



JOURNAL OF LANGUAGE AND LITERATURE

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JOURNAL OF LANGUAGE AND LITERATURE

VOLUME 7, NOMOR 2, DESEMBER 2019

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ANALYSIS OF THE FINITE VERB PHRASES IN THE SHORT STORIES *THE GIFT OF THE MAGI* AND *COSMOPOLITE IN A CAFÉ* BY O. HENRY

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Abstract

This research focused on finding the types of finite verb and main verbs. The researcher used the short stories *The Gift of The Magi* and *Cosmopolite in a Café* by O. Henry to limit the finding data. The method of this research is qualitative research. The result of this research showed that there are 361 finite verb phrases and divided into two types of finite verbs, 1. Main verbs stand-alone which occur mostly with 65.93%, 2. Auxiliaries stand with the main verb with 34.07% which may be modal (29.27%), passive (18.70%), perfective (24.39%), progressive (6.50%), combination of two auxiliaries (12.20%), and the negative *do-* periphrasis auxiliary (8.94%). Based on 361 data's of finite verb phrases, the researcher found the most dominant type of main verb is action verb with 62.05% and stative verb with 37.95%.

Keywords: action verb, finite verb, short story, stative verb

INTRODUCTION

Language is the way people to communicate each other. Each country has their own language but some countries learn other languages to communicate with other people. In this era globalization, many foreign companies and free trades spread out so that, the using of English as an international language become important in order to communicate with other people. Language cannot be separated with its structure. Learning vocabularies and its function, expression and the meaning and also the structure of sentences are the way of learning a language. English is the language that most people use in this world to communicate even the speakers do not use English as their mother tongue but people mostly use English when they abroad, they use English to

communicate with people in there. Learning English is also learning the grammar. It is important to know how structure of word is formed because people can easily understand kind of word class in a sentence

Yule (1998) stated that the most basic element in an English sentence is the verb. Verb is an important part in a clause or a sentence because it describes an action that is done by the subject. Verb not only describes an action but also state, condition, process, question, statement, etc. Tallerman (2015:40) states "The major function of verbs is to express what is known as 'predication'. A predicate expresses an 'event' in the sentence, which may be quite literally an event (such as collapse or explode) but also includes actions, processes, situations, states and so on". In the sentence, *He drinks the milk*, the word *drinks*

is classified as a predicate because it shows an action that is done by the subject *He*. Verb has many variations. It can be finite or non-finite, it also can be action or stative verb.

Based on Kerns and Schwartz (1972) finite forms assert or question, etc., an action or state and must imply person (or impersonality) of the subject and the mood, as well as tense, voice, and number (but no gender except in periphrastic forms). Finite verb is verb that marks the tense, present or past and influence the agreement with its subject and the number (singular/plural). Finite verb is divided into many types, transitive or intransitive, linking verb, auxiliary verb and action or stative verb. In a clause or a sentence, it must have at least one finite verb to construct a clause or a sentence. Meanwhile, non-finite verb is the opposite of finite verb. Based on Tallerman (2015:84) stated that non-finite verb does not like finite verb who can form such as aspect and mood and non-finite verb does not mark the tense.” Finite verbs phrases can show an action verb or stative verb.

According to Heidinger (1984) action verbs denote movement or actives that can be seen or heard. Besides, stative verbs denote that person or things are in a particular state or condition. Action verbs explain what is done by the subject so that it describes an action. Meanwhile, stative verb describes an opinion or thought, sense, and emotion. Moreover, Cook (1989:195) explains that Action verbs express a dynamic agentive

event. Meanwhile, Stative verbs express a notionally stative situation. Stative verb and action verb have common words that are classified as action verb or stative verb. For example, be is generally classified as stative verb and play is classified as action verb. Types of finite verb and main verb can be found in any literary works such as novel, poem, poetry, short story, etc.

Short story is one of the literary works that is very interesting to be discussed. There are a lot of elements in short story that is not only about the content of the short story but also the structure of words, phrases and sentences to write a short story. One of author that has been published many great short stories is O. Henry or William Sidney Porter. He was an American short story writer. His stories are known for their surprise endings such as *The Gift of The Magi* and *Cosmopolite in a Café*.

The Gift of The Magi published in 1905. Meanwhile, *Cosmopolite in a Café* published in 1906. *The Gift of The Magi* tells a story of a husband and wife who wanted to buy Christmas gifts for each other but they did not have enough money. This short story is a sentimental story with a moral lesson about gift-giving. Besides that, *Cosmopolite in a Café* tells about a man who claims to be 'a citizen of the world.' When the man becomes embroiled in a fight, his true feelings are revealed. These stories are really interesting and enjoying to be read. Moreover, there are many kinds of verb that are found in

both short stories. Fatma (2012:1) states that short story is one of the oldest types of literature, and it has existed in many forms, including myths, fairy tales, ballads and parables. A short story sometimes contains little or no dialogue, but it also be made up of dialogue while the description is brief.

There are several studies in this research which are related to this study. First, Nirwesti (2007) in her thesis *A Study on Grammatical Meaning of Finite Verb Phrases in The Jakarta Post Headline News Issued in January 2007* which discussed finite verb phrases found in Jakarta Post articles and identified the grammatical meaning of finite verb phrases. Second, Mala (2010) in her journal study entitled *Syntactic Functions of Finite and Non-Finite Clauses in Academic English*. Her study discussed about four categories in 100 consecutive sentences in four research articles from psychology and economics published at the beginning of the 20th century and a hundred years later. The next related study is done by Muhartoyo (2016) in his research entitled *A Study on the Completeness, Finite Verb Tense, and Voice of Coconut Research Abstract* which mainly discussed about the completeness in abstract elements, finite verb tenses, and the voice of coconut research abstracts. And the last related study is done by Sudarmo (2007) in her study which entitled *The Effects of the Employment of Dynamic and Stative Verb in Hemingway's "In Another Country" and "The Killer"*. His research discussed about

dynamic verb or action verb and stative verb found in short stories by Hemingways.

This research discussed about types of finite verbs and main verbs found in the short stories *The Gift of The Magi* and *Cosmopolite in a Café* by O. Henry and also analyzing the finite verbs and main verbs based on each type. *The Gift of The Magi* and *Cosmopolite in a Café* are the best short stories by O. Henry because both short stories have the plot twist ending and surprised the reader and also both short stories contain many finite verb phrases that can be classified based on its types. Finite verb is chosen as the topic of this reason because finite verb has many variations that can be found in a phrase, clause and sentence. Therefore, people can identify easily types of finite verb in a clause or a sentence. Moreover, the main verbs that have been found in both short stories are also classified based on the type of verb and stative verb.

METHODS

This research used qualitative research. The data which form words or the data being examined. Based on the data, the researcher found a deep meaning in the research. this method is suitable to find the meaning of the research by analyzing the data that have been found in the short stories *The Gift of The Magi* and *Cosmopolite in a Café* by O. Henry. This research used several stages to collect the data by Reading the short stories *The Gift of The Magi* and

Cosmopolite in a Café by O. Henry, marking and listing the words that contain finite verb in a clause or a sentence whether it is main verbs or auxiliary stands with the main verb, collecting the data in the table, and classifying the main verbs based on action verb or stative verb. This research also used several steps for analyzing the data by identifying the words based on the kinds of finite verb, analyzing finite verbs that is kinds of main verb whether it is past time or present time. Moreover, analyzing the kinds of finite verb that is auxiliary stands with the main verb whether it is modal auxiliary, perfective auxiliary, progressive auxiliary, passive auxiliary, combination of two auxiliaries and negative do- periphrasis auxiliary, analyzing the verbs based on kinds of action verb or stative verb,

drawing conclusion in the most dominant types of finite verbs and main verbs.

RESULTS AND DISCUSSION

The result of this research showed there are 361 data found in the short stories *The Gift of The Magi* and *Cosmopolite in a Café* by O. Henry which is divided into two types, Main verbs stand-alone which occur mostly with 238 or 65.93% rather than Auxiliaries stand with the main verbs with 123 or 34.07%. Auxiliaries stand with the main verb are divided into, modals, passive, perfective, progressive, combination of two auxiliaries and negative do- periphrasis auxiliary. This result of types of finite verbs can be seen in Figure. 1 and types of main verbs in figure. 2.

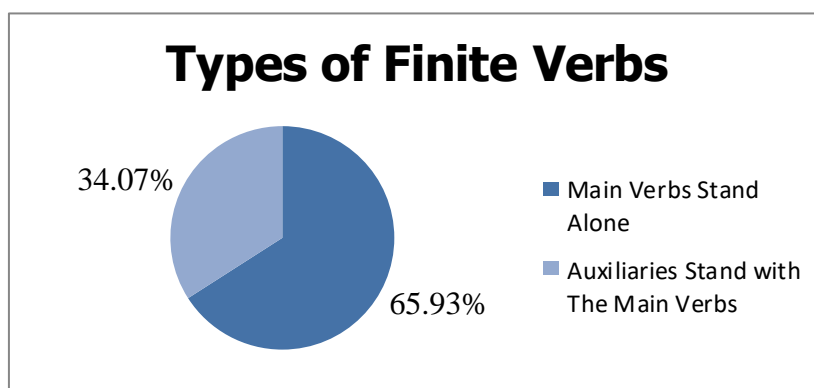


Figure 1. Types of finite verbs

Based on 361 data that have been found in found in the short stories *The Gift of The Magi* and *Cosmopolite in a Café* by O. Henry, the researcher found two types of main

verbs in finite verb phrases. Action verb which mostly occur in the source of data with 224 or 62.05% and the other is stative verb which less occur with 137 data or 37.95%.

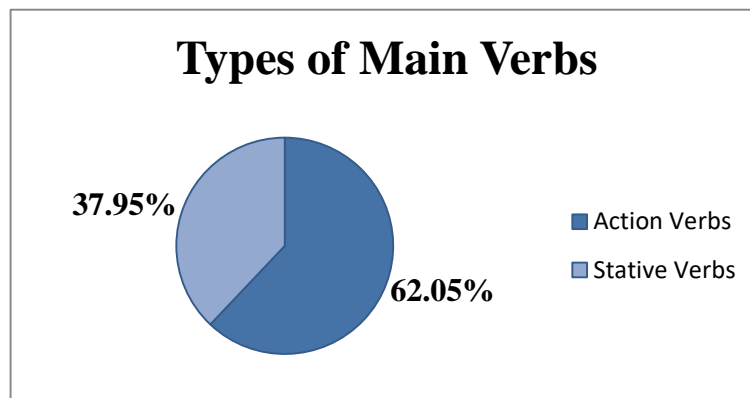


Figure 2. Types of main verbs

Main Verbs stand-alone (Present Time)

'before he **takes** a second... (*The Gift of The Magi*, GG5; p.3)

In the clause above, the finite verb is the word *takes* which agrees with the subject *he* as the third-person singular. The word *takes* marks the tense present. According to Kortmann and Traugott (2006:15), "The term finite (which means 'limited') refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number". Moreover, the word *takes* is classified as action verb which shows an action. In the clause above, it is clear that the subject shows an action that is marked by the word *takes* as a verb. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Main Verbs stand-alone (Past Time)

Pennies saved one and two (*The Gift of The Magi*, GG1; p. 1)

The word *saved* is classified as finite verb because it marks the tense past although there is no adverbial time in the clause or

sentence above. According to Kortmann and Traugott (2006:15), "The term finite (which means 'limited') refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number". The subject in the clause or sentence above is the word *pennies* which shows a number. Furthermore, the word *saved* is considered as an action verb. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Auxiliaries stand with the main verb

In this type of verb phrases, the verbs that function as the finite verbs are the auxiliary, while the main verbs are non-finite. The auxiliaries include modal auxiliaries, voice (passive) auxiliaries, perfective auxiliaries, progressive auxiliaries, some combinations of two auxiliaries and the negative do-periphrasis auxiliaries.

Modal Auxiliary

'but nobody **could** ever **count** my love for you. (*The Gift of The Magi*, GG16; p.4)

As it can be seen, the clause above has the word *could* which is considered as finite verb because it constructs the clause or sentence. Modal *could* be followed by the infinitive *count* which helps the infinitive contain meaning a possibility or ability. The subject of the clause or sentence is *nobody*. Modal auxiliary as its name cannot stand alone it must follow the infinitive or base form. The word *could* indicate the event is happened in the past because the word *could* is past form of the word *can*. According to Kortmann and Traugott (2006:15), “The term finite (which means ‘limited’) refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number.” Additionally, *could count* has the word *count* as the main verb in the clause or the sentence. The word *count* is classified as an action verb that takes an action to express the subject is doing something physically or mentally. In the sentence above, it is clear that the subject is doing something that shows an action. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Passive Auxiliary

...he was called 'Jim'... (*The Gift of The Magi, GG3; p. 1*)

In the sentence above, the word that is classified as finite verb is to be *was* which stands with the word *called*. In this sentence, the sentence is using passive voice with to be

as the auxiliary verb or helping verb and it is followed by the verb *called*. The word *called* is the past participle form of the word *call*. The finite verb *was* agrees with the subject *he* as the third-person singular so that the auxiliary verb used *was* to complete the sentence. According to Kortmann and Traugott (2006:15), “The term finite (which means ‘limited’) refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number” In addition, *was called* is constructed by the be *was* as finite verb and the word *called* as main verb. The word *called* is classified as an action verb because the word *called* shows the action of the subject. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Perfective Auxiliary

I've seen men from Chicago... (*Cosmopolite in a Café, CC12; p.4*)

The word *'ive* is the abbreviation of the word *have* and it is considered as finite verb. Perfective auxiliary stands with the past participle. In the sentence above, the past participle is the word *seen* which comes from the base form *see*. The word *have (ive)* agrees with the subject *I* so that the perfective auxiliary that must agree with the subject is *have*. Perfective auxiliary is combined with the main verbs that is attached with *-ed* or the past participle. The finite verb *have (ive)* marks the tense present time. According to

Kortmann and Traugott (2006:15), “The term finite (which means ‘limited’) refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number”. Likewise, the word *have* is classified as finite verb and the word *seen* is classified as main verb. The word *seen* is considered as stative verb because it does not show an action and also the word *seen* is types of sense. Stative verb in the sentence above shows a perception/ cognition such as the word *see* (*seen*). According to Heidinger (1984:40),” Stative verbs denote that person or things are in a particular state or condition”.

Progressive Auxiliary

Her eyes were shining brilliantly, (The Gift of The Magi, GG4; p. 2)

In the sentence above, it is type of auxiliary stand with the main verb which progressive auxiliary. The auxiliary in the sentence above is to be *were*. The progressive auxiliary is combined with the present participle *shinning*, which originally comes from the base *shine* added with the suffix –*ing*. The finite verb *were* agrees with the subject *her eyes* as plural form. The word *were* refers the tense past time so that it is classified as finite verb. According to Kortmann and Traugott (2006:15), “The term finite (which means ‘limited’) refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number”. Additionally,

were shinning is considered as an action verb because the word *shinning* that shows the action of the subject. Besides, action verb can be formed in the progressive aspect. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Combination of two auxiliaries

This dark assertion will be illuminated later on. (The Gift of The Magi, GG1; p.4)

The word *will* is classified as finite verb and followed the word *be*. The word *will* is types of modal and it stands with the main verb *illuminated*. The past participle *illuminated* originally comes from the base *illuminate* which is attached by the suffix –*ed*. The subject of the sentence above is *this dark assertion*. Furthermore, the phrase *will be illuminated* contains the word *illuminated* that acts as a main verb of the clause or sentence which is classified as an action verb. Additionally, the word *illuminated* is considered as an action verb because it shows the action that is done by the subject. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

Negative do- periphrasis auxiliary

'If Jim doesn't kill me,' (The Gift of The Magi, GG3; p.3)

As it can be seen the word *doesn't* acts as a finite verb and it is followed by the word *kill*. The auxiliary *does* form the negative construction of the main verb *kill*. The finite verb *doesn't* agree with the subject

Jim as the third-person singular so that the auxiliary *do* that must follow the subject is *does*. The word *does* shows that the event is happened in the present time. According to Kortmann and Traugott (2006:15), "The term finite (which means 'limited') refers to a verb form that is marked for tense and potentially also for other grammatical categories like mood, person and number". In addition, the phrase *doesn't kill* has the word *kill* which acts as a main verb of the clause or sentence and it is classified as an action verb. Besides, the word *kill* is classified as an action verb because it denotes the movement or the activities that is done by the subject. Based on Heidinger (1984) action verbs denote movement or actives that can be seen or heard.

CONCLUSION

Based on finding data, the researcher found two types of finite verbs that is main verbs stand alone and auxiliaries stand with the main verbs. Besides, auxiliaries stand with the main verb have many types, 1. Modal auxiliary, 2. Passive auxiliary, 3. Perfective auxiliary, 4, progressive auxiliary, 5. Combination of two auxiliaries, 6. Negative *do-* periphrastic auxiliary. Moreover, the researcher also found two types of main verbs that is action verb and stative verb. Based on finding data, there are 361 finite verb phrases with the most dominant type is main verbs stand alone with 238 data and the occurrences is 65.93% rather than auxiliary stand with the

main verb with 123 data and the occurrences 34.07%. Besides, the researcher also found another dominant type in main verb that is action verb with 224 data and the occurrences is 62.05% and the other types which is less occur is stative verb with 137 data and the occurrences 37.95%.

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FIGURATIVE LANGUAGE ANALYSIS ON THE UGLY LOVE NOVEL BY COLLEEN HOOVER

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Abstract

This study was analyzed a figurative language on the Ugly Love novel by Colleen Hoover. The aim of this study is to analyze the types of figurative language which found in Ugly Love novel by Colleen Hoover. This study used figurative language theory by Leech to analyze the data which the researcher found in the novel. The method of this study is descriptive qualitative method. There are many sentences that contain figurative language that found in the novel. The researcher was found 87 data to be analyzed in the types of figurative language. The data will be identified and classified into 8 types of figurative language by Leech. The result of this study found 6 types of figurative language in this Ugly Love novel. That are 33 data of personifications, 19 data of similes, 11 data of irony, 10 data of hyperbole, 9 data of metaphors, and 5 data of metonymy. The most of dominant type of figurative language in the Ugly Love novel by Colleen Hoover is personification.

Keywords: Colleen Hoover, figurative Language, ugly love novel

INTRODUCTION

Language is a tool of society to communicate with the other people within groups or personally. Language is one of human need and the important thing of people to convey the ideas, because people used language to interact, to make a conversation and to get information with others in daily life. In language people can share the ideas and understand each other, to express the imagination or emotion of the people. Sapir in Josiah (2016:39) said that language is communicate the ideas, emotion, desires with the other people that instinctively and purely human method by produced symbols in any situation. In language, people can be learned in any term, such as figurative language.

Figurative language means a non-literal meaning which means a style of

language that does not use an actual meaning or literal meaning. The term figurative language used language to communicate which the meaning is not straight to the point. Figurative language is used in any situation to make the meaning feel deep and it using people thought to imagine the meaning that has an ambiguous meaning. It used for the speech or writing to make it interesting. Figurative language is one of the language styles that difficult to be understood or learn, caused the meaning makes people confused about an actual meaning of figurative language. The phenomenon of figurative language can be found in society that using hyperbole or other figure of figurative language, because figurative language has many types. Leech in Dewi (2010:2) provide the term figurative language has eight types to

be classified, there are personification, simile, metaphor, hyperbole, irony, litotes, metonymy, and oxymoron.

There are many forms that used figurative language in communication, such as poems, songs, novels, magazines, newspapers, or even in daily life conversations. Most of people consider that figurative language is a kind of difficult language that makes people thinking hardly about the meaning because it cannot find in any kind of dictionary. The novel is one of the forms of figurative language that has various genre, like horror, romantic, comedy, mystery, etc. One of the interesting stories in the novel is romantic genre, because love story is related and close to the human life. One of the novels that contain a love story is an *Ugly Love* novel.

Ugly Love novel is a romance genre that contain love story. This story is about Tate, Miles and Rachel who Rachel is the women of Miles's past and Tate is the women that close to Miles now. The author of this novel is Colleen Hoover that the first New York Times bestselling author and Colleen Hoover write many novels which contain a romance genre and got awards, such as Goodreads Choice Award for best Romance in 2015.

The studies that discuss about figurative language which related of this study are Saputri (2014). The objectives of her study are to describe the types of figurative language found in the novel and to identify the contextual meaning of the

figurative language. She classified the types of figurative language by using theory of Leech in. The result of her research showed that there are 93 sentences that contain of figurative language. She found 52 items of simile, 18 items of personification, 16 items of hyperbole, 6 items of metaphor, and 1 item of metonymy. The most dominant type of figurative language in the novel was simile.

Fitratunnas (2017) focused on observing the words that contained figurative language by using theory of Reask. The method of her study was descriptive qualitative method. The result of her study showed 17 sentences which contain figurative language, there are hyperbole (8 data), metaphor (3 data), metonymy (2 data), simile (2 data), alliteration (1 data). Hamdiana (2015) Her study focused on hyperbolic expressions which is the type of figurative language. She used documentation method to analyze the data. The result of her study showed 4 data that contain hyperbole expressions that used in the love song's lyrics, there are the expressions is power of love, passion of love, proof of love, and expectation of love.

Based on the description above, the researcher interested to analyze about type of figurative language that used in *Ugly Love* novel by Colleen Hoover, because there are many phrases, clauses, or sentences that contain of figurative language. The aim of this study is to analyze the types of figurative language that contain in the novel *Ugly Love* by Colleen Hoover.

METHODS

In arranging the data, the researcher used qualitative research method in this study. Zohrabi in Mohajan (2018) states that qualitative research is the way of people to interpret the social action, and understand about the reality of individuals in their mind. That used in interviews, diaries, journals, classroom observations and open-ended questionnaires to analyze and interpret the data from visual and textual materials, and oral history. Strauss and Corbin in Wardoyo (2011) states that descriptive studies are designed to get information that related to the phenomenon which happening now. They are

direct toward of the phenomenon. Therefore, there is no administration find in an experimental study. This study taken the data from description, narration, and dialogue in *Ugly Love* novel, which found phrases, clauses, or sentences that contain of figurative language and the researcher used documentation method to identify and analyze the data.

RESULTS AND DISCUSSION

This study is found 87 phrase, clause, or sentence that contain figurative language. We can see in table. 1 there are personification, simile, metaphor, hyperbole, irony, and metonymy.

Table 1. The result of Figurative Language occurred in the novel

Types of Figurative Language	Frequency	Percentage (%)
Personification	33	37.9
Simile	19	21.8
Metaphor	9	10.3
Hyperbole	10	11.5
Irony	11	12.6
Metonymy	5	5.7
Total	87	100

Based on the table above, it shows the result of this study which contain of figurative language that occurred in *Ugly Love* novel by *Colleen Hoover*. As it can be seen from the table above, there are 87 data that categorized as the types of figurative language, which are 33 items using personification, 19 items of

simile, 11 items of irony, 10 items of hyperbole, 5 items of metonymy, and this study cannot found the data of litotes and oxymoron. This study would discuss the six types that consist of figurative language found in *Ugly Love* novel. There are personification, simile, irony, hyperbole, metaphor, and metonymy.

A. Personification

Personification means giving a human character or animal character to an inanimate object, to make the meaning look alive.

*As soon as my heart rate begins to calm down, it starts to scream at me. My **heart** is screaming at me.*

The sentence above “My *heart* is actually *screaming* at me” is considered as personification, because the word heart is following with screaming which is a human characteristic or a living thing. In the fact, heart is the thing that does not have mouth to make a sound like screaming. Screaming is one of the human characters to express the happiness, sadness, or even anger. While heart is an organ of the body or a thing that feel the disappointment or sadness.

*He steps forward and completely ignores **unspoken elevator** etiquette by stepping too close and holding out his hand.*

The sentence above “ignores *unspoken elevator* etiquette” is considered as personification, because unspoken elevator is an inanimate object which has human character or a living thing character to clarify the meaning of the sentence. In the fact, elevator cannot be spoken or unspoken because the thing of spoken or unspoken is only humans that do. While unspoken is one of the human characteristics that using mouth

to make a sound, it can be spoken or unspoken to express and tell the feeling.

*Our **disappointment** melts to the floor and combines in a puddle of premature tears at our feet.*

The sentence above “Our *disappointment* melts to the floor” is considered as personification, because the word disappointment which human’s feeling which following with the word melts which is an inanimate thing. Disappointment is not a thing that liquidly or a solid object that can melts, but disappointment is a human expression to show the sadness or anger of something to be expected which does not fulfillment. While melts is an event of the solid object which can turn liquid due to changing temperature or weather, for example snow turns into the water due the winter turning into summer.

B. Simile

Simile is a type of figurative language that comparing two different objects or thing explicitly which using conjunction, such as “like”, “as”, “as...as” to comparing the word.

My eyes are usually as brown as my hazelnut hair, but right now, they look ten shades darker, thanks to the bags under them.

Based on the sentence above “My *eyes are usually as brown as my hazelnut*

hair” is categorized as simile, because as it can be seen that “as...as...” is a conjunction which pointing the simile. This example is comparing two different objects, that are comparing the color of the eyes and the hair that has the same color. In the society, all knows that hazelnut is kind of beans which has brown color. The meaning of this example is the eyes has the same color with the hair which is brown like the color kind of beans, that is hazelnut.

*I'd say **they were as clear blue as the waters of the Caribbean**, but I've never actually been to the Caribbean, so I wouldn't know.*

The sentence above “they were as clear blue as the waters of the Caribbean” is categorized as simile, because the word “as...as...” is pointing the term simile which is conjunction. This example comparing two different objects, there are “they” which means eyes with “the waters of the Caribbean” that has the same color. In this example, the word “blue” has the meaning of clear, then the author would like to tell the readers that the eyes is clear as the waters of the Caribbean. Within the fact that the eyes are not like the water that has blue color and clear as the sea.

*Mom used to tell us that if we put our eyes together, **they would look just like a tree.***

Based on the sentence above, that “they would look just like a tree” is categorized as simile, because there is the word “like” which is conjunction that pointing the term of simile. This example comparing two different objects, there are “they” which means eyes compare with “a tree” which has the same color. As people know that the tree is a plant or a living thing that has roots, trunk, twigs, leaves, flowers, or even fruits. Trunk is the part of tree that has a brown color, while leaves is the part of the tree that has a green color, this example show the Tate’s eyes and Corbin’s eyes which if they put together it was just like a tree. Tate’s eyes are brown just like a trunk and Corbin’s eyes are green which like a leaf.

C. Irony

Irony means the sarcasm meaning which is not an actual meaning. This type of figurative language has an opposite meaning in their phenomenon. Which express the feeling like sadness or tragic in the actual meaning. The people using the term irony to express the sadness, disappointment, or anger without judging something can be seen, which means has the differentiate between what was said and what was the meaning.

*I walk back. **The house is too damn small to fit all of my frustration and disappointment.***

The sentence above “*The house is too damn small to fit all of my frustration and disappointment*” is considered as irony, because as it can be seen that there is the feeling of Miles’s to his father. In the fact, that the house is filled with stuffs which are not with things that invisible just like feelings. The house in this example is big enough, but Miles’s disappointment and frustration bigger than the house, it bring the readers think that Miles’s frustration was very big to his father which the one and only his hope.

My eyes are usually as brown as my hazelnut hair, but right now, they look ten shades darker, thanks to the bags under them.

Based on the example above, that “*they look ten shades darker, thanks to the bags under them*” is considered as irony. In this example, the word “they” means eyes which can be read as “*the eyes look ten shades darker, thanks to the bags under them*”. This phenomenon of the term irony is to show the readers Tate’s expression about her tired eyes, even though her eyes look very tired that can be seen which has ten shades darker and there are bags under her darker eyes which look more tired with that eyes. While the word thanks is the expression of the people to appreciate a thing or people do to others. It means Tate appreciate the bags under her darker eyes, even though she looks ugly with that, it called sarcasm meaning.

Loud, deafening silence.

Based on the sentence above, that “*Loud, deafening*” is considered as the term irony. Because loud deafening silence means a very quiet or silence atmosphere in a place where there is a people who can make a sound from his mouth, because the word loud in that example is not a sound or voice that make a people can hear the voice. But it is the word to show that a place was very quiet.

D. Hyperbole

Hyperbole is a figure of language that has an exaggerate meaning about size, degree, or number without intending something deceive, which means hyperbole is the figure of language that says more than the actual meaning or more than the truth. This phenomenon is often in society to says about something exaggerate in daily conversation which especially happen among teenagers.

Part of me wants to ask her a million questions until I know everything about her.

The sentence above “*a million questions*” is categorized as the term hyperbole, because it is a numerical hyperbole which can be seen of the word “million” it shows the large number. As people know that million is many of something important. Such as money, goods, or a thing. The word a million questions is an

excessive meaning which means of many questions that Miles's would to know about Rachel that he don't know before, like her birthday, which college that Rachel want to take after she graduate in her school, about their parents who want to get married soon.

That was four years and two-story sketchy complex ago.

The sentence above "that was *four years and two-story sketchy complex ago*" is considered as hyperbole, because "four years and two-story sketchy complex ago" means that Tate's mind is remembered about the situation that happened four years ago. And it is the expression how long Tate and Corbin did not see and talk with each other since Tate was graduate from her senior high school and Corbin had the first working as a pilot in his company in a year, therefore Tate feel that moment was a long time ago but she can remember the detail.

I swear this is the slowest damn elevator I've ever encountered

Based on the sentence above is "*the slowest damn elevator I've ever encountered*" considered as hyperbole. Because, in the fact that the elevator is works as usual, it is not broken that cannot be use for people. The elevator works, but the reason of Tate's feeling is because she had a conversation with stranger that bothering her, she felt less

comfortable that become an awkward situation with that stranger, even though the stranger looked nice but his questions makes Tate was uncomfortable with that and want to get the destination quickly, and Tate feel the elevator slower than other elevator caused she uncomfortable with stranger's questions.

E. Metaphor

Metaphor is the figure of language that comparing two different objects implicitly which is not using conjunction in every case. This type of figurative language is rarely in society that used in daily conversation.

My hand instinctively goes to my neck, I touch the dime-sized mark just below my ear

Based on the sentence above "the dime-sized mark" is considered as metaphor. The dime-sized mark in this example is describing a birthmark of Tate behind her ear which is people can see it. The word 'mark' means birthmark that compared to the dime size which are two different objects. In society, birthmark is a familiar term means a mark of people in their skin that they got at the time they were born, it is a permanent mark in people skin until they growing and the color mostly dark, like black, brown, and dark green. Then, the dime size means a size of dime which is coins. Coin has a round shape which is made of metal and has a flat surface, and coin is a kind of money that used

to exchange something such as a goods, a thing, or kind of food. This example means that Tate's birthmark has a round shape behind her ear like a dime size.

Brain = Liquid.

Based on the sentence above, that "Brain=Liquid" is considered as metaphor. This example comparing two different objects clearly, there are brain with liquid that people know there are has a different meaning. As people know, brain is an organ of human or animal which the function to think everything that will be done, and brain is the center system of human's body which if brain was broke the body will be unstable. While liquid means a substance which freely flows to anywhere or any place. The characteristic of liquid are freely flows, clear, and pure that can be found in waters, oil, or even all kinds of drink. It can be concluded that Tate's brain was freely flows like a liquid when she hear Miles's words.

I'm wallpaper now.

The sentence above "I'm wallpaper now" is categorized as metaphor, it can be seen that 'I'm wallpaper' means a human that looks like wallpaper. It is comparing two different object between human and wallpaper clearly. As people know, human is a living thing which can move everywhere whatever they want and they can breathe as

long as he lives. In society, wallpaper is a cover of a wall which makes the wall looks nice. It is a decorative of the room which has a good patterned with a various color. Wallpaper has an implicit meaning, which wallpaper is a thing that cannot move anywhere it wants except by human. And wallpaper is a thing that has a rigid characteristic. It can be concluded that Tate was standing in front of the wall without saying anything when Miles's left and rigidly which cannot move just like wallpaper.

F. Metonymy

Metonymy is a figure of language that replaces something by closely meaning with a truth about a thing. This type of figurative language uses another words or term to illustrate some places or situation that makes people imagine the closely meaning about that.

*I certainly wasn't anticipating a high-rise smack dab in the middle of **downtown San Francisco.***

Based on the sentence above "downtown San Francisco" is categorized as metonymy, because downtown San Francisco replace or describe a central area of the city which is San Francisco that has a lot of activities there, it replace of the main business place of the city whereby the economic movement are faster in that area compared to other areas. Downtown San Francisco

describes a closely meaning which has a skyscraper building, a restaurants, another shopping mall form any group, and peoples from different tribe. It can be concluded that Tate was not imagine there were many skyscrapers in that central area of San Francisco.

*I'd say they were as clear blue as the waters
of **The Caribbean**.*

Based on the sentence above, that “*the Caribbean*” is considered as the term metonymy, because the Caribbean is describe the area of the sea which extending surrounded by the islands from the Southern Coast of the United States until the East of Atlantic. The islands that surrounded are Cayman Island, Leeward Island, Windward Island, The Southern United States, The Bahamas, Costa Rica, and many more. The Caribbean is the term that surrounded by the islands that has a purest and clearest blue water in America.

*Stop staring at his stomach. Oh my word, he
has **the V**.*

Based on the sentence above, that “he has *the V*” is considered as metonymy. Because “the V” is describe a shape of the stomach that has a letter V. As people know that the people who has the V shape in their stomach is the people who doing workout diligently every day. The one of the ways to

create the V shape in the stomach is doing sit up every day in the morning. It can be concluded that Tate was surprised by Miles’s stomach which has a shape of the V that she did not have.

CONCLUSION

The limit of this study is the researcher only focuses on analyzing the figurative language in novel *Ugly Love*. The previous of this study by Fitriatunnas (2017) focused on observing the words that contained figurative language by using theory of Reask, while in this study the researcher using theory by Leech. The result of her study showed 17 sentences which contain figurative language, there are hyperbole (8 items), metaphor (3 items), metonymy (2 items), simile (2 items), alliteration (1 item). While in this study, the researcher found 87 figurative languages that used in novel “*Ugly Love by Colleen Hoover*”. The numbers of the figurative languages are 33 items of personification, 19 items of simile, 11 items of irony, 10 items of hyperbole, 9 items of metaphor, and 5 items of metonymy. The most dominant type of figurative language in the *Ugly Love* novel by Colleen Hoover is personification. While using, simile is to show the readers that comparing two different objects happens clearly and explicitly by using conjunction such as “like” and “as”. The term irony used when people want to express their sadness or angriness without judging the actual meaning, it called sarcasm.

In hyperbole type the word become excessive and does not use the truth about size, number, or degree. Metaphor in this novel showed the readers that there are comparing two different objects implicitly caused this term does not use conjunction. The term metonymy in novel Ugly Love is to replace or describe something by closely meaning. It can be concluded that figurative language has an important thing to the style of language in the novel Ugly Love by Colleen Hoover to make the novel entertaining and interesting. "his *hand is covered in blood*" is one of inconclusive data because the sentence is not showed the implicit meaning as the characteristic of metaphor, but there is not conjunction that the researcher convinced that is a metaphor. This study was expected can be useful as the reference for the next researcher who wants to analyze this novel to be a better version. The last, figurative language has an important thing in society to communicate and interact to convey the ideas, although figurative language is one of a difficult language in society.

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AN ANALYSIS OF ENGLISH PHRASAL VERB TYPES FOUND IN MAROON 5'S ALBUM SONG ABOUT JANE (2002) AND THEIR TRANSLATION TECHNIQUES

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Abstract

Phrasal verb is a combination of a verb and a preposition or an adverb that is used together and creates a new meaning. The aim of the research is to find out types of English phrasal verb that are used in maroon 5's album Song About Jane (2002), to find out types of English phrasal verb that are used the most frequently and to find out translation techniques that are applied in translating English phrasal verb in Maroon 5's album Song About Jane (2002) in English-Indonesian version. The datas that are used is the words that contain phrasal verb in lyrics song and the source of data is Maroon 5's Album Song About Jane (2002). This research is descriptive qualitative. This research uses expert validation to check the validity of the data and research results. The researcher identifies the data of phrasal verb based on King and Richard's theory (2006) and identifies the translation techniques that are used based on Molina and Albir's theory (2002). The results of the research show that there are three (3) types of phrasal verb that are found in Maroon 5's Album Song About Jane (2002), those are : separable obligatory phrasal verb 26% (10 of 38), inseparable phrasal verb 34% (13 of 38) and intransitive phrasal verb 40% (15 of 38), type of English phrasal verb that are used the most frequently in Maroon 5's album Song About Jane (2002) is intransitive phrasal verb with 15 data, and there are 3 techniques that are used in translating english phrasal verb in maroon 5's album Song About Jane (2002), those are : generalization 87% (33 of 38), established equivalent 10% (4 of 38)and discursive creation 3% (1 of 38).

Keywords: lyrics song, phrasal verb, translation techniques.

INTRODUCTION

Language is a natural communication tool for people and it is important for them in their daily life (Setyowati, 2017). Languages express meaning by relating a sign to its meaning or its content. Therefore everyone must know foreign language especially English. English is used in global communication even textual, audio, or visual media. Especially, for those who want to read literatures in English need translation to make them understand the meanings and messages contained in the literature.

Nida, E. A. & Taber. (1982). *The Theory and Practice of Translation* stated that "translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style".

Albir, A.H and Molina, L. (2002). *Translation Technique Revisited* who stated that there are eighteen (18) translation technique, including adaptation, amplification, borrowing, calque, compensation, description, discursivee creation, established equivalent,

generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation.

One of the topics in translation research is phrasal verb translation. McCarthy (2007:6) states that “ English phrasal verb is verbs that consist of a verb and a particle (an adverb or a preposition) or a verb and two particles”. King and Richard (2006), who stated that English phrasal verb can be divided into 3 types, those are separable, inseparable, and intransitive phrasal verb. Thus, the research is based on the need to fill the gaps of the previous researches in researching types of Phrasal Verb in literary works and its translation techniques, especially in song lyrics for the data source. The researcher chooses Maroon 5’s Album “Song About Jane” (2002) because it consists of many phrasal verbs.

Song About Jane (2002), entered at number one on the US *Billboard 200*, and reached the top 10 in 17 other countries. The researcher chooses this album as data source because this album provides enough data that is suitable with the topic. Based on the reason, the researcher focuses on the phrasal verb in the lyrics of the song in the album *Song About Jane* by Maroon 5. In song lyrics, the researcher only focuses in finding English Phrasal Verb and its translation techniques.

This research has a similarity with Setiowati (2017) entitled *Translation Techniques Applied in Translating Type of Phrasal verb in the Novel from Dead To Worse and Its*

Translation. That research focuses to find out the type of English Phrasal verb and to find out the type of Phrasal verb that is the most frequently used in the novel find out translation techniques applied in the novel. That research uses a qualitative method. The results of that research show that English phrasal verb used in the novel are intransitive, separable, and inseparable. The most frequently used English phrasal verb in the novel is inseparable with 20 data. The research found four translation techniques applied in translating phrasal verb in the novel, those are amplification, established, equivalent, modulation, and transposition.

Another research conducted by Putri (2013) entitled *Translation of Phrasal Verb in Herge’s The Tintin Book: The Adventure of Tintin, Cigars of the Pharaoh and Its Translation..* That research describes the translations of the phrasal verb in Tintin Book the Adventures of Tintin, Cigars of the Pharaoh written by Herge. The method that is used is descriptive qualitative in which the researcher collects and analyzes the data, draws conclusion based on data analysis. The result of that research shows that English phrasal verb are categorized into 8.7% of separable phrasal verb and 91.7% of English phrasal verb are categorized into non separable phrasal verb.

In this research, the researcher only focuses on the types of English Phrasal Verb that are used in Maroon 5’s Album *Song About* and their translation techniques that are used.

METHODS

This research is descriptive qualitative. This qualitative research uses expert validation to check the validity of the data and research results. The researcher identifies the data of phrasal verb and identifies the translation techniques. The data that is used is the words that contain phrasal verb in lyrics song and the source of data is Maroon 5's Album *Song About Jane* (2002). In this research, the researcher uses document analysis by conducting the following steps, those are 1). The researcher reads the song lyrics of Maroon 5's album *Song About Jane*; 2). The researcher identifies and underlines the words or sentences in song lyrics of maroon 5's album *Song About Jane*; 3). The researcher puts the data a the table data.

This research uses descriptive analysis, in which all the data are analyzed to get the result and conclusion. The technique includes some steps that are : the researcher identifies data that proper with the problem statements, the researcher classifies the data based the type of phrasal verb into separable phrasal verb, inseparable phrasal verb, and intransitive phrasal verb, and then the data that has been classified will be discussed then the reseacher draws the conclusion for the problem statements.

RESULTS AND DISCUSSION

In this chapter the discussion would be focused more to find out the types of English phrasal verbs that are used and

translation technique that are applied in translating English phrasal verb in Maroon 5's album *Song About Jane* (2002).

Out of 4 types of phrasal verb proposed by King and Richard (2006), there are three (3) types of them that are found in Maroon 5's Album *Song About Jane* (2002), those are separable obligatory phrasal verb 26% (10 of 38), inseparable phrasal verb 34% (13 of 38) and intransitive phrasal verb 40% (15 of 38).

Separable Obligatory phrasal verb is phrasal verb that the object must come between the verb and particle. There are 10 data of separable obligatory phrasal verb that are found in Maroon 5'album *Song About Jane*. They can be shown in the following sentences below :

You **build me up**.

Build me up is expressed in this sentence includes separable obligatory phrasal verb because the object **me** come between the verb **build** and the preposition **up**.

You **knock me down**.

Knock me down is expressed in this sentence includes separable obligatory phrasal verb because the object **me** come between the verb **knock** and the preposition **down**.

You **chew me up**.

Chew me up is expressed in this sentence includes separable obligatory phrasal verb because the object **me** come between the verb **chew** and the preposition **up**.

And **spit me out**.

Spit me out is expressed in this sentence includes separable obligatory phrasal verb because the object **me** come between the verb **spit** and the preposition **out**.

It's compromise that **moves us along** yeah.

Moves us along is expressed in this sentence includes separable obligatory phrasal verb because the object **us** come between the verb **moves** and the preposition **along**.

I'm **lifting you up**.

Lifting you up is expressed in this sentence includes separable obligatory phrasal verb because the object **you** come between the verb **lifting** and the preposition **up**.

I'm **letting you down**.

Letting you down is expressed in this sentence includes separable obligatory phrasal verb because the object **you** come between the verb **letting** and the preposition **down**.

You take my hand just to **give it back**.

Give it back is expressed in this sentence includes separable obligatory phrasal verb because the object **it** come between the verb **give** and the preposition **back**.

Take my breath away.

Take my breath away is expressed in this sentence includes separable obligatory phrasal verb because the

object **my breath** come between the verb **take** and the preposition **away**.

What you are doing is **screwing things up** inside my head.

Screwing things up is expressed in this sentence includes separable obligatory phrasal verb because the object **things** come between the verb **screwing** and the preposition **up**.

Inseparable phrasal verb is phrasal verb that the object must come after the particle. There are 13 data of inseparable phrasal verb that are found in Maroon 5's album *Song*

About Jane. They can be shown in the following sentences below:

You **look at me**.

Look at me is expressed in this sentence includes inseparable phrasal verb because the object **me** comes after the preposition **at**.

I **look at you**

Look at you is expressed in this sentence includes inseparable phrasal verb because the object **you** comes after the preposition **at**.

I drove for miles and miles and **wound up at your door**.

Wound up at your door is expressed in this sentence includes inseparable phrasal verb because the object **your door** comes after the preposition **up**.

Look for the girl with the broken smile.

Look for the girl is expressed in this sentence includes inseparable phrasal verb because the object **the girl** comes after the preposition **for**.

Now, **moving on down my street**.

Moving on down my street is expressed in this sentence includes inseparable phrasal verb because the object **my street** comes after the preposition **on**.

I **think of her** and take a breath.

Think of her is expressed in this sentence includes inseparable phrasal verb because the object **her** comes after the preposition **of**.

Sunday morning, rain is falling and I'm **calling out to you**.

Calling out to you is expressed in this sentence includes inseparable phrasal verb because the object **you** comes after the preposition **out**.

Jump out of my seat.

Jump out my seat is expressed in this sentence includes inseparable phrasal verb because the object **my seat** comes after the preposition **out**.

And as you **wipe off beads of sweat**.

Wipe off beads of sweat is expressed in this sentence includes inseparable phrasal verb because the object **beads of sweat** comes after the preposition **off**.

When you answer the door, **pick up the phone**.

Pick up the phone is expressed in this sentence includes inseparable phrasal verb because the object **the phone** comes after the preposition **up**.

And no, I've **gone out of my way**.

Gone out of my way is expressed in this sentence includes inseparable phrasal verb because the object **my way** comes after the preposition **out**.

Next time you **come around my way**.

Come around my way is expressed in this sentence includes inseparable phrasal verb because the object **my way** comes after the preposition **around**.

I'll **come out stronger in the end**.

Come out stronger in the end is expressed in this sentence includes inseparable phrasal verb because the object stronger in the end comes after the preposition **out**.

Intransitive phrasal verb is phrasal verb that does not take an object to complete the meaning. There are 15 data of separable obligatory phrasal verb that are found in Maroon 5' album *Song About Jane*. They can be shown in the following sentences below :

There's no way we're gonna **give up**.

Give up is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **up** functioning as a particle directly follows the verb **give**.

And don't **look back**.

Look back is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **back** functioning as a particle directly follows the verb **look**.

I don't know how I got so **tangled up**.

Tangled up is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **up** functioning as a particle directly follows the verb **tangled**.

Forgot what I was **looking for**.

Looking for is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **for** functioning as a particle directly follows the verb **look**.

I'm **fooling around**.

Fooling around is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **around** functioning as a particle directly follows the verb **fool**.

I'm not **giving up**.

Giving up is expressed in this sentence includes intransitive phrasal verb

because it does not take an object to complete the meaning. The prepositional **up** functioning as a particle directly follows the verb **give**.

This city's made us crazy and we must **get out**.

Get out is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **out** functioning as a particle directly follows the verb **get**.

And I would gladly hot the road, **get up**, and go if I know.

Get up is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **up** functioning as a particle directly follows the verb **get**.

Since someone you **let in**.

Let in is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **in** functioning as a particle directly follows the verb **let**.

But you would rather **walk away**.

Walk away is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **away** functioning as a particle directly follows the verb **walk**.

Pushing forward and arching back.

Pushing forward is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **forward** functioning as a particle directly follows the verb **push**.

When you **come back**.

Come back is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **back** functioning as a particle directly follows the verb **come**.

Dream away everyday.

Dream away is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **away** functioning as a particle directly follows the verb **dream**.

I think you should just **go away** 'cause.

Go away is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The prepositional **away** functioning as a particle directly follows the verb **go**.

No you can't **come back** tomorrow.

Come back is expressed in this sentence includes intransitive phrasal verb because it does not take an object to complete the meaning. The

prepositional **back** functioning as a particle directly follows the verb **come**.

Type of English Phrasal Verb that are used the most frequently in Maroon 5's album *Song About Jane* (2002) is intransitive phrasal verb. There are 15 out of 38 data of intransitive phrasal verb that are found in the album.

Out of 18 techniques proposed by Molina and Albir (2002), there are 3 techniques that are used in translating english phrasal verb in maroon 5's album *Song About Jane* (2002), those are: generalization 87% (33 of 38), established equivalent 10% (4 of 38)and discursive creation 3% (1 of 38).

A. Generalization

The reseacher finds 33 data of generalization from the Maroon 5's album *Song About Jane* (2002), there are 2 data that will be shown in this chapter. The example of this technique can be seen as follow:

Walk away

SL : But you would rather **walk away**.

TL : Namun kau memilih untuk **pergi**.

In the example above the translator translates the phrasal verb **walk away** in SL into **pergi** in TL. The translator uses generalization as the translation technique since the meaning of the phrasal verb in TL is more general is used in target language.

Pushing forward

SL : Pushing forward and arching back.

TL : Maju and membungkuk.

In the example above the translator translates the phrasal verb **pushing forward** in SL into **maju** in TL. The translator uses generalization as the translation technique since the meaning of the phrasal verb in TL is more general is used in target language.

B. Established Equivalent

The researcher finds 4 data of established equivalent from the Maroon 5's album *Song About Jane* (2002), there are 2 data that will be shown in this chapter. The example of this technique can be seen as follow :

Look back

SL : And don't look back.

TL : Dan jangan melihat ke belakang.

In the example above the translator translates the phrasal verb **look back** in SL into **melihat ke belakang** in TL. The translator uses established equivalent as the translation technique since the meaning of the phrasal verb in TL is already prevalent or recognized by dictionaries in the target language.

Move on

SL : Now, moving on down my street.

TL : Sekarang, terus lanjutkan langkahku.

In the example above the translator translates the phrasal verb **moving on** in

SL into **terus lanjutkan** in TL. The translator uses established equivalent as the translation technique since the meaning of the phrasal verb in TL is already prevalent or recognized by dictionaries in the target language.

C. Discursive Creation

The researcher finds 1 data of discursive creation from the Maroon 5's album *Song About Jane* (2002). The example of this technique can be seen as follow :

Breath away

SL : Take my breath away.

TL : Berdebar-debar.

In the example above the translator translates the phrasal verb **breath away** in SL into **berdebar-debar** in TL. The translator uses discursive creation as the translation technique since the meaning of the sentence in TL is totally unpredictable out of context of SL.

CONCLUSION

Based on the results of the analysis of English phrasal verb in Maroon 5's album *Song About Jane* (2002) including english phrasal verbs that are found in Maroon 5's album *Song About Jane* (2002) are separable obligatory phrasal verb (10 data), inseparable phrasal verb (13 data), and intransitive phrasal verb (15 data). English phrasal verb that are found in the album amounted to 38 data. Type of English

phrasal verb that is the most frequently used is intransitive phrasal verb with 15 data. The research also finds three translation technique that are applied in maroon 5's album, those are: generalization (33 data), established equivalent (4 data) and discursive creation (1 data).

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ANALISIS PELAFALAN MAHASISWA DALAM MELAFALKAN *IRREGULAR VERBS* BAHASA INGGRIS

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Abstrak

Sebagian masalah yang dihadapi para mahasiswa dalam mempelajari bahasa Inggris adalah masalah pelafalan. Penulis melakukan penelitian ini untuk mengetahui jenis kesulitan yang dialami mahasiswa dalam melafalkan kata kerja bahasa Inggris yang tidak beraturan (*irregular verbs*) dan faktor-faktor yang mempengaruhi kesalahan pelafalan tersebut. Jenis penelitian ini adalah studi empiris dengan metode kualitatif. Data primer dalam penelitian ini adalah partisipan yang melakukan pelafalan yang hasilnya akan direkam. Para responden ini, sebanyak dua puluh dan dipilih secara acak, sudah belajar bahasa Inggris selama lebih dari 12 tahun. Pemilihan responden dilakukan oleh peneliti secara acak. Peneliti mendapatkan data dengan cara merekam bunyi pelafalan dan hasil interview dari para respondent. Kesulitan yang dialami mahasiswa dalam melafalkan *irregular verbs* adalah sebagai berikut: a) melafalkan kata-kata yang mengandung huruf yang tidak berbunyi (*silent letters*); b) melafalkan huruf vokal yang bunyinya tidak konsisten; c) melafalkan huruf konsonan letup; d) melafalkan kata kerja yang hurufnya sama tetapi bunyi berbeda. Faktor yang mempengaruhi mahasiswa masih sulit melafalkan *irregular verbs* adalah karena: a) perbedaan system bunyi antara bahasa Indonesia dan bahasa Inggris; b) inkonsistensi beberapa bunyi dalam bahasa Inggris; c) gangguan dari dialek daerah para siswa; dan karena d) bahasa Inggris memiliki *silent letters* sedangkan bahasa Indonesia tidak memilikinya. Terdapat lima kata kerja yang paling banyak salah dilafalkan oleh para responden yakni kata *thought*, *caught*, *fought*, *bought*, dan *brought*. Kelima kata kerja tersebut mengandung bunyi *silent 'gh'*. Dengan ditemukannya jenis kesulitan dan faktor permasalahan pelafalan ini, para pengajar bahasa Inggris diharapkan dapat mengembangkan dan memperbaiki metode pengajaran khususnya dalam pengajaran mata kuliah *pronunciation* dan *speaking*.

Kata kunci: pelafalan; kata kerja, *irregular verbs*; *silent letters*

PENDAHULUAN

Meskipun bahasa Inggris bukanlah bahasa kedua para mahasiswa/siswa di Indonesia, tetapi keterampilan berkomunikasi dalam bahasa Inggris sangat mereka butuhkan suatu hari nanti di saat mereka sudah lulus dan bekerja. Sekarang ini semua peralatan elektronik buatan luar negeri mengandung bahasa Inggris sebagai bahasa panduan dan pemakaiannya. Sebagai mahasiswa dijamin sekarang, mereka semestinya sadar akan pentingnya bahasa Inggris bagi mereka untuk

bersaing dengan negara-negara lainnya dalam memahami informasi internasional khususnya berita-berita umum yang ditulis di internet dalam bahasa Inggris. Setiap elemen masyarakat mestinya saling mendukung dalam meningkatkan kemampuan bahasa asing khususnya bahasa Inggris agar tidak ketinggalan jaman dan tetap bisa bersaing dengan negara-negara lainnya khususnya dalam pemahaman berita-berita internasional. Kemungkinan besar masalah yang dihadapi para siswa/mahasiswa dalam mempelajari

bahasa Inggris adalah karena bahasa Inggris tidak diajarkan dengan cara yang nyaman dan tidak diajarkan dari pengetahuan dasar pada umumnya, dalam hal ini pelafalan adalah pelajaran dasar dalam pengucapan bunyi sebuah bahasa.

Komunikasi adalah proses penyampaian informasi dari satu orang ke orang yang lain (Griffin, 2004). Komunikasi adalah proses dimana informasi dipertukarkan dan dimengerti oleh dua orang atau lebih, biasanya dengan maksud untuk memotivasi, atau untuk mempengaruhi perilaku (Daft, 2003). Dari sumber lain dikatakan bahwa komunikasi adalah proses penyampaian informasi, gagasan, emosi, keahlian melalui penggunaan simbol-simbol seperti kata-kata, gambar-gambar, angka-angka, dan lain-lain. Ada dua bentuk komunikasi yaitu verbal dan non verbal. Komunikasi verbal merupakan komunikasi komunikasi yang disampaikan komunikator kepada komunikan dengan cara tertulis atau lisan. Contoh komunikasi lisan adalah percakapan tatap muka, diskusi kelompok, percakapan telepon dan sebagainya. Sedangkan contoh komunikasi tertulis adalah menulis surat, membaca poster, dan membaca email. Di sisi lain, komunikasi non verbal adalah komunikasi yang disampaikan tidak menggunakan kata atau kalimat tetapi menggunakan isyarat dan simbol melalui ekspresi wajah, bahasa tubuh, kontak mata, busana, ataupun melalui cara berbicara; penekanan suara, gaya berbicara, kualitas suara, intonasi, dan emosi.

Ada beberapa faktor yang secara umum menghambat kemajuan dalam Pembelajaran Bahasa Inggris yaitu:

- a) Perbedaan system bunyi antara bahasa ibu dan bahasa asing. Moosa (1972) mengatakan bahwa siswa yang mempelajari bahasa Inggris yang bahasa ibunya adalah bahasa Arab mengucapkan kata-kata bahasa Inggris menyerupai bunyi kata bahasa ibu mereka yakni bahasa Arab. Alkhuli (1983) menyatakan bahwa masalah utama dalam mengajar dan belajar pelafalan bahasa Inggris adalah adanya perbedaan sistem bunyi antara bahasa Inggris dan bahasa asli pelajar sehingga seorang pelajar tersebut salah mengucapkan beberapa bunyi bahasa Inggris karena dia tidak menemukan bunyi tersebut dalam bahasa ibunya.
- b) Inkonsistensi beberapa bunyi Dalam Bahasa Inggris. Crutteden (1994) menyatakan bahwa kesulitan utama bagi semua orang yang memiliki sistem vokal yang kurang kompleks dalam bahasa bahasa ibunya. O'connor (2003) menyatakan bahwa tidak mudah untuk mengetahui bunyi yang tepat atas huruf-huruf yang ada dalam kata-kata tertentu. Power (2003) menemukan bahwa ada 23 masalah pengucapan umum, beberapa di antaranya terkait dengan bunyi huruf hidup. Crutteden (1994) mencatat bahwa ketidak-konsistenan bunyi huruf hidup bahasa Inggris menyebabkan kesulitan bagi para pelajar asing yang bukan penutur asli bahasa Inggris.

3) Gangguan bahasa ibu dan pengaruh ejaan terhadap pengucapan.

Catford (1977), Moosa (1972), dan Swan & Smith (2001) dalam penelitian mereka menyatakan bahwa bunyi [p] dan [b] adalah dua fonem yang berbeda dan masing-masing dibedakan oleh si penutur asli. Alkhuli (1983) menyatakan bahwa siswa negara Arab yang mempelajari bahasa Inggris bingung dengan bunyi [p] dan [b] karena pengaruh bahasa ibu, sehingga lidah mereka menjadi kaku saat melafalkan bunyi [p] dan [b], dan mereka melakukan kesalahan pelafalan bunyi tersebut sampai mereka menguasai bunyi bahasa Inggris. Gruttenden (1994) menunjukkan bahwa pelajar asing yang mempelajari bahasa Inggris harus berhati-hati untuk tidak menggunakan bunyi [t] atau [s] untuk menggantikan bunyi [θ] dan [ʃ] atau jangan melafalkan [z] untuk melafalkan bunyi [d]. Yule & O'connor (2003) menyatakan bahwa masalah utama pelafalan bahasa Inggris adalah dengan membentuk kumpulan bunyi baru yang sesuai dengan suara bahasa Inggris, dan dengan merusak susunan bunyi bahasa Inggris tersebut karena kebiasaan dan system bahasa ibu sangat kuat pengaruhnya.

International Phonetic Alphabet (IPA) adalah sistem abjad dari notasi fonetik yang pada awalnya berdasarkan pada abjad Latin. IPA ini dibuat oleh Asosiasi Fonetik Inter-nasional pada akhir abad ke-19 sebagai perwakilan atau lambang standar dari bunyi

bahasa lisan. IPA dirancang untuk mewakili hanya kualitas bicara yang merupakan bagian dari bahasa lisan: telepon, fonem, intonasi dan pemisahan kata dan suku kata. Untuk menggambarkan kualitas tambahan dari cara berbicara, seperti gertakan gigi, lispings, dan suara yang dibuat dengan celah bibir dan langit-langit, seperangkat simbol yang diperluas, penambahan terhadap Alfabet Fonetik Internasional, dapat digunakan.

Simbol IPA terdiri dari satu atau lebih elemen dari dua tipe dasar, huruf dan diakritik. Sebagai contoh, bunyi huruf bahasa Inggris [t] dapat ditranskripsikan dalam IPA dengan satu huruf [t], atau dengan huruf yang ditambah dengan diakritik, [t^h], tergantung pada seberapa tepatnya pengucapan yang seseorang diinginkan. Seringkali, garis miring digunakan untuk tanda transkripsi luas atau fonemik; dengan demikian, /t/ kurang spesifik daripada, dan dapat merujuk pada, baik [t^h] atau [t], tergantung pada konteks dan bahasa. Berikut ini adalah symbol bunyi pelafalan bahasa Inggris menurut IPA. Adapun masalah dalam penelitian adalah sebagai berikut: 1) Jenis kesulitan apa saja yang dialami mahasiswa dalam melafalkan tiga puluh kata kerja bahasa Inggris yang tidak beraturan?; 2) Apa saja faktor yang mempengaruhi mahasiswa sehingga masih kesulitan melafalkan kata kerja bahasa Inggris yang tidak beraturan? dan 3) Pelafalan kata kerja manakah yang paling banyak salah dilafalkan oleh mahasiswa dan alasan penyebab mereka salah melafalkan kata kerja tersebut?

Bunyi Vokal (*Vowels sounds*)

Symbol Bunyi Bahasa Inggris British	Symbol Bunyi Bahasa Inggris Amerika Serikat (U.S)	Seperti pada kata...
i:	I	flee <u>ce</u>
I	I	happ <u>y</u>
ɪ	ɪ	ki <u>t</u>
ɛ	ɛ	dr <u>ess</u>
ʌ	ɛ	car <u>ry</u>
ʌ	Æ	tr <u>ap</u>
ɑ:	ɑ	fat <u>her</u>
ɒ	ɑ	l <u>ot</u>
ɔ:	ɔ, ɑ	haw <u>k</u>
ʌ	ə	cu <u>p</u>
ʊ	ʊ	fo <u>ot</u>
u:	U	go <u>ose</u>
ə	ə	alp <u>ha</u>
ɔ:	ɔr	for <u>ce</u>
ə:	ər	nur <u>se</u>
ɪə	ɪ(ə)r	her <u>e</u>
ɛ:	ɛ(ə)r	squar <u>e</u>
ʊə	ʊ(ə)r	cure <u>e</u>
eɪ	eɪ	fac <u>e</u>
aɪ	aɪ	pric <u>e</u>
aʊ	aʊ	mo <u>uth</u>
əʊ	oʊ	go <u>at</u>
ɔɪ	ɔɪ	choic <u>e</u>
ɔ̃	ɔ̃	fin de siè <u>cl</u> e
ɔ̃	ɑ̃	bon mot

/ɪ/ mewakili variasi bunyi antara /ɪ/ dan /ə/
 /ɛ/ mewakili variasi bunyi antara /ʊ/ dan /ə/

Bunyi Konsonan (*Consonants Sounds*)

Lambang bunyi	Seperti pada kata...
B	b <u>ig</u> /bɪg/
D	d <u>ig</u> /dɪg/
dʒ	jet /dʒet/
ð	th <u>en</u> /ðen/
F	f <u>ig</u> /fɪg/
g	g <u>et</u> /get/
H	h <u>ow</u> /haʊ/
J	y <u>es</u> /jes/
K	k <u>it</u> /kɪt/
L	l <u>eg</u> /leg/
M	m <u>ain</u> /meɪn/

N	<u>n</u> et /net/
D	th <u>ing</u> /θɪŋ/
P	<u>p</u> it /pɪt/
R	<u>r</u> ain /reɪn/
S	<u>s</u> it /sɪt/
ʃ	<u>sh</u> ip /ʃɪp/
T	<u>t</u> ame /teɪm/
tʃ	<u>ch</u> ip /tʃɪp/
θ	<u>th</u> in /θɪn/
V	<u>v</u> et /vet/
W	<u>w</u> in /wɪn/
Z	<u>z</u> ip /zɪp/
ʒ	vi <u>s</u> ion /'vɪʒ(ə)n/
X	(Scottish) lo <u>ch</u> /lɒx/
ɪ	(Welsh) pen <u>ill</u> ion /pe'niːlɪən/

Penelitian ini sangat sangat berguna bagi para pengajar bahasa Inggris dalam menambah pengetahuan terhadap masalah yang dihadapi para pelajar Indonesia yang sedang dan akan belajar bahasa Inggris khususnya dalam pengucapan kata kerja tidak beraturan bahasa Inggris. Dengan ditemukannya berbagai masalah yang dihadapi para mahasiswa dalam mengucapkan kata kerja tidak beraturan bahasa Inggris, para pengajar bahasa Inggris di Indonesia sangat diharapkan mengembangkan dan memperbaiki metode pengajaran bahasa Inggris khususnya dalam mengajarkan pelajaran dan mata kuliah pelafalan (*pronunciation*) dan berbicara (*speaking*). Hasil penelitian ini juga berguna bagi pengembangan IPTEKS yakni mempersiapkan keterampilan berkomunikasi bahasa Inggris mereka setelah memahami letak permasalahan mereka dalam pelafalan kata-kata bahasa Inggris. Diharapkan penambahan pengetahuan pelafalan kata kerja yang tidak beraturan dalam bahasa Inggris ini,

para pelajar dan pengajar sama-sama semakin meningkatkan kualitas proses belajar mengajar bahasa Inggris di masa yang akan datang.

METODE

Metode penelitian menggunakan metode kualitatif dengan pendekatan deskriptif analitis. Penelitian ini termasuk dalam kelompok studi empiris yakni untuk mengetahui kesalahan pelafalan yang dilakukan oleh para partisipan. Data primer dalam penelitian ini adalah partisipan yang melakukan pelafalan yang hasilnya akan direkam dengan perekam suara. Partisipan pada penelitian ini memiliki karakteristik tertentu (Sekaran, 2000). Penelitian ini mengikutsertakan 20 orang mahasiswa yang telah mempelajari mata kuliah Pelafalan Bahasa Inggris (*English Pronuncaition*), Fakultas Sastra Inggris dari 2 (dua) universitas yang berlokasi di wilayah Jakarta, yakni 10 (sepuluh) mahasiswa Fakultas Sastra Inggris

dari Universitas Kristen Indonesia dan 10 (sepuluh) mahasiswa Fakultas Sastra Inggris dari Universitas Gunadarma. Pemilihan para responden dipilih oleh peneliti secara acak dengan mendatangi para mahasiswa di kelas-kelas mereka. Peneliti pertama kali menjelaskan tujuan peneliti dan menanyakan kesediaan mereka untuk direkam suara mereka saat melafalkan 30 (tiga puluh) daftar kata kerja tidak beraturan yang sudah disiapkan oleh peneliti. Pemilihan sepuluh partisipan dilakukan oleh peneliti dengan cara memilih 5 (lima) nama mahasiswa paling awal dan 5 (lima) nama mahasiswa paling akhir dalam daftar presensi di kelas. Setelah memilih para partisipan, peneliti kemudian menjelaskan tujuan peneliti dan menanyakan kesediaan mereka untuk direkam suara mereka saat melafalkan 30 (tiga puluh) daftar kata kerja tidak beraturan yang sudah disiapkan oleh peneliti.

Untuk tambahan informasi mengenai para responden, kedua puluh mahasiswa yang dipilih secara acak ini sudah belajar bahasa Inggris sejak mereka duduk di Sekolah Dasar. Mereka sudah belajar bahasa Inggris sekitar 13 tahun lamanya. Usia para responden adalah 17 (tujuh belas) dan 18 (delapan belas) tahun.

Instrumen Pengumpulan Data

1) Rekam Suara

Peneliti akan merekam pengucapan para partisipan dalam melafalkan kata kerja bahasa Inggris yang tidak beraturan. Sambil

mendengar dan juga merekam suara partisipan yang sedang melafalkan 30 kata tersebut, peneliti langsung melakukan analisis dan menuliskannya di kertas yang sudah dipersiapkan peneliti sebelumnya.

2) Wawancara

Setelah melakukan rekam suara, peneliti langsung melakukan wawancara dengan setiap partisipan dengan menanyakan alasan-alasan mereka salah dalam melafalkan kata-kata yang telah ditandai peneliti saat sedang mendengar dan merekam suara partisipan.

Proses Analisis Data

Peneliti akan merangkum semua kesalahan pelafalan yang dilakukan para partisipan dan menuliskan simbol fonetik sesuai dengan apa yang didengarkan peneliti terhadap hasil rekaman pelafalan para partisipan. Setelah itu, peneliti akan mengelompokkan persentase tingkat kesalahan pelafalan kata kerja yang dari tingkat yang paling sering mendapatkan kesalahan pelafalan oleh para partisipan. Dari hasil wawancara dan hasil rekaman, peneliti melakukan analisis serta mengelompokkan secara garis besar permasalahan yang dihadapi partisipan dalam melafalkan kata kerja tidak beraturan (*irregular verbs*) bahasa Inggris. Hasil penelitian ini akan dilengkapi juga dengan tabel persentase kesalahan pelafalan setiap partisipan dalam melafalkan tiga puluh kata kerja *irregular verbs* bahasa Inggris.

HASIL DAN PEMBAHASAN

Di bawah ini peneliti akan menjelaskan mengenai tiga hal, sesuai dengan rumusan masalah yang akan dijawab peneliti berdasarkan hasil analisis data, yaitu: 1) Jenis kesulitan yang dialami mahasiswa dalam melafalkan tiga puluh kata kerja bahasa Inggris yang tidak beraturan; 2) Faktor-faktor yang mempengaruhi mahasiswa sehingga masih kesulitan melafalkan kata kerja bahasa Inggris yang tidak beraturan; dan 3) Informasi mengenai persentase kesalahan pelafalan kata kerja bahasa Inggris yang tidak beraturan yang dilengkapi dengan alasan penyebab para mahasiswa salah melafalkan kata kerja tersebut.

1) Jenis kesulitan yang dialami mahasiswa dalam melafalkan tiga puluh kata kerja bahasa Inggris yang tidak beraturan (*Irregular Verbs*)

a) Kesulitan dalam melafalkan kata-kata yang mengandung huruf yang tidak berbunyi (*silent letters*) dalam bahasa Inggris. Dari daftar kata kerja yang tidak beraturan dalam tabel 1, kita dapat melihat daftar kata kerja yang mengandung huruf tidak berbunyi.

Diantaranya:

- 1) Silent 'gh': *thought, caught, fought, bought, brought, sought.*
- 2) Silent 'w': *write, wrote, written*
- 3) Silent 'i': Huruf 'e' yang berada pada akhir kata disebut dengan silent 'e' sehingga bunyi huruf vokal pada sillabel pertama berubah bunyi

menjadi seperti ejaan. Diantaranya: *drive, drove, write, wrote, rise, rose, came, broke, spoke.*

b) Kesulitan dalam melafalkan huruf vokal yang bunyinya tidak konsisten pada kata kerja bentuk pertama (V1) dan bentuk ketiga (V3). Diantaranya:

- 1) *driven* dibaca [draIvn]. Karena bunyi kata kerja pertama *drive* dibaca [draIv], jadi mahasiswa membaca bentuk kata kerja ketiga dengan bunyi [draIvn].
- 2) *written* yang seharusnya dibaca [rItn] menjadi salah baca dan berbunyi [raItn] karena terpengaruh dengan bunyi bentuk pertama *write* [raIt].
- 3) *ridden* dibaca [raIdn]. Karena bunyi kata kerja pertama *ride* dibaca [raid], jadi mahasiswa membaca bentuk V3 dengan bunyi [raIdn].
- 4) *risen* dibaca [raIsn]. Karena bunyi kata kerja pertama *rise* dibaca [raIz], jadi mahasiswa membaca bentuk V3 dengan bunyi [raIzn].
- 5) *striven* yang seharusnya dibaca [strIvn] menjadi salah baca /straIvn/ karena terpengaruh dengan bunyi bentuk pertama *strive* [straIv].

c) Kesulitan dalam melafalkan huruf konsonan letup yang biasanya berada di akhir kata.

Diantaranya:

- [k] : *think, drink, drunk.*
[d] : *read*

[t] : *thought, caught, fought, bought, brought, sought, sit, sat, sat,*

- d) Kesulitan dalam melafalkan kata kerja yang penulisannya sama antara bentuk pertama (V1), (V2) dan (V3). Contoh: *read (v1) – read (v2) – read (v3)*

Mahasiswa terpengaruh pada bunyi kata kerja bentuk pertama *read* yang berbunyi [ri:d], sedangkan dalam bahasa Inggris sendiri bunyi bentuk pertama *read* berbeda dengan pelafalan pada bentuk kedua dan ketiga. Bentuk kedua dan ketiga kata kerja *read* sama bunyinya yaitu berbunyi [rɛd].

2. Faktor-faktor yang mempengaruhi mahasiswa sehingga masih kesulitan melafalkan kata kerja bahasa Inggris yang tidak beraturan (*Irregular Verbs*).

- a) Perbedaan system bunyi antara bahasa Indonesia dan bahasa Inggris.

Para mahasiswa yang bahasa ibunya adalah bahasa Indonesia mengucapkan kata-kata bahasa Inggris menyerupai bunyi kata bahasa Indonesia. Mereka menghadapi banyak kesulitan dalam melafalkan kata-kata bahasa Inggris khususnya kata-kata yang memiliki bunyi yang tidak ada dalam bahasa Indonesia. Sebagai contoh, sebagian pelajar mengucapkan kata *method* dengan [metod], yang seharusnya [meθd]. Bahasa Indonesia tidak mengenal bunyi [θ].

- b) Inkonsistensi beberapa bunyi dalam bahasa Inggris.

Kesulitan utama lainnya bagi sebagian pelajar bahasa Inggris di Indonesia adalah karena mendapati beberapa huruf vokal di bahasa Inggris tidak konsisten atau berubah-ubah bunyinya dalam beberapa kata, dan bahkan huruf hidup yang berbeda memiliki bunyi yang sama dalam kata yang berbeda. Contoh kata-kata seperti *sun* /sʌn/, *son* /sʌn /, *laugh* /lʌf/, *come* /kʌm/, *flood* /flʌd/. Huruf /u/, /au/, /o/, dan /oo/ tersebut memiliki bunyi yang sama.

- c) Gangguan dari dialek daerah sangat berpengaruh pada pengucapan bahasa Inggris.

Para pelajar yang kental dengan dialek bahasa daerahnya sangat mempengaruhi pelafalan bahasa Inggris. Sebagai contoh, pelajar yang berasal dari Bandung, Bogor, dan daerah yang kental dengan bahasa Sunda sering salah dalam melafalkan kata-kata yang mengandung bunyi [f]. Mereka biasanya melafalkan huruf /f/ dengan bunyi [p]. Karena bahasa Sunda tidak memiliki bunyi [f], mereka menggunakan bunyi [p] untuk menggantikan bunyi [f].

- d) Bahasa Inggris memiliki huruf mati (*silent letters*) sedangkan bahasa Indonesia tidak memilikinya.

Para pelajar yang belum memahami dengan betul adanya huruf-huruf mati dalam beberapa kata di bahasa Inggris tentunya akan salah melafalkan kata-kata yang mengandung huruf mati tersebut. Contohnya, kata-kata yang mengandung huruf /g/ dan /h/ yang langsung berdampingan, maka huruf /gh/ tersebut tidak memiliki bunyi. Kata *fight* [fait] sering diucapkan dengan salah oleh pelajar Indonesia dengan bunyi [faigh].

Hasil analisis penyebab para responden mengalami kesulitan dalam mengucapkan bunyi kata kerja yang tidak beraturan (*irregularverbs*) dalam bahasa Inggris.

Dari hasil interview, lebih dari 50% para responden memiliki alasan yang sama penyebab mereka kurang atau belum memahami pengucapan kata kerja bahasa Inggris khususnya kata kerja yang tidak beraturan. Alasan mereka adalah sebagai berikut:

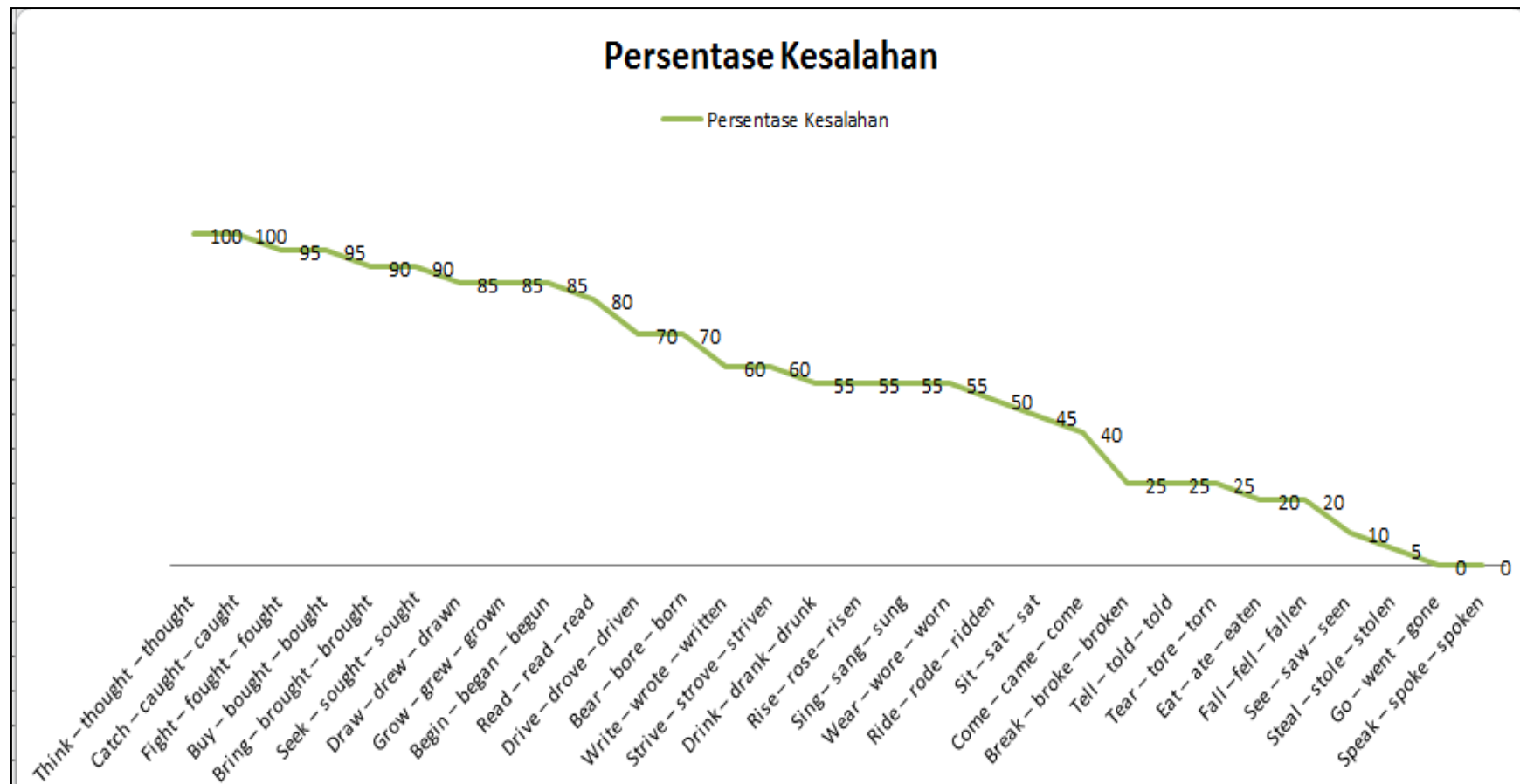
- a) Mereka jarang dilatih oleh guru di sekolah mengenai pelafalan bahasa Inggris.
- b) Mereka mengalami kesulitan dalam mengucapkan kata-kata bahasa Inggris.
- c) Mereka jarang latihan berbicara dan membaca teks bahasa Inggris.
- d) Mereka lebih sering mendengar dan memakai kata kerja bentuk pertama

(V1) dibandingkan dengan kata kerja bentuk kedua (V2) dan ketiga (V3).

- e) Mereka hanya belajar mengenai kata kerja ketika guru mereka meminta mereka menghafal bentuk kedua dan ketiga dari kamus serta meminta mereka membuat kalimat menggunakan V1, V2 dan V3.
- f) Metode pembelajaran di sekolah sangat pasif, hanya belajar membentuk kalimat.
- g) Mereka hanya diminta membuat kalimat panjang, dalam bentuk cerita, saat belajar grammar atau struktur kalimat bahasa Inggris.
- h) Mereka hanya dituntut guru belajar mandiri lewat kamus dan disuruh menghafal kata kerja yang tidak beraturan.
- i) Guru mereka kadang salah mengucapkan bunyi kata kerja saat mengajar dan jarang memberi contoh cara mengucapkan bunyi kata kerja
- j) Mereka jarang dilatih oleh guru di sekolah mengenai pelafalan bahasa Inggris.
- k) Mereka mengalami kesulitan dalam mengucapkan kata-kata bahasa Inggris.
- l) Mereka jarang latihan berbicara dan membaca teks bahasa Inggris.
- m) Mereka lebih sering mendengar dan memakai kata kerja bentuk pertama (V1) dibandingkan dengan kata kerja bentuk kedua (V2) dan ketiga (V3).

3. Persentase kesalahan pelafalan kata kerja bahasa Inggris yang tidak beraturan (*Irregular Verbs*).

Grafik 1: Persentase kesalahan pelafalan setiap kata kerja oleh mahasiswa/responden



Tabel 1: Persentase kesalahan setiap responded dalam melafalkan kata kerja bahasa Inggris yang tidak beraturan (*Irregular Verbs*)

No	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	SALAH	BENAR	% Salah (Individu)	% Benar (Individu)
1	Aldi		x	x		x	x		x			x	x		x					x				x				x	X	x	x	14	16	47	53
2	Wili	x	x	x	x		x		x	x	x	x	x	x			x	X			x	x	X	x	x		x	x	X	x	x	23	7	77	23
3	Bili		x		x	x	x		x		x	x	x	x			x	X									x	x	X	x	x	18	12	60	40
4	Servat	x	x		x	x	x				x			x			x	X					X		x			x			x	13	17	43	57
5	Vincent	x	x		x		x				x				x		x	X					X		x			x	X	x		13	17	43	57
6	Alvian	x	x		x	x	x		x	x	x	x			x		x	x							x			x	X	x	x	17	13	57	43
7	Akila		x		x		x		x		x	x					x	x					X		x			x		x	x	13	17	43	57
8	Dino	x	x		x	x	x		x		x	x	x	x	x		x	x				x					x	x	X	x	x	19	11	63	37
9	Popy	x	x		x	x	x			x	x				x		x	x			x		X		x			x	X	x	x	17	13	57	43
10	Nikita	x	x	x	x		x		x	x	x	x	x	x		x	x	x			x		X	x	x		x	x	X	x	x	23	7	77	23
11	Vironi	x	x		x		x	x		x	x						x	x										x	X	x		13	17	43	57
12	Nay	x	x		x	x	x			x	x					x	x	x					X		x			x				13	17	43	57
13	David	x	x		x	x				x	x				x			x					X		x		x	x	X	x	x	15	15	50	50
14	Susi		x							x	x			x	x		x	x			x						x	x	X	x	x	13	17	43	57
15	Berlin	x	x		x	x	x		x		x	x	x	x		x	x	x					X		x		x	x	X	x	x	20	10	67	33
16	Jayanti		x		x		x		x		x		x		x		x	x							x		x	x	X	x	x	15	15	50	50
17	Anugerah	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x			x		X	x	x		x	x	X	x	x	25	5	83	17
18	Putri	x	x		x		x	x	x	x	x	x	x		x		x	x					X	x				x	X	x	x	19	11	63	37
19	Fransiska		x		x	x					x		x		x	x	x	x							x			x	X	x	x	14	16	47	53
20	Clavin	x	x		x	x				x	x	x		x			x	x				x	X		x			x	X		x	14	16	47	53
Total Kesalahan (orang)		14	20	4	18	12	16	2	11	11	19	11	10	8	11	5	18	19	0	5	1	4	12	5	14	0	9	20	17	17	17				
Total Kesalahan (%)		70	100	20	90	60	80	10	55	55	95	55	50	40	55	25	90	95	0	25	5	20	60	25	70	0	45	100	85	85	85				

Tabel 2: Persentase kesalahan pelafalan setiap kata kerja (verb) oleh mahasiswa

No. Urut	Verb	Kesalahan (%)	Peringkat Kesalahan
1	Think – thought – thought	100	1
2	Catch – caught – caught	100	2
3	Fight – fought – fought	95	3
4	Buy – bought – bought	95	4
5	Bring – brought – brought	90	5
6	Seek – sought – sought	90	6
7	Draw – drew – drawn	85	7
8	Grow – grew – grown	85	8
9	Begin – began – begun	85	9
10	Read – read – read	80	10
11	Drive – drove – driven	70	11
12	Bear – bore – born	70	12
13	Write – wrote – written	60	13
14	Strive – strove – striven	60	14
15	Drink – drank – drunk	55	15
16	Rise – rose – risen	55	16
17	Sing – sang – sung	55	17
18	Wear – wore – worn	55	18
19	Ride – rode – ridden	50	19
20	Sit – sat – sat	45	20
21	Come – came – come	40	21
22	Break – broke – broken	25	22
23	Tell – told – told	25	23
24	Tear – tore – torn	25	24
25	Eat – ate – eaten	20	25
26	Fall – fell – fallen	20	26
27	See – saw – seen	10	27
28	Steal – stole – stolen	5	28
29	Go – went – gone	0	29
30	Speak – spoke – spoken	0	30

- n) Mereka hanya belajar mengenai kata kerja ketika guru mereka meminta mereka menghafal bentuk kedua dan ketiga dari kamus serta meminta mereka membuat kalimat menggunakan V1, V2 dan V3.
- o) Metode pembelajaran di sekolah sangat pasif, hanya belajar membentuk kalimat.

- p) Mereka hanya diminta membuat kalimat panjang, dalam bentuk cerita, saat belajar grammar atau struktur kalimat bahasa Inggris.
- q) Mereka hanya dituntut guru belajar mandiri lewat kamus dan disuruh menghafal kata kerja yang tidak beraturan.

- r) Guru mereka kadang salah mengucapkan bunyi kata kerja saat mengajar dan jarang memberi contoh cara mengucapkan bunyi kata kerja khususnya kata kerja yang tidak beraturan saat di kelas.
- s) Mereka belajar dan mengetahui kata kerja yang tidak beraturan dengan cara menghafal, membaca, dan disuruh guru membuat kalimat tanpa ada pemahaman mendalam mengenai pengucapan kata kerja tersebut.
- t) Mereka hanya disuruh guru maju ke depan kelas untuk menuliskan contoh kalimat disaat mempelajari grammar atau struktur kalimat bahasa Inggris.

SIMPULAN

Bahasa Inggris masih menjadi bahasa asing di Indonesia, banyak para mahasiswa belum terpacu untuk meningkatkan kemampuan bahasa Inggris mereka khususnya dalam berbicara. Selain itu hambatan paling utama mereka adalah karena para guru dan dosen tidak aktif berkomunikasi memakai bahasa Inggris ketika mereka belajar. Mereka lebih sering diajarkan dengan satu arah—*one-way-learning method*. Mereka hanya diminta dan kadang dipaksa untuk menghafalkan saja bentuk-bentuk kata kerja tanpa melatih mereka melafalkan kata-kata tersebut.

Para pelajar di Indonesia sering kali mengalami hambatan dalam berbicara bahasa Inggris karena beberapa alasan, yakni:1)

Perbendaharaan suku kata (*vocabulary*) mereka belum mencukupi; 2) Mereka tidak diajarkan melafalkan kata bahasa Inggris dengan benar sejak mereka belajar bahasa Inggris di sekolah dasar; 3) Merasa malu terhadap orang-orang sekitar yang tidak mendukung mereka belajar bahasa Inggris; 4) Dan guru bahasa Inggris mereka seringkali hanya mengajarkan struktur bahasa Inggris (*grammar rules*) tanpa disertai dengan keterampilan pelafalan yang baik.

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CRITIQUE OF IDEOLOGY BIN GEORGE ORWELL'S NOVEL 1984: A HANS-GEORG GADAMER'S HERMENEUTICS READING

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Abstract

This study is to analyze George Orwell's novel 1984 that published in 1949. This study uses descriptive qualitative method. The analysis of this study focuses on hermeneutical reading of the text. This study aims to find out critique of ideology concept by reading both the text and the researcher (as interpreter) horizons to get a current meaning of the text. This study applies philosophical hermeneutics of Hans-Georg Gadamer and Jurgen Habermas's critical theory to analyze the novel. After interprets the horizon of the text with three stages of analysis (understanding, historical consciousness, and history of effect), then the prejudice/presupposition (Habermas' critique of ideology) appear dialectically as interpreter horizon to read the 1984 in its current context. The result proves that, although the work of structure of power in Orwell's life and interpreter are different - Orwell who live in the tension of world ideologies (with fascism, soviet communism, and other totalitarian power) and interpreter in the late-capitalism era (with liberal consensus domination), but analysis of critique of ideology in the 1984 novel in the current context relates to several things. Among other things are, total domination of the system like distorting symbolic interactions and how power works supported - manifested in high-level technology with its propaganda and supervision of civil society. At this point, to resist against totalitarian system, both Orwell and Habermas are similar as well - a process of rationalization with a communication paradigm with emancipatory mission to give a progressive free individual formation in the society.

Keywords: *critical theory, cultural studies, epistemology, hermeneutics, and ideology*

INTRODUCTION

Critique of ideology is a very fresh topic in contemporary discourse of philosophy, politics, also in literature and its relation to society. One of German philosopher who is in the tradition of critical theory named Jürgen Habermas, tries to dismantle ideological motives in modern society and projects a communicative paradigm through a synthesis between social science and philosophy. Regarding the projection of Habermas, Hardiman (2009:34) explains, "Critical theory as critique of ideology carries the task of cracking the 'mask' of positivism". What is

meant by positivism here is not just a positivistic view of science, but is related to the "way of thinking" in advanced industrial societies. It can be said later, Habermas through his critical-communicative theory aims to provide a theoretical basis as well as social praxis to maintain rationality in the form of modern human freedom and autonomy from all ideological threats.

Eric Arthur Blair (1903-1950) or famously known as George Orwell – an English novelist, essayist, journalist and cultural critic, reflects nicely how important a critique of ideology is in one of his most

famous novels entitled *Nineteen Eighty-Four* (1984). In this novel, Orwell seems to invite the reader to imagine a future - remembering this novel tells a story about a period of about 40 years after the novel was published in 1949, which is in a state of crisis because a totalitarian system that dominates the whole reality is not only against nature, but towards human autonomy. In fact, Orwell lived between two terrible ideological systems namely fascism and communism, and the novel seemed to be an alert and a kind of warning from Orwell to all kinds of totalitarian systems, because after all human independence is something that must be attached to itself. With what Orwell experience, we can reflect that, in a modern condition like today that seem to be completely practical, easy and sophisticated because of technological advances, put humans' position into a supposition of an ideal condition that they think they "almost" fully real themselves. The high level of consumption, an easy access to information, as far as the "promising" stage of progress in the field of biotechnology totally distinguishes the life of this era with four or three centuries ago both in their way of thinking or daily practicalities. More than just an instrument, let's say, in the social, cultural and political dimensions, we today live in an era of freedom. Nevertheless, in the modern era that shows everything seems to be in the stage of reasonableness and life seems well in itself, paradoxically the life of this modern society

is fundamentally the opposite. For example, a group of intellectuals in the tradition of Western Marxism called the Frankfurt School like the first generation with Theodor Adorno, Max Horkheimer, and latest generation represented by Jurgen Habermas, gave a strong critique of the mindset or rationality of modern society. In paradox, the enlightenment or modern age in which is understood as the progress of the human mindset, precisely puts humans in a tremendous catastrophe.

In this study, the researcher conducts a Hans-Georg Gadamer hermeneutic study with elements of literary and society relations from the 1984 novel. Here, the researcher wants to find an understanding of critique of ideology that assumed occur in the text of that novel and see the contextual relationship with the conditions of modern society today. The researcher chose the 1984 novel because after reading Orwell's work – taking Gadamer's term, there is a potentiality of *Horizontverschmelzung* or fusion of horizons between the author's and researchers' in *Wirkungsgeschichte* or reception history about the critique of ideology. For Gadamer, understanding the past does not mean presenting the past but transforming it as a new form of meeting current conditions. This problem is nothing but different historical dimension between author of the novel and the researcher as interpreter to capture a phenomenon, it can be said that the understanding of authors and researchers within a horizon or space in a particular understanding. In other words, the author and

researcher move in different areas of mutual understanding that have been assumed to be just like that dialectically. Because of the historical situation in which the author and researcher are take a part in it, then the continuity or process in the hermeneutical situation to result new meaning is possible.

By conducting this research based on Hans-Georg Gadamer's philosophical hermeneutics theory as a scalpel, this research aim is to analyze Frankfurt School specifically Jürgen Habermas's critique of ideology on the conditions of modern society and interrelate it in Orwell's novel text which is assumed to contain an understanding of critique of ideology. In other words, the researcher interpreting the text to see how contextual situation relates in literary work. With clarity about this study, it is to shows how the relation of an extrinsic elements in relation between reflection in the works of literature and society is become more important.

METHODS

In this study, the researcher uses descriptive qualitative method with Hans-Georg Gadamer's hermerneutics model as technique of analysis to interpret the data of the research. Qualitative method, Bungin (2001:67-68) argues "... Analysis of qualitative data explains more facts in and more explains things that are not exhibited by objects of research to outsiders". The researcher chose one technique and approach

in the qualitative method, namely the hermeneutical analysis model. In general, hermeneutics, can be derived from the ancient Greek word *hermeneuein* which means "to translate" or "act as interpreter". In its most recent sense, hermeneutics is not only limited to a method for interpreting sacred texts only, but texts in general such as cultural phenomena, legal issues, discourse on other humanities, including the study of literature in them.

Gadamer himself in his book entitled *truth and method* in overall argues that hermeneutics is not only about the methodology of interpretation but rather on the dimensions of ontology or *the way of being* in human life. He began his discussion by questioning the notion of hermeneutics in general, Gadamer (1975:268) explains "Hermeneutics has traditionally understood itself as an art or technique. This is the true event of the Dilemma's expansion of hermeneutics into an organon of the human sciences. One might wonder whether there is an art or technique of understanding.". Gadamer's suspicions that contained in his writing was addressed to his predecessors who intended to find objective meaning in interpreting a text. In other words, a practical hermeneutics in Gadamer's view must find the meaning of the text contextually. For Gadamer, each interpreter and author has always moved in the area of understanding or in terms of gadamer, a different horizon that they have just assumed. According to

Gadamer, citing Hardiman (2015:163) "understanding is not a representation of the meaning of the past, but a fusion between the author's horizon and the current horizon of the reader."

Therefore, the researcher concludes, qualitative research is a research that concerns on human problems and it is manner based on dynamic and never-ending nature of life. And then, Gadmer's hermeneutics model provides a different color in a textual interpretation because it involves a contemporary dimension that is based on the experience of the subjective pre-understanding of the researcher. According to that point, this research is very suitable to use qualitative descriptive method with Gadamer's hermeneutics model as a technique because it does not require statistics or other quantification way. Further, this research emphasizes more to the process of analysis.

Documentation technique is used for the steps of collecting data. About this, Khatib (2018:99) explained that documentation technique is collection data based on documents, which can be in form of notes of events, writing, picture, and so forth. This technique uses identification, classification, and categorization as a mean to get the research data. Therefore, referring to the description above, there are few steps of collecting data as expounds: (1) Reading George Orwell's novel 1984, (2) Identifying and underlying each quotations and sentences that are related to the topic, (3) Taking notes

all related quotations and sentences after underlining, (4) Finding the theories from some books that related to the topic, (5) Identifying the quotations and sentences that are compatible with the theories to the research. In this research, the researcher uses Hans-Georg Gadamer's hermeneutics as technique of analyzing data. Operationally, in his hermeneutics, Gadamer divides the two processes of understanding in which each of them is formed historically and has it is own horizon - the text and interpreter. After that there is a fusion of the horizon or the current meaning of the interpreted text. However, the process of analyzing the data is as follow: (1) The identified text - quotations and sentences that assumed occur critique of ideology, are classified into two different horizon – the text itself and the researcher, (2) Outlining the horizon of the text through the stages of understanding, historical consciousness, and history of effect, (3) Elaborating the researcher's horizon with the presupposition or prejudice of Habermas's critique of Ideology, (4) Communicating the two horizons that based on the steps above, both on the text horizon itself and the researchers' horizon to get the contextual meaning of critique of ideology topic in the novel.

RESULTS AND DISCUSSION

As explained above, in Gadamer hermeneutics, it also does not focus solely on the text. Another important aspect is that the interpreter makes a direct interpretation of the

text. In the Gadamer hermeneutic, with a "prejudice" or presupposition of interpreter, the interpreter here is then assumed to have a dialectical element to find new meaning for the interpretation of the text.

Horizon of the Text

The horizon of a text contains three elements in Gadamer's hermeneutic dimension. First, the stages of understanding (to look for facts of the meaning of the text). Second, historical consciousness of the text (to find out how the text is present). And third, history of effect (to find the suitability of the text and its context).

Understanding the Text (Ideological Expression)

At this stage of 'understanding,' the researcher made a critical reading from the point of view formed in the text to understand how what the author intended was true. This is done by means of first looking at the background of the text and then describing the facts related to the intended text

In the novel, the researchers found at least four ideological expressions used by the party led by Big Brother to seize individual freedom in Oceania. (1) *Newspeak* as power's control through language. Here, the researcher found, as the most important ideological prerequisite, English Socialism or *Ingsoc* led by Big Brother in Oceania first touched the dimension of human language by creating a new language called Newspeak. By creating

Newspeak as the official language and the only means of communication, the Ingsoc and Big Brother parties can then control their citizens easily. In this discussion, the researcher will not discuss it thoroughly, but about the usefulness of Newspeak, Orwell himself in the novel explains: **"The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc, but to make all other modes of thought impossible. It was intended that when Newspeak had been adopted once and for all and Oldspeak forgotten, a heretical thought – that is, a thought diverging from the principle of Ingsoc – should be literally unthinkable, at least so far as thought is dependent on words".** (1984, 1950: 299-300). At some point, to control in this form of language does not only limit freedom of thought in principle, but gradually and systematically, the party with Newspeak wants to replace a climate of thinking that according to the method specified by the party. (2) *Doublethink* as power's direct control. Political indoctrination through language which was fundamentally carried out by the Ingsoc party through Newspeak then produced conditions on the way people think in the country of Oceania. The effect that occurs is the acceptance of Doublethink which can be interpreted as, Orwell himself in his 1984 novel writes: **"Doublethink means the power to of holding two contradictory beliefs in one's**

mind simultaneously, and accepting both of them. The party intellectual knows in which direction his memories must be altered; he therefore knows that he is playing tricks with reality; but by the exercise of doublethink he also satisfies himself that reality is not violated. The process have to be conscious, or it would not be carried out with sufficient precision, but it also has to be unconscious, or it would bring with it a feeling of falsity and hence of guilt” (1984, 1950: 214). By flipping through the reality that produces the paradoxical mindset of Doublethink as part of Newspeak, this illustrates that, the planting of ideologies from a running system does not merely use brutal and repressive apparatus. In other words, through language, a totalitarian system effectively operates in order to perpetuate its ideological intentions. Not surprisingly, in this story, the citizens of Oceania are very loyal to Big Brother. (3) *Thought-Police* as power’s surveillance of unapproved thought. The next ideological expression in the 1984 novel by Orwell was a kind of secret police from the Oceania country called the Thought Police or in the Newspeak language called *Thinkpol*. In this 1984 novel about Thought Police, Orwell reveals: **“There was of course no way of knowing whether you were being watched at any given moment. How often, or on that system, the Thought Police plugged in on my individual wire was guesswork. It was even conceivable that they watched**

everybody all the time. But at any rate that they could plug in your wire whenever they wanted to. You had to live – did live, from that habit that became instinct – in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized” (1984, 1950: 3). In the novel it is told, when Winston wrote a daily cookie, at first there was some kind of doubt because the police thought. The existence of this Thought Police simply has the task of watching over, finding out, and then arresting any of the citizens of Oceania who challenge the authority of the Ingsoc Party. All the time there is always supervision of citizens, there is no personal dimension that is typical of Oceania's human mind because the Big Brother regime's power ambitions are total. (4) *Telescreen* as power’s control device and propaganda. Telescreen is an extension of Thought Police in the form of a surveillance tool that aims to perpetuate party power. The way the telescreen works is almost like a television, but no one can turn it off and the most unique thing about this is, because it is a monitoring tool, then not only can people watch the telescreen, but the whole movement of the community is watched by the authorities for the sake of some kind of "discipline". **“Behind Winston’s back the voice from the telescreen was still babbling away about pig iron and the overfulfillment of the Ninth Three-Year Plan. The telescreen received and transmitted simultaneously. Any sound that Winston**

made, above the level of a very lower whisper, would be picked up by it; moreover, so long as he remained within the field of vision heard.” (1984, 1950: 2-3).

In addition to watching and preventing things that are not desired by the party, the telescreen also has a function as a propaganda tool. **“The sound from the telescreen paused. A trumpet call, clear and beautiful, floated into stagnant air. The voice continued raspingly: 'Attention! Your attention, please! A newsflash has this moment arrived from the Malabar front. Our forces in South India have won glorious victory. I am authorized to say that the action we are now reporting may well bring the war within measurable distance of its end. Here is the newsflash – ”** (1984, 1950: 25-6). In this case, telescreen is the most effective tool for the party, not only spreading doctrine, but controlling one's behavior with news that glorifies the Big Brother regime. With the telescreen as well, the Oceania government can immediately prevent any indication of fraud or any form of rebellion from its citizens.

Historical Consciousness Stage (Historical Aspect of the Text)

The historical background of the text in the stage of understanding that refers primarily to the 1984 text, the researcher reads it is nothing but a reflection of Orwell's life which is among the regime of large destructive ideologies, namely nazism and

communism. Orwell, in making the work, has gone through several important moments and experiences in relentless brutality and terror, therefore the insufficient internal contemplation of the emerging complex phenomenon produced a very influential work in this modern English literature. Rodden (2007: 146) asserts, “Nineteen Eighty-Four is misread if not read in the context of its time - around 1948: a postwar world brutally and arbitrarily divided into spheres of influence by the great powers; the atom bomb exploded; and the fictive London of Winston Smith a recognizable caricature of the actual postwar London that Orwell had walked, and that this author can vividly remember”.

The main objective of Orwell's criticism, as a socialist, was the communist regime of the Soviet Union at that time. Bounds (2009: 137) writes, “Orwell agreed with the anti-Stalinists from the beginning and wrote bitter attacks on the USSR from 1936 onwards. At the same time (and unlike some of his more propaganda-minded contemporaries) he was interested not simply in denouncing Stalinism but in understanding it”. At the stage of understanding above, it is clearly stated that Orwell in his novel seeks to express ideology in forms such as, controlling fundamentally through language which then influences the way of thinking and Thought Police assisted by a telescreen to destroy all forms of thinking that are different from lines party. In 1984, Bounds (2009: 137)) adds, “Orwell chose to skewer the authoritarian

strain in modern socialism not by writing directly about the USSR (something he had already done at length) but by conjuring a dystopian fantasy in which Britain is governed by a socialist dictatorship that takes Stalin's methods to new extremes". Under Stalin's regime, many critics says communism did not show the slightest human face. Supervision of society, the prohibition of freedom of thought and opinion, terror and punishment of anyone outside the party line, discrimination against religions, the "Gulag" labour camp which has a very high mortality rate are some pictures of a horrible horror of his cruel regime. And all these terrible things do not apply only to opponents, but friends and party members can be suspected and then evaporated.

This shows that the historical context has continued since Orwell wrote his latest work with commentators. Phillips Bound, in his book on Orwell thinking and Marxism, comments on Orwell's diligence in attacking the Stalinist regime and culminating in a "prophecy" or dystopian fantasy in his last work, *1984*. A criticism of Orwell became a kind of "resistance" to the political conditions at that time. In other words, in this work there is an element of an emancipatory message which emphasizes a self-reflection of the experience in which Orwell lived in a post-war destructive society situation involving two powerful ideological forces, fascism and communism.

History of Effect (Critique of Ideology)

This stage is a continuation of the stage of historical consciousness which is integrally part of the understanding itself. Reviewing this history of effect is done in two ways, namely in terms of its origin and in terms of its contents. In the first way, it has been found that in terms of its origin, as has been explained in historical consciousness, the text is a manifestation of Orwell's effort in two tensions between two destructive, powerful ideologies. This is reinforced by Orwell commentators about this subject which shows the continuity of tradition. The second way, in terms of textual content, which has also been described in the stage of historical consciousness, this text focuses on Orwell's reflection on power structure or ideological criticism.

Continuous propaganda carried out by the party made everything become a fog. The craziest thing is that, one day the party announced that two plus two equals five, and everyone had to obey them. Common sense becomes a heretic from all heretics. Party philosophy and logic reject all forms of factual external reality to the validity of human experience. But Winston still believed in human ratios by rejecting the party's paradoxical dogmatic rationality. He wrote in his note important arguments: **"Freedom is the freedom to state that two plus two make four. If that is granted, all else follows."** (*1984, 1950: 81*).

Winston's courage was not only floating in his mind. In a sense, in his practical dimension, he personally met Julia who was not only his lover, but also his friend to exchange ideas and lines of unnatural policies from the party. Then he met the figure of O'Brien, a member of the core party whom he believed was in his favour and had access to a brotherhood that allowed freedom of thought. He met O'Brien several times, talking about his brotherhood and agenda to make an active rebellion against the party even though it was difficult. **“There is no possibility that any perceptible change will happen within our lifetime. We are dead. Our only true life is in the future. We shall take part in it as handfuls of dust and splinters of bone. But how far away that future may be, there is no knowing. It might be a thousand years. At present nothing is possible except to extend the area of sanity little by little. We cannot act collectively. We can only spread or knowledge outwards from individual to individual, generation after generation. In the face of Thought Police, there is no other way.”** (1984, 1950: 176). Little by little, with the aim of which he wants to find a feeling as a human being who is truly valuable, even though his efforts do not produce anything, with a process, at least in his mind he has defeated the party. Orwell very clearly conveyed the ratio as a distinctive feature of human subjectivity that has equality goals. Because in his narrative, in

the end, O'Brien, the person Winston truly believed had access to brotherhood, turned out to be just another mask of power. Winston was taken away while spending time with Julia, and it was O'Brien who directly interrogated him in times of exile and torture. About the core of this message, Orwell wrote: **“Where there is equality there can be sanity. Sooner or later it would happen: Strength would change into consciousness.”** (1984, 1950: 220). These different historical dimensions can be connected because of a common understanding between the text and interpreters of critique of ideology which later in Gadamer Hermeneutics aims to gain new understanding. But before getting a new understanding of Orwell's text, or Orwell's current text meaning, researchers in this case must first explain the Horizon of the interpreter.

Interpreter's Horizon (Habermas' Critique of Ideology)

In the study of Gadamer's hermeneutics, the prejudice or pre-supposition of the researcher is the main point for understanding the text. Here, the researcher brings an understanding of what is in the researcher to be validated later. The researcher horizon as this interpreter, the researcher will describe how the criticism of Habermas's ideology in the *Late-Capitalism* period becomes a pre-presumption to read the text in its present dimension. Compared to his predecessor, Habermas still survives but established a new

epistemology that is still in connection between the theory and practical human social, namely the communication paradigm. In its praxis, Habermas pays attention to the dimension that is different from Marx, namely communication. In his book entitled *Toward a Rational Society*, Habermas (1987) claims "In order to reformulate what Weber called 'rationalization', I should like to go beyond the subjective approach that Parsons shares with Weber and propose another categorical framework. I shall take as my starting point the fundamental distinction between work and interaction" (Hal.91). For Marx as well as Habermas, the starting point of human praxis is matter, concrete conditions, and humans who live as knowing subjects. However, Habermas thinks that, Marx is a way too excessive by focusing human praxis on just one dimension (work) and forgetting the other (interaction).

The dimension of human praxis based on work is aimed at nothing but to deceive nature. Therefore, for Habermas, rationality in this sense is still instrumental. The thesis proposed by Habermas is nothing else because the development of the system of capitalism itself is very different from the Marx. The mass production or work area has mastered the dimensions of culture (life-world). In this era of capitalism. technology and science advances support the production process which has an automatic mechanism that guarantees sustainable productivity. Commenting on Habermas, Hardiman (2009)

about this new-style capitalism argues "With the emergence of capitalist production, according to Habermas, the legitimacy of the institutional framework is directly related to the social work system. At the same time, the property rights order changes from a political relations to a production relations governed by a market mechanism." (p. 104-5). With the production of advertising, TV, internet, etc., it automatically expands the rationality-purpose subsystem in society. The process of domination of this market mechanism results in the fading of the 'metaphysical' dimension in the dimensions of human interaction.

The other presumption of the author is that, Orwell, even though he is an intellectual left, but he is not an orthodox one. Like Orwell, Habermas also wants to get out of orthodox Marxist traditions. By removing the proletariat as a savior to mankind in revolution, Habermas then proposes something more general, namely the ratio of man himself. With the communication paradigm, here, Habermas was trying to comb back to understand the very core idea and reconstruct the enlightenment process with it is rationalization, undoubtedly it is because for him enlightenment with the rationalization is an unfinished project. The researcher concludes then, that Orwell's reflection on the power structure is not related to work, but with symbolic interactions that have been chaotic. In other words, in Habermas's thought, ideology works as frozen knowledge of human communication in *Life-World* that

has been systematically distorted. Here Orwell did not pay attention to revolutionary resistance and overall change to create socialist society as had been done by the communist party and other movements. However, little by little, as Habermas expressed, the process of sanity or rationalization in this dimension of interaction provides a basis for the equality of people who have a progressive individual formation.

Fusion of Horizons (Present Context of 1984)

This stage is the final stage in Gadamer's hermeneutics. As written in the text horizon, commentators Orwell said that, 1984 was a kind of Orwell self-reflection that lived between world ideologies such as fascism and especially communism. The use of languages such as "power" expressed by Orwell's commentators transmits a tradition, so that the past can be understood in the context of its present. The researcher understands that - supported by the commentators' writings, "Power" in the Orwell tradition, is aimed at a totalitarian regime especially communism under the Stalinist regime. Whereas to understand "power" today in the era of openness and freedom - where the ideologies of the world are dead (including communism itself), is more complex. In the contemporary tradition, as understood also in the thoughts of the Frankfurt School and Habermas, power relations are everywhere. So, with this, the

intersection between text and interpreters is a matter of reflection on power or critique of ideology.

However, analysis of ideological criticism in the 1984 novel on the current context relates to several things. Among them is how power operates by distorting symbolic interactions or making communication systems chaotic. What is meant by the researcher here is, for example, we can read Newspeak today in a political phenomenon called Post-Truth which is continuously reproduced in the mass media and gets a place with their 'propagandistic language' marked by euphemism, circumlocution, and the inversion of customary meanings. As with Newspeak, the phenomenon of post-truth with false news that occurs today in a democratic political culture also deliberately raises things that are very ambiguous and sometimes contradictory with the aim of manipulating the public. Trump's victory, the issue of Brexit, the blasphemy case in Jakarta, and various kinds of politics that emphasize emotions, constructed certain values, and ambiguous political promises are concrete examples today.

In our mediated culture and electronic consciousness or whatever, with its political dynamics, people who get oversight seem to need doublethink to justify the regime in power. The most concrete example of doublethink here was during the inauguration of the president of the United States, Donald Trump two years ago. In this case, one of

Donald Trump's staff uses the term "alternative facts" to justify narcissism and his obsession with power by manipulating the number of crowds he claims are very large. The reliance on "alternative facts" to deflect criticism requires an entire system and method of thought, a system which knows no cognitive limits and almost all politicians in the world using the populist way to share their doublethink in which compounded by the strongest opinions on social media that defeating the real evidence. Those of us who currently live in the era of the internet and other Hi-Tech devices, are in a very dark domain - a kind of very excessive oversight.

And then, thought-Police without a doubt is for the 21st century. At the moment, every word is monitored, words that are not in accordance with the rules are deleted, history is rewritten and deleted (picking facts according to interests), and anyone who is not in line with those in power will be eliminated, alienated from society and so on. Absolute power today not only manifested in the totalitarian repressive state, but in private companies working in Silicon Valley that totally controls the online world where humans today spend more time in that virtual dimension. Smartphones take on the role of *telescreen*, in addition to acting on one side as a window that allows us to see the world, on the other hand private companies whose requirements have a lot of data and can access their personal data at any time. In social media also propaganda such as gender

sensitivity, anti-Semitism, Islamophobia, radicalism in the name of religion are produced endlessly and celebrated as a party that is open to anyone. Instead of being filled with debates full of common sense, public space on social media is filled with hypocritical and consumptive ignorant people.

The position of the researcher as an interpreter feels that Orwell's reflection on the power structure is very close to what is meant by critique of ideology in the thinking of Jurgen Habermas. The tendency of advanced modern society with the technocrat mindset - everything must be viewed with a scientific perspective, seeing everything as far as it can be operated. Humans who used knowledge and technology as facilities, today are dominated by them. Humans at this instrumental stage will not achieve a true freedom. All reality has been grasped, the system validates itself in cultural hegemony so that its power in economics and politics gets stronger. Mass production covers the area of culture where symbolic interaction is possible in it. In general, for Habermas, in fact, today instrumental rationality still dominates. Therefore, with distorted communication and the dominance of technical rationality, Habermas formulates the act of communicative rationality with communicative action. Although it cannot provide changes in its entirety, but little by little, as Habermas reveals, the process of sanity or rationalization in this dimension of

interaction provides a basis for equality of people who have a progressive individual formation. Orwell's understanding and interpreters are basically different one of them about the power structure itself. However, after being reviewed, both in terms of the history of the text, as well as the current context brought by the author, what was produced by reading ideological critics in Orwell's novel met a meeting point such as the problem of a distorted communication system and communicative rationality with acts of communicative action that had an *emancipatory* mission as the solution.

CONCLUSION

Although the structure of power and understanding of power in Orwell's life and interpreters are different - Orwell who live in the tension of world ideologies (with fascism, soviet communism, and other totalitarian power) and interpreters in the late-capitalism era (with domination of liberal consensus) whose power structure is more complex, but analysis of critique of ideology in the *1984* novel in the current context relates to several things. Among other things, first how power works are supported - even manifesting in high-level technology, distorting symbolic interactions or making communication systems chaotic. Distortion in this dimension of language causes instrumental rationality in the modern world to dominate. Second, in addition to total domination in the system, propaganda and supervision in today's era is

very Orwellian! What is called the era of freedom at this time is very paradoxical, the restraints and rules of civilians and others as well - whether realized or not it has been structured in such a way. What we eat, do, aspire and all activities to personal matters such as 'love' have been determined by a system that is supported or tangible in technology. Our lives are gloomy, humans have "died" because they have been tightly regulated and monitored by power. Therefore, to fight against an absolute totalitarian system - although it cannot be done as a whole, to revive people who are active in Life-World, there needs to be a process of rationalization with a communication paradigm with emancipatory mission that has progressive free individual formation in the society.

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SWEARING ANALYSIS OF CHARACTERS IN *DEADPOOL* MOVIE

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Abstract

This research focuses to identify the types and the reasons of swearing for characters of Deadpool movie. It uses a qualitative method to analyzing the data that are found. It finds 81 data of types of swearing, and 83 data of reasons of swearing out of 83 data. The data of this research are in the form of sentences, words spoken by the characters. This research finds that the types of swearing uttered by the characters of Deadpool movie can be classified into five types according to Pinker, there are, Dyphemistic Swearing (DS), Abusive Swearing (AS), Idiomatic Swearing (IS), Emphatic Swearing (ES), and Cathartic Swearing (CS). In addition, it also found the reason of swearing that is consist of three motives. There are, Psychological motives (PM), Social Motives (SM), and Linguistic Motives (LM). From this research, it can be concluded that emphatic swearing is the most used swearing expression and psychological motives is the most dominant reasons spoken by the characters.

Keywords: *Deadpool, Emphatic Swearing, Psychological Motives*

INTRODUCTION

Communication is part of human's life that can't live without. People likes to communicate to establish relationships with other people. By communicating, people can freely tell what is on its mind, what does it feels, and to know what other people think about. Communication is a tool that capable to express our thought and feeling, it can be said that communication is one form of self-expression. People must build good relationship with others by communicating, since it's one of a main thing for human to live since people can't live without others. Communication is one of kind of an easier way when people needs others, to ask a help. One of part of communication is language. By language, people used it as a way to communicate with other people. The use of language can be used

to get a knowledge from other people in daily life. Language is something important because by using it, it can make a good relationship and build connection with others. Aside from communication, the use of language also has a function to be a material to exchanges ideas, to get an information, also to convey messages. By its use, it can be used to describe or express sadness, anger, happiness, etc. People express those feeling in many ways. One of them is uttering swear words.

Swear words are used as a form expression that contains words that are rude, disrespectful that described a feeling of sad, angry, or even happy. Today, swear words are unavoidable for most people because its use already popular at this time. The use of swear words can distract people because for some people it is still uncommon to be said. Swear

words can make people hurt if they don't usually get swear by people around them. A lot of people consider that swear word reflects of bad manners, rudeness and make others disrespect of those people who uttered it. According to Anderson and Trudgill (1990) swearing contains type of swearing in which the expression (1) indicate something that is taboo or stigmatized in the culture; (2) don't interpret freely; (3) can be used to describe strong emotions and attitude. There are five types of swearing according to Pinker (2010), there are, dysphemistic swearing that is used to provoke, abusive swearing is used to insult someone, idiomatic swearing is to show comfort between people who swear, emphatic swearing is used to point out the issue or matter, and the last one is cathartic swearing that is used to express the feeling of sadness, anger when something bad happen. Swear words can be seen in the neighborhood, television, drama, and movie. As it can be seen in movie, this research is using *Deadpool* movie that portray swear words.

There are many previous researches which is related to the Swear Word such as Esterika (2016) entitled "The Analysis of Swear Word That Used by White and Black Characters in 12 Years A Slave Movie". This study's aim is to find out the types and the purpose of the use of swear words that are uttered by the white and black character. Wulandari (2017) entitled "The Use of Swear Words in PewDiePie's Youtube Videos". The aim of this study is to show the type of swear

words and the most swear words based on the meaning and meaningless that found in that youtube channel. Permadi (2017) entitled "The Analysis of Swearing Uttered by The Main Character in The Terence Winter's Movie "The Wolf of Wall Street". The study's purpose is to find out the types and the reasons of swearing uttered by the main character.

According to the research background, the objectives of this research are (1) finding and identifying types of swear words uttered by the characters in *Deadpool* movie. (2) Finding the reasons of using swear words that uttered by the characters in *Deadpool* movie.

METHODS

This research employed qualitative research. The object of this research is a movie that was released in 2006, *Deadpool*. There are some steps of collecting data, such as watching *Deadpool* movie, reading and listening, taking note the swear words spoken by the characters. Further, in analyzing data, the researcher collects the swear words uttered by the characters in the dialogue. Next, analyzing and classifying the data that are found according to its types and reasons. The classification uses Pinker theory as a guideline in analyzing data. The last one is, drawing a conclusion based on the data that has been analyzed.

RESULTS AND DISCUSSION

After analyzing the dialogue of *Deadpool*, the researcher found 81 swearing

expressions data in Table. 1 that included in types of swearing. 83 swearing expression

data in table. 2 that classified into three motives uttered by the characters in *Deadpool*.

Table. 1 Types of Swearing in *Deadpool* Movie

Types of Swearing	Quantity
Dyphemistic Swearing (DS)	5
Abusive Swearing (AS)	17
Idiomatic Swearing (IS)	19
Emphatic Swearing (ES)	22
Carthatic Swearing (CS)	18
TOTAL	81

Table. 2 Reasons of Swearing in *Deadpool* Movie

Reasons of Swearing	Quantity
Psychology Motives	43
Social Motives	25
Linguistic Motives	15
TOTAL	83

Dyphemistic Swearing

Dyphemistic swearing is a kind of swearing expression that is to show how someone who utters to swear in order to provoke others.

Meghan’s Friend: “Hey, think you could f*ck up my step dad”

Deadpool : “I give a guy a pavement facial, it’s because he’s earned it”

The conversation between Megan’s friend and deadpool take place in the informal place, the street where young kids hang out. Deadpool approached Meghan first to tell her that he gave her enemy a lesson. Meghan feeling extremely happy and thankful to

Deadpool. After that, suddenly Meghan’s friend talk to Deadpool ask for help. Constantly, she said “think you could f*ck up my step dad” to show she needs help. The use of “f*ck up” uttered by Meghan’s friend because she knows that Deadpool has been help Meghan by fight off someone who has bothered her. Indirectly, Meghan’s Friend ask Deadpool to help her finish off her step father by saying so. It can be said that the words uttered by Meghan’s friend belong to this type since by its mean is to provoke other to think about negative matter the listener, that is Deadpool.

Abusive Swearing

This type of swearing usually used to insult by saying swear words to others or for a particular person whose swear words are specifically intended by someone who uttered it.

Deadpool : “Now, if I were a 200-pound sack of as*holes named Francis, where would I hide?”

The use of “as*hole” uttered by Deadpool is in the situation where he has finished his enemy and looking for someone named Francis to give him a revenge. He said that after finish off all of his enemy and said it to insult Francis happily. By that word that Deadpool said, it indicates that is abusive swearing. Deadpool insult Francis as its type mean, insult someone specifically and Deadpool do it by saying his enemy’s name, add swear word “as*hole” with it. Actually, he speaks for himself but the way and the words he said is belonging to this type.

Idiomatic Swearing

Idiomatic swearing is swearing expression that is intended to express a feeling of someone who comfortable to swear with. It can be happened between a person who close enough to saying some swear words.

Deadpool : “I want you to remember me. Not the ghost of chrismast me”

Vanessa: “Well, I wanna remember us”.

Deadpool : “I swear to God, I will find you in the next life and I’m gonna

boom- box careless whisper outside your window.

Vanessa: “No one is boom-boxing, okay? We can fight this. Besides, I just realized something. You win. Your life officially way more f*cked up than mine.”

The type of swearing is idiomatic swearing since Vanessa and Deadpool are lovers. This situation happens when they both have argument about Deadpool diagnosed with a cancer and he feeling desperate about it. Vanessa explains to him that nothing to have to worry about. Vanessa tries to cheer up Deadpool by saying “Your life officially way more f*cked up than mine”. This line means that Deadpool’s life is more wrecked than Vanessa’s. It doesn’t mean Vanessa insult Deadpool but just want to be fun to each other to face this problem and trying to be fine. Those words are idiomatic swearing since they are lovers and very close to each other, and usually to swear. By saying so, it indicates that they both comfortable to each other by swearing around.

Emphatic Swearing

Empathic Swearing is type of swearing where its used to claim the problem or point out the problem itself by say a swear word.

Francis’s Partner: “They wont disappoint”

Francis : “They’d better not”

Francis’s Partner : “And what about next month’s shipment?”

Francis : “There wont be one. You’re not the only one with a war to win”

Francis’s Partner : “They wont do”

Francis : “See, we’ve had this small disruption to our supply chain. We’d appreciate your patient.” (while strangling his partner's neck and lifting it)

Francis’s Partner :”Okay...”

Francis : “Pleasure doing business with you”

Francis’s Partner : “Fu*king mutant”

This situation is where Francis and his partner negotiating about a business interest. At first, everything looks fine between them and discuss silently. After discuss some their interest, in the middle of their discussion, the situation gets tense when Francis approaches his partner and start to strangled his neck while say some words that have means threat and his partner has no idea about what happened and angree easily about what Francis said.

Angry because he feels debased, Francis’s partner starts to swearing after Francis left him behind. “fu*cking mutant” uttered by Francis’s partner indicates that the problem is on Francis who a mutant. Adding a “f*king” in it, he tries to assert the problem, that is Francis. It belongs to emphatic swearing because all the Francis’s partner does and say is to point out the problem he experienced.

Cathartic Swearing

Cathartic swearing is a type of swearing that occurs when someone feeling

down due to bad things that happened and have to show it by swearing.

Deadpool : “What have you done to me?”

Francis : “I’ve merely raised your stress levels high enough to trigger a mutation”

Deadpool : “You sadistic f*ck!”

Francis : “I’ve cured you, Wade. Now your mutated cells can heal anything. Its attacking your cancer as it can form. yeah I’ve seen similar side- effect before. I could cure them. But whereas the fun in that? Now, Im gonna shut you in again, Wade. Not because I need to, but because I want to”

This dialogue happens when Francis tries to changed Deadpool become a mutant. He forced Deadpool by put him in a capsule where he wants to change him. Deadpool has no idea about what Francis would do. After being changed, in pain where his body is burn and his looks really different with the looks, he was, Deadpool swearing by say “You sadistic f*uck” to Francis.

Without feeling sorry, Francis being happily about what he did to him that makes Deadpool even angry to Francis. Not without reason, he said so because he is feeling extremely pain by Francis do to him and feeling extremely angry to Francis. By this line, it can be said that this included into cathartic swearing since its used to express the bad thing and having a hard time.

Psychological Motives

This kind of reason of swearing that is used to express feeling of someone who uttered it. Such as happy, annoyed, angry.

Deadpool : “Oh sh*t! I forgot my ammo bag”

Dopinder : “Shall we turn back?”

Deadpool : “no, no time”

This situation is in the taxi where Dopinder drop off Deadpool to go to meet his enemy to finish off them. On his way, Deadpool checking his thing and realized that he forgets to bring one thing. Feeling confused, the taxi driver. Dopinder has an idea to get back to get his thing that left behind. Deadpool swearing by say “oh sh*t” to himself suddenly because he forgets to bring his ammo bag. The use of “sh*t” uttered by Deadpool is included into Psychological motives since Deadpool feel annoyed and angry of himself about what happen to him and not intended to others.

Social Motives

Social motives are kind of motive used to insult others but to express close relationship between someone who uttered it and the person they swear for. Usually this motive is to show some solidarity, strengthen a friendship.

Weasel : “Nobody wins today. Nice try Wade. You got me. I picked

boothe in the deadpool”

Deadpool : “Who did you pick?”

Weasel : “Yeah, Wade, about that, um....”

Deadpool : “No. you did not bet on me to die. You bet on me to die. Wow!

Mother f*cker, you’re the world’s worst friend. Well, joke’s on you. I’m living to 102. And then dying. Like the city of Detroit”

Weasel : “I’m sorry. I just.... I wanted to win money. I never win anything”

Deadpool : “Whatever”

The use of “motherf*cker” uttered by Deadpool is belong to social motives. The situation is in the bar where Deadpool come to meet his friend named Weasel who works there. There is a fight, and Weasel being a judge because that fight is a bet.

Watching silently without know being a bet, Deadpool calm sit there. Suddenly, after see a fight between two man, suddenly Deadpool find his name in the board in the front of him written as a bet by his friend, Weasel. Feel annoyed, he says “Motherf*cker, you’re the world’s worst friend. Well, joke’s on you” to Weasel to insult his friend but not mean to insult his friend but just show they are very close to each other and use to be swear but in a friendship way. Since they both are close friend.

Linguistic Motives

This kind of motives is used to point out the point of something that being talked or discussed. The use of any kind of words is

able to say by users as long as it can deliver or convey the message.

Jeremy : “Look, would it help if I slow it down for you?”

Mr. Merchant : “I did not order the pizza.”

Jeremy : “Is this 7348 red ledge drive? Are you Mr. Merchant?”

Mr. Merchant : “yeah, the Mr. Merchant who didn’t order the fu*king pie!”

This dialogue is happen in the apartment where a pizza man, Jeremy as the pizza man deliver a pizza to Mr.Merchant’s apartment. He gets confused and thinking hard as he really orders it. With a question in his head, he expressly refused because didn’t order it. and the pizza man still forced him to admit it and even to forced him more that the pizza man believes that he came and deliver it to the right address.

Feeling annoyed, angry and not willing to accept the pizza, and just because the pizza man do, suddenly. he adds “f*cking” in the sentence “the Mr. Merchant who didn’t order the fu*king pie!” to the pizza man angrily. The use of “fu*king” spoken by Mr.Merchant is to assert the problem happened that he didn’t do that thing by explaining to the pizza man, that is, order the pizza.

CONCLUSION

The researcher found 81 data of types of swearing and 83 data of reason of swearing

from total 83 data. The theory of Pinker (2010) of types of swearing that states five types of swear words are still valid. It shows that emphatic swearing is dominate in *Deadpool*. While, psychological motives are found as the most used reasons for the characters to swear.

This research has the same objective with other studies that the researcher uses in this research, those are finding the types and the reasons of swearing. It is found that the result is consistent as found there are five types of swearing and three motives of the reasons of swearing. This research is extended from previous studies because it is finding the types and the reasons of swearing from all of characters in the movie while others only focus in the main character.

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THE IMPACTS OF BULLYING EXPERIENCED BY DAELYN RICE IN THE NOVEL *BY THE TIME YOU READ THIS I'LL BE DEAD*

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Abstract

This research is about the impacts of bullying in Julie Anne Peters's novel entitled By The Time You Read This I'll be Dead. The purposes of this research are to identify the kinds of bullying and investigate the impacts of bullying experienced by the main character, Daelyn Rice. Researcher used qualitative methods. Researcher used two data sources: primary and secondary. Primary data is By The Time You Read This I'll be Dead novel by Julie Anne Peters. The sources of secondary data are taken from other sources related the research, such as website, dictionary, and some books which support this research. The results of this research show: 1) Daelyn Rice has three kinds of bullying experienced, that are: Physical bullying, Verbal bullying, and Psychological or Social bullying. 2) Daelyn Rice has four impacts of bullying experienced, that are: Academic impact, Social impact, Psychological impact and Physical impact.

Keywords: *bullying, impacts of bullying, kinds of bullying*

INTRODUCTION

Bullying can be defined as the one of the violence that a child or teen does. Bullying is repeated behavior by youth that intends to cause harm or injury to another. Most of bullying happened in the school, where children spend lots of time together in the classroom, on the school playground, and on the school bus. There are various forms of bullying: *physical bullying* such as pushing and kicking, *verbal bullying* such as name calling and racist, *electronic bullying* by using technology to bully someone and *social bullying* such as excluding someone from a group. In this research, the researcher takes this novel because this novel is related to the bullying topic. The novel *By The Time You Read This, I'll be Dead* entered in Goodreads

Choice Award Nominee for Young Adult Fiction (2010). The novel is interesting to discuss because the ending of this novel is ambiguous, because Daelyn Rice as a main character in this novel, she has already tried more than once to commit suicide. The last sentence in the last chapter has two meanings, she killed herself or she did not killed herself, so the readers could interpret it in their own way.

Donellan (2006) defined that bullying takes on many forms, such as; (a) leaving people out of a social circle; (b) racist and homophobic abuse; (c) being singled out as "different"; (d) sexual abuse and discrimination; (e) being taunted about family situation; (f) being forced to hand over money and possessions; (g) physical and violent attacks.

It is important to have a good understanding of bullying by discussing the experience of bullying of the main character. It can help us to gaining knowledge about bullying, identify kinds and impact of bullying and also solving and finding solutions to prevent bullying.

Tempo. Co was reported Boy Dead After School Bullying. Sunday, May 25, 2014 Fajar Murdianto (12), a student at Klumpit 1 Elementary School in Sukoharjo, Central Java, died after being in a coma for two weeks at a local hospital since early May. His uncle, Surono (40) said that before being treated at the hospital, his nephew was often beat up by his classmates. From the report is explained that bullying phenomenon has a negatively affects for today's youth.

Based on the research background, this research discussed on this following problem, there are: What kinds of bullying are experienced by Daelyn Rice in the novel *By The Time You Read This, I'll be Dead?* and What are the impacts of bullying experienced by Daelyn Rice in the novel *By The Time You Read This, I'll be Dead?*

Several related studies have been done in this research, Nanda (2017) with *Protest Against Child Bullying in Rainbow Rowells' Eleanor & Park (2013): A Sociological Perspective*. This research is about the bullying phenomena in Rainbow Rowell's novel entitled *Eleanor and Park*, to reveal how is bullying happens at school, who is a victim, when and where bullying happens, and how Rowell builds Eleanor in

her story with poor characters by using Sociological perspective. The result of this research show: 1) the bullying phenomenon at the school, 2) who, where, when, and how bullying happens, 3) how does Rainbow Rowell build a Eleanor as an object of bullying. The similarity of this research with Nanda's research is about bullying as the topic of the research. Meanwhile, the differences are the problem and the object of the research. The problem in this research is discussing kinds and the impacts of bullying to Daelyn Rice, meanwhile the problem of the first research was discussed about bullying phenomena at the school, who, where, when, and how bullying happen, and how does Rainbow Rowell build Eleanor as an object of bullying. In this research the object is Daelyn Rice as a main character in Julie Anne Peters's *By The Time You Read This I'll be Dead* novel, on the other hand the object of the Nanda's research is Eleanor as a main character in Rainbow Rowell's *Eleanor and Park* novel.

On the other hand, Karina (2014) with entitled *Mental Bullying and Its Impact To Victoria Dawson in Danielle Steel's Big Girl*. Victoria Dawson mental bullying has become the main topic of this study. Thus, this study focuses on three major problems, (1) What mental bullying is experienced by Victoria Dawson in Danielle Steel's *Big Girl*, (2) What are the causes of Victoria Dawson mental bullying in Danielle Steel's *Big Girl*, and (3) What are the impacts of Victoria

Dawson mental bullying in Danielle Steel's *Big Girl*. The similarity in this research with Karina's research is about bullying as the topic of the research, and one of the problems of the research is the impact of bullying. Then, the differences are the object and the problem of the research. In this research the object is Daelyn Rice as a main character in Julie Anne Peters's *By The Time You Read It I'll be Dead* novel, meanwhile the object of the Karina's research is Danielle Steel's *Big Girl* novel. Then the problem in this research is discussing kinds of bullying experienced to Daelyn Rice, meanwhile the problems of Karina's research was discussed about mental bullying experienced to Victoria Dawson, and the causes of mental bullying.

Another related study Ita (2017) entitled *Bullying Reflected In Okky Madasari's Bound (2013) Novel*. This study is about Bullying Reflected In Okky Madasari's *Bound (2013) Novel*. This study uses psychoanalytic theory by Sigmund Freud. The purposes of this study are to determine the bullying action that he experienced by the main character in the *Bound* novel and also to find out the impacts arising from these bullying actions. The similarity with Ita's research are the topic and the problem of the research. Both of Ita's research and this research are discussing about bullying, and the problem is kinds of bullying and impact of bullying. Then, the difference is the object of the research. In this research the object is Daelyn Rice as a main character in Julie Anne

Peters's *By The Time You Read This I'll be Dead* novel, on the other hand the object of the third research is Sasana as a main character in Okky Madasari's *Bound* novel.

The researcher takes interest in this topic because bullying still has a negatively affects for today's youth. This research focuses on the experience of bullying such as kinds and impact of bullying by Daelyn Rice as main character in the novel "*By The Time You Read This I'll be Dead*". According to Rigby (2013), Bullying is a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the victim. In addition, Scotia (2013, p.6) states that bullying occurs when someone repeatedly tries to hurt another person's body, feelings, self-esteem, reputation, or property. Helping or encouraging someone to bully another person is also bullying. Meanwhile, Craig and Pepler (1998) defines that bullying as negative actions physically or verbally that shows hostility, causing distress to the victim, usually within a certain time and involves a power differential between the subject and the victim.

Farrington and Ttofi (2010, p. 8) states that bullying has been recognized of the three following kinds: *Physical bullying* is a kind of bullying involve students who bully others, however, often have trouble with self-control. Example: hitting, kicking, tripping, pinching, and pushing or damaging the

property of another person. *Verbal bullying* is when an individual or group of people use verbal language to gain power over someone who get bullied. Example: name-calling, insulting, teasing, intimidating, making homophobic or racist remarks, or verbally abusing another person. *Psychological or social bullying* is designed to harm another persons' social reputation and/or cause this person humiliation. Example: lying and spreading rumours, hurtfully mimicking behaviour, playing nasty jokes designed to cause embarrassment and humiliation, damaging someone's social reputation or social acceptance, encouraging others to socially exclude another person, mobbing, and making negative facial or physical gestures, menacing or contemptuous looks, towards another person.

According to SEJIWA.org (accessed on March 7, 2019), impacts of bullying are divided into five, namely: *Academic Impact*, this refers to the impact that affects the victim's academic activities and achievements, such as poor learning achievement, difficult concentration in learning, skipping school or quitting until school phobia. *Social Impact*, this refers to social life of someone and how to socialize and adapt each other, for example: shy, isolated, passive, not confident and difficult to get along. *Psychological Impact*, this refers to bad mental condition of someone who get bullied, such as moody, depressed, revenge, eager to escape even suicide. *Physical Impact*, this refers to the

impact that affects the victim's physic and condition of the victim's body, such as painful, easily anxious, looking unhealthy, avoiding eye contact, body language indicates self-esteem. *To the future*, if the victim does not rise quickly, may continue to suffer from life in trauma or in the perpetrator, if accustomed to violence, then it may be a perpetrator of criminals in the future.

Based on the expert's statement, it can be concluded that bullying takes many form, such as physical, verbal, social/psychological bullying. Then, bullying is negative action that can causes negative impact to the victim. It can be academic impact such ase poor learning achievement, social impact such as difficult to get along, psychological impact such as depressed, physical impact such as avoiding eye contact.

METHODS

This research conducted a qualitative descriptive method to identify the kinds and investigate the impacts of bullying experienced by Daelyn Rice in the novel *By The Time You Read This I'll be Dead*. The used Farrington and Ttofi's theory and Sejiwa's theory to analyzing. The primary data in this research is novel entitled "*By The Time You Read This I'll be Dead*" by Julie Anne Peters (2010). The novel has 23 chapters and 200 pages, the genre of this novel is young adult and fiction. It was published in January 5th 2010 by Disney Hyperion, New York, USA. The data

collections are in the following phases: First, the researcher reading the data several times and understanding the story. Second, the researcher marking all the important dialogue, gesture and sentence in order. Afterwards, identifying the kinds of bullying experienced by Daelyn Rice as main character by underlining related the problem according to theory of kinds of bullying by Farrington and Ttofi. Fourth, identifying, the impacts of bullying experienced by Daelyn Rice as main character by underlining related the problem according to theory of impacts of bullying by Sejiwa.

In analyzing data, the researcher used the following procedure: First, the researcher analyzing the kinds of bullying experienced by Daelyn Rice as the object of the analysis by using kinds of bullying by Farrington and Ttofi. Afterwards the researcher classifying the data based on Farrington and Ttofi's kinds of the bullying. Third, the researcher also analyzing the impacts of bullying experienced by Daelyn Rice as the object of the analysis by using theories of impacts of bullying by Sejiwa. Last, the researcher classifying the data based on Sejiwa's impacts of the bullying.

RESULTS AND DISCUSSION

This chapter discusses the kinds of bullying experienced by Daelyn Rice by using theories of kinds of bullying by Farrington and Ttofi, then the researcher analyzes the impacts of bullying experienced by Daelyn

Rice according to impacts of bullying by Sejiwa's theory.

Kinds of Bullying

Physical Bullying

According to Farrington and Ttofi (2010, p. 8) Physical bullying have been recognized of the following kinds: including hitting, kicking, tripping, pinching, and pushing or damaging the property of another person.

*Jennifer Jessica keeps **pushing** me, nudging me, pressing her shoulder against mine. I want to tell her to cool it. Then the other girl on the left side of me starts doing the same thing. (Page 76)*

From that statement showed us that she has physical assault by her friend named Jennifer Jessica when she was in chorus rehearsal. Daelyn get push, nudge and press on her shoulder. This shows that Daelyn has experienced direct bullying that is physical bullying.

*The janitor's door was open and when I peeked in they **shoved** me inside and the steel door clanged shut. It locked automatically.*

(Page 111)

From that statement showed us that she has physical assault by her friends. She was shoved when she looks inside through the door. This shows that Daelyn has experienced direct bullying that is physical bullying.

*Then for no reason, she **kicks** me in the leg. (Page 194)*

Furthermore, we can see another statement “*she kicks me in the leg.*” that statement showed us that she has physical assault by her friends named Jennifer Jessica. She kicks Daelyn’s leg for no reason. This shows that Daelyn has experienced direct bullying that is physical bullying.

Verbal Bullying

According to Farrington and Ttofi (2010, p. 8) Verbal bullying have been recognized of the following kinds: including name-calling, insulting, teasing, intimidating, making homophobic or racist remarks, or verbally abusing another person.

One went, “Shit. It’s that weird deaf chick.”
(Page 11)

“*Shit. It’s that weird deaf chick.*” that statement showed us that she has verbal harassment by her friend when she was emerged from the toilet. Daelyn get name calling *weird deaf chick*. This shows that Daelyn has experienced direct bullying that is verbal bullying.

One girl from my class said, “Ew, you stink”
and they all backed away from me. (Page
100)

We can see another statement “*One girl from my class said, “Ew, you stink”* that statement showed us that she has verbal harassment when she is in the class. Daelyn get verbal insulting.

“*Ew, you stink*”. This shows that Daelyn has experienced direct bullying that is verbal bullying.

He squeezed so hard it hurt. ‘Toomey, you said you wondered what a fatty paddy looks like naked.’ At the sink, Toomey eyed me up and down. (Page 98)

From that dialogue showed us that she has verbal harassment by Toomey’s gang when she was surrounded by Toomey’s gang in the boy’s restroom. Daelyn get verbal abusing when he said “*Toomey, you said you wondered what a fatty paddy looks like naked*”. This shows that Daelyn has experienced direct bullying that is verbal bullying.

They come up behind me and go quack quack, waddle waddle. (Page 111)

From that statement showed us that she has verbal harassment when Boys jostle her in the hall. Daelyn get teasing and name calling, they come up behind her and said “*quack quack, waddle waddle*” This shows that Daelyn has experienced direct bullying that is verbal bullying.

Psychological or Social Bullying

According to Farrington and Ttofi (2010, p. 8) Psychological or Social bullying have been recognized of the following kinds: designed to harm another persons’ social

reputation and/or cause this person humiliation, including lying and spreading rumours, hurtfully mimicking behaviour, playing nasty jokes designed to cause embarrassment and humiliation, damaging someone's social reputation or social acceptance, encouraging others to socially exclude another person, mobbing, and making negative facial or physical gestures, menacing or contemptuous looks, towards another person.

*When we got there, **no one was home.** Behind the window a bunch of girls were **pointing and laughing at me.** (Page 56)*

From that statement showed us that she has nasty jokes by her friends when she was in fourth grade. Daelyn get lied by her friends because she has invited to the party, but when she got there no one was there. This shows that Daelyn has experienced indirect bullying that is social bullying.

*People **laughed and pointed at me.** That boy had **put a whoopee cushion on my seat.** (Page 68)*

From that statement showed us that she has nasty jokes by her friends when she was sat on her seat after gymnastic class. Daelyn get embarrassment because that boy had put a whoopee cushion on her seat and people laughed and pointed on her. This

shows that Daelyn has indirect bullying that is social bullying.

*Suddenly I was **surrounded** by Toomey's gang. They pushed me in through the door. (Page 97)*

We also can see another statement "Suddenly I was surrounded by Toomey's gang. They pushed me in through the door." that statement showed us that she has surrounded by Toomey's gang. Daelyn was mobbed. This shows that Daelyn has indirect bullying that is social bullying.

*Toomey is there, talking to my teacher. "Her." He points. "She was in the boys' bathroom. **I've seen her in there before hiding in the stall to watch us guys take a piss. She's a perv.**" (Page 100)*

He points. "She was in the boys' bathroom. I've seen her in there before hiding in the stall to watch us guys take a piss. She's a perv." That statement showed us that her social reputation was damaged because Toomey lying and spreading rumours about her. This shows that Daelyn has indirect bullying that is social bullying.

*In unison, **they form L's on their foreheads with their fingers.** (Page 121)*
"they form L's on their foreheads with their fingers." that statement showed us that she

has negative physical gestures by her. Daelyn get embarrassment because her friends making negative physical gestures, that is made form L's for size on their foreheads with their finger. This shows that Daelyn has indirect bullying that is social bullying.

Impacts of Bullying

Academic Impact

This refers to the impact that affects the victim's academic activities and achievements, such as: Poor learning achievement, difficult concentration in learning, skipping school or quitting until school phobia.

I cried every night. "I don't want to go to school," I told Mom and Dad. I begged them to let me stay home. Mom said, "You have to go to school. It's the law." (Page 33)

From that statement showed us that she has academic impact. She cried every night because she doesn't want to go to school and begged to her parents to let her stay home. This shows that Daelyn has academic impact that is skipping school or school phobia

They had to hear my incessant plea: "I don't want to go to school. Please don't make me." Day after day. Year after year. "Please don't make me go." (Page 70)

We also can see another statement "I don't want to go to school. Please don't make

me." or "Please don't make me go." That statement showed us that Daelyn has academic impact. She begged to her parents to not make her to go to school day after day, year after year. This shows that Daelyn has academic impact that is skipping school or school phobia.

We get our tests back in econ and I got a D-. A red scrawl under the grade reads: See me after class. (Page 74)

From that statement "We get our tests back in econ and I got a D-." showed us that Daelyn has academic impact. She got a D-score for economy test. This shows that Daelyn has academic impact that is poor learning achievement.

Social Impact

This refers to social life of someone and how to socialize and adapt each other, for example: Shy, isolated, passive, not confident and difficult to get along.

"Hey, you're out early. What is it, Debutante Day?" Green Boy plops down next to me on the bench. Too close. My arms press to my sides. He inches closer. I shoot him a fiery glare. "Yikes!" He slides back an inch. "If you want me to go, just say so." (Page 18)

From that statement showed us that Daelyn has social impact. When Santana talked and come to her and sit next to her, she shoots him a fiery glare. This shows that

Daelyn has social impact that is difficult to get along.

He reaches into his back pocket and pulls out my book. Handing it to me, he says, "An enjoyable read. I want to know what happens in the first two hundred pages, though. Why are you tearing them out?" I don't take the book, and I don't answer. (Page 51)

From that statement showed us that Daelyn has social impact. When Santana talked to her and give her book, she doesn't take the book and don't answer Santana's question. This shows that Daelyn has social impact that is passive.

They were embarrassed by me, their sick, fat, psychotic creation. (Page 88)

Another social impact can be seen in this statement "*They were embarrassed by me, their sick, fat, psychotic creation.*" That statement showed us that she is not confident with herself. She thinks her parents embarrassed by her because she is sick, fat and psychotic. This shows that Daelyn has social impact that not confident.

Psychological Impact

This refers to bad mental condition of someone who get bullied, such as: moody, depressed, revenge, eager to escape even suicide.

While I was slitting my wrists, I said to God, "Take me. Please. Deliver me from evil." When God didn't, it made me question my faith. What little I had. (Page 114)

From that statement "*I was slitting my wrists*" showed us that she tried to suicide by slit her wrists. She hopes God take her, deliver her from evil. This shows that Daelyn has psychological impact that is suicide.

How will you get to the light? Maybe I'm overthinking it. They want to know my method. Way to Go. I key in, "Drowning." (Page 114)

Another suicide can be seen in this statement *I key in, "Drowning."* That statement showed us that she wants to suicide by drowning herself. When the website asks the way, she kill herself. She typed drowning. This shows that Daelyn has psychological impact that is suicide.

I key quickly, "i drank ammonia and bleach so i could die. r u happy now?" (Page 183)

She replies Santana's message "*i drank ammonia and bleach so i could die*" from that statement we can see another way that she already tried to commit suicide because she can't hold her pain and her misery since she has been bullied, that is drank ammonia and bleach. This shows that Daelyn has psychological impact that is suicide.

Physical Impact

This refers to the impact that affects the victim's physic and condition of the victim's body, such as: Painful, easily anxious, looking unhealthy, avoiding eye contact, body language indicates self-esteem.

The white boy watches me. I don't make eye contact. Not with him. Not with anyone.

(Page 33)

From that statement "I don't make eye contact. Not with him. Not with anyone." showed us that she has avoiding eye contact with the boy or with anyone. This shows that Daelyn has physical impact that is avoiding eye contact.

Mom adds, "She's adjusted nicely to her new school. At least, that's my impression. Am I wrong?" She arches her eyebrows at me. I don't look at her. I can't. (Page 36)

Similar physical impact in that statement showed us that she has avoiding eye contact. Daelyn don't look at her mom when mom asked and arched her eyebrows at her. This shows that Daelyn has physical impact that is avoiding eye contact.

CONCLUSION

Analyzing the data on the novel *By The Time You Read This I'll be Dead* used kinds of bullying theory by Farrington and Ttofi, the researcher can arrange some conclusions.

Daelyn Rice has three kinds of bullying experienced. Thus, there are physical bullying that are pushing and kicking. Verbal bullying, that are name calling, insulting, teasing, and verbal abusing. Psychological or social bullying, that are lying, spreading rumours, playing nasty jokes, mobbing, and making negative physical gesture.

Afterwards, Daelyn Rice has four impacts of bullying experienced. Thus, there are Academic impact that are skipping school or school phobia and poor learning achievement. Social impact that are passive, not confident and difficult to get along. psychological impact that is suicide. Physical impact that is avoiding eye contact.

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HIERARCHY OF NEEDS ANALYSIS OF THE MAIN CHARACTER OF A NOVEL ENTITLED *FLAWED BY CECELIA AHERN*

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Abstract

*This study is intended to find out what are the hierarchy of needs that have been fulfilled by the main character and how the main character fulfilled the hierarchy of needs. The data were taken from the novel *Flawed* written by Cecelia Ahern. The researcher used qualitative and descriptive method in analyzing the hierarchy of needs. In this research, the researcher found 10 data of physiological needs, 34 data of physiological needs, 52 data of love and belonging needs, 44 data of self esteem, and 24 data of self actualization. Based on Maslow's theory, there are five level of hierarchy of needs that the main character can satisfied.*

Keywords: *Hierarchy of needs, main character, novel*

INTRODUCTION

Character is one of the intrinsic elements in the novel. Based on Thamrin (2013) characters are related to the human beings, so to know what their characters are, we have to analyze the factors on how they are constructed, whether from what the characters themselves say, what the characters do, what the other characters say about them or what the author says about them and so on. Meanwhile, Milawaty (2011:14) argued that a character is any person, personal identity or entity whose existence originates from work fiction. With character and can present the emotion of character performance. It can be conclude that character always present and involved in the story and employed in the novel are human being, also portarayals as human being in real life.

Truman (2017) explains that characterizations are forming elements that its

presence has needed to liven up characters in the story. So, the characterization itself only some requirement for describing or depiction of the role character itself. In short, characterization a literary device that is used step-by-step in literature to highlight and explain the details about a character in a story. According to Astuti (2015) states that characterization is how a character potrayed in movie or novel, in order to make an interesting story and attract the reader, the characterization of a character has to be looking realm unique, and easy to understand. It can be inferred that characterization is the way author describes the character in the story.

This research analyzes the levels of needs that the main character acquires by using the theory of hierarchy of needs Maslow and how is the character of Celestine North described in the novel *Flawed* by

Cecelia Ahern. This novel is selected for the analysis because Flawed by Cecelia Ahern, as the main character is Celestine has a lot of psychology problems which has many values that we can learn also is chosen to be analyzed in this thesis because it shows the psychology problem in the main character's life. In this research, the researcher will analyze about the levels of needs that the main character gets by using the theory of hierarchy of needs by Maslow.

In this study, the researcher uses Maslow's theory of hierarchy of needs. Maslow (1987). the needs of a human are divided into five sections, namely: (1) Physiological needs, safety needs, love and belonging needs, self esteem, self actualization. The first level of hierarchy of needs refers to need of our body for food, air, water, sleep, and sex. (2) The second level of hierarchy of needs comes from normal and healthy person. It is mentioned that safety needs means a person feeling safety in security of body, of employment, of morality, of the family, of health, and of property. (3) Then, the third level of hierarchy of needs is love and belonging needs. People need receiving and giving love with family, beloved one, and friends. Maslow argued that need of safety itself are human needs of security, stability, freedom, protection, dependency, no fear, anxiety, chaos, structure, law, order, strength in the protector and etc. (4) The next needs is self esteem. Maslow classified these needs into subsidiary parts.

First are consist of the desire of strength, achievement, adequate mastery, independence and freedom, enfacing of the world, competence, and confidence. Second, the needs which are revealed to gain respect from the other, such as : status, reputation, fame and glory, dignity, dominance, importance, and appreciations. (5) The last need is self actualization. It is the need for self actualization using skills, abilities, skills and optimal potential for achieving highly satisfying or exceptional work performance that is difficult for others to achieve. According to Maslow People will be able to achieve self actualization if they able through their hard time and obstacle which are coming from themselves. The inside obstacle such as be wary, fear, ashamed, and etc.

Any scientific writings of study should have aims which relate to the study and the aims of this writing are to find the answer to the previous problems. First, the aim is to know what kind of hierarchy of needs that has been fulfilled by the main character. Second, the aimr is to know how the main character fulfilled the hierarchy of needs using Maslow's theory.

Abundant of researches have been conducted in the study of Hierarchy of Needs that analyzed different objects. Mawaddah (2010) analyzed a novel titled *The Alchemist* by Paulo Coelho, the purpose of this research is to know deeper the character of Santiago and how he trid to fulfill the hierarchy of human needs toward his journey toward the

treasure. The research focuses on two points are: first, how does a Santiago characteristic describes in the novel *The Alchemist* by Paulo Coelho? For the second, how does Santiago fulfill the hierarchy of human needs by Abraham H. Maslow. This research uses the qualitative method. The result of this research is Santiago can fulfill the needs from the lowest until the highest.

The differences between the first previous research that is conducted by Siti Mawaddah, the novel that is used by Siti entitled *The Alchemist* written by Paulo Coelho and the purpose of Mawaddah's research how does the character's characteristic describes and how does the character fulfills the hierarchy of human needs by Maslow while this research's aims are to know what kind of hierarchy of needs that have been fulfilled and describe how the character fulfills the hierarchy of needs.

METHODS

The source of the data in this research is obtained from novel *Flawed* written by Cecelia Ahern. The novel is published in 2016. Two methods have been used in this research, first is descriptive method which mean the procedures or the way how to solve the problem research by describing the object of the research, also qualitative method is used by the researcher to get the result that consist of words or pictures instead of numbers and statistics. The data in this research is collected by review the book to collect the information

of the data, makes note of each sentence or even paragraph that contains hierarchy of needs, classifies the data based on the needs by divided each need, and put the sentences into each needs, Identifies the data that pertinent information, identifies additional studies that should be reviewed, puts all the hierarchy of needs words into sequences.

The data in this research is analyzed by reviewed the collected data as in sentence and paragraph carefully, classifies the data and put it into columns that dealing with the states of the problems, analyze the data by explain the reason why the data has the hierarchy of needs, and the last is makes conclusion of the data by making table and explain it descriptively.

RESULTS AND DISCUSSION

There are five levels of hierarchy of needs that Celestine which can be seen in table 1 as the main character has been fulfilled. These levels of hierarchy of needs are related with real life. These issues are about physiological needs, safety needs, love and belonging needs, self esteem, and self actualization, it means that she is accomplished all the level of hierarchy of needs by Maslow. After marking some sentences in novel entitled *Flawed* written by Cecelia Ahern, the researcher found 164 data of hierarchy of needs, namely: 10 data of physiological needs, 34 data of safety needs, love and belonging needs 52 data of love and belonging needs, 44 data of self esteem, 24 data of self actualization.

Table.1 Five levels of hierarchy of needs

Categorize	Total
Physiological Needs	10
Safety Needs	34
Love and Belonging Needs	52
Self Esteem	44
Self Actualization	24
Total	164

Based on the table above also showed that love and belonging needs are the most dominant occurred.

This section elaborated the analysis of the fulfillment of the hierarchy of needs using Maslow's theory.

Physiological needs

It is including everything physical fulfillment that needed to maintain persistence of life. This need is very basic to complete before they are going to the next level needs as stated in the following passage,

Context 1:

Judge Crevan, one of the most powerful men in the country, sitting at the head of our dining table for our annual Earth Day Gathering. Dad returned from the kitchen with a fresh bottle of red wine to find his usual place taken. (p.2).

Celestine North is not lack of basic needs fulfillments. She has food and drink, She can fulfill her physiological needs. From the sentence about, She is having dinner with her family and a powerful judge in her

country. We can see that her family is celebrating Earth Day with Judge Crevan.

Context 2 :

Tina brings me a tray of food before i cross the courtyard to the court, but I am too nervous to eat. In the next celllll, Soldier gobbles every bite as though his life depends on it. (p.72).

After Celestine got caught and placed her in cell. She still has plenty of food, Tina as a worker who works in cell gives her food.

Context 3 :

We must eat staple food, nothing luxurious or fancy, nothing considered unnecessary for our bodies, for our life. (p.130-131).

The data above showed that Celestine has to be on diet after the Naming day. Flawed has special rules. As dinner, Celestine only can eat pumpkin seed and milk. Celestine forbid to drink alcohol and eat sweets too much. Only staple food that the Whistleblower has mentioned to her.

Safety Needs

Safety needs means a person feeling safety in security of body, of employment, of morality, of the family, of health, and of property. Celestine can fulfill these level. She can fulfill the property as stated in the following passage.

Context 1 :

Art grips my hand tightly, squeezes it for reassurance, and tries to give me one of his winning smiles, but it's wobbly, and too quick, and only carries the opposite effect. (p.9).

From the sentence above, Celestine's hand gripped by Art's hand tightly, Art is Celestine's boyfriend, and afraid if the Whistleblowers take Celestine away from him also, Art is trying to calm down Celestine. In the text above, Celestine feels safe because she is protected by his boyfriend.

Context 2 :

"Listen up." Her voice is low, urgent whisper. "We dont have time. Judge Crevan is coming to see you in a few minutes, and you have to use every charm you've got. Forget everything we taught you. Right now, forget about right and wrong. This is for your life, Celestine." (p.55).

From the data above, Celestine's mother was in hurry when she talked about Judge Crevan's coming. Her mother alert her and tell her to forget about the wrong and

right thing. Her mother is trying to protect her, so Celestine wont get branded.

Context 3 :

Celestine : "Are poeple ashamed to visits me? Is that why they're going through the garage?"

Mother : "No, it's for privacy. So you can come and go in privacy." (p.136).

From the explanation above, we can conclude that for the second level of hierarchy of needs, Celestine has been satisfied. Celestine does not have problem in property and gets protection from her family before she got branded, during in the cell, and after she got branded. She can fulfill the second level of hierarchy of needs.

Love and Belonging Needs

People need receiving and giving love with family, beloved one, and friends. The researcher finds that Celestine does not have any problem with her love and belongingness as stated in the following passage.

Context 1 :

He always looks like he's up to mischief. Because he usually is. He sits directly opposite me at the dining table, and i have to stop myself from watching him all the time, while inside im jumping up and down that he's mine. (p.5).

From the data above, it shows that the love of Celestine to his boyfriend, Art. Celestine fascinated by Art and can't take her

eyes off from him. She is really happy she can be Art's girlfriend.

Context 2 :

Even in all the times i woke up during the night, afraid and disoriented, i looked across at Carrick and immediately was oriented and calmer. He was the trigger to calm me, nothing else in the room. He is the only person in it with me who could possibly understand. Experiencing it at the same age only adds to that connection. (p.82).

According the data above, Celestine was in cell side to side with other man. Celestine doesn't know about him yet, they have not talked before. When Celestine wakes up, Carrick tries to calm her down without verbal communication. Though, Celestine can feel the connection between them. She indirectly make a new friend in the cell.

Context 3 :

Mother : "That was Tina at the door. Tina from Highland Castle. She was asking for you. It is too a lot for her to come here, especially with, you know, them outside. She knew you wouldn't want to see her. She wanted to give you these. She said her daughter made them for you. You can eat one this week." (p.130).

Based on the data above, Celestine just make a new friend named Tina, a worker at Highland Castle. Tina gives food that has

been made by her daughter. Tina knows about Celestine's pain, because she sees the whole events, until the sixth brand that has been seared in Celestine spine by Judge Crevan.

Self Esteem Needs

People need self-esteem, which is give respect and get respected by others. The researcher finds that Celestine does not have any problem with her self esteem needs as stated in the following passage.

Context 1 :

Bosco, seemingly frustrated by our conersation, interrupts and repeats, "Summer, Cutter, we should start the meal now." The way he says it makes us all stop laughing imediately and turn to look at him. It was an order (p.7).

From the data above, it shows that Celestine and Art did not pay attention to Bosco or Judge Crevan. And then, Bosco said that they should start the meal now, it makes Celestine stop laughing imediately and turn to look at him which mean, Celestine respects Bosco by paying attention to him.

Context 2 :

Bosco : "Candy has quite rightly given Bob Tinder some time off due to personal issues. With the atmosphere being as it is now, I need him to be his toes, performing at a high level to keep the gossipmongers and the oppotunists at bay. The naysayers assume that

Celestine will get away with this, that the Flawed court isn't entirely fair. She is the girlfriend of the son of the Judge; she will get special treatment. And that is really what I want to do, Celestine...You make Art happy, the only person who can do that since his mother passed, and I know that he thinks the world of you. But, unfortunately my colleagues, my own people, also see you as a pawn. They see you as the perfect example to show our doubters how the system is fair. How even the seemingly perfect girlfriend of the son of the Head Judge can be deemed Flawed. I am fighting two sides, dear Celestine.” (p.63).

According to the data above, Bosco or Judge Crevan is trying to deal with Celestine, that people respect Celestine as a girlfriend from Bosco's son. People think she is famous and perfect so that she could be a perfect example to be written in the media.

Context 3 :

Art : “No, you listen to me. What you did on the bus was right, but it was wrong for us. If you were selfish like me, you wouldn't have done it. If I was as strong as you, I would have defended you. I would have stood beside you on that bus. Instead, I watched you do it all, in silence. I let that person I loved get dragged away.” (p.171).

According to the data above, Art as Celestine's boyfriend tells her that she is brave enough. He appreciates Celestine by what she has done in the bus, even though her action was wrong for them. In Art point of view, Celestine is strong, and Art is too coward to defend her.

Self Actualization

People must actualize themselves, so it can be said that if the people can actualize themselves, they can reach the highest level of hierarchy of needs. The researcher finds that Celestine does not have any problem with her self actualization needs as stated in the following passage.

Context 1 :

He can help, I know it. He's the head of Flawed court. He will be able to help. It will be all okay. Normality can resume. The world will be turned the right way around again. Things will make sense. (p.13-14).

From the data above, it shows that Celestine still has positive thinking, she's lack of prejudice. She thinks that Judge Crevan could help Tinders, the neighbor that has been caught by the Whistleblowers.

Context 2 :

Celestine : “What do I need to do?”
Bosco : “You repeat the story we just discussed, and when they ask you about helping the old man into seat, you say that you did not, that he sat there himself.”

Celestine : "But the old man will be punished for that."

Bosco : "Yes he will. He's old and very sick. He'll probably die before Naming Day anyway."

Celestine : "I can't.."

Bosco : "You cant what?"

Celestine : "I cant lie." (p. 64).

In the data above, Bosco asked Celestine to lie about what happened in the bus, even though Bosco tries to save Celestine to not get branded, he must make sure to plot twist the event. But Celestine rejects it, she does not want to tell lie in court. She want to tell to people what happened in bus, no matter what the cost it.

Context 3 :

Pia : "Do you think you're a her o Celestine?"

Celstine : "If i was such a hero, that old man would be alive now. Nobody seems to be considering the fact that a man is dead. A man died beacuse an etire bus full of people failed to help him. Do i think im a hero no. I failed." (p.161).

Based on the data above, when Pia interviewed Celestine and asked if she a hero after what she has done in the bus or not, Celestine said that she is not a hero, because the old man is dead. She accept that the fact she is failed became a hero. She can't save a man's life.

Based on the data above of the five levels of hierarchy of needs from the lowest

level until highest level, Celestine can fulfill all of the level needs. Before he got branded, during in cell, and after Naming day, she could fulfilled all of them even though it was hard for her to fulfilled her needs during in cell and after Naming day. She can not live like the way she used to be. Everything is new to her. Although, as human being, she must satisfied her needs until the highest level, and she succeed.

CONCLUSION

In this research, the researcher analyzes data which contained hierarchy of needs of the main character in novel entitled *Flawed* written by Cecelia Ahern. The researcher used Maslow's theory about five levels of hierarchy of needs for the research question. It can be concluded that, the researcher found all the five levels of hierarchy of needs in the source of data. There are 10 data Of physiological needs, 34 data of safety needs, 52 data of love and belongingness needs, 44 data of self esteem needs, and 24 data of self actualization needs. Based on the result love and belonging needs are the most dominant occurred.

As the main chacater, Celestine could fulfilled all the five needs when she just ordinary girl, while she is in prison and after Naming Day. Even though it is hard to fulfilled it after Naming Day, she still could fullfiled it from the basic needs. Such as, her foods must be checked by the Whistleblowers, as flawed person she must be on diet. Her

family still protect her from the press that disturb her privacy. Her family still love her no matter what. Then, some press still respect her as flawed one. That encourage her to stand up and face the normal people that dislike flawed one.

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