!**”

The kinship term **boy** and **Travis** in this sentence are classified into a relational social deixis because it is related to a family and nickname of the speaker, namely Ruth. In this case, the word boy refers to Ruth’s boy, one of the family members in the younger family. Therefore, it belongs to relational social deixis.

Absolute Social Deixis

Absolute social deixis is also one of the kinds of social deixis besides relation social deixis. It is a deictic reference that is expressed in certain forms of address. Further, deictic words of absolute deixis cannot be separated from the concept of honorifics. They are often applied to show different social statuses, higher and lower social status, between a speaker and an addressee. This data may clarify the discussion:

“Walter Lee! It’s after seven thirty! Lemme see you do some waking up in there now! (she waits) You better get up from there, man! It’s after seven thirty I tell you. (She waits again) All right, you just go ahead and lay there and next thing you know Travis be finished and Mr. Johnson’ll be in there and you’ll be fussing and cussing around here like a **madman!** And be late too!”

In the above utterance, the term *madman* is an example of absolute social deixis, which shows something that is considered low by someone. Utterance was addressed by Ruth to her husband, Walter Lee, who did not immediately get up and prepare to go to work. The term *madman* is used in this conversation to indicate when Walter Lee did not get up and prepare, he would fuss and cuss like a *madman*.

This study focuses on the analysis of the *Social Deixis in A Raisin in the Sun Play* by *Lorraine Hansberry*. Social deixis is divided into two types, they are relational social deixis and absolute social deixis Levinson (1983).

The most dominant type of social deixis found in this research is relational social deixis. This type is used frequently because the speakers and the addressees have a social relationship, such as mother and son, wife and husband, siblings, friends, etc. Social deixis has several functions, those are: to express politeness and respect, to express intimacy, and to express authority.

## Conclusion

The research entitled *Social Deixis in A Raisin in the Sun Play by Lorraine Hansberry* focuses on the types of social deixis and the use of social deixis. Further, the findings in the data analysis conducted previously indicate that social deixis in terms of its kinds includes relational social deixis (55 items) and absolute deixis (5 items)

There were three aims of using social deixis that were found in this study. Three aims of social deixis are to express politeness and respect, to express intimacy, and to identify authority. In this case, social deixis was used mostly to express the intimacy of speech participants.

After analyzing the social deixis, the researcher found that two types of social deixis are used. They are relational social deixis and absolute social deixis. The dominant type of *Social Deixis A Raisin in the Sun Play by Lorraine Hansberry* is relational social deixis. The limitation of this research is that the researcher only analyzes the types and the use of social deixis in A Raisin in the Sun play by Lorraine Hansberry.

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**STUDY OF RUPI KAUR’S SELECTED POEM “THE HURTING” PAGE 31 MILK AND HONEY: AN ANALYSIS OF SEMIOTIC**

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***Abstract***

*This paper analyzes Rupi Kaur's poem from the chapter entitled "The Hurting" to comprehend the semiotic process, which utilizes heuristics and hermeneutics to interpret the meaning of a text. Figurative language, inconsistencies, and ungrammaticalities each play an importance in how a written work can be properly interpreted. The intricate dynamics of familial relationships, particularly those between parents and children, are used to clarify the interpretation process in this poetry. It also emphasizes the value of literary competency, which entails being acquainted with several literary and cultural allusions that deepen the reader's understanding.*

***Keywords: Semiotic, heuristic, hermeneutic***

**Introduction**

According to Riffaterre (1978), the initial stage of interpretation, known as heuristic reading, is where the reader begins to understand the meaning of a text. The reader's contribution relies on their linguistic competence, which includes the assumption that language refers to things. At this stage, words appear to have a direct connection to their referents. The reader's ability to recognize inconsistencies in language is also crucial. For example, they can identify figurative language such as metaphors or metonymies, understanding that certain words or phrases do not make literal sense but instead rely on a semantic transfer. Additionally, the reader's perception of irony or humor involves decoding the text on multiple levels. However, this reader input occurs primarily because the text is intentionally ungrammatical. In other words, the reader's linguistic competence allows them to perceive grammatical errors, but they cannot ignore them, as the text exercises complete control over this perception. The grammatical errors arise from the fact that a phrase has been generated by a word that should have excluded it, creating contradictions between a word's presuppositions and its entailments within the poetic verbal sequence. Literary competence also plays a role in this process. It refers to the reader's familiarity with descriptive systems, themes, societal mythologies, and other texts. When encountering gaps, compressions, incomplete descriptions, allusions, or quotations, it is the reader's literary competence that enables them to respond appropriately, filling in missing information based on the underlying model. This initial stage of reading is where mimesis, the representation or imitation of reality, is fully understood or overcome. It is important to note that perceiving mimesis during the subsequent stages of reading does not necessarily involve realizing that it is based on the fallacy of referentiality. In short, heuristic

reading is to identify indirections such as displacement, distortion, and creation of meaningful units through symmetry, rhyme pattern, arrangement of space, enjambment, and ungrammaticalities.

The second stage of reading is known as retroactive reading, which involves a deeper and hermeneutic interpretation of the text. According to Riffaterre (1990), as the reader progresses through the text, they recall what they have previously read and modify their understanding based on their current decoding. This process involves reviewing, revising, and comparing previous sections of the text in light of new information. The reader engages in structural decoding, recognizing that seemingly ungrammatical or contradictory statements are actually variations of the same underlying structure. The text can be seen as a modulation or variation of a thematic or symbolic structure, and its sustained relation to this structure constitutes its significance. Retroactive reading reaches its peak at the end of the poem, where the reader experiences the maximal effect of generating significance. Poeticalness is thus intimately connected to the text, limited by its beginning and clausula (closing), which retrospectively appear related. While units of meaning can be individual words, phrases, or sentences, the unit of significance is the entire text. To uncover the ultimate significance, the reader must overcome the hurdle of mimesis, the imitation or representation of reality. In fact, this hurdle is essential for the reader's change of perspective. Accepting the mimesis establishes the grammatical structure as the background against which the ungrammaticalities present themselves as obstacles that can eventually be understood on a deeper level.

Riffaterre (1978) allows for a deeper exploration of the layers of meaning and the reader's engagement with the text. The discussion touches upon the reader's competence in recognizing and interpreting figurative language, inconsistencies, and ungrammaticalities. It also highlights the significance of literary competence, which involves familiarity with various cultural and literary references that enrich the reader's understanding. Furthermore, the emphasis on retroactive reading emphasizes the importance of revisiting and reevaluating earlier parts of the text as new information is uncovered. This aligns with the notion that interpretation is an ongoing process where meaning is constructed and modified through continuous engagement with the text.

Therefore, the research questions can be formulated as follows:

1. How does heuristic reading influence the reader's interpretation of the poem "Hurting" by Rupi Kaur, particularly in terms of recognizing indirections and ungrammaticalities?
2. How does the process of hermeneutic reading, where the reader recalls and modifies their understanding based on new information, impact the overall interpretation of a text?

## **Methodology**

In this study, Rupi Kaur's poem in part "The Hurting," which was published on November 4, 2014, was analyzed. The poem shows the emotional challenges that the speaker faces within the speaker's family as a child who grew up without a father figure. Riffaterre's

(1978) theory of Semiotic consists of heuristic reading and hermeneutic reading, which analyze indirect expressions (heuristic) and engage in structural decoding (hermeneutic). According to this theory, heuristic reading is the first stage of interpretation, during which the reader gains an understanding of the overall literary work's structure, and hermeneutic reading is the second stage of interpretation, during which the reader combines the first and second stages of reading in order to fully comprehend the first stage's interpretation (Sipahutar & Arianto, 2019). On the other hand, hermeneutic reading corresponds to the second stage of interpretation, where the reader combines their understanding from the first stage with a comprehensive grasp of all the interpretations derived from it. This poem employs two methods that, heuristically, clearly demonstrate the presence of displacement, distortion, epithet as meaning creation, and ungrammaticalities. On the other hand, hermeneutically, the poem exhibits hypograms and matrix.

## Discussions

The analysis of this poem will be categorized into two distinct parts: heuristic and hermeneutic analysis. The heuristic analysis will be elucidated initially as the first stage and subsequently succeeded by the hermeneutic analysis.

### A. Heuristic Reading Analysis

Riffaterre (1978) heuristic reading or the mimetic level serves the purpose of examining various forms of indirection in a text, including displacement, distortion, the generation of meaning, and instances of ungrammaticalities. The poem initiates by establishing a juxtaposition between the mother's profuse affection and the speaker's incapacity to embrace or bear it fully. In the second stanza, the father's absence is introduced, introducing an additional dimension of intricacy to the family's dynamics. The speaker's nonexistence engenders a void and enhances the poem's emotional milieu. The third stanza metaphorically likens the situation to a war, symbolizing internal battles and challenges.

#### 1. Displacement

Displacement in poetry refers to the alteration of word meanings in a way that diverges from their literal or conventional interpretations. This technique is commonly employed in poetic compositions that utilize figurative language. Figurative language, such as simile, personification, metaphor, or metonymy, is employed to substitute or transform the literal meanings of words, thereby creating layers of meaning and enhancing the expressive power of the poem. In the poem “Hurting” page 31 by Rupi Kaur, displacement can be seen through the phrase

*your mother*

*is in the habit of  
offering more love  
than you can carry*

The poet uses **personification** in the poem by attributing the **mother** with the human-like characteristic of having a habitual behavior. By doing so, the mother is depicted as an active figure who consistently offers an overwhelming amount of love. This personification emphasizes the **mother's nurturing and loving nature**, implying that she consistently surpasses expectations in expressing affection towards the speaker or the subject of the poem. It serves to underscore the depth and generosity of the mother's love

*your mother  
is in the habit of  
offering more love  
than you can carry*

*your father is absent*

The poet also uses **metonymy** ‘your mother’ and ‘your father’ are represented by using metonymy where they symbolize or stand for the broader concept of parental figure or family dynamics.

## 2. Distortion

Riffaterre's (1978) poetry refers to ambiguity, contradiction, and nonsense. In the poem "Hurting" page 31 by Rupi Kaur, distortion can be seen through the phrase

*your mother  
is in the habit of  
offering more love  
than you can carry*

The phrase **offering more love than you can carry** the **ambiguity**. The extent of "more love than you can carry" is left open to interpretation. It is unclear whether it refers to an excessive amount of love that is burdensome or suggests the limits of the speaker's capacity to receive and appreciate such love.

*you are a war  
the border between two countries  
the collateral damage  
the paradox that joins the two  
but also splits them apart*

The phrase the **paradox that joins the two but also splits them apart shows contradiction**. Paradox is an apparently self-contradictory statement, though one which is essentially true, Childs and Fowler (2006). The phrase emphasizes the contradictory nature of the speaker's situation. It brings attention to the paradoxical relationship between the mother's excessive love and the father's absence, as well as the internal conflict experienced by the speaker. These elements create both a connection and a sense of fragmentation or detachment.

### 3. Creation of Meaning

Creating meaning is the interpretation of meaningless language such as rhyme, symmetrical, and homolog in stanzas (Sipahutar & Arianto, 2019). However, in the poem "Hurting" on page 31 by Rupi Kaur, the creation of meaning is shown by epithet. The phrase '**you are a war**,' 'a war' itself gives a description to someone by the reason in the next line, '**the border between two countries**,' the countries referred to the speaker's father, Ferawati et al. (2022). Which creates the meaning of '*a war*' in the speaker, who feels that there is a boundary or distance between the father '*countries*' and child relationship as if the speaker is on a battlefield or a war.

## B. Hermeneutic Reading Analysis

Riffaterre's (1978) heuristic reading, or the semiotic process, is the interpretation, which involves a reexamination of the poem. The reader integrates their understanding from the initial stage of reading and comprehends the various interpretations derived from that stage, including the recognition of ungrammatical elements. In this second stage, there are equivalents, hypograms, and matrix.

### 1. Equivalents

- *Your mother is in the habit of offering more love than you can carry.* VS *Your father is absent.*

In the first line, the speaker suggests that the mother consistently provides an abundance of love that exceeds the recipient's capacity to handle or fully embrace it. This implies that the mother's love is overwhelming in its intensity and generosity. In the second line, the absence of the father is highlighted. This means that the father is not present or involved in the speaker's life. The absence of the father creates a sense of loss, emptiness, or disconnection within the familial context. This implicitly emphasizes the imbalance between the mother's excessive affection and the father's absence, which creates a sense of emotional tension and longing.

- *You are a war, the border between two countries, the collateral damage. VS The paradox that joins the two but also splits them apart.*

*"You are a war, the border between two countries, the collateral damage"* describes the speaker's turbulent state of conflict. The speaker is metaphorically compared to war, symbolizing internal struggles and tension. The mention of a border between two countries signifies a division or boundary within the relationship between the speaker and their father. The phrase "collateral damage" suggests that the internal turmoil has unintended consequences or impacts on the speaker. *"The paradox that unites the two but also separates them"* implies that alongside the divisions and conflicts within the speaker, there exists a paradoxical connection that brings opposing elements together. This paradox may refer to conflicting emotions and experiences. While there is a sense of unity or connection, there is also a simultaneous sense of separation or division.

## 2. Hypograms

The first is Potential and Actual Hypogram, where Potential Hypogram is the implication of language meaning, and Actual Hypogram is a good response that includes both advantages and disadvantages in the text of the poem itself (Sipahutar & Arianto, 2019).

The complex dynamics of familial connections, particularly those between parents and children, are explored in this poem's hypogram. It looks at the concepts of love, absence, conflict, and connections that seem paradoxical. This excessive affection makes the speaker feel burdened or overcome with emotions. A mother's role is one of caring, affection, and selflessness, all of which are reflected in the hypogram of the mother's boundless love. The family dynamic, however, becomes even more complex when the father is absent. In the context of the family, his absence leaves a hole or a feeling of loss or separation. The absence of a father in the hypogram represents the absence of a father figure, its impact, and the emotional repercussions that follow.

## 3. Matrix

The term "matrix" functions as a significant keyword within the poem, serving as a crucial element for the interpretation and understanding of the verses. It represents a concrete and essential aspect that shapes the meaning and context of the poem.

The matrix of this poem revolves around the complex dynamics within a familial relationship. It encompasses the contrasting experiences of the mother's overwhelming love and the father's absence, which serve as primary components of the matrix. As a result, the matrix of the poem is about anxiety and the emptiness of a child growing up without a father figure.

## Conclusion

Rupi Kaur's "Hurting" examines the complex dynamics of a family bond. The poem explores the conflicting feelings of a mother's unwavering love and a father's absence with the use of a variety of literary strategies, including displacement, distortion, and the manufacture of meaning. The speaker makes clear in the first few words that the mother has a propensity to shower her children with affection in excess, more than they can bear. This personification highlights the mother's caring and loving qualities by presenting her as an active character who continually goes above and beyond the call of duty to show affection. However, the absence of the father is made obvious, adding a level of complication to the dynamics of the family.

The speaker's psychological problems and conflicts are also depicted in the poem through the use of figurative language. The fights and difficulties the speaker faces within themselves are figuratively represented by comparing them to war. The mention of a border between two nations denotes a separation or boundary between the speaker's and their father's connection. The term "collateral damage" means that the speaker's well-being is affected unintentionally by the emotional conflict. "Hurting" examines the complex interaction between intense affection, absence, conflict, and the contradictory nature of familial relationships in its entirety. The poem enables readers to explore the complexities of familial dynamics and the emotional influence they can have on a person through the use of displacement, distortion, and the fabrication of meaning.

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## **APPENDIX**

In this concise rendition of the poem:

Your mother's love overwhelms you,  
While your father is nowhere to be found.  
You embody a war, a border between nations,  
Both connected and torn apart,  
The collateral damage of a paradox.



## THE INFLUENCE OF ENGLISH IN THE LIFE OF INDONESIAN SOCIETY

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### *Abstract*

*Language as a means of communication is the most important thing in human life. Language is needed by humans in various ways, such as interacting, working, doing activities that they like, and so on. English as an international language, of course, has been used everywhere as a means of communication between human beings to facilitate all matters. The use of English plays an important role in interaction between Indonesians within Indonesia itself. The integration of English is essential in contacts between Indonesians within Indonesia itself. The descriptive research design used in this study aims to investigate the influence of the English language as a method for communication. The focus is on understanding the role of the English language in various aspects of human life and its impact on interactions, work, and personal activities. Using the qualitative method analysis, it is possible to better comprehend the complex nature of language's effects, particularly on communication. The findings illustrate the impact of the English language itself and deepen our understanding of the function of language in Indonesian society. In summary, this study underscores the significant influence of the English language on Indonesian society. The utilization of language has exerted a profound impact on several aspects of individuals' daily lives, resulting in notable transformations in communication patterns, educational pursuits, and the transmission of cultural phenomena.*

**Key words:** *Language, English, communication, society.*

### **Introduction**

Language is a set of commonly spoken, manual (signed), or written symbols that people use to communicate as members of a social group and members of that group's culture (Crystal, Robins, 2021). Human connection depends heavily on language. Although every species has a means of communication, only humans have mastered cognitive verbal communication. We can communicate with people through language to express our thoughts, feelings, and ideas. Both building and tearing down communities are within its power.

As much as it serves to convey a message, language also serves to reflect identity through our accent, vocabulary, the influence of our mother tongue, and subjectivity through our own imagery and sensory descriptions. However, it's also important to consider what the message means to us, how we interpret it, why we're sharing it, etc. in addition to conveying it in the most objective manner possible.

Language has two purposes, namely communication and the expression of one's own ideas. Subjectivity and nuance, not "objective truths" and "neutral language" are what language is all about (Garcia, 2021).

According to Racoma (2023), personal experiences, norms, cultural rules, traditions, and languages all have an impact on how speakers understand what they feel, hear, and see, the process can be challenging. Thoughts originate from words and these thoughts initiate behavior. Because of that language plays an important role in human life and it can be said that human activities are really being influenced by language.

English is the international language which is being used and accepted in every nation of the world. Majority of people could understand and speak English. There are some countries that use English as their first language, such as Singapore, New Zealand, United Kingdom, United States, etc. Some of the countries that used English as their second language are Netherlands, Sweden, Denmark, Norway, etc. In Indonesia, Bahasa is the first language yet English is not the second language, it is known as the first foreign language.

As the first foreign language, Indonesian people do not specifically use English in every aspect of their lives. They only use English in some aspects, like for education, work, or interaction on a small scale. As a matter of course, the researchers are interested in researching this topic about how much impact the use of language has on human life, especially Indonesian society, because the researchers also feel the impact of the language itself. As students majoring in English literature studying in Indonesia, we as part of Indonesian society encounter some influences from the English language which also influence us as students.

The purpose of this research, apart from seeing how much influence English has on Indonesian society, also wants to examine more deeply about the impact that English has on the daily activities carried out by Indonesian people, either in the fields of education, work, and interactions between one another.

## **Methodology**

This study uses qualitative research to explore the influences that English caused in Indonesian society. Qualitative research is the process of acquiring, analyzing, and interpreting non-numerical data, such as language. Qualitative research can be used to understand how a person understands and gives meaning to their social experience. Non-numerical data such as text, audio-recordings, video, or pictures is referred to as qualitative data. In-depth interviews or diary entries can be used to gather this kind of material, which can then be examined using grounded theory or thematic analysis (McLeod, 2023).

When conducting qualitative research, whether it is through focus groups, in-depth interviews (individual interviews), or ethnographic projects, our goal is to understand the beliefs, causes, and influences that underlie people's actions and purchasing patterns. Qualitative research, as opposed to quantitative research, captures the more complex,

individualized, and less quantifiable factors that influence people. What motivates people and what influences their decision-making processes, opinions, attitudes, and perceptions. In qualitative research, this is precisely the information we look for.

While not all studies will make an effort to fully explore these four factors, the beauty of qualitative research is that, when done well, it may tap into these important tenets of human decision-making. For instance, questions about attitudes and beliefs will be covered less in a qualitative focus group project about consumer opinions toward an advertising campaign and more in questions aimed at understanding perceptions and opinions. Or, in the opposite direction, a qualitative study that aims to understand how people feel about a certain political candidate may put more of an emphasis on attitudes and opinions than on beliefs and perceptions (Jones, 2022).

Quantitative research, which uses numerical data and statistical analysis to comprehend a concrete world, contrasts sharply with qualitative research. However, there are other situations when qualitative research is more useful for comprehending complex real-world phenomena including dynamic social systems and subjective impressions.

Psychologists developed qualitative research because they felt that the conventional approaches did not adequately capture the human condition. As a result, they created a naturalistic methodology that focuses on how people behave, what gives them meaning, how they see the world, and why they act in a certain way. Understanding individuals requires observing them in their social contexts and natural environments (Frost, 2022).

Thus, to analyze this topic, qualitative research was used because the data was taken from some journals and articles on the internet that focuses on people in Indonesian society in which they behave to the influence of English in their language related to education, work, and interaction.

## **Finding and Discussion**

### **Education**

In the midst of globalization, it is undeniable that English as a global language is widely used in Indonesia, especially in the field of education. The use of English is prominent in the field of education. According to Prayoga & Khatimah (2019), English language education is not only taught and tested, but also exposure to English can be seen in the school environment with the aim of familiarizing students who are expected to have good English skills in Indonesia.

Based on the results of observations and in-depth interviews, it shows that the school environment is filled with exposure to English, as seen in outdoor media in the form of location instructions, warnings, notifications and words of wisdom to motivate students installed around

the school environment. The school confirmed that the use of English in outdoor media aims to get students used to reading and understanding English in their daily lives.

Slogans such as "Today Must Be Better Than Yesterday", "Education is Power", or "Today a reader. Tomorrow a leader" often found in schools in Indonesia. Apart from that, in several Indonesian school libraries, for example, to determine the type of book they no longer use Indonesian, but start using English. For example, for mathematics books, instead of using "Matematika" they use "Maths". The labels on rubbish bins in several Indonesian schools also use English such as "Stay Clean", "Save Our Earth", or "Reduce, Recycle, Reuse". This is reasonable because students are prepared to face the era of globalization where English symbols in schools represent English which is important for students to master in the future to face global challenges (Prayoga & Khatimah, 2019).

### **Work**

English is very necessary in the world of work, even in interview sessions at several Indonesian companies, interviewers will ask several English questions to test the applicants' abilities. In fact, some of them require applicants to have a TOEFL or IELTS certificate as a condition for entering their company. A survey indicates that over 55% of businesses in Indonesia actively use English as their primary language. This is also recommended in order to raise awareness of the company among the general public, investors and clients of the company (Mayuni, 2022).

More and more regional Indonesian businesses are joining the global market as the business world becomes more globalized. Additionally, as more and more foreign businesses enter the local market, it is becoming more and more important to learn English, the "business" language. Additionally, it is evident from instances where talks frequently go through as a result of miscommunication with potential foreign partners.

Jobs are delayed as a result of stuttering communication with clients from other nations, job applications in a foreign company are rejected due to a lack of English proficiency, and opportunities to work with international class companies are canceled due to the inability to supply English-speaking employees.

Secretary is an example of a position in a company that is required to use English in several companies in Indonesia. Dwihartanti & Faizah (2018) stated that being a secretary demands specialized knowledge and abilities, which will help to develop into a trustworthy professional in the future. The secretary must be able to carry out the directives of the leader because he serves as the leader's right hand. As a result, the secretary needs to be capable, professional, and interested in handling secretarial responsibilities.

A secretary needs to be fluent in Indonesian and have excellent communication skills. Additionally, secretaries must be fluent in a number of foreign languages, including German,

Japanese, Korean, Mandarin, and English in particular. Many nations utilize English as their primary means of communication on a global scale. Many nations have acknowledged English as a language that can be used internationally. The secretary must therefore be fluent in English.

### **Interaction**

As human beings, interaction between one another is essential apart from being a necessity, interaction can strengthen relationships or friendships. By interacting, someone can share their problems, experiences, stories, or even just small talk. Indonesian people in interacting with each other usually use Indonesian, but with the development of the times, they are starting to use English terms in their conversations, especially among teenagers. Since 2018, the use of English as slang has begun to gain popularity. Teenagers have started using two languages simultaneously to communicate, specifically using English and Bahasa.

This arises from none other than the massive use of social media by teenagers which allows them to interact with foreigners, thereby influencing them to use and even mix Bahasa and English because they feel it is simple, easy and cool to use. There were initially only a few terms that were frequently used in this phenomenon. Slang that has been adapted from English, however, is currently evolving more and more as a result of the times. In fact, new words that teenagers use frequently are created virtually annually (Rini, 2022).

Some of them are "To be honest", "So", "Chill", "Actually", "Literally", "Cringe", "Let's say", "Which is", "Hectic", "Salty", "Prefer", "Well", "That's why", "At least", and "Better". In fact, some also combine two languages, Bahasa and English, in one word at once, such as "upload", "input", "download", "support", or "endorse".

### **Conclusion**

English as a global and international language does have a big influence on Indonesian society. This is because language is a communication tool that humans use to convey messages, thoughts, feelings or opinions which is why human connection depends heavily on language. The flow of globalization and technological developments are the reasons why Indonesian people are so influenced by English in several aspects, especially education, work, and interactions among them. In the world of education, English is a subject that is taught in schools. Apart from that, quite a few slogans, labels and warnings use English which is intended by the school so that the students could use English well. Similarly, in the world of work, English is also crucial for workers, they need to be able to use English and even be fluent in order to communicate and collaborate with foreign companies so that in the future they can get the deal as what they want, they are able to compete with foreign companies, and can cover a wider area in the global world. This is also the case with interactions between Indonesian people, especially among teenagers who are starting to adopt English slang in their conversations to make it simpler, easier, and cooler. These things once again prove that English is indeed that influential in several aspects in the daily lives of Indonesian people. However,

Bahasa as a mother tongue must still maintain its value and existence by the Indonesian people. There is nothing wrong with learning, using, and even speaking English, but do not forget that Bahasa is a language that must still be used well and correctly in some specific situations because in that way the identity as an Indonesian will not just fade.

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**THE SEMIOTICS OF POETRY OF “THE WHITE ROSE” BY JOHN BOYLE O’REILY**

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***Abstract***

*There are so many literary works that we probably had read in our life, especially when it comes to an English Letters student. Many literary works that is easy to read and the meaning can be easily understood by just doing a single reading method, but many literary works need more than one reading method. Because of that, it is not an easy task to be done without having a further understanding when it comes to reading complex literary works even by reading it more than once. For the reason of that matter, the writer decided to use an example of literary works by John Boyle O’Reilly entitled “The White Rose” which can be analyzed further by using the method called the semiotics of poetry by Michael Riffaterre. The writer will analyze the poem based on Riffaterre’s method of two levels of reading. The writer will analyze the indirection of language within the poem by doing the first level of reading. Furthermore, the writer will divide the findings based on each category of the second level of reading, which covers displacing, distortion, and also creating meaning. The purpose of this analysis is to gain new insight and knowledge into literary works by using the semiotics of reading as a tool of help. In addition, the writer was also able to find a new meaning and increase the understanding of what the author wanted to convey based on the literary works itself by using the semiotics of the reading method.*

***Keywords: Literary, poetry, semiotic reading, analysis, The White Rose, Riffaterre***

**Introduction**

According to (Riffaterre, 1978), a poetry often uses the indirection language, which is when the poem says about one thing, but it actually means another thing. Since most of the poems are using the indirection language in order to deliver a deeper meaning, the writer needs to know that the poem they are writing will be perceived well by the readers. That is called the literary phenomenon, which is a dialectic between the text and the reader, which is why the writer needs to know that the text they are writing is actually perceived by the reader. The indirection language that the writer writes in the poem itself has several categories, which are displacing, distorting, and creating meaning. Riffaterre states that Displacing means when the sign shifts from one meaning to another, which happened in metaphor and metonymy; Distorting is when there is ambiguity, contradictions, or nonsense; Creating meaning is when textual space is used as an organizing concept to give indications to linguistic objects that might

not otherwise have meant, examples include symmetry, rhyme, and semantic equivalency between positional homologs in a stanza. The representation of a poem can be changed due to the accuracy of inconsistency or with what the context that leads the reader to expect, or distorted by ungrammaticalities or total nonsense (Riffaterre, 1978).

Riffaterre (1978) also states that since representation is based on the referentiality of language, or the direct relationship between words and things, mimesis is the variation and multiplicity that provides a continuously shifting semantic sequence. When the reader wants to understand the meaning of poetry, they need to do the semiotic process, which takes place in the reader's mind itself that results from the second reading. If someone wants to understand the semiotics of poetry, they must carefully distinguish two levels or stages of reading.

The first level is *heuristic reading*, where the first interpretation takes place. During this process, the meaning is grasped by the reader. This process will need linguistic competence from the reader since they need to make an assumption that language is referential. Other than that, it also needs the reader's ability to perceive incompatibilities between words that could only make sense when the reader performs a semantic transfer. The example of semantic transfer here means that when the reader reads words or phrases as a metaphor. Lastly, the reader also needs to be involved in the literary competence that will make them more familiar with the descriptive systems that will help them to fill in the gaps or compression in the text later on.

The second level is *retroactive reading*, which is the time for the second interpretation of the *hermeneutic reading*. The reader here must remember what they have just read and modify their understanding of it in a decoding way. The reader here will be reviewing, revising, and comparing the poem that they have already read before. The reader here will be able to recognize since he or she is already able to put the meaning together. Although at the first reading, the reader will only notice the text as mere ungrammaticalities, on the second reading, they will be able to see the poem as variants of the same structural matrix. The maximal effect of retroactive reading or the climax has functioned as the generator of significance that naturally comes at the end of the poem.

Since most of the poems use indirection language like what Riffaterre (1978) stated, the writer decides to analyze "The White Rose" by John Boyle O'Reilly using the semiotic approach because this poem seems to lean more towards the usage of the symbol and many of indirection language that the author used on this poem in order to reach the readers. Due to the previous reasons, the writer here decides to analyze this poem using the semiotic approach in order to understand fully what the poem actually means or what the author wanted to convey through this poem. Therefore, the research questions can be formulated as:

1. What is the indirection language (heuristic reading) that can be found in the poem "The White Rose"?
2. What is the result of further analysis (hermeneutic reading) from the poem "The White Rose"?



Proceeding from the research questions above, the writer decides to use a semiotic approach for several reasons. Firstly, in order to have a better understanding of what the author wanted the readers to perceive from the poem. Secondly, through the semiotic approach, the readers will not feel alienated from the indirection language that the author used in the poem since the semiotic approach here helps for a better understanding of the meaning of the poem. The semiotic approach is also relevant in order to break down each indirection language that the author used in this particular poem. Since the author tries to convey his thoughts on this poem, trying to analyze this poem in depth will allow the writer to see the author's intentions.

## **Method**

The writer made the decision to apply the semiotic approach in order to analyze the poem due to its ability to reveal the exact meaning of what the author actually wanted the reader to know about the poem itself. In this paper, the writers have chosen to focus on the poem entitled "The White Rose" by John Boyle O'Reilly as the object of the study. The writer also decides to use Michael Riffaterre's theories in order to analyze the object of the study.

In this study, the writer decides to analyze the poem by using the method of two levels of reading, which Riffaterre (1978) already stated before. The two levels of reading here cover heuristic reading as the first level of reading and also hermeneutic reading as the second level of reading. On the first level of reading (heuristic reading), the writer will read the poem and analyze any indirection language that the author used in the poem. Afterward, the writer will compile the findings and then divide them into three different sections of indirection language, which covers displacing, distortion, and creating meaning. Subsequently, the writer will analyze the findings of the first level of reading further by using the second level of reading, which is the hermeneutic reading. In this step, the writer will identify any ungrammaticalities or variants in the poem; how they are, in fact, equivalent to one another; identify any hypograms from the intertextuality in the poem; and lastly, the writer will formulate the matrix of the poem.

The writers then connect the findings within the process with the relevant theories of the semiotic approach to poetry that refer to this paper. Finally, in the conclusion, the writer presented the findings and drew overall conclusions.

## **Discussion**

This chapter answers the previous research questions while elaborating on it. The first point discussed the indirection language (heuristic reading) that can be found in the poem "The White Rose." The second part discusses the result based on further reading (hermeneutic reading) from the poem "The White Rose."

- 1. What is the indirection language (heuristic reading) that can be found in the poem "The White Rose"?**

Through the analysis that the writer conducts, the heuristic reading that can be found from the poem “The White Rose” on the first category, which is displacement, is the metaphor of "the red rose is a falcon" and "the white rose is a dove," another category is personification which the result is "the white rose breathes of love” and “the red rose whispers of passion." Here, the word breathes, and whispers can only be done by humans, but in this poem, both of the roses here get personified by the words breathes and whispers. Another category of displacement that can be found in this poem is metonymy, which is "the red rose" and "the white rose." The red rose here means love, passion, and desire. Meanwhile, the white rose means the purity, innocence, and honesty.

The second category is distortion, in which there is some ambiguity that can be found in this poem on the "O, the red rose is a falcon" and "the white rose is a dove." Since the roses here are categorized as flowers, it is such an ambiguity that the author identified them as an animal, which is a bird. Another aspect that the writer finds from this poem is the contradiction in "But I send you a cream–white rosebud, With a flush on its petal tips." Here, the rose that someone gives to someone else is white, but there is another color on the rose, which is the redness on its petal tips.

The third category is creation, here in this poem, the writer finds this poetry has an ABAB rhyme both on the first and the second stanza. Meanwhile, this poem does not have any symmetry, but this poem does have semantic equivalence, which is the word rose itself. The rose here is identified as the symbol of love or a person. This is the universal symbol that the rose mostly symbolizes love.

## **2. What is the result of further analysis (hermeneutic reading) from the poem “The White Rose”?**

The result from the second reading here is that the writer is able to find the variants or ungrammaticalities and compare them with one another, which is the rose vs. the love or the human. The equivalent that the writer can find from this poem firstly, in the first stanza, the poem tries to tell the writer that it is two different types of love from someone or two persons. The first stanza here also tries to emphasize the different types of love. One of them is full of passion, while the other one is one of innocent love. In the second stanza, the poem tries to tell the reader that the two of this love already combined as one love through "But I send you a cream-white rosebud, with a flush on its petal tips ."Here, in this part of the poem, the author tells the reader that the rose's color here is cream-white rosebud but with a flush (redness) on the petal, which means the combined love.

The hypograms that the writer finds from this poem are the previous knowledge of the symbol that the rose gives, which is love. Furthermore, from analyzing this poem, the writer can understand that the rose here represents love between two humans, but this love is not in

the same category. One of them is full of passion and desire, but the other one is filled with purity and innocence, which is contradictory.

Through further analysis, the writer can find the matrix of this poem, which involves love, desire, and human. The writer formulates the matrix of the poem as two humans that have different loves but still unite as one.

## **Conclusion**

Through Riffaterre's (1978) theories, this poem is analyzed by the writer using the semiotic approach. This approach includes two levels of reading, which are the first level of reading, or heuristic reading, and the second level of reading, or hermeneutic reading. These two levels of reading are necessary for someone who wants to analyze the poem using the semiotic approach, since on the first level, it is important to find any indirection language that the author used in the poem, which later on will make it easier to analyze on the second level which includes reviewing, revising, and comparing. The method that the writer uses here is the two levels of writing, which will help the writer to analyze the poem by John Boyle O'Reilly, "The White Rose." Through this method, the writer finds that the indirection language the author used in the poem through the first level of reading, which is heuristic reading. Subsequently, the writer categorized the findings into three categories of heuristic reading, which are displacement, distortion, and creation meaning. In displacement, the author here used metaphor, personification, and metonymy. Meanwhile, in distortion, the writer finds that there are ambiguities and contradictions that the author used in the poem. The last category from the heuristic reading here is creation meaning, where the author used ABAB rhyme and semantic equivalence, which is the rose as a universal symbol. Furthermore, on the second level of writing, the writer discovers that the author of this poem tries to convey this poem to the reader as the story of two lovers that have different types of love from one another. The first person's love here is filled with passion and desire. Meanwhile, the other person's love is filled with purity and innocence. Even though their love has a different approach, it still unites as one love, which is conveyed in the second stanza where the rose's color is cream-white with a flush on its petal tips.

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## Appendix

The White Rose – John Boyle O’Reilly (1844 - 1890)

The red rose whispers of passion,

And the white rose breathes of love;

O, the red rose is a falcon,

And the white rose is a dove.

But I send you a cream – white rosebud

With a flush on its petal tips;

For the love that is purest and sweetest

Has a kiss of desire on the lips.

**WORDS THAT TRANSFORM: UNLEASHING THE POTENTIAL OF LANGUAGE, LITERATURE, AND ENGLISH EDUCATION IN RESHAPING PEOPLE AND THE WORLD**

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***Abstract***

*This study employs a literature review methodology to inquire into the effects of language and literature, concentrating on English language education and world issues in a literary work. Through a literature review, this study examines how words and stories affect how we process and react to severe global problems. English language programs that properly help students learn to think critically and see the value in other people's perspectives. Poverty, climate change, social conflict, and inequality are just some of the complex global issues that can be better understood through a literature-based curriculum. The narratives in these works make the reader feel compassion for society's underdogs. Teaching English in a multicultural context has helped students develop a deeper understanding and appreciation of cultural diversity. The experience of learning English is enhanced, and students gain access to a wealth of literature when they use technology to do so. Incorporating English language instruction and global issues into the curriculum, developing innovative learning strategies, and utilizing technology are all necessary to fully realize the potential of language and literature to shape individuals and the world. As a result, the potential of English education to bring about positive social and global change becomes apparent. This research shows that learning English can be a powerful tool for developing critical thinking skills, effective communication, and an appreciation for different points of view.*

***Keywords: English education, language, literature, world issues***

**Introduction**

Today, society requires all potential leaders to grasp the language fully. Language is the primary means by which people in modern civilization communicate. Improving one's command of language is crucial for pupils to become more effective communicators. Language proficiency also lays the groundwork for pupils to develop positive connections with others in their communities. Currently, there is a great deal of social rivalry. Students need good language abilities to navigate interpersonal dynamics when entering the workforce and society. However, pupils today have inadequate linguistic abilities. When interacting with others, it can be challenging for people to put their thoughts into words. There is a wide range of causes for this issue. Studying literature and language in English is crucial to developing a student's

linguistic competence and enhancing their linguistic competence in general. Teaching students English allows them to participate in language practice activities that have been shown to effectively boost their language skills and broaden their understanding of the world and their capacity for creative problem-solving.

For this reason, schools must devote sufficient resources to teaching kids the English language and literature. The globalization of higher education relies heavily on the English language. There is now an established norm that English is the language of choice in internationalized universities. Many global contexts for internationalizing higher education presume the primacy of English in the creation, diffusion, and consumption of scholarly information. When it comes to studying abroad, most courses are presented in English.

At the same time, it has been established that the language project is deeply entwined with the construction of cultural and national identity in global contexts, shaping what it means to be one nation, one people, and one shared culture and identity (Hall, 1997; Ricento, 2000; Tong & Cheung, 2011; Tsui & Tollefson, 2007). Because of English's current worldwide significance, it has supplanted many native tongues as the language of choice in many localities, altering the linguistic and cultural identities of those places in complex ways. This process is exacerbated in postcolonial societies. The English language is loaded with ambivalent connotations (Pennycook, 1998, 2008, 2010; Phan, 2008, 2009), including painful colonial recollections, the glorification of English as a global language of necessity, popularity, opportunity, and advancement; reconciliation; empowerment; integration; liberation of identity; constraint of identity; exclusion and discrimination; and local creativity and sensibility. One's use of English and one's identification with it play an essential role in postcolonial English and the international status of English in terms of one's desire to communicate with the world and one's will to preserve one's national cultural identity (Hashimoto, 2000, 2007; Rappy & Wee, 2006). In this aim, English makes a dynamic and multifaceted contribution to identity formation at all levels.

In this study, the researcher examines how the English language, literature, and education have profoundly impacted the lives of individuals and the world. The purpose of this review is to provide a synopsis of the book. The study emphasizes the significant impact of language in inspiring, motivating, and empowering individuals under its fundamental role in human communication. This study investigates how language influences our perspectives, fosters empathy, and drives social change. In "Words That Transform," the author takes a convincing approach by providing engaging examples and thorough analyses. The central idea is that we must fully utilize language to create a better world.

Investigating literature's far-reaching effects, the researcher will highlight the work's ability to resonate with readers across time and space. This article provides compelling evidence that literature can be used to provoke thought and compassion. The concept of "Words That Transform" emphasizes the ability of literature to affect both the minds of its readers and the world at large. The impact that well-known authors have had on readers and society is analyzed.

In addition to the topics mentioned above, this study also investigates how the power of language and literature can be fully experienced by those who learn English. This study

argues that traditional approaches to teaching English grammar should be replaced with more modern, comprehensive methods. Instead, it is meant to encourage creative thinking, critical analysis, and cultural awareness in students. "Words That Transform" argues that a well-rounded English education that includes reading literature, writing creatively, and analyzing language can help students succeed in today's complex and interconnected world.

A community where people can learn to communicate and understand one another, and their environment is greatly aided by language, literature, and English instruction. The ability to express oneself freely in written or spoken form makes language such a potent and effective means of communication. People need to be able to communicate with one another regardless of language or cultural background in order to foster mutual respect and kindness. Literature reflects many different cultures and periods, meaning many different stories and perspectives can be found. Readers will be exposed to fresh ideas, situations, and challenges by reading this article. Doing so fosters empathy and broadens one's understanding of the human condition. The importance of teaching English as a second language to children worldwide cannot be overstated. It facilitates interaction between people of different cultural backgrounds and exchanging ideas. Communicating effectively in English fosters tolerance and acceptance among people of diverse cultural backgrounds. People from all walks of life can communicate with one another and share their experiences and perspectives. English language and literature programs can help people of different cultures communicate better with one another. With this knowledge, we can break down barriers and foster an environment where diversity is celebrated. People can work towards a world with less strife and better connections if they devote time and energy to these fields of study.

Individuals and societies benefit significantly from exposure to English-language education, literature, and language. This article considers the writing piece "Words That Transform" as a fascinating and thought-provoking example of the power of these forms of expression.

## **Methodology**

The researcher will use a qualitative description analysis method. One way to dig into a conceptual problem is to conduct a literature review (library research). Finding, reading, and analyzing papers written on the topic are all part of the literature review process. This method allows the researcher to fill in the blanks in our knowledge by piecing together data shards and developing novel hypotheses and theories. The study will expand upon previous research by investigating how exposure to the English language, literacy, and education can broaden participants' understanding of the world.

## **Findings and Discussion**

### ***1. Communication and Understanding***

Solid relationships and peaceful conflict resolution result from effective communication between people and groups. The ability to express oneself clearly and concisely

while actively listening to another is crucial to effective communication. Individuals who have mastered this competency can better connect with others, educate them, and bring them together in a variety of personal and professional settings. To have interactions that are both meaningful and productive, open and honest communication is essential. As a result, people can better understand, develop empathy for one another, and find common ground. In the realm of conflict resolution, communication is crucial because it helps with negotiations, promotes the discovery of solutions that satisfy both parties, and promotes the process of reconciliation. Each party is given a chance to air their grievances, learn more about what led to the conflict, and work together to find a solution that benefits everyone. It is also vital to acknowledge the role of good communication in building and maintaining trusting, respectful, and collaborative relationships. It makes it possible for people to network with one another and form deep relationships with those they interact with. When people can express themselves clearly and listen to one another, they are better able to work together towards a common goal. A more peaceful and inclusive world can be achieved when people realize the importance of communication in resolving conflicts and building relationships. Using conversational implicature in the classroom still has its challenges, such as misunderstanding, according to the research of Nassar (2021) and Sari (2019). Misunderstandings in meaning can arise in English-language interactions between educators and their students. Misunderstandings in meaning are possible in English communication if the speaker cannot recognize conversational implicature.

Understanding the implications of a conversation requires a level of cultural sensitivity. This is because the norms and expectations of various cultures greatly impact how implicatures are communicated and interpreted. Fostering a deeper understanding of different cultures requires actively encouraging students to recognize and respect cultural nuances and engage in cross-cultural discussions and interactions. Improving students' ability to recognize and use conversational implicature requires extensive practice and incorporating feedback on their performance. Many improvised-meaning communication activities should be made available to students. This helps them think beyond literal meanings when interpreting and communicating with others. Students also need to be given feedback that can be used to help them improve in this area.

Educators can only effectively teach conversational implicature with the knowledge and instructional strategies provided by continuous professional development (CPD). Educators' knowledge in this area can be improved through participation in professional development opportunities. Because of the subtlety and complexity of conversational implicature, teachers must have a firm grasp on the linguistic and contextual factors that shape meaning. Teachers who participate in continuing professional development (CPD) on conversational implicature are better equipped to provide students with engaging and practical lessons that build their knowledge and use of this linguistic concept. Participating in professional development opportunities like workshops, training sessions, and group discussions can significantly impact educators' careers. These gatherings provide an excellent opportunity for educators to network with peers and gain insight into current pedagogical issues



and trends. Teachers gain from these gatherings because they can connect with their peers in the field and learn from each other's experiences in the classroom.

## ***2. Cultural Exchange and Empathy***

One effective method of combating prejudice and promoting international understanding is through literature and language. One's native language is a significant asset in conveying and expressing one's distinctive worldview, values, and cultural norms. Studying a foreign language allows students to become fully immersed in a different culture. As a result, they learn to appreciate the uniqueness and worth of every person and the range of human experiences. The literature review is a stunning portal into the vastness of human experience. Literature's stories, narratives, and characters reveal the complexities and diversity of the human condition. By reading and discussing works from other cultures, readers can experience a profound immersion in other cultures and their literature. Students can better understand the human experience and the bonds that bind us together by immersing themselves in these stories and developing empathy for a wide range of characters. Studying language and literature helps students develop empathy, critical thinking skills, and the ability to see things from other people's perspectives. People can learn to appreciate and celebrate the differences between cultures through reading and writing about them and interacting with those from other cultures. Through these interactions, they can build bridges of understanding and cooperation to help usher in a more peaceful and civilized global society.

Wang and Jiang (2018) state that there are many dimensions in which cross-cultural communication can be difficult. Dissimilarities in social norms, ideals, and beliefs between two regions can impede effective cross-cultural communication. These differences create substantial barriers to efficient communication across cultures. When people do not communicate with one another, it can lead to severe cultural conflicts. The concept of cultural empathy is essential for preventing needless casualties.

Regarding effective communication across cultural boundaries, cultural empathy is crucial. People can learn a great deal about the customs and traditions of a foreign country by immersing themselves in that culture. Having this knowledge makes it much easier to communicate and interact with people of that culture. By reducing tensions between speakers of different cultures, cultural empathy is crucial to successful cross-cultural communication. To interact effectively across cultural boundaries, one must grasp and value the significance of other people's experiences and values.

## ***3. Critical Thinking and Analytical Skills***

About 25,000 years ago, Socrates profoundly observed the human propensity to seek rational justifications for acquiring reliable knowledge. According to Socrates, knowledge is

the first thing people turn to when defending their opinions or actions. The Socratic Method is a philosophical strategy that uses questioning to probe for the truth through analytic and rational means. In order to arrive at a well-supported conclusion, one must use questions strategically to reveal contradictions and inconsistencies in the speaker's beliefs. Several authors describe critical thinking as inherently self-correcting, self-directed, and goal oriented. Similar views are held by Limpon (1988) and Paul (1992), as well as by Bailin, Case, Coombs, and Daniels (1999).

Similarly, some writers have argued that assumptions play a significant role in critical thinking and decision-making. The authors stress the significance of critical reflection as an element of critical thinking. Dewey (1933) describes critical thinking as an intellectual process characterized by sustained attention, careful analysis, and objective evaluation of claims. Critical thinking involves investigating the premises upon which a belief or body of knowledge rests, as well as drawing whatever inferences and conclusions may be warranted from those premises. The user's writing shows that they believe the definition they provided encourages students to draw upon and apply prior knowledge in new contexts. They believe the best decision-makers can think critically about issues and draw valid conclusions. Individuals with this ability can have higher critical thinking and cognitive processing levels. Even though absolute truth is hard to come by, the user believes that striving for mental perfection is a worthwhile objective for improving one's intelligence. A person must "learn about thinking" to become a "critic" of their thought processes. Using the input of many academics, Facione presented a consensus statement in his seminal work from 1990 called the Delphi Report. This statement drove home to the point that critical thinking goes beyond logical analysis and into the realms of feeling and belief.

Critical thinking, as taught in the modern Western educational system, is synonymous with logical reasoning and can be traced back to the teachings of ancient philosophy. Over time, it has expanded to include abilities to interpret, recognize logical fallacies, analyze causal relationships, synthesize statements, draw inferences, evaluate information, and solve problems. With its emphasis on logically sound argumentation, this viewpoint is widely used in college classrooms (R. et al. J. 2016). Skimming, identifying essential ideas, locating topic sentences, reading for the main idea, and identifying contextual clues are some reading strategies outlined in reading inventories distributed to teachers through the Employee Aid Programme (EAP) in the 1980s. More advanced strategies included recognizing preconceptions, detecting bias, comparing texts, and verifying the author and date of a text. These standardized skills and tactics offered teachers a solid foundation to impart to their students.

Moreover, many of these abilities and methods underwent rigorous testing and found a significant place in the newly developed and highly regarded International English Language Testing System (IELTS). On the other hand, the criticality perspective emerges as another broad viewpoint on critical thinking, strongly endorsed by the criticality movement. This concept of criticality revolves around nurturing students into autonomous and inquisitive

information seekers, making self-regulation and self-reflection pivotal aspects of the learning process. By encouraging students to take ownership of their learning journey, criticality fosters a deeper understanding and application of critical thinking skills, empowering them to navigate the complexities of the modern world with a discerning eye and an open mind.

Utilizing English literature as a method of language teaching can prove to be both efficient and captivating. The narratives within literature mirror the ever-changing nature of life, illustrating that language serves as a conduit for expressing these intricacies and sharing stories across communities and cultures worldwide. As a vital resource in language instruction, literature's popularity is on the rise, fostering a dynamic collaboration between language and literary arts. This synergy paves the way for a flourishing exchange of intriguing ideas, promoting enhanced learning experiences and improved education for all. Educators widely acknowledge the benefits of incorporating literature into language training. Engaging with various literary forms enriches language education, prompting English teachers to explore written works within their language classes. The choice of literature for ESL students becomes a key consideration, as it can significantly impact language and linguistic skill development. Engaging with literary works enhances both language skills and linguistic proficiency, resulting in a multifaceted and rewarding language learning experience for students and instructors alike.

The data presented offers valuable insights into the historical progression of critical thinking, shedding light on its roots in the era of Socrates and Ancient philosophy. The user's text emphasizes the significance of the Socratic Method as an inquiry technique that promotes logical reasoning to support and validate beliefs and conclusions. The user's text highlights the complementary nature of the discussion, which focuses on the evolution of critical thinking within the modern Western educational system. This evolution encompasses a range of skills, including identifying fallacies, making inferences, and engaging in problem-solving.

From that and above, the significance of critical thinking in education and the world emphasizes its role in fostering active intellectual involvement and cultivating a mindset that challenges assumptions. Experts agree that critical thinking encompasses more than just cognitive abilities. It also encompasses affective elements, such as self-reflection and self-directed learning. Moreover, the presented data highlights utilizing literature as a pedagogical approach to foster critical thinking abilities and language proficiency. The discourse delves deeper into the topic, highlighting the increasing recognition of literature as a valuable tool in language instruction and its beneficial effects on students' language proficiency.

#### ***4. Global Citizenship and Social Justice***

The concept of citizenship has been rethought from its roots at the national or local level to its new home at the global level in this globalized era. Because of the absence of either a legal basis or a governing body, the concept of global citizenship becomes immediately

problematic in this setting. Therefore, global citizenship becomes a discursive construct that typically includes ideas of global awareness and an active commitment to justice, peace, and equality. As the focus moves from the national to the international level, scholars have tried to square the discursive construct of "global citizenship" with this development. For instance, Guarasci (1997) argues that "interculturalism" is needed in today's world so that people can "reconcile the social realities of an intercultural and multicentric society" (p. 20). Heater (2002) places the various conceptions of global citizenship on a spectrum, from the most concrete to the most nebulous. One alternative is offered by Falk (1993), who divides global citizens into five groups: international reformers, international environmental managers, politically conscious regionalists, transnational activists, and elite groups of businesspeople. These are just three of the many possible definitions of global citizenship; however, they do reflect Lilley et al.'s (2016) caution that the terms used to describe the concept "are of less consequence than the underpinning values and mindset they represent" (p.1). A wealth of literature criticizes the concept of global citizenship, typically focusing on the inequalities brought about by globalization and Western imperialism. Balarin (2011), for instance, writes that "marginality appears to be the hidden other of global citizenship" (p.355) and that "emerging inequalities within globalization" (Ibid:358) "can obstruct access not only to citizenship rights but also to the imagination of citizenship." The authors Jooste and Heleta (2016) wonder "whether privilege and affluence are requirements for global citizenship and whose values and norms will guide global citizens" (p.2). According to Bowden (2003), the concept of global citizenship is dominated by the "modern, affluent global bourgeoisie" (p.360), who are themselves citizens of Western society.

Language and, by extension, linguistic rights are rarely discussed in the literature despite the extensive discussion and critique of global citizenship. Significant historical, cultural, and social institutions are at work in the global spread of English. Because of English's "gatekeeper to positions of prestige" (Pennycook, 1994, p. 18) in today's global society, it is essential to consider this power dynamic when analyzing the language's use. Given this, Torres (2015) argues that "contradictory cultural effects" (p.269) may result from contextual factors, such as the pursuit of English in Asian society, and that global citizenship in such contexts may mean being Westernized. Rhoads and Szelenyi (2011) examine how global citizenship is practiced in four distinct locations, drawing attention to contextual influences such as post-communism in Hungary and neoliberalism in Argentina. English plays a pivotal role in today's Chinese university. According to the authors, "major changes" are occurring in Chinese society "through the pursuit of English," which is "recasting the notions of citizenship" (Ibid:52). It has been argued that English's prominence here indicates a growing receptivity in Chinese culture to Western ideas and globalization more generally.

The value of learning a second language to developing a global mindset and the ability to interact constructively across cultural boundaries cannot be overstated. Learning a second language is an excellent way for students to gain exposure to new cultures and ways of thinking. By learning about and experiencing other cultures, people can question their own biases and prejudices. A more profound comprehension of international problems is also facilitated by

such exposure. Learning a second language is critical for advancing cross-cultural understanding and strengthening international partnerships. Literature is in a particular position to reflect the living realities of individuals and illuminate systemic problems in society. Therefore, it has excellent potential as a strategy for resolving social justice issues. Students can gain valuable insight into the struggles of underrepresented groups, the aftereffects of historical wrongs, and issues of identity, prejudice, and human rights by reading literary works. Students' ability to think critically and empathize with others benefits greatly from their exposure to new ideas and experiences. This, in turn, provides a strong incentive for them to participate in social justice campaigns.

### **Conclusion**

The ability to communicate is crucial for promoting teamwork and completing tasks. Language instruction, contextualized learning, the promotion of effective communication strategies, the promotion of cultural awareness, the provision of practice opportunities, the assurance of professional development for educators, and the use of authentic language are all approaches that have been proposed to enhance communication. Language and literature are crucial in promoting empathy and understanding among people of different backgrounds. Cultural empathy can help people connect with people from other cultures more authentically. Critical thinking, self-directed learning, reflection, and questioning assumptions are all skills that must be cultivated in order to achieve comprehensive competence. Studying a foreign language and reading widely can help students become better global citizens, increase their capacity for empathy, and address social justice issues.

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**"THE CRUCIBLE" AND TODAY'S SOCIETY: NEGATIVE EFFECTS OF AUTHORITY THROUGH THE LENS OF MARXISM**

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***Abstract***

*A Marxist analysis of Arthur Miller's "The Crucible" is presented in this paper. The writers decided to examine Miller's use of authority throughout the play and focus on how societal norms may affect the industrial world. The goal of this study alone is to help individuals understand the risks of people who have too much power in their hands as well as emphasize how authority can fade away the principles and convictions that are important to our society. In addition, the tragedy of the Salem witch trials shows what may happen when power is abused, and this can be seen clearly in the characters of Deputy Governor Danforth and Reverend Parris from a Marxist perspective. They serve as an example of how cruelty may result from the misuse of power. This knowledge gives us the idea that we are limited in what we can and cannot control. Other than that, the analysis goes beyond the play and uses Marxist ideas to examine recent industrial issues in the modern world, such as the palm oil industry in Indonesia. The threat presented by a politically powerful group of people is well illustrated in this account and this could lead to repercussions for the local ecosystem, economy, and standard of living. Lastly, the paper also argues that the only way to prevent the potentially disastrous consequences of power that cannot be controlled is by fighting against authority, protecting human rights, and striving for an unbiased society.*

***Key Words: Drama, Marxism, Authority, The Crucible***

**Introduction**

In "The Crucible," Arthur Miller illustrates how persons in positions of authority abuse church regulations to stir up commotion and sway the public. The authors' goal is to examine the risks associated with using power to influence people's opinions. The writers advise readers to look into how abuse of power can erode fundamental principles and beliefs. The church is portrayed in the drama as an oppressive institution that uses the law to uphold its principles and control the actions of its followers. The Salem witch trials' imbalanced power may have distorted people's perceptions. This essay examines the unfavorable effects of a small number



of people with substantial authority, such as unfairness, censorship, and the mistreatment of weak people.

The themes of control and power discussed in "The Crucible" are still relevant now, just as they were then. A play that examines power and manipulation can be an excellent resource for learning how readily public opinion can be swayed. Readers are prompted to consider their own sources of authority by this question. The goal of this is to raise awareness among the general public about the risks that could develop when a small number of people hold excessive power. The goal of the book is to inspire its readers to come up with their own original ideas by highlighting the need for an informed and alert populace to prevent the growth of an unchecked government. This essay's significance and applicability go much beyond the time of the Salem witch trials. Despite the drama's historical setting, the themes of manipulation and dishonesty that it explores are universal. An important lesson from this body of research is the necessity of questioning authority in order to safeguard civil liberties and advance justice in society.

Marxist analysis of "The Crucible" can shed light on the social processes and power structures that are depicted in the play. The idea of class antagonism and the potential for exploitation and control are central to Marxist thought. In "The Crucible," the accused people stand in for the disadvantaged sections of society, while the church symbolizes the wealthy. Understanding the power relationships at work in the play as well as the political and social context of the Salem witch trials can be improved by using Marxist theories to analyze the play. This essay will analyze Arthur Miller's "The Crucible" from a Marxist standpoint. We can learn a lot about current economic difficulties by using a Marxist lens to analyze the power dynamics in the play. We can ask research questions from this perspective, such as:

1. What are the effects of authority in "The Crucible" that can be seen from the Marxism theory point of view?
2. How do the previous outcomes connect to the urgent issues that the industrial world is currently facing?

## **Discussion**

To analyze the negative aspects of power, you can use a Marxist perspective when reading Arthur Miller's "The Crucible." We can analyze how power and authority contribute to the exploitation of the lower classes. According to Marxism, the ruling class exploits and manipulates the working class. This is a basic principle of the ideology. Danforth, the person in charge in the play, shows this. Danforth is prepared to use his authority to silence his adversaries and strengthen his control over the situation. He uses the Salem witch trials to maintain his power and trick people. Those in power use trials to create doubt and fear, and to punish those who could challenge them.

It could be viewed as a representation of class conflict in Marxism. The wealthy class employs various tactics to quell the uprising of the laborers. We can use Marxist theory to

analyze Reverend Parris' personality. Parris, a pastor and wealthy landowner, resides in Salem. He only cares about himself and achieving his goals. Parris's participation in witch hunts and punishing innocent people strengthens the ruling class. Marxism suggests that the wealthy exploit the poor for their own gain. The story shows Danforth and Parris as corrupt officials who misuse their authority.

The overall play talks about authority. The drama portrays the negative consequences of uncontrolled power and manipulation of the masses. John Proctor and his allies fight for truth and justice in a story that focuses on the battle between personal freedom and oppressive authority. Marxism helps us understand the power struggles and class conflicts portrayed in "The Crucible." This approach highlights the harm caused by uncontrolled power and the oppression of those in lower social positions. Studying power dynamics in everyday situations can improve our understanding of how authority operates and make us more aware of it.

Marxists believe that the Salem Witch Trials in 17th-century Massachusetts illustrate the disastrous effects of power. The leaders of Salem, who were both religious and in charge of the government, had a lot of power over the people who lived there. Marxism shows how people in power have used their authority to silence their opponents, maintain social structures, and protect their own interests, leading to an unjust and tragic historical era. Marxism focuses on the significance of social class and the power struggle between those who rule and those who work. In the Salem Witch Trials era, the ruling class was made up of well-known Puritans. This group consisted of clergy members and wealthy landowners who had political power. They made sure to follow strict religious practices to maintain their authority and status. They were afraid of losing their power, so they silenced anyone who did not follow the usual rules, like the witches.

Many historians believe the Salem witch trials were the result of children craving attention or the government striving to acquire land. (Main, 2022)

Marxist analysis reveals the economic factors involved in the Salem Witch Trials. Land and property ownership held great power in the community. Those accused of witchcraft often clashed with those in power due to conflicting interests. People were often accused of disrupting the social order or having desirable property. The trials were manipulated by authority figures to protect their economic interests and consolidate their power. The Salem Witch Trials demonstrate the ruling class's ideological control. Puritan beliefs were crucial in the trials, as religious leaders had a lot of power in deciding who was guilty or innocent based on their interpretation of spiritual matters.

The authorities controlled the community's beliefs and actions by defining witchcraft and religious behavior rules. Questioning religious authority was considered a threat and led to the persecution of dissenters. The Salem Witch Trials had devastating consequences due to the actions of the authorities. Many people were wrongly accused, jailed, and put to death due to

weak proof and forced admissions. The authority structures of the time were oppressive, leading to fear, suspicion, and paranoia. This resulted in neighbors turning against each other and settling personal vendettas through witchcraft accusations. The trials highlighted the risks of uncontrolled power and the possibility of widespread mistreatment.

Marxists believe that authority has negative effects that hinder social progress and maintain inequality in modern society. Marxism emphasizes how the ruling class uses its power to exploit the working class and maintain its authority. By examining authority, writers can gain a better understanding of how oppressive systems are affecting society and causing harm. Marxist theory suggests that current power structures lead to class stratification in modern society. Powerful individuals like politicians and CEOs use their authority to benefit the capitalist class. The statement implies that working-class individuals are often stuck in low-paying jobs with little opportunity for advancement. The ruling class can accumulate wealth and influence. A small group of individuals consolidates power to maintain a hierarchical system that prioritizes the interests of a select few over the majority.

Palm oil production is a crucial economic sector in Indonesia, providing employment for numerous workers and generating substantial revenue. The business sector's power has enabled economic inequality and worker exploitation to continue, despite efforts to address these issues. Workers from disadvantaged backgrounds face tough working conditions, long hours, and low wages that barely cover their basic needs. Palm oil companies use their power to exploit workers and generate profits for the wealthy capitalist class, according to Marxist analysis. Meanwhile, workers receive few benefits. The industry's hierarchical structure gives them control over production and allows them to make decisions on pay and working conditions that benefit them. The ruling class holds decision-making power. Concentration of power results in social stratification, where the working class is stuck in low-paying and unstable jobs, while the capitalist class reaps the rewards. The harmful impacts of authority in the palm oil sector extend beyond labor exploitation.

Four defendants were each sentenced to 19 months in prison Wednesday after being found guilty of torturing to death two people trafficked to work on an oil palm plantation that supplied global brands. The victims succumbed to their injuries inside two cages on the property of a local politician in North Sumatra province, in the latest case of modern slavery. (Post, 2022)

Palm oil extraction harms the environment by causing deforestation and displacement of indigenous communities. Companies can exploit natural resources, ignore environmental regulations, and move local communities to make money. Corporations' close relationships with the ruling class have allowed for these actions to occur. The ruling class's authority is to blame for marginalized populations losing their land, means of subsistence, and cultural heritage. This worsens the existing socioeconomic inequality and marginalization. Marxist

theory suggests that the power structures in the Indonesian palm oil industry reflect the larger power structures in capitalist society. The ruling class's concentration of power leads to economic inequality, labor exploitation, and environmental destruction. The illustration emphasizes the importance of combating the negative impact of authority through policies that prioritize workers' rights, promote social justice, and encourage environmentally sustainable development.

"The defendants have been found guilty of committing torture that caused the deaths of others, which was done together," Judge Halida Rahardini ruled Wednesday in a North Sumatra court. One of the defendants, the son of a local politician, was also ordered to pay Rp 265 million (\$17,000) in compensation to the families of the victims. (Post, 2022)

Authority in modern society allows for the exploitation of workers for their labor. Marxist theory suggests that the hierarchical system of authority allows employers to control the labor of workers and obtain surplus value from it. Workers in this situation often receive low pay, work in poor conditions, and have limited rights. The wealthy capitalist class uses their power to exploit the labor of the working class, which increases their profits. Unequal distribution of labor benefits leads to economic inequality and wider wealth gaps, as the ruling class receives a larger share. Marxism views the commodification of human connections as a negative outcome of authority. Capitalist societies often lead to transactional and utilitarian interpersonal relationships due to the strong influence of authority.

People prioritize their own economic interests over building meaningful relationships with others. Prioritizing profit maximization can harm social relationships by promoting individualism and creating an environment of alienation and isolation. Empathy, solidarity, and community are undervalued, leading to a focus on commercial transactions and a loss of the human experience. Marxism highlights the role of authority in upholding the status quo and stifling dissenting perspectives. People in power often use their authority to control the conversation and silence opposing opinions that go against the mainstream ideology. Those in power can hinder critical thinking, impede societal progress, and maintain power dynamics by controlling information.

Suppressing opposing viewpoints can limit the range of perspectives needed for growth and impede the development of a fair community, hindering societal progress. Authority is thought to contribute to ongoing social inequality and injustice. Concentrated power allows for the continuation of social divisions and discrimination. Marxist analysis posits that authority is utilized to protect the dominant class's interests. Income inequality causes disparities in resources, opportunities, and social services. Power and resource distribution based on authority can hinder social mobility. Perpetuating institutionalized prejudice contradicts the values of equality and justice.

## Conclusion

In "The Crucible" by Arthur Miller shows how authority can negatively impact people's beliefs and cause chaos. The church in the play is represented by using its power to shape society and laws and because of this, the Salem witch trials happened due to its unchecked authority by the church. The play portrays the working class being oppressed by the ruling elite, which highlights class conflict and the suppression of disagreement, from a Marxist perspective. This study also explores issues in the manufacturing industry beyond "The Crucible." The palm oil industry in Indonesia is an example of how monopolized industries can cause social and environmental issues. Marxism theory here tries to emphasize policies that promote workers' rights, social justice, and sustainable development to balance the corrupting influence of power.

Overall, "The Crucible" explores how the misuse of power leads to tragedy and chaos as society's views are controlled and suppressed. The impact of authority's ongoing mistreatment and oppression of marginalized communities is still significant in today's world. The analysis looks at the Salem witch trials from a Marxist viewpoint and explains how it relates to current industrial issues. The text cautions against the risks of having too much power and encourages people to challenge those in authority, protect their own rights, and work towards a fairer society.

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**ANALYZING THE NARRATOR’S CHARACTER DEVELOPMENT IN “WE THE ANIMALS” USING ERIKSON’S STAGES**

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***Abstract***

*This analysis examines Justin Torres' novel "We the Animals" through the lens of Erik Erikson's Psychosocial Stage theory, which explores the developmental stages individuals go through and the accompanying psychosocial conflicts that shape their personal growth and identity formation. The book delves into family dynamics, identity, and personal development, making it well-suited for analysis using Erikson's theory. The characters in the novel progress through various stages, each characterized by a unique developmental task or crisis. The analysis focuses on Erikson's eight stages: Trust vs. Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, and Integrity vs. Despair. The unnamed narrator and his brothers face challenges related to trust and mistrust, autonomy and shame, initiative and guilt, and industry and inferiority. As the narrator enters adolescence, he grapples with questions of identity and experiences role confusion. The tense dynamics within the family, characterized by unstable relationships and violence, contribute to the conflicts and developmental struggles the characters face. The analysis highlights significant moments and interactions that exemplify the characters' developmental struggles within the context of Erikson's stages. The analysis employs a qualitative descriptive approach, involving an in-depth reading of the book to identify key developmental struggles and conflicts. It aims to deepen our understanding of the characters' personal growth and identity formation by examining their internal conflicts, external influences, and efforts to navigate difficult circumstances. By applying Erikson's theory, the analysis sheds light on the characters' journeys and the impact of their experiences on their overall development.*

***Keywords: Erik Erikson’s Psychosocial Stage Theory, development struggles, identity formation***

**Introduction**

Justin Torres' book "We the Animals" is a fascinating study of personal growth, identity, and family dynamics. We will use Erikson's Psychosocial Stage theory to analyze their journey and character in this analysis. The Psychosocial Stages Theory proposed by renowned psychologist Erik Erikson says that humans go through various stages of development, each of which is accompanied by psychosocial conflicts that affect how they develop and form their identities. The purpose of this study is to find out how important Erik Erikson's theory of

Psychosocial Stages is in understanding the development and formation of human identity. This research seeks to explain how people progress through this phase, the difficulties they face, and how it impacts their overall development. This study uses Erikson's framework. The analysis will refer to Erikson's eight stages, namely Trust vs. Distrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Role Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, and Integrity vs. Despair. We will learn how the characters move through Erikson's stages through this analysis, as well as how these stages affect their relationships and personal growth. Because Endraswara (2004: 77) claims social life can be a catalyst for the birth of literary works.

According to Erikson's Psychosocial Stage Theory, people go through their lives, going through a variety of psychosocial phases that are each marked by a unique developmental challenge or crisis. These phases emphasize the interaction between a person's biological and social environment and span the entire lifespan, from early childhood to late adulthood. Erikson's theory places a strong emphasis on the significance of successfully resolving these psychosocial conflicts because they help to develop a healthy personality and a strong sense of self and identity.

Developmental thought was revolutionized when Erikson (1968) developed his Psychosocial Development theory, according to Hoare (2002). He was the first to explain how a person's psychological makeup contains elements of the social world. According to Erikson (1959), "Individual and society are intricately woven, dynamically related in a continual change," it is challenging to understand the individual when that individual is removed from his or her social environment. (p.114). When Erikson presented human growth and development, he said, "I shall present human growth from the point of conflicts, inner and outer" (I shall present human growth from the viewpoint of conflicts, inner and outer). This statement identifies psychological development in a social domain. (1968: 91-92).

Erikson's Psychosocial Stage theory is especially well suited for analyzing the characters in the book "We the Animals" because it places a strong emphasis on identity formation, interpersonal relationships, and the effects of outside factors on personal development. The coming-of-age journeys of the characters, their identity crises, and the complicated family dynamics are all explored in the book. We can learn more about the character's development through the stages, the conflicts they encounter, and any possible influences on their personal development and identity formation by applying Erikson's theory.

Conflicts both inside and outside the person push them to become more resilient and seek integration. Erikson made the assumption that a crisis can happen at every stage of development, where each stage has its own difficulties and requirements that must be met. Each stage's success is closely related to success in the following stage, whereas failure in one stage results in greater difficulties in the following stage, and the fallout from the first failure will complicate the success of the following stage.



## **Methodology**

A qualitative descriptive approach will be used to examine the characters in "We the Animals" using Erikson's Psychosocial Stage theory. An in-depth reading of the book will be required for the analysis in order to pinpoint significant moments, occurrences, and interactions that highlight the characters' developmental struggles and the corresponding Eriksonian psychosocial stages. An examination of the character's internal conflicts, outside influences, and efforts to settle disputes or get through difficult circumstances will complement this. By using this method, the study hopes to learn how the experiences of the characters correspond with the stages of Erikson's theory and to gain a better understanding of their personal growth and identity formation.

Qualitative research is described as "a form of systematic empirical inquiry into meaning" by Shank (2002). He uses the phrase "planned, ordered, and public" to explain the methodical implementation of guidelines developed by the qualitative research community. By employing the term "empirical," which relates to actual experience, he indicates that this method of research is empirical. Researchers work to comprehend how others interpret their experiences in light of the idea of meaning. According to Denzin and Lincoln (2000), interpretive and naturalistic approaches are used in qualitative research. They claim that this is because qualitative researchers "study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them."

According to Conger (1998), there are several benefits to conducting qualitative research:

- Increased opportunities;
- Sensitivity to environmental influences;
- The ability to research symbolic meaning and social context;
- Flexibility in research to successfully investigate processes and follow unexpected ideas.

This analysis makes use of Erikson's Psychosocial Stage theory to shed light on the nuanced character development in "We the Animals" and reveal how the conflicts and developmental tasks suggested by the theory relate to the experiences of the characters. It aims to deepen our comprehension of the characters' development, struggles, and transformations throughout the book, thereby advancing a more thorough investigation of human growth and identity formation within the context of the narrative.

## **Findings and Discussion**



The narrator of Justin Torres' "We the Animals" embarks on a trying journey of self-discovery and adolescent development. In this book, three siblings who grew up in a working-class Puerto Rican-American family are profiled. A collection of related tales that portray various emotions, including happiness, doubt, or sadness. The narrator first develops a stronger bond with his family and enjoys having tight relationships with his two brothers. As the narrative goes on, he starts to struggle with being singular and with having a sense of self. The key character features in "We the Animals" are the need to stand out, the battle against competing emotions and wants, and the quest for acceptance and understanding of oneself in the context of one's familial and cultural background.

Because of the difficult relationship between his parents, Ma and Paps, and the rest of the family, the narrator struggles. The unstable parental connection causes chaos in the child's surroundings, which frequently results in emotional instability and physical aggression. The conflict between the narrator's need for stability and his fear of losing his parents' unwavering love is difficult for him to resolve. In the end, after recognizing how dysfunctional his family is and attempting to remove himself from them, the narrator deepens his emotions of independence.

We can see how the main protagonist experiences a lot of developmental difficulties and conflicts that are consistent with Erikson's theory. Here is an analysis of the novel using Erikson's stages:

### ***1. Trust vs. Mistrust***

The unnamed narrator and his brothers face challenges related to trust and mistrust throughout the novel. They grapple with the inconsistent and often volatile behavior of their parents, which impacts their ability to trust the world and the people around them.

*"Now shake it like you're rich," Paps shouted, his powerful voice*

*booming out over the music. We danced on tiptoes, sticking up our noses*

*and poking the air above us with our pinkies.*

*"You ain't rich," Paps said. "Now shake it like you're poor."*

*We got low on our knees, clenched our fists, and stretched our arms out*

*on our sides; we shook our shoulders and threw our heads back, wild and loose and free.*

*"You ain't poor neither. Now shake it like you're white."*

*We moved like robots, stiff and angled, not even smiling. Joel was the most convincing; we'd seen him practicing in his room. (We the Animals, pg 13-14)*



## 2. *Autonomy vs. Shame and Doubt*

The brothers, particularly the narrator, navigate the tension between autonomy and shame. They strive to assert their independence and make their own choices, but they also face moments of doubt and shame when their actions are met with disapproval or rejection.

*WE WERE SEATED at the kitchen table, hungry, impatient, clamoring. We threw our heads back on our necks and grasped our bellies. Every night, we died of hunger. Ma was suckling her fingertip; she had cut herself on the jagged edge of the soup can. The phone rang, and Ma spun around and popped the cut finger out of her mouth.*

*"It's your father," she said but didn't answer, just dumped the soup into the pot and resumed her bloodsucking. (We the Animals, pg 33)*

## 3. *Initiative vs. Guilt*

The brothers exhibit a strong sense of initiative as they explore their surroundings, create imaginative games, and take risks. However, they also experience guilt when their actions lead to negative consequences or conflict within the family.

*"What did he do to me?" she asked.*

*"He punched you in the face," I said, "to loosen up your teeth."*

*I jumped at the sound of shattering glass. My brothers' two heads instantly appeared back in the doorway, smiling wide, running their eyes from Ma to me, to the broken pieces of mirror, to the spot on the wall where it had been flung, to Ma, to me.*

*Ma's hands were up, protecting her cheeks again, and her eyes were shut.*

*When she spoke, she said each word slowly and clearly.*

*"You think it's funny when men beat on your mother?"*

*My brothers' smiles dropped to frowns; they disappeared again. (We the Animals by, pg 17)*

## 4. *Industry vs. Inferiority*

As the brothers grow older, they encounter challenges related to industry and inferiority. They strive to achieve success in their own ways, such as Manny's efforts to earn money or Joel's pursuit of artistic expression. However, their limited resources and external pressures sometimes lead to feelings of inferiority.

*In the middle of the lake, the water felt blacker and cooler, and Paps swam right into a clump of slimy tar-black leaves. Ma and I tried to splash the leaves away from us, but we had to keep one arm holding on, so they ended up curling around in our jetty and sticking to our ribs and*

*thighs like leeches. Paps lifted a fistful into the air, and the leaf clump melted through the cracks in his fingers and disintegrated into speckles in the water, and cigarette-size fish appeared and nibbled at the leaf bits.*

*"We've come too far," Ma said. "Take us back."*

*"Soon," Paps said. (We the Animals, pg 19)*

### **5. Identity vs. Role Confusion**

The narrator, as he enters adolescence, grapples with questions of identity and experiences role confusion. He struggles to reconcile his own desires and identity, particularly regarding his sexuality, with societal expectations and the conflicting messages he receives from his family.

*We both hung up, but I called him back right away.*

*"I'm sorry."*

*"Nah, baby," Joel said. "I'm sorry."*

*The next time Joel called me, I made my voice sexy.*

*"Hey, you," I said.*

*"Hey yourself," he said, and we both hung up, blushing.*

*I called Joel.*

*"Hello?"*

*"What are we gonna do?"*

*"What do you mean, 'What are we gonna do?'"*

*"It's just going to be like this forever?"*

*"No, baby, it's not going to be like this forever."*

*"So what are we going to do?"*

*"Well, we'll do whatever it takes, I guess," Joel said.*

*I was confused about who he was pretending to be.*

*"What does it take?" (We the Animals, pg 35)*

### **6. Isolation vs. Intimacy**



Although the boys are still young, this book provides a look into their desire for connection and intimacy. They want to feel emotionally attached to one another, and their private rituals and vulnerable moments show this need for connection. As they encounter restrictions and barriers that impede a closer connection with the outside world, a more general theme of isolation actually starts to develop.

*I stared at the receiver in my hand; I couldn't think of anything to say, so*

*Joel took the phone and called me instead.*

*"Hello?"*

*"Dígame, Mami," he said. "Talk to me."*

*"I been missing you, at work, them long-ass hours, I been missing you real bad."*

*"I know, Mami, I know."*

*We both hung up; we weren't really laughing anymore, weren't really*

*looking at each other, but we were smiling. After a pause, Joel called me. (We the Animals, pg 35)*

### **7. Generativity vs. Stagnation**

As the novel focuses on the brothers' childhood and early adolescence, the stage of generativity vs. stagnation is not explicitly explored. However, glimpses of generativity can be seen in their interactions with one another, where they provide support and protection for each other.

### **8. Integrity vs. Despair**

The novel does not delve into the stage of integrity vs. despair, as it primarily focuses on the earlier stages of development. However, the final chapters hint at the potential for reflection and evaluation of their lives as they grow older.

## **Conclusion**

In conclusion, Justin Torres' novel "We the Animals" examines family dynamics, identity, and personal development. It delves into the nuanced character development and journeys that take place throughout the book. Erik Erikson's Psychosocial Stage theory, which contends that people go through various stages of development, each characterized by a particular psychosocial conflict that affects their personal development and identity formation,



was used to analyze the novel. Erikson's theory covers the lifespan, from early childhood to late adulthood, and emphasizes the interaction between a person's biological and social environment. A healthy personality, as well as a solid sense of self and identity, are developed only after these psychosocial conflicts have been successfully resolved. By applying Erikson's Psychosocial Stage theory, the analysis of the novel reveals how the main characters progress through various stages of development and confront corresponding conflicts.

The narrator observes how his family dynamic affects his capacity to trust others in the first stage, trust vs. mistrust. The book's complicated familial dynamics, which include love, caring, and desertion, make the narrator feel uncertain and bewildered. During childhood, the narrator's exploration of his identity and desires is hindered by the environment that limits his home. As a youngster, he enters the second stage, which pits autonomy against guilt and uncertainty. The struggle to express one's originality while yet adhering to social expectations causes feelings of shame and mistrust. The narrator strives to deal with guilt and punishment at preschool and displays a desire to accept himself. The narrator battles emotions of inferiority and self-doubt while trying to find his place in an academic environment in the fourth stage, industry vs. inferiority. In the fifth stage, identity vs. role uncertainty appears as the narrator transitions into adolescence and attempts to connect with others while juggling demands from society and their own aspirations. The book discusses sexual orientation, race, and cultural identity. The battle of the narrator to preserve societal norms while controlling different facets of his identity is the major subject of the story.

The character analysis in "We the Animals" falls within the theoretical framework of Erikson's theory because of his emphasis on identity creation, interpersonal connections, and the impact of outside circumstances on personal development. The struggles that the characters go through help them to become more resilient and integrated. Erikson proposed that crises can occur at any stage of development, and failure to resolve them can lead to difficulties in subsequent stages. The research approach employed is qualitative descriptive, involving an in-depth reading of the book to identify significant moments and interactions that highlight the characters' developmental struggles in relation to Erikson's psychosocial stages. The brothers show moments of support and protection for one another even though the novel does not explicitly discuss the stage of generativity vs. stagnation. The possibility of reflection and evaluation as the characters age is suggested by the final chapters' allusion to the stage of integrity vs. despair. Overall, the use of Erikson's theory enhances our comprehension of the characters' growth, struggles, and transformations, enhancing the narrative context of "We the Animals"'s exploration of personal development and identity formation

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**CHILD ABUSE AND TRAFFICKING PORTRAYED IN ANYBODY’S DAUGHTER  
BY SAMUELS YOUNG****Muhammad Yusuf<sup>[1]</sup>, Liem Josephine C.<sup>[2]</sup>, Sintya Widiasti<sup>[3]</sup>***gdcleverboyz@gmail.com<sup>[1]</sup>, jsphncw@gmail.com<sup>[2]</sup>, ccarpedicm@gmail.com<sup>[3]</sup>***Department of English Letters, Universitas Sanata Dharma*****Abstract***

*This paper is entitled Child abuse and Trafficking Potrayed in Anybody’s Daughter by Samuels Young. This paper aims to analyse the various forms of child abuse, human trafficking, its consequences, and potential preventive measures. The story makes insight into the dangers children may face in the digital world, where online relationships can lead to dangerous encounters, especially child abuse and human trafficking. Causing a significant harm to a child, including physical, emotional, or sexual abuse, as well as neglect. In the story, Brianna's desire for love and independence exposes her to potential harm when she meets someone pretending to be her boyfriend, Jaden. Brianna, who may have fallen victim to sex traffickers. Dre blames himself for giving Brianna a phone that allowed her to be on social media, but Angela reassures him it's not entirely his fault. This highlights the need for open communication between parents and children to protect against such risks. The method used for this novel is a descriptive qualitative method by Miles and Huberman. The data of this research are in the form of words, phrases, and sentences that containing types of child abuse, human trafficking, its consequences, and potential preventive measures found in this novel. To solve the research problem, the theory of sociology of literature, human trafficking, and child abuse is used. The results of the paper represent child are often struggling from potential harm.*

***Keywords: World issues, child abuse, child trafficking, literature*****Introduction**

Child abuse and child trafficking are a dark and distressing social phenomenon that has become a worldwide problem. According to the United Nations, it is estimated that up to 1 billion children aged 2–17 years have experienced physical, sexual, or emotional abuse or neglect in the past year worldwide. In addition, UNICEF also states that 28% of human trafficking victims are children. Child abuse includes all forms of violence against children under 18, whether committed by parents or other caregivers, peers, partners, or strangers. Forms of child trafficking range from forced labor, child domestic workers, commercial sexual exploitation and prostitution, drug couriers, and child soldiers to exploitative or slavery-like practices in the informal industry sector (UNICEF, 2008; WHO, 2021). Child trafficking is a grave violation of children's rights and often leads to severe physical and psychological harm. Governments, organizations, and individuals must work together to combat this heinous crime and provide support and protection for the victims. Child trafficking is a transnational crime that threatens children around the world.



Violence against children and child trafficking have lifelong impacts on the health and well-being of children, families, communities, and nations. Child abuse results in severe injuries, impairs brain and nervous system development, and engenders negative coping behaviors and health-risk behaviors that impact the chances of future generations. Children exposed to violence are more likely to drop out of school, have difficulty finding and maintaining employment, and are at increased risk of later victimization or perpetration of violence (Hillis et al., 2016). Meanwhile, the practice of child trafficking violates children's rights to protection and education and exposes children to physical threats, chronic illness, and disability. In the global context, child trafficking in various parts of the world has threatened the existence and dignity of humanity, which endangers the future of children (Fahmi, 2013).

As violence against children and child trafficking are very serious issues, it has become one of the topics in literature to illustrate the impact of violence, how to avoid it, and how to report it. According to Bruno Bettelheim (1977), classic literary works such as myths, folktales, and fairy tales contain elements of stories about child abuse, such as monsters that eat children, beatings of children at the hands of parents or caregivers, and spells and curses on beautiful girls. Cruelty, violence, and fear are depicted in stories such as *Snow White*, *The Little Red Riding Hood*, *The Arabian Nights*, and other fairy tales where children are abused and neglected. In addition, many fairy tales begin with the death of a mother or father, and this problem creates the most terrible suffering a child may experience (Bettelheim, 1977). Likewise, child trafficking is one of the themes that is also widely raised in literature, including in young adult literary novels. Depictions of child trafficking, especially sexual trafficking, can be seen in novels such as Matt Johnson's *Deadly Game*, Liz Mistry's *Unquiet Souls*, and Marnie Riches' *The Girl Who Walked in the Shadows* (Beyer, 2018). These novels explore the devastating consequences of child trafficking on young protagonists' lives, shedding light on the dark realities many children face. By delving into this difficult subject matter, the authors aim to raise awareness and provoke empathy among readers, urging them to take action against this heinous crime. Some studies that raise the issue of child abuse and child trafficking in literary works include Emilie Figenschou's research entitled *Child Abuse in Matilda, The Harry Potter series and Goodnight Mister Tom* (2020) and Charlotte Beyer's research entitled *In the Suitcase was a Boy: Representing Transnational Child Trafficking in Contemporary Crime Fiction* (2018).

Figenschou's research shows how child abuse is depicted in children's literature in Roald Dahl's *Matilda*, JK Rowling's *Harry Potter* series, and Michelle Magorian's *Goodnight Mister Tom*. The study explores how language that draws on humor and playful character portrayals can influence child readers and their understanding of violence, such as physical and psychological abuse inflicted on children by parents, guardians, and teachers. Roald Dahl and JK Rowling used humor to mask violence in their novels, and Michelle Magorian chose explicit illustrations of violence in *Goodnight Mister Tom*. As a result, many children and young adult readers do not understand that *Harry Potter* and *Matilda*'s childhoods were violent. Meanwhile, Beyer explores the representation of Transnational Child Trafficking (TCT) in several Scandinavian fiction and crime fiction novels, namely *The Girl Who Walked in the Shadows*

by Marnie Riches, *Nowhere Girl* by Ruth Dugdall, *The Boy in the Suitcase* by Lene Kaaberbøl and Agnete Friis, *Marked for Life* by Emelie Schepp, and *The Cellar* by Minette Walters. The results of the study show that there are various forms of TCT representation in these novels in the form of transnational child sex trafficking and child abduction, child trafficking with organ removal, illegal adoption, and trafficking of children to be forcibly trained as child soldiers in war who are often exposed to and suffer the consequences of extreme violence. Based on those rationales, this paper aims to examine child abuse and child trafficking in the novel *Anybody's Daughter* by Samuel Young.

### **Methodology**

The method used in this paper is a qualitative research method that will produce data in the form of notes or words related to meaning, value, and understanding (Miles & Huberman, 1992). The writer uses a qualitative research approach because this method can further clarify and deepen the structure and analysis of the studies on literary works such as novels. The primary data source used in this paper is the novel *Anybody's Daughter* by Samuel Young, published in 2013. Other data are studies on violence against children and child trafficking, which will become a tool to analyze the data in the novel. The data collection method used in this paper is the literature study technique. While collecting data, the writer reads the novel repeatedly to gain a deeper understanding of the novel. Furthermore, the writer records all data in the form of words, phrases, and sentences that describe violence against children and child trafficking contained in the novel.

The data analysis technique used in this paper uses the concept of qualitative data analysis by Matthew B. Miles and A. Michael Huberman. Based on their concept, data analysis was conducted by summarizing and grouping data that included violence against children and child trafficking. In categorizing the data, the writer also uses a sociology of literature approach to see the problems that occur in the novel. According to the sociology of literature approach, literary works are a form of socio-cultural documents that can be used to see a phenomenon in society when the work was written (Swingewood, 1972). Furthermore, the data that has been categorized is presented in the form of descriptions or narrative text. This approach allows researchers to gain insight into the social and cultural context in which the literary works were produced. By analyzing the descriptions and narratives in these works, researchers can uncover valuable information about the phenomenon being researched. After that, data verification is carried out by rechecking the results of the data analysis to see whether the results of the analysis have answered the problems of this paper (Miles & Huberman, 1992).

### **Findings and Discussion**

*Child Abuse Depicted in Anybody's Daughter by Pamela Samuel Young*

Child abuse is any action, behavior, or gesture by an adult or another child that causes severe suffering to the children. Child abuse can be physical, sexual, or emotional abuse, but it can also be a lack of affection, care, and attention. According to WHO (2021), child abuse and neglect, or child maltreatment, is any form of physical or emotional ill-treatment, sexual abuse, neglect or abandonment, or commercial abuse or other mistreatment that results in actual or potential harm to a child's health, survival, growth, or self-esteem in a relationship of responsibility, trust, or authority.

### 1. Physical Abuse

Child physical abuse is a physical injury caused by punching, hitting, kicking, biting, burning, or fracture or death as a result of punching, hitting, kicking, biting, shaking, throwing, stabbing, choking, striking with hands, sticks, ropes or other objects, burning or injuring a child. Such injuries are considered violence regardless of whether the caregiver intends to harm the child (Fayaz, 2019)—the child characters in the novel experience physical abuse, especially from child traffickers.

*At the same horrifying moment that Brianna realized that the man inside was not Jaden, Clint snatched her legs out from under her and shoved her into the Escalade. The man in the backseat grabbed a handful of her hair and jerked her toward him. Brianna tumbled face-first into his lap, inhaling sweat and weed and piss. (Young, 2013)*

13-year-old Brianna was kidnapped by child traffickers to be sold into child prostitution. They kidnapped Brianna by force, which was accompanied by physical violence. While kidnapping Brianna, Clint, one of the child traffickers, dragged her feet, pushed her body, and pulled her hair. The physical abuse of Brianna and the other child characters continued where they were kept after becoming victims of child trafficking. Most of the beatings were carried out by the traffickers to prevent the victims from resisting and always follow their wishes.

*Kaylee ran over and tugged on her arm. "Stop it! You can't do that! They are going to beat you just like they beat me."*

*Brianna eyed the bruises all over the girl's body. She pointed in distress at a red splotch of skin just below Kaylee's collarbone. It looked as if she had been burned.*

*"What happened to you?"*

*Kaylee's eyes followed Brianna's. "It is a tattoo. They put it on all the girls. They are gonna do the same thing to you too." (Young, 2013)*

Kaylee, another child character, experienced physical violence in the form of beatings from child traffickers as punishment for not complying with the wishes of the traffickers. Kaylee's body is covered in bruises due to the beatings inflicted by the child traffickers. The perpetrators also gave Kaylee marks on her body, such as tattoos, to mark that Kaylee was their property, burning her skin. Physical violence is also experienced by child characters who are victims of child prostitution by the clients they meet.

*"There was this long-time client everybody called Demonic. A guy in his fifties. Professional man. Looked like somebody's grandfather. He liked getting a little rough with the girls. He paid big for this privilege. He charged him a grand for an hour with a girl. He only let him have girls who mouthed off."*

*Loretha stopped to take a sip of her coffee, then continued.*

*"One of our girls, Rena, was seventeen with a strong personality, always talking back. To teach her a lesson, Shep gave her to Demonic. When she came back later that night, she was all bloody and beaten to a pulp. What that man did to her is too sick to even describe."* (Young, 2013)

As a form of punishment for the child's disobedience to the perpetrators' orders, 17-year-old Rena was handed over to a sexual predator whom they referred to as a client with a violent sexual disorder. Rena was severely beaten until she bled out.

## 2. Emotional Abuse

Emotional or psychological abuse can damage a child's mental health or emotional development. Emotional abuse includes ways of behaving that undermine a child's emotional development or sense of self-worth, such as repeated, persistent threats or rejection and withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, may be difficult to intervene (Fayaz, 2019). The child characters in the novel experience emotional or psychological abuse from the child traffickers and their families.

*"He was obviously out scouting for girls he could groom. He took his time luring her in. The first time, he bought her some food and paid to get her nails done. Over the next three or four months, he started giving her money and taking her out on dates."*

*Sonya paused and closed her eyes as if recounting the story was too much for her.*

*"You know the rest. They start having sex; then he convinces her to sleep with his friends. Weeks later, he wants her to prove how much she loves him by going out on the track to make money for him, supposedly to pay him back for everything he has done for her."* (Young, 2013)

Child traffickers play on the victim's emotions so that the victim always follows and complies with the wishes of the traffickers. Carmen, a 14-year-old victim of child trafficking, was recruited by traffickers who pretended to love her. Children with immature emotions and psychology cannot distinguish between genuine and insincere affection. The perpetrator pampered the victim with various gifts and fulfilled her needs, so Carmen wholeheartedly trusted the perpetrator. Carmen did not understand that the perpetrator was leading her into the practice of child prostitution, which is a criminal offense. Carmen could not refuse and even happily complied with the perpetrator's requests.

Emotional abuse is also experienced by child characters from families who are supposed to care for them with love. One of the child characters, Priscilla or Peaces, experienced emotional abuse from the aunt who took care of her after her parents died.

*Peaches and her ten-year-old brother were passed around from one relative to another, each one resenting the burden they posed on already tight resources. Somehow, Peaches weathered these difficulties and did well in school. While walking home alone one day—she had never managed to make many friends—four boys from the neighborhood jumped her in an alley and sexually assaulted her. The traumatized child ran home to an aunt who blamed her for being fast. Her grades started to plummet, and she became combative toward her aunt, so she was eventually sent to a group home. (Young, 2013)*

The loss of both parents always leaves deep emotional scars on the child and is sometimes one of the factors in children being emotionally abused by their caregivers. Peaches was constantly criticized by the aunt who took care of her. Despite being a brilliant child, her aunt did not give her the appreciation she deserved and instead criticized her. Even when Peaches was a victim of rape, her aunt did not protect her and instead blamed her for the heartbreaking incident that happened to her.

### 3. Sexual Abuse

Child sexual abuse is inappropriate contact or interaction between a child and an older or more knowledgeable child or adult (stranger, sibling, parent, or caregiver) when the child is used as an object to satisfy the older child's needs or the needs of the older child or adult. Such contact or interaction is perpetrated against a child using power, deception, bribery, pressure, or demands (WHO, 2021). The child characters in the novel experience sexual violence in the practice of child prostitution. Indeed, all treatment or activities that lead to sexual matters involving children are a form of violence. The victims of child prostitution experience sexual violence under pressure, demands, and deception from the perpetrators.

*Brianna kneeled next to her. "What is going on?" Brianna shouted. "Tell me!"*

*"They gonna make us have sex with men," the girl blurted out. "For money. That is what they made me do in Oakland, and now they going to make me do it down here!"*

*"I am not doing that!" Brianna cried, her anger squashing her fear. "I can't. I will not."*

*"You don't have a choice." (Young, 2013)*

Child traffickers hold their victim's captive and force them to become child prostitutes. The children they kidnap, or recruit are forced to make as much money as possible by selling them to sexual predators.

### 4. Neglect

Neglect is a situation where a child's basic needs, such as food, clothing, safety, sanitation, or adequate care, are unmet. Child neglect is not always easy to identify. Severe illness or injury, a child suffering from untreated depression or anxiety, or a parent physically or mentally incapable of caring for the child may also constitute neglect. The child characters in the novel who are victims of child trafficking experience neglect when they are kept in the perpetrator's power. Victims are not given proper shelter, food, and clothing. They have to



work as child prostitutes to get their needs. They also do not have a safe place because they always get physical, emotional, and sexual violence.

*Inside, a low-watt bulb hanging from the ceiling provided minimal light. A naked girl with wild blonde hair sat huddled in a corner, hugging her knees to her chest. Her face was clear and smooth, but her chest, arms, and legs bore red, black, and blue markings that stood out against her white skin. The filthy mattress where she sat was the only piece of furniture in the room.*

*“I brought you some company,” Clint announced. He dumped Brianna on the mattress next to the frail girl. “If you’re ready to act like you got some sense, I’ll bring you something to eat.”* (Young, 2013)

Child trafficking victims are kept in deplorable conditions. They live in dark rooms with poor bedding. They are not given proper clothing and are even left naked. They are also deprived of proper food and even starved as punishment. They have to work as child prostitutes to get their basic needs met.

### ***Child Trafficking Depicted in Anybody’s Daughter by Pamela Samuel Young***

Child trafficking is the act of trafficking children for cheap and easily controlled labor. The areas where children are put to work include households, farms, factories, restaurants, construction sites, or working in situations that lead to debt and slavery. Moreover, they are also trafficked for adoption and sexual exploitation, with the most horrific being sold for their organs. Child trafficking exposes children to physical, emotional, and sexual abuse, depriving them of their fundamental rights, educational opportunities, and a healthy upbringing (Harper, 2009). Brianna, Kaylee, and several children characters in the novel are the victims of child trafficking. They are forced to work as child prostitutes.

*“Girls are the new crack, my brother. The Crips, the Bloods, and even the Sureños, a Mexican gang, are in on it. They call themselves guerilla pimps. They’re literally snatching girls off the street, breaking ‘em down, and forcing ‘em into prostitution. The younger, the better. Pimping girls is easier, cheaper, and less likely to get you shot or land you in jail for any serious time. And unlike a kilo, one girl can be sold over and over and over again. There’s a ready supply and an endless demand.”* (Young, 2013)

Brianna and the other child victims are teenagers, with the oldest victim in the novel being seventeen years old. They choose young girls because they are easier to control and because of the enormous market demand for child prostitution. The traffickers also gained immense profit from their illegal activities. They usually tracked some troubled children and lured them into prostitution, but in Brianna’s case, they scammed her online and kidnapped her.

*“But they make you have sex with men. How can you do that?”*

*“To get paid.” Kym looked at Brianna with her face in a scrunch. “It’s just sex. You can make more money in one night doing what we do than you can make in two weeks slaving at Wal-Mart. You’ll see.”*

*Brianna had to get this girl to understand that she would never see. “I’m not doing that!”*

*“You should’ve never run away from home then,” Kym said.*

*“I didn’t run away. They kidnapped me!” Brianna began to cry again. “I thought I was going to meet Jaden.”*

*Kym slapped her thigh and started laughing. “You one of them girls that got scammed. I can’t believe you fell for that. You stupid.” (Young, 2013)*

The traffickers prey on the naivety and trust of young people, using internet platforms to groom and manipulate their victims. These traffickers employ sophisticated tactics to gain the trust of vulnerable children and exploit their innocence. They also use deceptive techniques, such as posing as friends or offering false promises of love and affection, to lure their victims into their grasp. Brianna was scammed by the traffickers posing as a young boy named Jaden on the internet. Brianna was kidnapped when she thought she would meet her boyfriend, Jaden. Other victims were runaway children lured by false promises of love and affection. They were forced to work as child prostitutes for the traffickers in exchange for food, shelter, clothes, and other basic needs.

## Conclusion

*Anybody’s Daughter* by Pamela Samuels Young portrays various forms of child abuse, including physical abuse, emotional abuse, sexual abuse, and neglect. The child characters in the novel experience physical abuse from traffickers, who use violence to control and manipulate them. Emotional abuse is also common, as traffickers exploit victims’ emotions and manipulate them to comply with their wishes. Child characters are also sexually abused and forced into commercial sex work by traffickers. Neglect is also evident in the novel, as the victims are deprived of their essential needs. The child characters in this novel are also victims of child trafficking. They are forced to work as child prostitutes.

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**CONNOR KENWAY’S DEPICTION OF THE SEARCH FOR FREEDOM AS AN AMERICAN INDIAN IN THE VIDEO GAME ASSASSIN’S CREED III (2012)**

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***Abstract***

*In the video game Assassin's Creed III (2012), the character Connor Kenway serves as a compelling embodiment of the search for freedom from the distinct perspective of an American Indian. Set against the backdrop of the American Revolutionary War, the game intricately weaves together Connor's heritage and his pursuit of personal and collective liberty. As a member of the Mohawk tribe, Connor's journey is characterized by a nuanced struggle to balance his indigenous identity with the tumultuous fight for a nascent nation's freedom. His narrative arc delves into the complexities of this duality, exploring how his allegiances and motivations are shaped by both his native roots and the larger sociopolitical landscape. Connor's experiences as an American Indian in a time of upheaval offer players a fresh lens through which to view historical events. The reason the author chose the Assassin's Creed III game is that this game uses a time setting and some real characters who lived during the American Revolution era in the 1700s. Through its interactive storytelling, Assassin's Creed III provides players with a glimpse into the complexities of colonialism, resistance, and the clash of cultures. Through Connor's journey, Assassin's Creed III not only offers an engaging gaming experience but also prompts reflection on the intricate interplay between personal identity, cultural heritage, and the broader fight for freedom. It underscores how individuals can navigate these complexities and contribute to larger historical narratives, all while remaining true to their origins.*

***Keywords: Video game, freedom, Assassin’s Creed III***

**Introduction**

As per the Oxford Dictionary, fiction refers to a form of literature centered around imaginary characters and events, distinct from real ones. It can also denote something invented or imagined that lacks truth. In everyday life, fiction is widespread across various platforms, not limited to written materials but also extending to mediums like video games. A video game is a structured system where players participate in a simulated conflict, guided by rules, leading to measurable outcomes (Puentedura, n.d.). According to research published in The Computer Games Journal (Bergonse 2017: 239, referred to as Fifty Years On), over the past five decades, video games have transformed into a significant element of mainstream culture and a multi-billion-dollar industry. The domain has experienced remarkable diversification, encompassing

everything from basic number-based games on mobile phone screens to expansive, persistent virtual worlds accessible via cutting-edge consoles and computers. Despite its considerable cultural and economic significance, there have been limited efforts to precisely define the essence of a video game.

This paper focuses on the game "Assassin's Creed III" (2012), specifically examining its script. During this period, the game provides not only an enjoyable playing experience but also emphasizes the significance of its storyline. "Assassin's Creed III" marks Ubisoft's fifth successful instalment in the Assassin's Creed game series, following the releases of "Assassin's Creed" (2007), "Assassin's Creed II" (2009), "Assassin's Creed Brotherhood" (2010), and "Assassin's Creed Revelations" (2011). The game was launched for Xbox 360 and PS3 on October 30, 2012, in the United States and October 31, 2012, in Europe and Australia. The PC version became available on November 20, 2012, in the United States and November 23, 2012, in Europe. According to information from Assassins' Wiki, "Assassin's Creed III" received numerous award nominations, solidifying its status as one of the most successful games in history. Developed by Ubisoft Montreal and published by Ubisoft, this 2012 open-world action-adventure video game serves as a direct continuation of "Assassin's Creed Revelations" and stands as the fifth primary installment in the series.

It's essential to recall that certain philosophers draw a line between "liberty" and "freedom." "Liberty" pertains to a society's political framework, encompassing constitutional limitations on government authority and fundamental rights that have been provided. In contrast, "freedom" is a broader idea encompassing both the freedom of states and personal freedom within a society. For the sake of simplicity, we'll treat the terms 'freedom' and 'liberty' as interchangeable. Within this game, Connor often grapples with understanding the type of freedom he seeks—whether it's individual liberty or another form of freedom he's in search of. In his work "Two Concepts of Liberty," Isaiah Berlin remarked, "To coerce an individual is to strip them of freedom—but what particular aspect of freedom is being taken away?"

## **Literature Review**

Postcolonial studies refer to a literary analysis approach that centers on English literature produced in countries formerly colonized. This method highlights the tensions arising from one culture's dominance over another. Aspects such as difference, nationalism, postmodernism, representation, resistance, ethnicity, feminism, language, education, history, geography, and production are integral to these struggles. Within this context, the theory of "double identity" is explored, focusing on the recognition of identity as both dual and hybrid. This theory engages with issues surrounding identity. Many postcolonial writers grapple with a dual identity—one aligned with the colonizer and the other with the colonized. This duality is reflected in the game "Assassin's Creed III." Postcolonial literary analysis is attuned to how other cultures are represented in literature, revealing elements of this dual identity. According to Nick Hopkins, individuals from minorities might identify themselves at both a subgroup (minority) level and

a broader level (e.g., national), yet the acknowledgment of such dual identifications by others is not assured. (2011, p. 251)

However, the writers decided to use Freedom theory by Isaiah Berlin in this paper. Negative liberty, according to Berlin, refers to the absence of external constraints or interference. It emphasizes the idea of non-interference, where individuals are free to act without coercion or hindrance from others. Berlin describes negative liberty as "the area within which a man can act unobstructed by others" (Berlin, 1969, p. 122). It is the freedom from external restrictions that allows individuals to pursue their desires and interests without interference. Positive liberty, on the other hand, centers around self-mastery and the ability to determine one's own goals and values. It involves the power to act in accordance with one's own authentic desires and aspirations. Berlin describes positive liberty as the freedom to "act in accordance with one's true self, which is discovered by reason" (Berlin, 1969, p. 132). Positive liberty is frequently linked to self-realization and potential growth. Freedom has been praised by almost all moral philosophers throughout history. It is difficult for me to resist reading this term in multiple ways because its definition is similarly unclear to that of goodness and happiness, as well as nature and reality (1966, p. 15). How depiction of Connor seeking freedom in the video game *Assassin's Creed III* can be seen through the events and dialogue from the script.

## **Research Method**

This study employed a qualitative approach. As outlined by Palmer & Bolderston (2006), qualitative research involves an interpretive method aimed at gaining insight into the distinct meanings and behaviors that emerge within a particular social phenomenon, as perceived through the subjective experiences of participants. Qualitative research methodologies facilitate the creation of intricate portrayals of intricate phenomena by capturing data related to unique or unforeseen events. This approach sheds light on understanding and interpretation from a diverse range of perspectives and positions, providing a platform for voices that are seldom encountered. It involves initial explorations to enhance comprehension, formulate hypotheses or predictions, and advance toward interpretations.

Exemplary qualitative research is systematic and all-encompassing, aiming to minimize bias and errors while also uncovering information that challenges initial hypotheses or observable patterns in the study. This analysis will employ tools to gather and analyze data for classification purposes. The chosen instrument streamlines data collection for this investigation. Research instruments fall into two categories: primary and secondary. In the primary instrument, the authors serve as designers, collectors, and data aggregators. The material encompasses supportive tools for both data collection and analysis, contributing to a clearer understanding and completion of the data.

The writers used *Assassin's Creed III* video game as the object of the paper. The primary resources that the researcher used are the script of the game *Assassin's Creed III*, gameplays of

the video game from players on Youtube, and also by playing the game itself for more detail in finding relevant sources from the researcher's point of view. The secondary resources used by the researcher are the related studies, related theories, books, journals, and internet sources. From various available sources, using theories such as characterization and connecting them with double identity in post-colonialism theory will help researchers to analyze Connor's depiction in search for freedom through the game.

### Findings and Discussion

To reveal Connor Kenway's depiction in the search for freedom in the video game Assassin's Creed III, the data was analyzed using post-colonial approach focusing on liberty or freedom seeking by Connor. As the title suggests, the search for freedom that Connor is looking for is related to his real identity, being born to a British father and Indian mother, and his other identity as a member of the Assassin order.

### The Mentor

Connor's journey as an Assassin and his relationship with Achilles Davenport, his mentor, are central to the narrative of Assassin's Creed 3. Throughout the game, Connor and Achilles share a common goal of fighting against the colonizers, but they often have differing perspectives on how to achieve that goal. Achilles, a former Assassin who has witnessed the brutality of the colonizers, serves as a guide for Connor. He teaches him the ways of the Assassin Brotherhood and instills in him a sense of justice and the desire to protect the innocent.

**Connor:** *Please, all I ask is a moment of your time...*

**Achilles:** *I apologize if I've been unclear - or otherwise confused you with my words, it was never my intention to mislead. So let me try to clarify: GET THE HELL OFF MY LAND!*

**Connor:** *I'm coming up! Just hear me out! What are you so afraid of?!*

*Achilles opened the door and tripped Connor with his cane. He pressed the head of the cane to Connor throat.*

*(Assassins Creed III, 2012, "A Boorish Man")*

The conversation above show how ambitious Connor is, even though Achilles refuses Connor to enter his house and train him, He looks up to Achilles as a mentor figure and sees the Brotherhood as a means to achieve his goals. Connor's relentless pursuit of training as an Assassin is rooted in his unwavering commitment to protect his people, seek justice, and challenge the oppressive forces that threaten his community's existence.

Connor's decision to train as an Assassin and fight for justice is a reflection of positive freedom. He desires to shape his destiny and make choices that align with his moral values. Despite the challenges he faces, including the complexities of the Assassin's Creed and the Revolutionary War, Connor seeks the opportunity to develop his skills, gain knowledge, and

ultimately work towards a better world. This pursuit of self-realization and self-determination aligns with Isaiah Berlin's concept of positive freedom.

### Missions

Throughout *Assassin's Creed III*, Connor's struggles in battle, war, and assassination epitomize his relentless pursuit of freedom. His unwavering determination and utilization of his skills as an Assassin contributed significantly to the fight against the colonizers and the Templars, ultimately shaping the course of the American Revolution and the quest for liberty. There are so many missions that show Connor's struggles facing the British and Templars, but here, the writers highlight one of the important missions in the game.

**Haytham:** *Come now, you cannot hope to match me, Connor. For all your skills, you're still but a boy—with so much left to learn.*

*Connor threw Haytham forward and, as he stumbled, grabbed and stabbed him in the arm.*

**Connor:** *Give me Lee!*

**Haytham:** *Impossible. He is the promise of a better future. The sheep need a shepherd.*  
(*Assassin's Creed Wiki, Lee's Last Stand*)

The dialogue above shows the reunion between Connor and Haytham, his father. By saying, "He is the promise of a better future," Haytham suggests that Charles Lee represents a vision or ideology that Haytham sees as beneficial for the world. Haytham perceives Lee as someone who can provide direction and guidance to the masses, symbolizing a brighter future.

**Haytham:** *Still, I'm proud of you in a way. You have shown great conviction. Strength. Courage. All noble qualities. I should have killed you long ago.*

*Haytham fell over, dead.*

**Connor:** *Goodbye, father.*

*Connor turned away and exited the fort.*

(*Assassin's Creed Wiki, Lee's Last Stand*)

The following dialogue shows the assassination of Haytham Kenway, Connor's father, which is a pivotal moment in the game that also ties into the struggle of Connor to seek freedom. Haytham is a Templar Grand Master and a key figure in the Templar Order's operations. Despite being his father, Connor recognizes that Haytham's goals and methods clash with the pursuit of freedom and justice. Assassinating Haytham is a difficult decision for Connor, but it symbolizes his unwavering commitment to the greater cause of freedom and his duty as an Assassin.

Negative freedom, according to Berlin, is the absence of external constraints or interference that allows individuals to act without impediments imposed by others (Berlin, 1969). In the context of Connor's actions, his decision to confront and eliminate Haytham can be seen as an embodiment of negative freedom. By eliminating Haytham, Connor aims to

remove a key figure who has actively worked against the freedom of the colonists and the ideals of the Assassins. This act demonstrates Connor's commitment to liberating others from the control and manipulation orchestrated by Haytham and the Templars.

## Conclusion

Throughout the game, Connor works to protect his tribe's land and resources from encroaching colonists and other threats, fighting to maintain their independence and way of life. Applying Berlin's concepts of liberty to analyze the freedom of Connor, an American Indian in Assassin's Creed III, we can see how both negative and positive liberty play a role in his pursuit of freedom. Connor fought against the oppressive forces of the British Empire, seeking the liberation of the American colonies and the ability to act without external interference. This aligns with the idea of negative liberty, as he strives for the removal of external constraints and the absence of interference in his actions (Berlin, 1969).

Encountering Haytham serves to untangle the intricacies of their relationship. Connor, an advocate for freedom and justice as an Assassin, is confronted with Haytham, a Templar with differing perspectives. This meeting provides Connor with a more profound comprehension of his familial origins and introduces a core conflict within his quest for liberation. Despite the paternal link, Connor recognizes the irreconcilable disparity between his pursuit of freedom and Haytham's principles and methodologies. Consequently, Connor makes the resolute choice to confront and eliminate Haytham, aligning with his role and responsibilities as an Assassin on his journey toward his ideals.

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FEMINISM ACTION OF ELIZABETH BENNET’S CHARACTER BY JANE AUSTEN (PRIDE AND PREJUDICE)

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*Abstract*

*The issue of feminism is a problem that is still happening today and is also found in many literary works. The issue of gender inequality gives rise to feminism. This paper is made by analyzing the novel by Jane Austen with the title “Pride and Prejudice.” The purpose of this paper is to find the issue of feminism in the novel. The issue of feminism will be focused on the female main character, Elizabeth Bennet. The things experienced by this character seem most prominent to be associated with the issue of feminism itself. The method used for this analysis is a qualitative method approach. The data used are taken from novels and other theories and explanations related to feminism theory. Thus, this paper can show the readers about the verbal and nonverbal behavior and actions of feminism that the main character has. This can be seen from how Elizabeth Bennett has a strong character, able to convey her personal opinion and uphold her right to choose or decide something. There are several conclusions that can be drawn. Which is, Elizabeth dared to argue. Then, Elizabeth did not easily submit to men and did not hesitate to refuse something. The results of this study are certainly expected to be useful and provide insight into feminism.*

**Keywords:** *Feminism, Jane Austen, gender, Elizabeth Bennet*

**Introduction**

Every human being has a different nature, likewise between men and women. The nature of women tends to be judged by gentleness, patience, kindness, and empathy. Meanwhile, men are characterized by competitive nature, strength, and self-actualization (Tardi, 2020). From this, it can raise the issue of gender inequality between men and women.

Women are assumed to have feminine characteristics such as not being independent, shy, giving in, and others (Ma'arif, p. 57). This assumption creates the image that women cannot think independently. Women do not have the freedom to choose or decide something. Assumptions about the nature of women make them have limitations in acting and behaving.

The issue of gender inequality gives rise to feminism. Feminism is a women's movement to fight for women's rights, including in personal, economic, political, and social aspects (Gilang, 2020). Thus, this paper will use a feminist theory approach to analyze any actions related to feminism. It is hoped that this paper can be useful to provide readers with an understanding of feminism theory. The main purpose of this paper is to find and analyze the

issue of feminism in the novel. Therefore, researchers can provide an understanding that women also have the freedom to choose and have an opinion.

*Pride and Prejudice* by Jane Austen is a classic romance novel. This novel is about the love story between Elizabeth Bennet and Mr. Darcy. Elizabeth was born into an ordinary family and had a courageous nature, able to think and be cheerful. In contrast to Mr. Darcy, he lives in a rich family and has an arrogant character. The novel also uses marriage as a path to financial improvement. As is well known, Elizabeth and her other sisters lived in an ordinary family. Therefore, their mother was very passionate so that her daughter could marry a rich and well-off man.

The focus of analysis in this paper is the female main character, Elizabeth Bennet. The situation experienced by this character is the most prominent to be associated with the issue of feminism. This can be seen from how his behavior is contrary to assumptions about the nature of women. This aspect needs to be discussed because it clearly shows the actions of feminism. Elizabeth's character can motivate readers not to be afraid of expressing themselves and not just giving in. More precisely, to reconsider what is acceptable and what is not. Therefore, this paper tries to answer this question: "What kind of behaviors represent the feminist actions of Elizabeth's character?"

The novel *Pride and Prejudice* was published in 1813. The setting of the novel *Pride and Prejudice* is estimated to take place in the 18th and 19th centuries in England. At that time, women married to improve social status. Because, at that time, daughters were not allowed to inherit their father's property. In addition, in the 18th century, the feminist movement began. Liberal feminism that upholds women's individual freedom emerged in that century ([college.columbia.edu](http://college.columbia.edu)). Jane Austen is an English novelist. She was born on December 16, 1775, in Steventon, Hampshire, England. Jane Austen's work is famous for its depictions of nobility and class. As a novelist, she published four novels (1811-1816). But unfortunately, she did not have time to finish her two novels. Both novels were finally published in 1818 after she died. Jane Austen died on July 18, 1817, in Winchester, Hampshire, England.

Feminine or femininity comes from French. Feminine is an adjective that means "feminine" or indicates female nature. The nature in question is the nature of gentleness, patience, grace, obedience, and kindness, which are generally strongly attached to women ([wikipedia.org](http://wikipedia.org)). Feminism comes from the Latin word 'femina,' which means woman. This term appeared around the 18th century. Feminism itself is a movement that demands equality of rights and justice between men and women (Wirasandi, 2019). Indirectly, feminism demands gender equality and the liberation of women from injustice. Women tend to be seen as weak because of the feminine nature of women.

Thus, society seems to prevent women from being involved in many things. The goal of the feminist movement is also not far from equality in terms of choice. Liberal feminism first emerged in the 18th century and was formulated by Mary Wollstonecraft in her writings "A Vindication of the Right of Women" in 1759-1799 ([asspuk.or.id](http://asspuk.or.id)). In the article on Liberal Feminism (2012), Liberal Feminism has the concept that women and men have the same rights and opportunities. Individual rights, according to this liberal feminism, have the freedom to choose what is good for themselves. This concept also emphasizes society regarding justice



that is possible for each individual because humans can be rational. This rationality consists of two aspects. The first is autonomous morality, which makes decisions of its own free will based on good faith. The second is prudential, which is self-fulfillment. According to Karl Marx's view in his concept of feminism Marxism, the oppression of women is part of class oppression. The oppression is the exploitation of women through capitalism and private property ownership. According to the feminist point of view of Marxism, the physical appearance of women who are considered weak should not make women look inferior. Women's activities and professions are always associated with nurturing and so on, in contrast to men, who are always associated with work because they are physically stronger (Wikipedia.org).

Feminism is also related to the concept of patriarchy. Patriarchy is a social system that places the position of men as the main authority holders. The position of men is higher than women in the economic, social, and cultural aspects of life (Israpil, 2017). A family head has high authority over his wife, children, and property control. From this understanding, patriarchy makes men dominate these aspects. So, in the patriarchal view, women seem less in control of aspects of life. This concept gave rise to the feminist movement.

In Indonesia, there is a tribe called the Toba Batak Tribe. They use a family system called the patrilineal system. Because the Batak tribe has a clan, the lineage and the next generation of the family are through sons (following the father's lineage). Meanwhile, girls cannot be said to be the next generation of their parents. Thus, married women will change clans to follow their husbands (Elpina, 2016). Women are sometimes seen as complements and supporters of men. The position of men also has an influence on the position of women. If the man's position is strong, the woman's position will also be strong. This seems to illustrate that women cannot determine their own position. Men tend to look superior.

Literary works can be used as a means to discuss the theme of feminism and issues that occur to women. Literature can be used as a support for women to dare to take feminist actions to uphold women's rights. Literature can build the mindset of women to be more open and convey ideas about freedom for women.

## **Methodology**

The method used for this analysis is a qualitative method approach. The data used are taken from novels and other theories and explanations related to feminism theory. Thus, this paper can show the readers about the verbal and nonverbal behavior and actions of feminism that the main character has. This can be seen from how Elizabeth Bennett has a strong character, able to convey her personal opinion and uphold her right to choose or decide something.

## **Findings and Discussion**

### ***Feminism Behaviors on Elizabeth Bennet***

Pride and Prejudice is set in the 18th century. At that time, the issue of feminism began to sound about women's rights in the social and cultural realm. Women are considered only to deal with household problems. In addition, women are considered to have a gentle and graceful

attitude and expectations of women that they must obey men. These things then became a contradiction.

The feminist action can be seen in Elizabeth Bennet's behavior. This behavior is verbal and through action. Elizabeth Bennet, commonly called Lizzy, is the second daughter in the Bennet family. Elizabeth has quite a different character from her sisters. Instead of a gentle and obedient character, Elizabeth is a typical woman who is cheerful, courageous, and spontaneous and dares to express her opinion and decide her own desires.

Elizabeth would hate someone who put her down, as Mr. Darcy, who spoke unpleasant things about herself, as in the quote,

*...and turning round, he looked for a moment at Elizabeth... "She is tolerable, but not handsome enough to tempt me;..." (Austen, p.14).*

*Mr. Bingley followed his advice. Mr. Darcy walked off, and Elizabeth remained with no very cordial feelings toward him. (Austen, p.14).*

Knowing that Elizabeth began to dislike Mr. Darcy, who, according to her, is very arrogant and easily puts others down.

*"But I can assure you," she added, "that Lizzy does not lose much by not suiting his fancy, for he is a most disagreeable, horrid man, not at all worth pleasing. So high and so conceited that there was no enduring him! ... I quite detest the man." (Austen, p.16).*

In the quote above, it seems that Elizabeth does not like the words of Mr. Darcy and is annoyed. Even though Mr. Darcy had a high social status and was very rich, Elizabeth did not feel subservient to him. The wealth owned by Mr. Darcy didn't make her look down on herself. She didn't hesitate to hate Mr. Darcy and said bad things about him.

In general, a woman will feel afraid when traveling alone. But Elizabeth is the opposite. When Jane was ill and treated at Mr. Bingley's residence, Elizabeth went to see her without riding a horse,

*"Is this a hint to me, Lizzy," said her father, "to send for the horses?"*

*"No, indeed, I do not wish to avoid the walk. The distance is nothing when one has a motive; only three miles. I shall be back by dinner." (Austen, p.44).*

Elizabeth refuses her father's offer to ride a horse. The second daughter of the Bennet family prefers to walk. Elizabeth's action breaks the perspective that a woman is a weak creature. Women sometimes have the same abilities as men. Elizabeth traveled three miles, portraying a strong woman, which is the opposite of the feminine nature inherent in women.

At the residence of Mr. Bingley, Elizabeth met with Mr. Darcy. Basically, Elizabeth did have the courage to give her opinion on something. She dared to speak against someone's



point of view. She said what she wanted to say. Elizabeth debated the point of view of the perfect or accomplished woman,

*"... A woman must have a thorough knowledge of music, singing, drawing, dancing, and the modern languages to deserve the word; and besides all this, she must possess a certain something in her air and manner of walking, the tone of her voice, her address and expressions, or the word will be but half-deserved."*

*"All this she must possess," added Darcy, "and to all this, she must yet add something more substantial, in the improvement of her mind by extensive reading."* (Austen, p. 54).

Mr. Darcy agrees with the notion that a woman who can be considered accomplished must be good at playing a musical instrument, singing, drawing, or dancing, among others. However, Elizabeth denied this statement. Apart from that, she doesn't like Mr. Darcy, Elizabeth also disagrees with Mr. Darcy.

*"I am no longer surprised at your knowing ONLY six accomplished women. I rather wonder now at your knowing ANY" ... "I never saw such a woman. I never saw such capacity, and taste, and application, and elegance, as you describe united."* (Austen, p. 54).

Elizabeth said that there was no such woman. She said she had never met a woman who could do all these things. Indirectly, she does not accept that other than women who have these abilities are not women who are accomplished. Elizabeth tried to convey that there is no such perfect woman. Elizabeth's argument is an example of rejecting the assessment of women who come from the point of view of men. Elizabeth herself is a woman. Therefore, she most likely feels that she understands and knows more about women. A woman can be said to be good or accomplished, not only seen from these things.

Elizabeth is not a person who is reluctant to refuse something. Even though the offer has a great value or offer. However, if she wanted to refuse, then she would still refuse,

*"... I do assure you that I am not one of those young ladies (if such young ladies there are) who are so daring as to risk their happiness on the chance of being asked a second time. I am perfectly serious in my refusal. You could not make ME happy, and I am convinced that I am the last woman in the world who could make you so."* (Austen, p. 152).

The quote above shows that Elizabeth firmly rejected the proposal from Mr. Collins. She didn't care how many chances she was given to accept the proposal. Because, in Elizabeth's life in the novel, men are the owners of wealth and power in property. An ordinary girl like

Elizabeth had to marry a well-off man if she wanted to improve her social status. Putting that aside, Elizabeth doesn't want to sacrifice her happiness just for a marriage she doesn't want.

*“...Do not consider me now as an elegant female, intending to plague you, but as a rational creature, speaking the truth from her heart.” (Austen, p.154).*

In the quote above, as a woman, Elizabeth wants her decisions to be respected. She wanted someone to respect her decision and refuse to be *"a rational creature"*. Elizabeth could think rationally about what she should accept and what she shouldn't, as in Liberal Feminism rationality in autonomous morality, which makes decisions of its own free will on the basis of good faith.

*...Elizabeth, sometimes with real earnestness, and sometimes with playful gaiety, replied to her attacks, (Austen, p.159)*

After the rejection of the proposal from Mr. Collins, Elizabeth received threats from her mother that she would not think of Elizabeth again: *"Yes, or I will never see her again." (p.158)*. Even though her mother persuaded or threatened her, Elizabeth remained in her stance and chose to refuse the proposal, as in the quote above. The goal of the feminist movement is equality in terms of choice. If Mr. Collins has the right to choose her to be his wife, then Elizabeth has the right to refuse not to be made his wife.

Elizabeth is not afraid to argue against someone. She has the courage to speak spontaneously and express her thoughts,

*“...Are any of your younger sisters out, Miss Bennet?” “Yes, ma'am, all.”*

*"All! What, all five out at once? Very odd! And you are only the second. The younger ones are out before, and the older ones are married! Your younger sisters must be very young?"*

*"Yes, my youngest is not sixteen. Perhaps she is too young to be much in company. But, really, ma'am, I think it would be very hard upon younger sisters that they should not have their share of society and amusement because the elder may not have the means or inclination to marry early. The last-born has as good a right to the pleasures of youth as the first. And to be kept back on SUCH a motive! It would not be very likely to promote sisterly affection or delicacy of mind."*

*Elizabeth suspected herself to be the first creature who had ever dared to trifle with so much dignified impertinence. (Austen, p.231)*

In the dialogue, Elizabeth has a conversation with Lady Catherine. A wealthy aristocrat with a very high and respected social status. Elizabeth was annoyed with Lady Catherine, who seemed to vilify her family. Lady Catherine seemed to comment on and

question the lives of Elizabeth and her other sisters. This means that Elizabeth and her sisters are not very good at playing music, singing, or drawing as expectations about how the ideal woman should be. Elizabeth's behavior is a rejection of the views of the people around her, including Lady Catherine, towards women.

## Conclusion

Elizabeth Bennet's character shows feminist behavior verbally and nonverbally action. Elizabeth lived in an era where women were in the second place. Living in a low social environment makes Elizabeth increasingly underestimated. However, Elizabeth still maintains her self-respect and dignity as a woman by being not weak and brave. She is indeed an ordinary woman, but how she acts reflects the behavior of feminism. This cannot be done by all women. Judging from the only Elizabeth who has such behavior among the other four sisters. Gender stereotypes about women are actually also carried out by fellow women, like Lady Catherine, who takes issue with Elizabeth's family lifestyle, which looks full of freedom. This study aims to discuss the issue of feminism contained in the novel "Pride and Prejudice" against the character of Elizabeth Bennet. Through this research, readers are expected to be able to understand insights about feminism. Hopefully, this research can be used as learning material. The results of the analysis of this research can be further developed to expand knowledge, especially in feminism theory in novel literature.

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**INTERSECTIONAL DISCRIMINATIONS TOWARDS TISH AS A BLACK WOMAN  
IN IF BEALE STREET COULD TALK NOVEL**

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*Abstract*

*The creative expression of human experience and imagination is called literature. Wellek and Warren (1956, p.3) claim that literature represents human imagination, thought, perception, life, and emotion. Novel is one of literary works that shows an accurate image of what we see in real life which reflects many aspects in society. The object of this study is a novel entitled If Beale Street Could Talk, written by James Baldwin in 1974. The novel is told by the first-person Tish, she and her family's efforts to get Fonny, her lover and the father of her unborn child, out of jail. He has been falsely accused of rape by a Puerto Rican woman. While If Beale Street Could Talk is a prescient narrative about the American carceral state, the story line of systematic racism does not overshadow the tale of the young black couple and their families. The researcher chose this object as it is presented the society issues towards Tish where she is dealing the intersectional discriminations which are racial, gender, and class. The writer focused on the analyzing intersectional discriminations Tish experienced as black woman and the struggle against the discriminations that found in novel. The method used in this research is qualitative descriptive. The theory used to analyze the intersectional discriminations is Kimberlee Crenshaw's theory and used feminist approach in this analysis.*

**Keywords:** *Intersectional discrimination, black woman, struggle, society*

**Background**

The creative expression of human experience and imagination is called literature. Wellek and Warren (1956, p. 3) claim that literature represents human imagination, thought, perception, life, and emotion. People who work in literature usually represent their work in such kinds of literary works. Literary work is designed to portray human life and action through some characters. Literature imitates human action and often presents a picture of what people think, say, and do in society. In other words, literary work is an accurate image of what we see in real life which reflects the many aspects of society, and they consist of many forms such as poem, novel, drama, songs, short story, etc.

One of the examples of imaginative or fiction literary work is novel, and it is used in the broadest narrative. A novel is normally a prose work of quite some length and complexity which attempts to reflect and express something of the quality or value of human experience or conduct. The writers explain that the novel is related to patterns of life as we know it, or set in an exotic and imaginative time, place, or theme of the work and the real world in which we actually live (Taylor, 1981, p.46). In its practice, however, it is used customarily restricted to

narrative in which the representation of character occurs or static condition or in the process of development as the result of event or action (Holman & Harmon, 1986).

Inside a novel, the story and plot are also supported by one aspect, which is the character. Also, it is one of the intrinsic elements that usually appear in literary works. Characters are the clear picture of someone who appears in the story (Jones, 1968, p. 33). According to Abrams, characters are the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying it—the dialogue—and from what they do—the action (Abrams, 1966, p.32). It also made the story of the novel develop and easy to embrace by the audiences since the characters made the story feel close to the readers through the development of the characters. Therefore, characters can be an important part of the novel story because the flow of the story in the novel is based on the existence of the characters. There will be different perspectives on how readers want to interpret the plot based on the characters in each novel, as the author of the novel is also trying to imply and tell the values of the story through the characters.

*If Beale Street Could Talk* is one of many novels that shows the issues in society. This novel was written by James Baldwin in 1974, and it is the only novel in his corpus narrated by a woman. The novel is about a black love relationship story between 19-year-old, Tish and a 22-year-old man, Fonny. Told in the first person by Tish, she and her family's efforts to get Fonny, her lover and the father of her unborn child, out of jail. He has been falsely accused of rape by a Puerto Rican woman, Mrs. Rogers, who is obviously parroting testimony fed to her by Officer Bell, a white cop who is out to get Fonny for having publicly degraded Bell's badge and reputation. Through a series of flashbacks, it recounts how the two lovebirds and their families have been linked since early childhood.

While *If Beale Street Could Talk* is a prescient narrative about the American carceral state, the storyline of systematic racism does not overshadow the tale of the young black couple and their families.

In this research, the researcher is focused on Tish as the main character where she deals the intersectional discriminations, which are racial, gender, and class. Even though she has to deal with discriminations in her life, she empowers herself and her family to fight the discriminations through her mind and actions because she believes that she and her families have a right to justice as human beings in her own country. This research aims to identify the characters of the main character, what the discriminations that the main character experienced in the novel as black woman.

### **Research Questions**

1. What are the intersectional discriminations experienced by Tish as black woman in *If Beale Street Could Talk*?



### Object of Study

The novel that the writer uses to analyze this study is entitled *If Beale Street Could Talk*, written by James Baldwin in 1974. This book is the fifth book of James Baldwin and consists of 197 pages. *If Beale Street Could Talk*, the novel is a love story set in [Harlem](#) in the early 1970s. In this novel, there are several discriminations that happen through the main character, as black woman. Therefore, the researcher highlights the discriminations in the novel.

### Methodology

The method used to analyze the data in this research is the descriptive qualitative method. The researcher used qualitative research for sampling because they were concerned with getting more information from the data. There are three steps needed to complete this research. The first step is to collect the data by reading the novel *If Beale Street Could Talk* carefully. Next, the researcher analyzes the data found in the novel using Kimberlee Crenshaw's theory. The last step is to put the data into the right category, based on what Crenshaw says about intersectional discrimination. In this research, the researcher will focus on analyzing the intersectional discriminations as seen through Tish as a black woman in the novel, which are racial, gender, and class.

The researcher will explain the intersectional discrimination, which intersectionality is an analytic tool to help people understand the complexity of the world, as one's events and circumstances of political, social lives and even the self is influenced by several overlapping factors (Collins and Bilge, 2016). Intersectionality refers to the notion that subjectivity is created by mutually influencing factors of gender, race, sexuality, and others. These factors as social categories cannot be taken separately and are not independent of each other because of their interconnected nature. Intersectionality refers to the relations among multiple dimensions of different social relationships and subject formations (McCall, 2005). Primarily, intersectionality appeared as a theoretical tool to fight feminist hierarchy and hegemony, which is a dominance of one social group over the other (Nash, 2008).

### Finding & Discussion

#### a. Intersectional Discrimination

Kimberlé Williams Crenshaw invented the phrase "intersectionality" or "intersectional theory" in 1989. Intersectionality is the basic foundation of the theoretical framework for analyzing women's faculty perceptions of the relationship between race and gender. Various facets of a person's identity, such as race, gender, class, age, and ethnicity, were historically examined as separate issues, each standing alone and independent of the other (Berger & Guidroz, 2010). In other words, intersectional theory contends that people are frequently disadvantaged as a result of numerous sources of oppression, including their ethnicity, class,

gender identity, sexual orientation, religion, and other identification markers. Intersectionality argues that identity markers "woman" and "black" do not exist in separation and that each informs the others, frequently resulting in a complex convergence of oppression.

Through the novel, the researcher highlights some discriminations that happen through Tish, the main character of the novel. Tish, as a young black woman and poor, has to deal with multiple oppressions, which are racism, sexism, and classism in her life. Therefore, the researcher points out race, gender, and class issues, which the term is called intersectional discrimination. The next part, the researcher categorized the discriminations that happened by Tish and by whom she is being discriminated from some dialogues or monologues in the novel through tables.

**b. The Intersectional Discriminations shown through Tish in the novel *If Beale Street Could Talk*:**

Characters	Page	Discrimination	Form of Oppression
Fonny’s mother and sisters	22	“...It was because the mother and them two sisters didn't want me. In one way, as I realized later, they didn't think that I was good enough for Fonny..”	Black vs Black (Womanhood)
Fonny’s Mother (Mrs. Hunt)	59	“...I don't. I always knew that you would be the destruction of my son. You have a demon in you – I always knew it. My God caused me to know it many a year ago. The Holy Ghost will cause that child to shrivel in your womb. But my son will be forgiven. My prayers will save him.”	Black vs Black (Womanhood)
Fonny’s sister (Adrienne)	60	"...She said, Who's going to raise this baby? And who is? Tish ain't got no education and God knows she ain't got nothing else ,and Fonny ain't never been worth a damn. You know that yourself. Now. Who is going to take care of this baby?"	Black vs Black (Womanhood)
Fonny’s mother (Mrs. Hunt)	61	"That child," said Mrs. Hunt, and she looked at me for a moment, then started for the door, Sharon watching her all the while, "that child–"	Black vs Black (Womanhood)
Officer Bell	78	“...If I didn't believe in Fonny's innocence, I would never have taken the case. I know something about Officer Bell, who is a racist and a liar – I have told him that to his face, so you can feel perfectly free to quote me, to	Black vs White -Racial Discrimination -Class Discrimination

		anyone, at any time you wish – and I know something about the D.A. in charge of this case, who is worse...”	
Appartement Seller (Fonny’s POV)	83	"And now I can't let Tish go alone no more because, dig, last week we thought we had us a loft, the cat had promised it to her. But he had not seen me. <b>And he figures a black chick by herself</b> , way downtown, looking for a loft, well, <b>he knows he going to make it with her.</b> <b>He thinks she's propositioning him, that's what he really thinks.</b> And Tish comes to tell me, just so proud and happy"	Black Woman vs White Men -Gender Discrimination -Race Discrimination
White Cats (White Men)	84	Then, "Scared of what might happen to both of us – without each other. Like Tish ain't got no sense at all, man – she trusts everybody. She walk down the street, swinging that little behind of hers, and she's surprised, man, <b>when some cat tries to jump her.</b> She don't see what I see."	Black Woman vs White Men -Gender Discrimination -Race Discrimination
Black Cats (Customer)	96	"...Very <b>rarely does a black cat come anywhere near this counter</b> , and if, or when, he does, his intentions are often more generous and always more precise. Perhaps, for a black cat, I really do, too closely, resemble a helpless baby sister. He doesn't want to see me turn into a whore. <b>And perhaps some black cats come closer, just to look into my eyes, just to hear my voice, to check out what's happening. ....</b> "	Black Woman vs Black Men -Gender Discrimination (Class Discrimination)
White Men (Customer)	96	"... <b>But a white man will carry your hand to his nostrils, he will hold it there.</b> I watched everybody, all day long, with something turning over and over and over, in my mind."	Black Woman vs White Men
Erstine and Tish	101	"...Then, we are silent. I realize, for the first time, that the bar is loud. And I look around me. It's actually a terrible place <b>and I realize that the people here can only suppose that Ernestine and I are tired whores, or a Lesbian couple, or both...</b> "	Self-Definition
Hayward (Lawyer)	109	"Hayward pauses, and looks steadily at us both. "Now: <b>if the state can get these respectable black women to depose, or to testify, that their son and brother has always been a dangerously antisocial creature,</b> this is a very serious blow for us."	Civil Right Injustice Social for Black Women/Black People

Levy (Jewish Man who gave them to rent his loft)	111	“...But before he left us, he said, "Look. I told you not to worry about the neighbors. But watch out for the cops. They're murder."	Class Discrimination Race Discrimination Civil Right Injustice
Italian Punk (Sexual Harasser)	112	“Fonny is right about me when he says I'm not very bright. When I first felt this hand on my behind, I thought it was Fonny: then I realized that Fonny would never, never touch me that way, in public.”	Sexual Harassment Gender Discrimination Race Discrimination
Italian Punk (Sexual Harasser)	112	“I turned, my six tomatoes in both hands, and found myself facing a small, young, greasy Italian punk. "I can sure dig a tomato who digs tomatoes," he said, and he licked his lips, and smiled.”	Sexual Harassment Gender Discrimination Race Discrimination
Italian Punk (Sexual Harasser)	112	“Two things happened in me, all at the same time – three. This was a very crowded street. I knew that Fonny would be back at any moment. I wanted to smash my tomatoes in the boy's face. But no one had really noticed us yet, and I didn't want Fonny to get into a fight. I saw a white cop coming slowly up the street.”	-Sexual Harassment Gender - Discrimination -Race Discrimination -Class Discrimination
White Cop, White People, Italian Punk	112	“I realized that I was black and that the crowded streets were white and so I turned away and walked into the shop, still with my tomatoes in my hands. I found a scale and I put the tomatoes on the scale and I looked around for someone to weigh them, so that I could pay and get out of this store before Fonny came back from around the corner...”	-Sexual Harassment -Gender Discrimination -Race Discrimination -Class Discrimination
White cop, Italian Punk	112	“...The cop was now on the other side of the street; and the boy had followed me into the store. "Hey, sweet tomato. You know I dig tomatoes.”	-Sexual Harassment -Gender Discrimination -Race Discrimination
Italian Punk	112	“And now people were watching us. I did not know what to do – the only thing to do was to get out of there before Fonny turned the corner...”	-Sexual Harassment -Gender Discrimination -Race Discrimination
Italian Punk	112	“...I tried to move: but the boy blocked my way. I looked around, for someone to help me – people were staring, but no one moved. I decided, in despair, to call the cop. But, when I moved, the boy grabbed my arm. He was,	-Sexual Harassment -Gender Discrimination -Race Discrimination

		really, probably, just a broken-down junkie – but when he grabbed my arm, I slapped his face and I spat in it: and exactly at that moment, Fonny entered the store.”	
Fonny vs Italian Punk	112	“Fonny grabbed the boy by the hair, knocked him to the ground, picked him up and kicked him in the balls and dragged him to the sidewalk and knocked him down again. I screamed and held on to Fonny with all my might, for I saw that the cop, who had been on the far corner, was now crossing the street, on the run; and the white boy lay bleeding and retching in the gutter	Tish’s action to protect her and Fonny not into a trouble because she realized the civil right is not on their side. -Race Discrimination -Class Discrimination -Civil Right Injustice
	113	“... I was sure that the cop intended to kill Fonny; but he could not kill Fonny if I could keep my body between Fonny and this cop; and with all my strength, with all my love, my prayers, and armed with the knowledge that Fonny was not, after all, going to knock me to the ground, I held the back of my head against Fonny's chest, held both his wrists between my two hands, and looked up into the face of this cop...”	-Race Discrimination -Class Discrimination -Civil Right Injustice Tish’s action to protect her and Fonny not into a trouble because she realized the civil right is not on their side.
Tish, Fonny, and White people	113	I said, "That man – there – attacked me. Right in this store. Right now. Everybody saw it." No one said a word.	In this situation, nobody helped her and Fonny because that they didn’t want to get into trouble with cop, or because they are black and people don’t care since they’re “White”. -Race Discrimination -Class Discrimination -Civil Right Injustice
Fonny, Tish, White cop (Officer Bell)	113	“The cop looked at them all. Then, he looked back at me. Then, he looked at Fonny. I could not see Fonny's face. But I could see the cop's face: and I knew that I must not move, nor, if I could possibly help it, allow Fonny to move.”	-Race Discrimination -Class Discrimination -Civil Right Injustice

<p>Fonny, Tish, White cop (Officer Bell)</p>	<p>113</p>	<p>"And where were you," the cop elaborately asked Fonny, "while all this" – his eyes flicked over me in exactly the same way the boy's eyes had – "while all this was going on between junior, there, and" – his eyes took me in again – "and your girl?"</p>	<p>-Race Discrimination -Class Discrimination -Civil Right Injustice In this case, the white officer did not immediately act decisively and instead suspected the actions both Fonny and Tish rather than the Italian Punk.</p>
<p>Fonny, Tish, White cop (Officer Bell)</p>	<p>113</p>	<p>"He was around the corner," I said, "buying cigarettes." For I did not want Fonny to speak. I hoped that he would forgive me, later. "Is that so, boy?" I said, "He's not a boy. Officer."</p>	<p>-Race Discrimination -Class Discrimination -Civil Right Injustice In this case, the white officer did not immediately act decisively and instead suspected the actions both Fonny and Tish rather than the Italian Punk.</p>
<p>White people</p>	<p>114</p>	<p>Meanwhile, some people had got junior to his feet.</p>	<p>People meanwhile helped the Italian Punk that has been doing the sexual harassment to Tish instead helping Tish and Fonny as witness. -Race Discrimination</p>
<p>Tish, Fonny, and White copp</p>	<p>114</p>	<p>"You live around here?" the cop asked Fonny. The back of my head was still on Fonny's chest, but he had released his wrists from my hands. "Yes," Fonny said, "on Bank Street," and he gave the officer the address. I knew that, in a moment, Fonny would push me away. "We're going to take you down, boy," the cop said, "for assault and battery."</p>	<p>The cop insult Fonny instead the Italian Punk and he believed Italian Punk rather Fonny and Tish where this Italian is a white person. -Race Discrimination -Class Discrimination -Civil Right Injustice</p>

Tish, Fonny, and white cop	114	“He looks again at me and then again at Fonny. <b>He licks his lips again.</b> ”	The officer shows an arrogant move and outdare both Fonny and Tish by licking his lips. -Sexual Harassment
Tish and Fonny	115	"Tish," says Fonny – very quietly; with a dreadful quietness. I almost know what he is going to say. "Yes?" <b>"Don't ever try to protect me again. Don't do that."</b> I know I am saying the wrong thing: "But you were trying to protect me." "It's not," he says, with the same terrifying quietness, "the same thing, Tish."	Patriarchy
		<b>“And he suddenly takes the bag of tomatoes and smashes them against the nearest wall.</b> Thank God the wall is blank, thank God it is now beginning to be dark. Thank God tomatoes spatter but do not ring. <b>I know what he is saying. I know he is right. I know I must not say anything.</b> Thank God, he does not let go my hand. I look down at the sidewalk, which I cannot see. I hope he cannot hear my tears.”	
Tish and Fonny	117	He pauses, and he lights a cigarette. I watch him. <b>"So, I don't mean that you did nothing wrong. I guess you did the only thing you could have done. But you got to understand where I'm coming from."</b>	Patriarchy
Fonny	117	<b>"We live in a nation of pigs and murderers.</b> I'm scared every time you out of my sight. And maybe what happened just now was my fault, because I should never have left you alone at that vegetable stand – but I was just so happy, you know, about the loft – I wasn't thinking–"	-Racial Discrimination -Civil Rights Injustice
	118	<b>"That's why he's going to try to get me,"</b> Fonny says. "White men don't like it at all when a white lady tells them, You a boatful of motherfuckers, and the black cat was right, and you can kiss my ass." He grins. "Because that's what she told him. In front of a whole lot of people. And he couldn't do shit. And he ain't about to forget it.	-Racial Discrimination -Civil Right Injustice
Tish	142	“I was frightened because, in the streets of the Village, <b>I realized that we were entirely</b>	It shows that Tish as black woman is

		alone. Nobody cared about us except us; or, whoever loved us was not there.”	threatened by where she was born and she lives in her own country because of her race as a black. - -
White Cop (Officer Bell)	143	“I looked into his eyes again. This may have been the very first time I ever really looked into a white man's eyes. It stopped me, I stood still. It was not like looking into a man's eyes. It was like nothing I knew, and – therefore – it was very powerful. It was seduction which contained the promise of rape. It was rape which promised debasement and revenge: on both sides. I wanted to get close to him, to enter into him, to open up that face and change it and destroy it, descend into the slime with him. Then, we would both be free: I could almost hear the singing.”	Black Woman vs White Man -Sexual Harassment (Gender Discrimination) -Race Discrimination -Class Discrimination
White Cop (Officer Bell)	143	“I can still see us on that hurrying, crowded, twilight avenue, me with my package and my handbag, staring at him, he staring at me. I was suddenly his: a desolation entered me which I had never felt before. I watched his eyes, his moist, boyish, despairing lips, and felt his sex stiffening against me.”	Black Woman vs White Man -Sexual Harassment (Gender Discrimination) -Race Discrimination -Class Discrimination

**Conclusion**

From this research, the searcher found there are some discriminations that happened through Tish as a black woman in her country. From the data above, Tish got racial discrimination, gender discrimination, and class discrimination. As Crenshaw stated that intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people’s overlapping identities and experiences in order to understand the complexity of prejudices they face. Intersectional discriminations happens because Tish is seen as a subject who is black and also a woman where she can get double discriminations. Besides her race and her gender, her poor economic condition also leads her to be discriminated. In the data, it is shown, for example, Officer Bell, as a cop who more has power, acts injustice to her and her black people. Therefore, the civil rights injustice is seen through the novel where they have more power also, they see black as a criminal people. The issues also happen between black woman and black woman, where Tish got discriminated by Fonny’s mother, who’s also a black



woman. Tish is underestimated because she is not educated and not a religious woman. Another data also shows that there is patriarchy between Fonny and Tish, where only man can protect woman. If Beale Street Could Talk, the novel not only talks about love but also the deeper message that shows how society in black people's lives needs human rights support, especially for the black woman who has to deal with multiple oppressions.

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MA'S RESPONSES IN FACING THE PATRIARCHAL PRACTICES IN JUSTIN TORRES'S *WE THE ANIMALS*

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*Abstract*

*This research paper employs feminist criticism to conduct an in-depth analysis of the character of Ma in Justin Torres' novel entitled *We The Animals*, offering insights into her responses to the patriarchal practices presented in the novel. By applying Murphy's theory of character and characterization, this study aims to reveal Ma's forms of responses to the patriarchal practices done by the character of Paps.*

*The study starts off with an introduction of some theories such as M.J Murphy's theory on character and characterization, Suranjita Ray's theory on patriarchy, and R. W. Connell's theory on hegemonic masculinity. The theories are used to examine the character of Paps related to his patriarchal practices that are shown through his thought, behavior, and manners. By conducting a close examination, it is revealed that Paps performs some forms of patriarchal practices that highlight him as a dominant figure in the relationship with Ma who is kept submissive.*

*Furthermore, this study establishes a theoretical framework to analyze how patriarchy and hegemonic masculinity affect the character of Ma. The major focus is Ma's character, specifically her depiction as a wife to a patriarchal husband. With the help of the aforementioned presented in the novel. To sum up, this research aims to reveal the forms of patriarchal practices conducted by the character of Paps and the responses of Ma towards those practices in order to gain a better understanding of woman's resistance in the face of patriarchal oppression.*

**Keywords:** *Patriarchy, oppression, resistance*

**Introduction**

The topic of this research paper is Ma's resistance in facing the patriarchal practices performed by Paps towards her, as portrayed in Justin Torres's "We The Animals." The topic is worth discussing because the book reflects the real-life phenomenon of patriarchal practices within a familial setting. The patriarchal practices are portrayed in the form of power imbalance that privileges men over women, as well as the stereotypes surrounding both genders.

The purpose of this study is to investigate Paps' domination over Ma and to recognize Ma's reaction to it. Therefore, the research questions are formulated as follows:

1. What are the forms of patriarchal practices that were portrayed by the character of Paps?

## 2. How does Ma respond to those patriarchal practices?

The approach taken in this research paper is feminist criticism, which focuses on gender oppression. According to Tyson (2006, p.83), feminist criticism examines the ways in which literature reinforces or undermines the economic, political, social, and psychological oppression of women. The purpose of using a feminist lens is to discover how people interact within systems, which, in this research paper's case, is the familial system. Toril Moi (1986), as cited in Bressler (2011, p.144), stated that the aim of using feminist criticism is to challenge and critique any patriarchal vision established in both literature and culture and reject all phallogocentric assumptions (male-centered and male-domination patriarchal assumptions).

### **Review of Related Theories**

This section presents related theories used in analyzing the research questions. In the study, Ma's Resistance in Facing the Patriarchal Practices in Justin Torres's "We The Animals," the researcher applies two theories, character and characterization by M.J. Murphy, and also patriarchy and hegemonic masculinity.

#### **1. Character & Characterization**

According to Pope (2002, p.189), the term 'character' can be understood as 'the construction of a fictional figure,' and 'characterization' can be defined as 'the literary, linguistic, and cultural means whereby the figure is constructed.' Characters in literary works are not real people. They are only figures who are specifically created by the author. The author usually uses a particular method to shape the characters to convey to the reader what sort of people they are (Murphy, 2002, p.161).

M. J. Murphy (1972) elaborated nine methods of describing characters in literary work. They are mentioned as follows:

##### a. Physical appearance

It is conveyed through the details about the physical appearance of the character, for example, the clothes and body features/condition.

##### b. Direct speech from the author

This method refers to the direct comment in a narrative way presented by the author about the character.

##### c. Description from the other characters

This means that the author could present the opinion of other characters to depict a specific character through the eyes and or mind.

d. Conversation that describes the characters by the others

Unlike the previous method, this method explains that the author could present the opinion of the other characters through the conversation of others about the specific character.

e. The character’s speech

The author can give us a clue about the character from what he/she/it says. It can be noticed when the character speaks or has a conversation with others.

f. Past life

The understanding of characters also could be portrayed through the story of the past life. It might shape the reader's understanding of the reason behind the characters' thoughts, speech, or actions.

g. Thought

The author also could give us a clue about the characters from the way they think.

h. Manner or Habits

This method argues that the characters could be understood by their mannerism, habits, or idiosyncrasies.

i. Reaction

The way the characters react to various situations and events also could help us to understand the characters.

## **2. Patriarchy & Hegemonic Masculinity**

a. Patriarchy

Ray (2008, p.1) mentions that in a male-dominated family, patriarchy literally refers to the father's rule. The idea that men—who are the patriarchs— are superior to women is a social and cultural construct. Sylvia Walby describes it as "a system of social structures and practices in which men dominate, oppress, and exploit women" in "Theorising Patriarchy" (Walby, 1990). The foundation of patriarchy is a hierarchy and inequality of power structure in which men have control over the sexuality, reproduction, and production of women. In society, it enforces ideas of masculinity and femininity that allow for unequal power dynamics between men and women.

b. Hegemonic Masculinity (R.W Connell, 1987)

R.W. Connell defines hegemonic masculinity as the culturally dominant kind of masculinity that is privileged and connected with power, control, and authority within a patriarchal society. It symbolizes the idealized and socially created type of masculinity that is accepted and pushed as the standard.

Connell highlights that hegemonic masculinity is produced and perpetuated by social and cultural processes rather than being an inherent or biological quality. It is distinguished by several major characteristics:

i. Dominance and Control

Hegemonic masculinity advocates for men to exercise dominance and control over others, especially women and oppressed genders. It maintains a power dynamic in which men are positioned as superior and entitled to power and authority.

ii. Physical Strength & Aggression

Physical strength, toughness, and violence are valued in hegemonic masculinity. It fosters the notion that men should be physically dominating, capable of protecting themselves and others, and capable of asserting their control using physical force if required.

iii. Emotional Restraints

Men are discouraged from showing their vulnerability and feelings due to hegemonic masculinity. Because emotional displays are generally linked with weakness and femininity, men are taught to repress their feelings and maintain emotional reserve.

## **Methodology**

This research is qualitative descriptive research that employs the literature study method. The object of the study is Justin Torres' novel entitled 'We The Animals.' The data that will be taken from the novel is in the form of phrases, clauses, and sentences. As the novel itself depicts the struggle of Ma in facing patriarchal practices, those data will be identified and interpreted by the researcher using feminist theory, Murphy's theory of character and characterization, Ray's theory of patriarchy, and R.W. Connell's theory of hegemonic masculinity as the novel explores.

## **Discussion**

This section answers the research question in the first section. All discussions are already analyzed by adjusting the Ma's and Paps' scenes in "We the Animals" and the related theories. In relation to the theory of character and characterization, there are only five methods

used in discussing the patriarchal practices portrayed by Paps and Ma's resistance towards those practices, namely the method of physical appearance, description from the other characters, the character's speech, thoughts, and reaction.

### 1. Forms of Patriarchal Practice Portrayed by the Character ‘Paps’ a. Dominance & Control

Evidence:

Ma came out and stood on the stoop, looking tired and pissed. Her eyes were red, and her mouth was set, puckering in on itself. She held her boots in one hand, then let them drop in front of her and sat down on the first step. (Chapter Big-Dick Truck, para. 12).

This quotation was taken a moment after Paps bought and brought home a new truck. Through his one-sided decision, Paps displayed the patriarchal male traits of being dominant and controlling. However, unlike Paps, the subordinate attribute is attached to Ma in the quotation. This attribute is shown by her physical appearance, such as her tired and pissed expression, which shows Ma's reaction towards Paps' action. Her reaction also proves that she disagrees with Paps' idea but cannot do anything against it. The quotation above is strong evidence that proves the habit of Paps as a dominant character, noting that he bought a new car, the "big-dick truck," without considering Ma's opinion and without her permission.

Evidence:

Paps had forbidden us to set foot in the bedroom, and for three mornings, we had heeded, monitoring her breath from the doorway, but today, we would not wait any longer. (Chapter Seven, para. 1).

The quotation above is taken from the narrator's point of view about what Paps asked him and his two siblings to do. Paps' control over Ma's

psychological state by isolating her is shown from the description of another character, in this context, refers to the narrator. It was stated that Paps forbade them to visit Ma as she was in pain. Paps lied to them that it was the dentist who gave Ma such pain, in this context is swollen purple cheeks.

However, Paps' claim that it was caused by the doctor is somewhat nonsense. This might indicate that he had done it himself. He is more likely the one who attacked Ma and manipulated the kids. Therefore, his command for the kids to leave Ma alone in isolation for at least three days depicts his control over Ma's psychological state.

Evidence:

PAPS CAME HOME WITH sleepy eyes and blood-flushed ears and started leaning against Ma, pressing her into the counter, kissing her, pinching her in different places, and Ma,

who had been about to leave for the brewery, said, ‘Stop, stop, stop.’ (Chapter Ducks, para. 1).

The quotation above is taken from the narrator's point of view. In that quotation, the characterization of Paps is understood using the third method of characterization theory, description from the others. He is described by the narrator as a dominant character, in this context showing his dominance towards Ma. By insisting upon conducting sexual intercourse with Ma, even if it was non-consensual, Paps is yet again showing his physical strength and aggressive behavior as the domineering male.

The quotation also describes the character of Ma as weak and helpless. It is shown by her reaction through her dialogue speech, in which she asks for Paps to stop repeatedly. This strengthens the argument that Paps is a very dominant and controlling character in the family, especially toward Ma.

### **b. Physical Strength & Aggression**

Evidence:

He told us the dentist had been punching her after she went under; he said that's how they loosen up the teeth before they rip them out (Chapter Seven, para. 1).

The quotation above refers to when Paps had carried Ma to the bed. The bad physical condition of Ma is delivered indirectly to the narrator and his siblings by Paps' description. Knowing that Paps' is a dominant person, there is a possibility that the swollen purple cheeks were the cause of Pa's actions of abuse towards Ma as a form of patriarchal practice in the family.

The fact that Paps had the ability to inflict such an action highlights that he possesses a higher physical ability compared to that of Ma, further emphasizing his dominance and control over her.

### **c. Emotional Restraints**

Evidence:

Later, Paps said to her, ‘How else do you expect to learn?’ (Chapter The Lakes, para. 16).

The quotation above refers to when Paps brought Ma and his youngest son to swim in the lake. The characterization in this quotation is shown by the description by the author with the addition of Paps' dialogue with Ma. The situation also describes the character of Pa, who is rational and does not mind about the consent and safety of his family.

As it is known, one of the traits that surround patriarchal males includes that emotion-based behaviors and decisions are highly looked down upon, as they are associated with weakness and femininity. Paps conform to this, as was shown during the moment within the narration when he abandoned Ma and their youngest son in the middle of deep water as his way of teaching them how to swim, an action that was done through pure rationalization and without any emotional influence.

## **2. Responses of Ma Towards Patriarchal Practices by Paps**

### **a. Awareness of the Patriarchal Practices**

Evidence:

‘You think it’s funny when men beat on your mother?’ (Chapter Seven, para. 38).

The quotation above is taken from Ma's conversation with her sons. It was after the incident that Ma went home with a lot of bruises on her face. It is likely that Paps did so as he lied to the kids that Ma got those purple swollen cheeks from the dentist who helped her rip her teeth out. Therefore, in the quote above, she sounds resentful.

Ma is aware of patriarchal practices by Paps, namely Paps' domination and acts of violence that are done towards Ma. She realizes that this is not right. The characterization of Ma being aware is presented by her direct speech in the middle of a conversation with her children. Ma's line that is shown in the quotation provides strong evidence that Ma vents her thoughts about the violent attitude of Paps towards her.

Evidence:

"A brass-handled mirror lay on the bureau, and as soon as Ma raised it to her face, tears came and sat on her eyelids, waiting to fall. Ma could hold tears on her eyelids longer than anyone; some days, she walked around like that for hours, holding them there, not letting them drop. On those days she would trace her finger over the shapes of things or hold the telephone on her lap, silent, and you had to call her name three times before she'd give you, her eyes." (Chapter Seven, para. 32)

The excerpt above shows how Ma realizes her unhappiness with her current state. It is proven from the narrative sentences that describe her physical appearance and expressions that she feels miserable and sad about her situation. This can be taken as a sign of awareness from her side, as her sadness is able to serve as an implication that she knows her circumstances are neither ethically appropriate nor acceptable.

### **b. Resistance of the Patriarchal Practices**



Evidence:

'We can go home, but we don't have to. We don't ever have to go home again. We can leave him. We can do that. But I need you to tell me what to do.' (Chapter Ducks, para. 31)

The quotation above is taken from Ma's conversation with the three of her sons. This quotation shows how Ma is powerless and cannot make any decisions on her own. Because she realized her inability to make a decision, she shared her thoughts by asking the kids what they should do.

Her thought is described through her dialogue: she did not want to return home. As she mentioned, they actually never have 'a home'. This might be said as she refers to the absence of comfort and peace in their family as her husband is an abusive man.

However, the quotation did imply Ma's thought that she wanted to go far away from Paps and escape from all of the patriarchal practices done by him. In the end, unfortunately, she didn't succeed in escaping her reality as she came back home not long after that.

### **Conclusion**

To sum up, Justin Torres's "We The Animals" perfectly portrays the reality of patriarchal practices in the family. The narrative highlights the power imbalances, domination, control, aggression, and emotional restrictions in which the female character is oppressed. The analysis emphasizes the crucialness of identifying and opposing any patriarchal practices as well as promoting gender equality.

Dominance and control, physical prowess and violence, and emotional restraint are examples of the patriarchy that Paps portrays. By buying things without consulting or getting Ma's permission, Paps demonstrates power and control over her. He also uses aggression and hostility to harm Ma physically, emotionally, and sexually. Additionally, in order to show his masculinity, Paps practices emotional restraint, suppressing vulnerabilities and feelings.

Ma's responses to these patriarchal practices show her awareness as well as opposition to them. She is aware of how oppressive Paps' behavior is and knows it is wrong. She is unable to act decisively, though, because of her lack of autonomy and power. Despite expressing a wish to break free from Paps' dominance, Ma relies on her kids to make decisions, underscoring her lack of power in the patriarchal system.

In conclusion, although someone is aware of male domination and oppression in life, she might not have the power and ability to fight back. Therefore, it is not that they are surrendering and accepting the situation. Instead, they are just helpless and powerless.

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THE INFLUENCE OF SOCIAL PRESENCE TOWARDS JOEL'S PERSONALITY DEVELOPMENT IN *THE LAST OF US* (2013)

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*Abstract*

*The object of this study is the script of the video game The Last of Us (2013). This study aimed to find how social presence led to Joel's personality development. The game's setting is set in a fictional world where Joel has to navigate post-apocalyptic America with Ellie as his companion. The game masterfully entwines Joel's journey with the profound impact of Ellie's presence, influencing Joel's personality development along the way. This research objective can be detailed into explaining Joel's experiences that affect his personality, analyzing how Joel's relationship with Ellie influences his personality to develop, explaining how Joel's personality develops from the beginning until the end of the game. The reason for the writer to choose The Last of Us is because the setting of the game is set in a post-apocalyptic world where to survive people have to rely on others. Throughout their journey, they encounter a multitude of challenges and hardships, compelling them to depend on each other for their very survival. It is within these moments of shared reliance and each other's company that Joel's personality starts to develop. Conversely, prior to Ellie's arrival, Joel had never truly formed deep connections with anyone. Her presence in his life brought about a profound transformation in him. The game provides players with a glimpse of the complexities of personality development and the importance of social presence.*

**Keywords:** personality development, *The Last of Us*, caring, influence, father figure

## INTRODUCTION

### Background

Video Games have become an integral part of modern society, different from the likes of movies and tv shows, a video game is an interactive movie where you are given control to experience the narrative, they roughly simulate our everyday life (Phil Owen, 2016, para. 14). Many people viewed video games from a positive perspective, there are also those that viewed it negatively. There is no questioning that in society, people usually labeled videogames as a bad influence, especially if a game that is rated to be played for adults, find their way into the hands of minors where their mindset is still in learning phase, what we learn in our infancy will definitely define us in our adults. They see that video games interrupt with

children’s mind and instigate violence, this revelation is not true, violence behavior are usually the results of physical abuse many good examples can be seen from playing videogames for example, roleplaying games that encourages interaction with other players could improve social ability to communicate with others, on a common goal. in this current time where many people have become socially disconnected and having a hard time to reconnect back, playing games is their transport to reconnect back. The many reasons for people to play videogames is to run away from their stressful life and to physically heal the mind. Videogames have gone far from its inception to latest released games and have evolved in rapid pace from ping-pong to shooters, narratives and many more genres. Now you can almost play a videogame that has video screen and controls, with the most widely used are smartphones, consoles, and computers, thanks to the advancement in technology especially in the mobile sector. The technology boom revolutionized the gaming industry to suit the needs of younger gamers. Since the early 2000s the price for internet have dropped significantly, allowing many people to get easy access to the gaming realm, and as the numbers for games grow so does the interest, the shift for gaming to become a shared activity with other players.

A game with shared activity gains popularity not from their story but their player base, unlike a story driven game where the players is only ourselves without other player interactions and its popularity comes from how good the story is told, in particular one game considered as the greatest story driven game ever made and with the most impressive stories ever told, and that game is *The Last of Us*. It is not a game with shared activity in mind, but a game that emphasize on its narrative or storytelling. According to the Collider (Ross Bonaime, 2022, para. 3) *The last of Us* is what the pinnacle video games as a storytelling medium could be.

The writer uses the object of a game titled *The Last of Us* (2013). The game is played from the perspectives of the primary playable character Joel, and Ellie but only for a short period. The game focuses on the relationship between Joel and Ellie. Joel’s initial task is to escort Ellie in the post-apocalyptic America in search for a potential cure to save mankind and throughout the journey their relationship grew and become the main driving force of the game. Their journey is filled with many obstacles and tribulations where they have to rely on each other to survive. in this action where they have to rely on each other is the point where their relationship started to grew. On the contrary, Joel have never been seriously attached to anyone When Ellie came to Joel’s life, he completely changed. A person’s personality always has a profound impact on his/her behavior there are many factors that have contributed into the change of character, such as the presence of the supporting and minor character it supports the main by building situations unconsciously throughout the main characters characteristics.

### **Problem Formulation**

The following are the research questions proposed by the researcher:

1. How is Joel described in *The Last of Us* (2013)?

2. How come the social presence of other characters, such as Ellie help to influence Joel’s change in personality?

### **Objectives of the Study**

The objective of the study is to analyze Joel’s as described in the video game The Last of Us (2013). The writer’s goal is to find and identify what are the causes of Joel’s personality developing throughout his journey with Ellie.

## **REVIEW OF LITERATURE**

### **Related Studies**

Related studies are an Undergraduate Thesis, Personality Change of the main Character, Tom Leyton, as influenced by the minor character, Joseph Davidson, In Michael Gerard Bauer’s The Running Man, by Bertha Palupi, published on 2017, In English Letters Study Program, Published by Universitas Sanata Dharma. In the researcher’s abstract, it stated “The main topic of the discussion is the personality changes of the main character and the influence of the minor character towards the changes.” These are the objectives in the researcher’s studies. The first are observing the characteristics of the main character Tom Layton that is depicted in his lifetime. The second objective is to observe the role of the supporting character. The third is to observe the role of the minor character in contributions of the main character's change in personality.

The theories that are used by the researcher Is the theory of character and characterization. Character is used to describe the person and characterization is used on how the authors unfold the characters. The other theories that are used by the researcher is Theory of Human personality and their personality change.

The research focused on figuring out the change in the main character of Michael Gerard Bauer’s The Running man. Similar to the researcher's topic The Last of Us the researcher wanted to figure out the personality change of the Main Character Joel. Similar to The Running Man which focuses on the influence of minor character in personality change, in The Last of Us another main or major character influence the change in the main character. The character Tom Layton is a former soldier traumatized by the Vietnam war and shut himself up and being a loner, but the presence of his neighbor changes his personality, and finally opens up. In The Last of Us, first step in the story is the main character Joel once had a biological daughter but she died this led to Joel being a Person with a dark personality and hard on others, but the presence of Ellie being close to him and Joel caring for her, rekindle his personality what it is like to have the company of a daughter caring for him. These are the differences between Palupi’s research and this one.

### **Related Theories**

The theory of characterization is used to describe Joel’s personality. Given that this is a video game structured around a script serving as the foundational basis for both plot and cutscenes, it is advisable to adopt a characterization style akin to that employed in theatrical productions or performances.

The theory of personality development by Elizabeth Hurlock. Personality is shown in an individual’s thought and behavior. (Hurlock, 1974, p. 19) Changes in Personality do not occur of their own accord but usually they are the results of multiple revisions in the thoughts and feelings related to the person's concept of self.

Changes in environment. Hurlock states that the change of the characters social and physical environment can change a character and its behavior. The changes will take effect depending on the person's ability to accept the new environment. The change of environment Is presence in the video game The Last of Us. For many years Joel is trapped in the same physical environment which leads to its characteristics taking effect. When Ellie appeared and leaving his original environment with her. Joel experienced many new thoughts that were once gone in him which contributed to his change of personality. (Hurlock, 1974, p. 125)

Changes in significant people. Hurlock States that it is inevitable for someone to have their personality change at a particular point where there are a new people that have a significant role in the story. (Hurlock, 1974, p. 126) In the story Ellie is that person that appeared in Joel’s life that ultimately change his personality. Ellie appeared in Joel’s life as someone that initially is insignificant in his life, but when Joel’s loses the person that have accompany him for a long time, he looked upon Ellie as the person that might be significant to him since she reminded him of a person that he once has lost a long time ago.

## **METHODOLOGY**

The object of the study is the script of the video game The Last of Us. The Last of Us is a Video Game that was released back in 2013 exclusively on the PS3 console and after the game’s released to the public, it immediately became a success, some considered the game a literary masterpiece with its stellar narratives. Because of its success the game has also made it to the PS4 so that players can enjoy the game with better graphical quality.

The approach of the studies is a psychological approach. Psychological criticism in literature refers to the way in which the work of a particular writer is analyzed through a psychological lens. This approach psychologically analyses the author of the work or a character in his work. It helps the readers understand the motivations of the writer as well as the characters. According to Albertine Minderop, examining a literary work using psychological approach, displays a character’s nature and can demonstrate various psychological problems (Minderop, 2010). Personality change is used in the researcher’s study because it is related to psychological aspects of the character. A person’s personality always

has a profound impact on his/her behavior; hence this approach is used to analyze and guide the researcher to uncover the personality change of the main character.

The method of the study that the researcher used is the qualitative method. The researcher uses this method to identify and describe the types of resources that the researcher is using. The primary resources are the script of the video game *The Last of Us*, gameplays of the video game from YouTube and by playing the game itself to really comprehend the story with experiencing it directly from the researcher point of view. The second source that is used is the related studies and related theories that is stated above and connecting it with the research problems.

## FINDINGS

### How Joel is described in *The Last of Us* (2013)

Joel is described as a tired old man that had lived the same way for many years, but still remain in ready to fight condition.

#### *Protective*

This trait is shown by using speech and action. The following dialogue depicts his reaction after Ellie into the woods without telling anyone where she was going. Her action causes Joel to panic and starts to search for her with his brother Tommy. Then they spotted a house with the horse that Ellie used to run off. Tommy stays outside and Joel enters the house to confront Ellie.

**ELLIE.** *Is this really all they had to worry about? Boys. Movies. Deciding which shirt goes with which skirt. It's bizarre.* **JOEL.** *Get up, we're leaving. C'mon. (TLOU game script, 2014, p. 137, lines 19-20).*

Previously before Ellie ran off, she sees that there is an argument with Joel's brother Tommy and his wife, Ellie is concerned about it, wondering if the argument has anything to do with her. But Joel did not tell her. Knowing that even before meeting with Ellie, Joel protects something or someone that needs protecting.

#### *Reluctant*

This trait is shown by using speech and action. The following dialogue depicts his reluctant to continue a task if the task at hand has unexpected turn around. Referring to the tired old man he is, he does not want to complicate things any further.

**JOEL.** *I know that you are smarter than this.* **TESS.** *Really? Guess what, we're shitty people, Joel. It's been that way for a long time.* **JOEL.** *No, we are survivors!* **TESS.** *This is our*

chance. **JOEL.** *It is over, Tess! Now we tried. Let's just go home. (TLOU game script, 2014, p. 47-48, lines 23-27).*

Joel Reluctancy is shown when they arrived at a location where they dropped of Ellie, only finding out that everybody there is dead. Tess wanted to deliver Ellie to the Fireflies but Joel shows a sign of reluctancy and does not want to continue. After that Tess eventually revealed that she is infected and that she will die eventually, putting Joel in conflict with himself.

**How come the social presence of other characters, such as Ellie help to influence Joel’s change in personality?**

There are many events that show the interaction between Joel and Ellie happens, the researcher chooses a few to contrast their interaction that leads to Joel’s personality developing with the company of Ellie.

**JOEL.** *[Chuckles.] I'm glad I didn't get my head blown off by a goddamn kid. **ELLIE.** [Stands up quickly.] You know what? No! How about "Hey Ellie, I know it wasn't easy, but it was either him or me. Thanks for saving my ass!" You got anything like that for me, Joel?!*  
**JOEL.** *We gotta get going. (TLOU game script, 2014, p. 91, lines 11-15).*

The different environments where the scene takes place set the stage for them, has reveals the personality traits of Joel. The differences in environment will eventually set the stage of Joel’s personality development, where Ellie has shattered the many barriers in Joels personality and eventually changed him. in the scene above, suddenly Ellie picked up a gun near Joel and shoot it at the attacker saving Joel in the process. Here we could see somewhat of communication between the characters where Joel is thankful towards Ellie but could not relay his gratitude verbally to Ellie. Here we could see Joel behave pessimistic because he did not have enough trust yet in Ellie to do anything correctly. In the next where they are caught in a similar situation, Joel finally started to trust Ellie in protecting him while Joel clear out the enemy.

In this scene we could see another trait that Joel has, which is trust issue. Joel has a pretty hard time to trust others especially if you are putting your life in the hands of someone you just met. This scene complements the previous where Joel have not trusted Ellie, but after that near death experience, he sees that Ellie is someone that he can trust and put his faith in her. He teaches Ellie how to properly shot a rifle, and for momentarily talked back to Ellie about the previous encounter where she shot the attacker, Joel said that “It’s either him or me”, indirectly saying thanks for saving his life. This reveals a common trait of the main characters, which he tends to express his thankfulness in a sarcastic manner, this trait eventually will tighten their bond together.

**ELLIE.** *I got this. I won't let you down. **JOEL.** [Nods.] Alright. [Joel crawls away to an opening in the scaffolding but stops to look back at Ellie.] And just so we're clear about back*



*there... [Pauses.] It was either him or me. [Jumps down scaffolding.] ELLIE. [Stares.] You're welcome... [Takes aim.] (TLOU game script, 2014, p. 93,lines 11-14).*

Due to his nature of engaging an enemy solo or with another adults, it is hard for Joel to engage with someone that he has to protect at all costs, Joel and Ellie have to work with each other to leave the city with their lives intact. After all the reason they have go through all this trouble is that Ellie must be delivered to the Fireflies across the apocalyptic United States.

Continuing the argument from previous, protective we could see that Ellie too has cared for Joel, as a way of thanking him for taking care of her while in the journey. Unknown to Joel, Ellie too started to accepted Joel to take care of her in the journey ahead.

*ELLIE. Everyone I have cared for has either died or left me. Everyone— [Pushes Joel.] fucking except for you! [Begins crying.] So don't tell me that I would be safer with someone else because the truth is I'd just be more scared. (TLOU game script, 2014, p. 138,lines 14).*

Ellie reveals that Joel is the only one that she feels truly safe with. By using the Theory of personality development that is changes in significant person, fully absorbed into the minds of Joel that he has an obligation, that she wanted him to take care of her. These leads to Joel opening up to her and started to treat her like his daughter.

*MARLENE. You can't save her. Even if you get out of here, then what? How long before she's torn to pieces by a pack of clickers? That is if she hasn't been raped and murdered first. JOEL. That ain't for you to decide. (TLOU game script, 2014, p. 175,lines 17-20).*

Still in the topic of changes of changes in significant people. We could see that Marlene questioned Joel’s ability to take care of Ellie after delivering her to the Fireflies, then Joel tells her that, with him he will take care of Ellie. Unlike in the early stage of the story where he even told Ellie to not intervene becomes self-aware that Ellie knows what to do and does not have be told what to do, because to him Ellie is someone that he has a moral obligation to protect, and sees Ellie as his redemption from losing her biological daughter Sarah years ago.

We could see that Joel is a round character and he changed when he met Ellie. When someone met others that are significant to them, they will adjust and change their behavior to try and met the others expectation, and eventually change that person’s life. (Hurlock,1974)

Joel has become a transformed man, where initially he is a man that is very hard to trust others, able to open himself to trust others, and seeing things from another perspective. But there are some downsides to this. He will do whatever it takes to protect those he loves.

## CONCLUSION

Joel is described as a person that is hard to become close with. His slow progress of opening up himself did not come with his liking at first, he is forced to. But because it is forced to open up, Joel started to feel that he wanted or re-experienced those events that he cherished the most from the past. With the trials and tribulation that he has gone through with Ellie is the main instrument that drives Joel to experience that change in personality, they both complement each other when Ellie needs help Joel helped and when Joel needs help Ellie helps Joel. At the end Joel becomes a person that is more friendly towards others, accepting others help and receiving their help in return.

The researcher uses the theory of personality development by Elizabeth Hurlock to identify Joel's personality, after meeting and caring for Ellie, Joel's personality has changed. Ellie indirectly changed Joel's personality by challenging the many barriers that Joel has put up in his life to protect himself from the trauma of his past self. The researcher concluded that Joel's personality development was related to Hurlock's personality development theory in conditions responsible for Joel's personality change including changes in the environment and changes in significant people.

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