

# TEKNOSASTIK

## Jurnal Bahasa dan Sastra

**A Study of Students' Engagement and Students' Speaking Skill:  
A Correlational Research**

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*Masnia Rahayu*

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# **TEKNOSASTIK**

## **Jurnal Bahasa dan Sastra**

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## **A Study of Students' Engagement and Students' Speaking Skill: A Correlational Research**

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### **Abstract**

Students' active engagement institutes the fundamental of the procedure of learning and teaching in the student-centered classroom. The objective of this research aimed to investigate the correlation between students' engagement and speaking skills in the eighth grade of SMP Negeri 18 Krui in the Academic Year of 2021/2022. The researchers used a quantitative approach as the research design in this study. The eighth-grade students of SMP Negeri 18 Krui were the population in this research, consisting of 26 students as a research sample. The researchers employed a purposive sampling technique for determining the research sample. The data on students' engagement was collected using the questionnaire, which was adapted from (Appleton et al., 2006), and the data on speaking skills were collected using the speaking test. In addition, the researchers employed a speaking test and questionnaire to collect the data. After collecting the data of the research, the researchers found that there were 20 students (77%) who had a high engagement in a learning activity with a mean score of 69.61, and there were 24 students (94%) who had fairly good in speaking skill with mean score 64.04. The findings also showed that the coefficient correlation was 0.680. Therefore, the correlation was quite high, and the researchers concluded that there was a correlation between Students' Engagement and Speaking Skills at the Eight Grade of SMPN 18 Krui in the Academic Year of 2021/2022".

**Keywords:** Correlational Research, Speaking Ability, Students' Engagement

### **Introduction**

The students can comprehend the learning material when they want to learn something new about language learning, such as a foreign language. They decided to learn a new language because there are many benefits of learning English as a foreign language (Brown, 2004). Learning a new or foreign language follows the same steps as learning our mother tongue. Listening is the first step, followed by speaking, reading, and writing. Language skills are classified into two types: language input and language output skills. Language input is "listening and reading" and language output is "speaking and writing" (Murcia, 2001).

Students acquire four fundamental skills "listening, speaking, reading, and writing" (Tiana & Rahayuningsih, 2022). If students are to master English, they must master these four competencies. Teachers come up with a variety of instructional strategies and tactics to help students enhance their English skills. Speaking is one of the four talents students can utilize in their daily activities to communicate and comprehend one another (Baron & Baron, 2020). Speaking is also vital for communication since it is an interactive process in which data is created, received, and analyzed. For example, the teacher and students can converse to ensure everyone is on the same page (Y. C. Wang, 2020).

Teachers must mentor their students in effective speaking techniques to speak English fluently and foster learning environments. For many students learning a second or foreign language, the ability to communicate effectively in English is a primary major. Moreover,

students commonly assess their language learning progress and the worth of their English course in terms of how much their language talents have improved. The teachers, the students, and the material all play a role in a good lesson (Savignon, 2017). The students can communicate with others worldwide and get information from many sources if they have excellent speaking ability.

Student engagement is an evaluation of a student's level engage with the teacher and friends in class toward activities (Shah & Barkas, 2018). Student engagement in education refers to the level of concern, inquisitive, fervor, encouragement, and hobby that students show in the process of learning or learning, as well as the level of motivation that they must learn and the progress they have made in their education (Northey et al., 2015). Student engagement, in general, is investigated to improve that learning when students are inquisitive, fervor, or encouraged (Moreira et al., 2018). The students are believed to have good learning outcomes if they have a high-level engagement in the learning environment.

According to Delfino (2019), behavioral, emotional, and cognitive engagement are the three characteristics of student engagement. Scholar participation in academic and extracurricular sports, with a focal point on instructional, social, and extracurricular sports, is known as behavioral engagement. Students' cognitive engagement refers to their attentiveness and motivation to master challenging abilities, focusing on their level of involvement in learning. In contrast, emotional engagement refers to the sentiments they experience and demonstrate in the course. Confusion and fear are common, as are exhilaration, expectation, and apathy.

In addition, there were many reasons why EFL students had difficulty communicating in English. The student, the teaching approach, the curriculum, and the student's history may influence a student's learning performance (Shah & Barkas, 2018). Students' engagement in environmental class in various academic and lecturing activities common to or linked with the school is one of the most important predictors of successful learning. Students also aspire to achieve learning goals. For this reason, students need to increase their participation to achieve academic success (student training) in emotional, behavioral, and cognitive aspects. Attracting students is the time and effort that is being made for learning activities based on the desired results of the school to encourage students to participate in these activities (Chi & Wylie, 2014).

According to Dwivedi et al. (2019), student engagement behavior is necessary for students because this behavior can make students pay attention to the teacher. Another researcher also stated that students with high student engagement always try to be active and diligent in teaching and learning activities both inside and outside the classroom (Soffer & Cohen, 2019). Therefore, the students can develop their English ability if they actively participate in the teaching-learning activity. The teacher can promote students' engagement by creating an appropriate learning activity.

Moreover, there was some previous research that investigated students' engagement and students' learning outcomes. For example, there was a correlation between students' cognitive engagement and learning outcomes (Chi & Wylie, 2014). Another research illustrated that student engagement is one of the critical factors for the succession of blended learning (Dwivedi et al., 2019). Nkomo et al. (2021) investigated a relationship between students' engagement and the use of digital technologies in the learning environment. In contrast, the previous research above did not investigate the correlation between students' engagement and speaking ability. Therefore, this research was conducted to identify the correlation between students' engagement and speaking skills in the eighth grade of SMP Negeri 18 Krui in the academic year of 2021/2022.

### Method

In this study, the researcher used a quantitative research method. This study aimed to investigate the correlation of two variables in this research. Two variables above consisted of student engagement as the dependent variable (X) and speaking skill as the independent variable (Y).



(X) = Students' engagement (Dependent variable)

(Y) = Speaking skill (Independent variable)

There were 103 students in the eighth grade at SMP Negeri 18 Krui. A purposive sampling technique chose the 26 students as the research sample. Student engagement data was collected using a questionnaire adapted from Appleton et al. (2006). Furthermore, the researchers employed a speaking test to collect students' speaking ability data. Researchers used Pearson's bivariate correlation equation and SPSS version 25 programming tools to calculate the validity and reliability of the means of student engagement. The speaking test was validated at the preference of the experts. The researcher received 35 useful items. Items were valid and reliable if the  $r$  count  $>$   $r$  table is valid at a significance value of 5%. According to the results, all items  $>$   $r$  table = 0.632. Therefore, it was reliable because the  $\alpha$  value was higher than the  $r$  table (0.632). After calculation, the researchers found the value of questionnaire number 1-35  $r_{xy} = 0.980$  and  $r$  table 5% = 0.632.

### Findings and Discussion

This study investigated how students' engagement (The x variable) and speaking skills (Y dependent variable) were connected. Data analysis was conducted to investigate the frequency, percentage, mean, and classification of correlation levels. The descriptive calculating data of the correlation between students' engagement (X) and speaking skill (Y) was obtained:

Table 1. The Correlation Data of Students' Engagement (X) and Speaking Skill (Y)

Students	X (Student Engagement)	Y (Speaking Skill)	$X^2$	$Y^2$	X.Y
$\Sigma$ N:26	1810	1619	130.346	108.025	116.245

Based on table 1 above, the total number of student engagement scores was 1.810, and the total number of speaking test scores was 1619. Therefore, the results of  $X^2$  were the square of the student engagement score (130.346) and the results of  $Y^2$  the square of the speaking test score (108.025). Moreover, the result of the X.Y was the multiplication between the student engagement scores and the speaking test (116.245).

Table 2. The Distribution of the Frequency and Percentage of Students' Speaking Ability

Score	Classification	Frequencies	Percentage
90-100	Very good	0	0%
80-89	Good	1	3%
60-79	Fairly Good	24	94%
≤59	Very poor	1	3%
Total		26	100%

Table 2 shows the frequency and percentage distribution of students' speaking scores of SMP Negeri 18 Krui. The findings show a classification score of 90-100 (Very Good), 80-89 (Good), 60-79 (Fairly good), and 59 (Very Poor). The results illustrate the percentage of the students speaking skill scores from 26 students (100%). Therefore, there were 1 (3%) students who obtained Good criteria, 1 (3%) students had Very Poor criteria, but most of the students obtained Fairly Good (94%).

Table 3. The Mean Score of The Students' Engagement and Speaking skill

Statistic	Students' engagement	Speaking skill
Mean	69.61	64.04

The mean score of students' speaking skills could be identified based on table 3 above that the students' engagement was high and the students' speaking skill of SMP Negeri 18 Krui was high.

Table 4. The Distribution of the Frequency and Percentage of Students' Engagement Score

Score	Classification	Frequencies	Percentage
76-100	Very High	5	19%
51-75	High	20	77%
26-50	Low	0	0%
1-25	Very Low	1	4%
Total		26	100%

Table 4 shows the frequency and percentage distribution of students' engagement with SMP Negeri 18 Krui. Based on the data above, the findings show the classification score was 76-100 (Very High), 51-75 (High), 26-50 (Low), and 1-25 (Very Low). The classification was adapted from Ananda (2017). The results of the percentages of the student engagement from a total of 26 students (100%) indicate that there was 1 (4%) students obtained very low engagement, 5 (19%) students obtained very high, and most of the students 20 (77%) got high score in engagement. Based on the Pearson-Product Moment analysis result, the calculating correlation between students' engagement with the speaking skill was 0.680. In conclusion, there was a correlation between students' engagement and speaking skills based on the classification of level correlation.

The act of verbally uttering words is known as speaking. Talking is the act of communicating with others through speech. Making a speech is the same as making a request. The ability to communicate effectively is referred to as speaking ability. Students must learn

various critical skills to learn and teach English properly. Because speaking English is a challenging skill, students should practice it every day. Students must practice speaking in English regularly to develop their skills (Ihsan & Ihsan, 2016)

Students Engagement is typically regarded as a reliable indicator of learning and personal growth. Engagement is generally considered one of the best indicators of learning and personal growth. In their study, the students looked at the sway of weekly personages and assets related to weekly active learning, animated learning behaviors, and execution (Z. Wang et al., 2014). Furthermore, this study looked into whether students with a high level of engagement reacted differently to their speaking assignment than students with a low level of engagement. The high level engagement students have the ability to communicate English properly based on the finding of the result above. They can respond their classmate fluently because they already accustomed to learn and practice English inside and outside the classroom.

According to Tiana and Rahayuningsih (2022), highly engaged students are more likely to adhere to behavioral, cognitive, and emotional norms, such as attendance and engagement. They are less likely to engage in disruptive or negative behavior. In response to learning activities, they engage in pertinent discussions with classmates and teachers, seek to resolve task-related challenges and ask pertinent questions. Students who actively engage in classroom activities pay attention, especially in speaking, because they are used to actively participating in conversations by speaking passionately and confidently. On the other hand, students who do not actively participate and engage tend to be passive, more withdrawn, and insecure, which leads to problems.

Furthermore, teachers are also encouraged to discuss time management and motivational tactics with students and parents, especially during difficult periods of the semester, and to be specific and proactive in addressing problems and obstacles that may endanger students' engagement. This encouragement will make it easier for students to find answers to learning challenges or other problems, enabling them to stay engaged and, ultimately, finish all of their schoolwork (Lee et al., 2019).

High-engagement students are likelier to follow engagement norms, such as involvement and attendance, and are less likely to engage in disruptive or negative behavior. In response to learning activities, they engage in pertinent discussions with classmates and teachers, seek to resolve task-related challenges and ask pertinent questions. Last but not least, students who don't participate in active engagement and involvement tend to be less confident, more withdrawn, and inactive. As a result, they find it difficult to speak because they aren't used to engaging in conversation with their peers and teachers, making them more open to learning, mainly speaking (Lee et al., 2019).

Based on the statement above and the result of the research, there was a correlation between students' engagement and speaking skills in the eighth grade of SMP Negeri 18 Krui. Most of the students had relatively high speaking ability scores, and the students had a high engagement. Therefore, the students can speak well in English with high engagement, and they could develop their speaking ability. The student who had high engagement could have a good speaking ability. It can be concluded that engagement was an essential aspect of speaking. If the student had a good engagement, it could be suitable for his speaking ability.

### **Conclusion**

After analyzing the data, the researcher concluded the students of SMP Negeri 18 Krui had a high engagement of 20 (77%) with a mean score of 69.61, and relatively good speaking skills of 24 (94%), with and mean score of 64.04. Moreover, the coefficient

correlation( $r_{xy}$ ) was 0.680, and this correlation was relatively high. In conclusion, there was a correlation between students' engagement and speaking skills in the eighth grade of SMP negeri 18 Krui in the Academic Year of 2021/2022.

There are some limitations in this research. First, the number of samples is relatively small due to limitations of existing time. Second, samples were taken from one class only and also only using questionnaire. Therefore, the suggestion and recommendation for the future research is the next researchers can use bigger the number of samples so that the results obtained are more than representative of the population.

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## **A Psychoanalysis on Internal Conflict of Bruce Wayne as Seen in Matt Reeves' *The Batman* (2022) Movie**

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### **Abstract**

People need to learn about the causes of internal conflict; people need to be aware of experiencing it. Unresolved inner conflict is a major cause of aggression, anger, apathy, and passivity. Emotional discomfort and self-sabotage are specifically related to internal conflict. This research aims to figure out the representation of internal conflict and the causes of internal conflict in Bruce Wayne's character in *The Batman* (2022) movie. This study applied a psychological approach from Sigmund Freud. The representation theory by Stuart Hall was applied to reveal the representation of internal conflict in the Bruce Wayne character. It was also supported by personality theory by Barbara Engler to determine the type of internal conflict and the theory of internal conflict by Peter Michaelson to determine the causes of internal conflict. This study applied a descriptive qualitative method. The data were a picture, dialogue, and narration, and the data source was from *The Batman* (2022) movie. The result reveals avoidance-avoidance conflict caused by Bruce's inability choosing to keep being Batman. He destroys himself or stops and leaves Gotham in ruin. Double approach-avoidance is caused by Bruce's inability to choose whether Riddler's method is right or wrong. The revelation from The Riddler causes approach avoidance. Bruce has two choices: not being Batman or continuing to be Batman to make his father proud.

**Keywords:** Avoidance approach, conflict, Freudian psychoanalysis, internal conflict

### **Introduction**

Literature and film are admirable but equally beautiful art forms. Literature was and is well known in the 19th century at the same time that cinema began to gain recognition at some stage in the 20th century and developed into film throughout the 21st century. Both have their characteristics and individual variations. Still, they are the percentage of similarity, which is the potential to convey the individual who watches or reads the work into a wondrous world (Rokhmansyah, 2014). Film and literature have many functions in human life. Literature has various roles, along with leisure, education, pomp, morals, and faith. A language or tradition and human traditions are represented through literary works. However, literature is far more extraordinary than actually being a cultural or ancient heritage (Purnomo, 2010). The literature contains moral values. It is not only entertaining but also benefits the reader. This work is now entertaining the readers or target market and educating them through the extrinsic values it contains. In films, fairy tales can be explained more quickly than other literary works such as novels, prose, and many others (Ally & Kasih, 2021). Literature shows some meaning or idea through content, message, and purpose within its text (Afrianto, 2018)

In a film, there must be a story. The struggle in the narrative takes the form of a confrontation or struggle that results from two opposing forces (Prasetyo, 2015). The duality between the protagonist and the antagonist creates the clash we know as a conflict in the story is a classic form of struggle. Without conflict, it would not be a great story, and the plot could not progress. For example, without the galleries and bad guys of Batman, he would not serve a motive, and he is just a fit guy wearing a bat-themed suit with nothing to do. Conflict is an argument between two or more people or businesses in which one aspect seeks to enhance its point of view or goals at the opposite cost (Prasetyo, 2015).

In many stories, the protagonist is a good guy with something to achieve, whereas the antagonist is a bad guy and will try to make the protagonist fail. In positive memory, the roles of the protagonist and antagonist are reversed, with the antagonist trying something and preventing it. (Porteous & Lindsay, 2019). There may be many protagonists and villains in different stories, each with its own goals and reasons. For example, Riddler has the same goals and reasons as Batman, which is revenge for crime and corruption in the city, but Riddler is way more brutal and not bound through a series of policies or moral codes like Batman. This creates difficulties and internal conflicts. in Batman. Batman's plot is defined by using its antagonists. They act as literary foils for Batman in many ways. They represent the persona that Bruce Wayne dreads.

In comparison, Batman plays Bruce Wayne's escape from the shattered world before him in the person he aspires to be. The Batman-Joker literary foil is the most contentious in the entire series. Joker is a maniac who went crazy from an early age. He is rude, reckless, and reckless to counter such forces. Batman served justice that night. He is a creature of the night which makes everything better. The Dark Knight is brilliant, righteous, and just. We must understand the conflict in the story, especially the internal conflict. We will only see the external conflict in the film by looking at the temporary conflict and the antagonist about the reasons, ideology, goals, etc. However, it is also essential to understand roughly the internal conflict between each character because it involves their psychology. At the same time, when conflict occurs when a person experiences differences with others in cause or purpose that causes frustration and difficulty (Campbell, 2010), inner conflict is more of "man vs. self" internal conflict is also often referred to as a moral problem or internal conflict that everyone experiences over goals, choices, and ideals. This problem arises when a person is forced to choose between two or more commitments or goals but can only do one (Kvalnes, 2019).

Most people or even society need to be more educated about the causes of internal conflict; even humans are unaware of experiencing it. Unresolved inner conflict is a major cause of aggression, anger, apathy, and passivity. Emotional discomfort and self-sabotage are specifically related to internal conflict. While this inner battle goes undetected, it makes us unsuspecting of the self-saboteurs that blindly cultivate personal grief and stunt human growth (Michaelson, 2020)

This research will discuss the inner conflict within Bruce Wayne's character in *The Batman* (2022) film. The Riddler is the villain of the story. He delivers justice and vengeance just like Batman, but more ruthless and includes killing. Meanwhile, Batman does not kill because of his moral code, and he is not sure whether he has an effect on Gotham. It is interesting to understand the internal conflict inside Batman. He tries to stop Riddler from killing the corrupt politician while doubting everything he stands for while resolving his inner conflict and how it affects his character development by using Freudian id, ego, and superego theory.

## Theory and Method

This study uses psychoanalysis of the internal conflict of Bruce Wayne by using Freudian psychoanalytic theory and representation theory by Stuart Hall and also based on problem identification. Psychological criticism in literature refers to the way a selected creator's work is analyzed via a psychological lens. Psychology is multifaceted and consists of many sub-fields of observation, such as human development, sports, health, clinical, social conduct, and cognitive processes. This technique psychologically analyzes the writer of the work or a man or woman in his story. It allows the readers to recognize the motivations of the author in addition to the characters. In different words, this criticism enables us to recognize why the author writes the way he does, how his biographical instances affect his writing and why characters with inside the tale behave in a selected manner (Wellek & Warren, 2016).

For example, assume the protagonist with inside the tale is a murderer; comparing the mental state of the man or woman would possibly assist the reader in recognizing why he has become a murderer. This criticism method can discover the author's motivations in deciding on this issue and how his beyond has encouraged his choice. For instance, being conscious that the author becomes a sufferer of a violent crime might also make the reader interpret the tale very differently (Wellek & Warren, 2016). This psychological approach, which displays the impact of psychology on each literature and literary criticism, became specially promoted through the work of Sigmund Freud and Carl Jung. Sigmund Freud recommended the concept that literary texts are a manifestation deep within subconscious dreams and anxieties of the author. Thus, comparing the conduct of an individual will assist the reader in hinting at childhood, the circle of relative's life, fixations, traumas, and conflicts. However, those statistics are not at once expressed within the paintings; they are regularly expressed in a roundabout way within the shape of dreams, symbols, and images. Therefore, this criticism can occasionally offer the readers clues to recognize the symbols, actions, and settings that are tough to recognize. Psychological criticism is not always involved with the intentions of the author. Instead, it is far greater involvement with what the creator by no means intended, i.e., what the author has unconsciously covered inside the story.

Psychoanalysis is a form of therapy that aims to launch pent-up or repressed feelings and reminiscences in or to guide the customer to catharsis or healing (McLeod, 2014). In different words, the purpose of psychoanalysis is to deliver what exists on the subconscious or unconscious stage as much as consciousness. The distinctiveness of Freud's research resides in his belief that the unconscious significantly influences people's lives. Traumatic events, feelings, repressed libidinal impulses, unsolved conflicts, unadmitted wants, phobias, etc. are all stored in the unconscious. This unconscious is formed at a young age due to the repression, or removal from consciousness, of these painful psychological occurrences. The unconscious ability to function depends on repression. The unconscious, the idea and consequences of repression, and discussions of sexuality have frequently been related in studies of modern literature (Freud, 1923).

Freud's version of the model of the human mind divides the thoughts into three layers, or regions: Conscious is in which our present-day thoughts, feelings, and recognition live; Preconscious (occasionally known as the subconscious) is the house of the whole thing we will consider or retrieve from our memory; At the private degree of our minds is Unconscious is living a repository of the tactics that force our behavior, such as primitive and instinctual desires. Later, Freud (1923) created an extra-established version of the thoughts that could coexist with his authentic thoughts, approximately focus, and

unconsciousness. In this version, there are three symbolic elements to the thoughts: The *Id* operates subconsciously and focuses totally on instinctual drives and desires. Two organic instincts make up the *id*, in line with Freud. *Eros* or intuition continues to drive us to interact in life-maintaining activities. *Thanatos*, or losing life intuition, drives destructive, aggressive, and violent behavior. *The ego* acts as each a conduit for and a test of the *id*, running to fulfill the *id*'s desires in a socially suitable way. It is the maximum tied to truth and starts off evolving to broaden in infancy; The superego is the part of the thoughts wherein morality and better standards reside, encouraging us to behave in socially and morally suited ways.

The main character's issues are divided into three categories in psychoanalysis: *id*, *ego*, and *superego*. Because there is such a close correlation between psychological aspects and problems, it has had a considerable influence, especially regarding resolving conflict judgments. The primary protagonist's problems are then addressed utilizing the Freudian psychoanalytic approach (1923). People, he claims, contain three psychological aspects that he calls tripartite. The *id*, *ego*, and *superego* are their names. Each of these emerges at various moments in a given situation, influencing the psyche and producing human psychological acts (Freud, 1923).

Language is the medium most commonly applied to carry out processes of production and meaning exchange between individuals or groups of people. Language plays a significant part in producing specific meaning until it becomes represented in this process. Language also requires people and culture to deliver a message, which it cannot provide. There is no objective way to quantify the ideological framework that individuals and cultures in this situation have. The ideological context, in this case, actually depends on the circumstances and surroundings in which people and cultures live. Therefore, language must be adjusted to the context to obtain particular meaning and representation, as representation is crucial in creating a culture (Hall, 2003).



The idea of culture is quite broad and refers to 'shared experiences.' If two individuals have the same experience, cultural ethic, language, and notions, they may be seen as belonging to the same culture. It is believed that representation itself is a byproduct of representation. In addition to how a text presents (or, to be more accurate, constructs) an ethnic heritage, representation also refers to how that identity is created during production and how that identity is interpreted by the society that consumes cultural values. A similar idea that connects people's minds to their own cultures is known as representation. This link requires a vocabulary that can explain many things, including people, incidents, and other things, whether actual or imagined. That capacity will allow language to transmit an ideological thought from one group of individuals to another. To establish representation, language, people, and culture cannot be separated. In the representation notion, language can employ signs to indicate objects. Representation always requires some medium to express thoughts, ideas, or information. Hall (2003) also divides representation into three types; reflective, intensive, and constructionist. A reflective representation is a language or many symbols that reflect that meaning. Intensive representation is how language or symbols cover the speaker's personal goals. At the same time, the constructionist representation is how the means are reconstructed 'in' and 'through' language.

## Findings and Discussion

In this part, the writer explains the results based on the data analysis that have been found in *The Batman* (2022) movie. The writer used representation theory by Stuart Hall to find the representation of signs and causes of internal conflict in Bruce Wayne character and the writer also used Freudian psychoanalytic theory to analyze the representation of internal conflict in Bruce Wayne character. Internal conflict is a conflict that occurs within the person, whereas external conflict is a “man vs man”, internal conflict is considered as “man vs self”, according to Michaelson (2020) internal conflict occurs when someone is having difficulty choosing between two or more choices of feel good about oneself (id) and compulsion powered by inner critic (superego). Internal conflict itself can be classified, according to Engler (2014) these types consist of Avoidance-Avoidance, Double Approach-Avoidance, Approach-Avoidance and Approach-Approach.

### Avoidance-Avoidance Conflict



The first type of conflict is avoidance-avoidance conflict. According to Engler (2014), this conflict occurs when someone is having difficulty choosing between 2 negative outcomes, for example: someone wants to leave their uncomfortable job but doing so will make themselves jobless. In this part the writer used representation theory by Stuart Hall with the constructionist approach to determine if the conflict was avoidance-avoidance conflict also used id, ego and superego to find the causes, sign and resolution of the internal conflict in the character the writer analysis also supported by picture and dialogue found in the film. According to Hall (2003) objects themselves including words and images can function to be a signifier of meaning.

Scene 1 (0:18:06)	
	
This scene is about Bruce Wayne who expresses his regret after being unable to prevent Mayor Mitchell's murder.	
Bruce Wayne: I wish I could say I'm making a difference, but I don't know. Bruce Wayne: Murder. Robbery. Assault. Two years later they're all up. And Now this. The city's eating itself. Bruce Wayne : Maybe it's beyond saving. Bruce Wayne : But I have to try.	

At 18:06 minutes, Bruce is called by Jim Gordon to help with the ongoing investigation. Bruce is narrated doubt regarding his effect on Gotham city even in his two years of becoming Batman. In the picture, Bruce expresses his regret for not being able to prevent the murder. *"I wish I could say I'm making a difference but I don't know"*. It expresses self-doubt and low self-esteem within Bruce Wayne. He is curious to know if he makes any

difference in Gotham with his time as Batman. However, he tries to make a difference in Gotham as The Batman persona, from the word *"Maybe it's beyond saving."* It is strongly indicated that Bruce considered stopping being The Batman. Based on this, it can be seen that Bruce 's first choice was he considered to stop being Batman.


According to Freud (1923), low self-esteem happens when someone experiences uncertainty and starts feeling incapable of doing things because they wish to perform well but worry they may fail. This can be seen happen in Bruce's narration. He expresses his doubt because he feels that he is not sure about his effect on Gotham. This statement is also supported in the following table. Because crime is still happening in Gotham, this causes Bruce's self-doubt about his effect on Gotham.

<b>Scene 2 (0:22:04)</b>	
	
<p>Alfred told Bruce about his opinion on Bruce's decision to become The Batman. Bruce explains to Alfred that being The Batman is Wayne's family legacy and does not care about his responsibility as a Wayne and himself if he does not have effect on Gotham.</p>	
<p>Alfred: "It's getting serious, Bruce. If this continues it won't be long before you've nothing left."                      Bruce: "I don't care about that. Any of that."                      Alfred: "You don't care about your family's legacy?"                      Bruce: "What I'm doing is my family's legacy. If I can't change things here, if I can't have an effect, then I don't care what happens to me."</p>	

From this dialogue in 22:04, after losing his parents to a criminal, he proclaims The Batman is his family's legacy. The trauma he gets after losing his parents affects his later life by creating an ego in the form of a persona called *The Batman*. He is an obsessive creature of the night who watches and acts as a guardian of Gotham from criminals. From the dialogue, *"If I can't change things here, if I can't have an effect, then I don't care what happens to me."* Bruce even tells Alfred that if he does not affect the criminals thus, he does not care about himself. According to Hall (2003), meaning is not inherently in the object itself but rather from the one who used a representation system to construct its meaning. Using this can help the writer explain the picture's meaning. Based on the picture, it can be seen that Alfred expresses his concern for Bruce's well-being.

This conflict is an avoidance-avoidance one as Bruce continues being The Batman while neglecting his responsibility as a Wayne. The dialogue shows, *"It's getting serious, Bruce. If this continues it won't be long before you've nothing left."* This causes an effect. In Michaelson (2022), when someone 's internal conflict is unresolved, it creates the need of value to cover one's unconscious self-rejection. Bruce's statement *"... If I can't change things here, if I can't have an effect, then I don't care what happens to me."* This statement supported the idea of Bruce having a conflict within himself. The reason is that he will lose everything. If he did stop being The Batman, Gotham would be in ruin as criminals would

take over the city, as stated in the previous narration by Bruce, "*The city is eating itself.*" Batman himself is created from id. It is a form of vengeance and the superego. His intention not to kill and rule creates an ego taking the form of The Batman. In other words, inner conflict is described as "*incompatibility between certain mental content, which are desire, wishes and the ego.*" The individual is described to be "*suffering in conflict between desire and the reaction to that desire.*" (Breuer and Freud, 1893–1895).

Scene 3 (02:39:49)

Bruce (as Batman) helping people evacuate from city hall while narrating about his effect.
Bruce Wayne (Narration): I'm starting to see now. I have had an effect here... but not the one I intended. Vengeance won't change the past, mine or anyone else's. I have to become more. People need hope. To know someone's out there for them. The city's angry, scarred, like me. Our scars can destroy us. Even after the physical wounds have healed. But if we survive them, they can transform us, they can give us power to endure and the strength to fight.

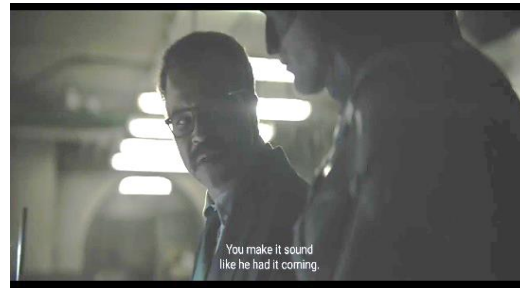
This scene shows the flood aftermath with the narration from Bruce Wayne. From the picture, Bruce helps people after The Riddler's followers' attack. It shows the internal conflict "*I'm starting to see now. I have had an effect here... but not the one I intended.*" Bruce finally realizes that he has an effect in Gotham, but not the one he wants to be. Everyone is afraid of Batman, even the citizens he saves. The Riddler is also inspired by him, which is ironic and far from what Bruce intends to be.

At minute 2:39:49, Bruce also realizes that Vengeance will not change the past. He needs to inspire hope, not Vengeance. Breuer & Freud (1893–1895) stated that inner conflict could be resolved through action. According to Michaelson (2022), indecision is one of the roots of internal conflict. By knowing the root and cause of the conflict where Bruce doubts what the effect will be, in this case, Bruce learns the effect because Vengeance himself inspires people like The Riddler and his followers.

### Double Approach-Avoidance Conflict

The second type of conflict is a double approach-avoidance conflict. According to Engler (2014), this conflict occurs when someone has difficulty choosing between positive and negative outcomes. This conflict is more complicated than any conflict mentioned above, for example: choosing between a new comfortable car (approach) but too expensive (avoidance) or a cheaper old car (approach) but uncomfortable (avoidance). In this part, the writer used a constructionist approach in representation theory to determine the type of conflict and to find causes, signs and resolution of the character's internal conflict using id, ego, and superego, supported by the picture and dialogue from the film.

Scene 4 (00:42:49)



Bruce (as Batman) and James Gordon discussing why Pete Savage was involved with a drug deal while solving The Riddler's clue. Gordon shocked after hearing Batman's opinion

Gordon: "I don't get it, why would Pete get involved in something like this?"

Batman: "looks like he got greedy."

Gordon: "Are you kidding me? After everything we did to take down the Maronis? We busted their entire operation and then he caves to some lowlife dealer?"

Batman: "Maybe he's not who you thought."

Gordon: "You make it sound like he had it coming"

Batman: "He was a cop... that crossed the line."

After Pete Savage's death, Batman and Gordon investigate the riddle given by The Riddler in a maze. Once again, The Riddler gives a clue to The Batman in the form of symbols and riddles for solving his following cypher. The Riddler also gave a picture of Savage dealing drugs with a dealer.

The picture shows Bruce and Gordon discussing why Savage is involved in the criminal world and is supported by the dialogue above. Moreover, from the dialogue between The Batman and Gordon that Bruce (in Batman persona) indicates that Bruce unconsciously agrees that Riddler killed him by saying "*Maybe he's not who you thought.*" and not denying Gordon when he accused Batman, agreeing that Savage "*had it coming*". The picture shows that Gordon is surprised by Batman's statement, which signifies that Bruce is experiencing internal conflict. According to (Michaelson (2022), due to internal conflicts, someone also perceives others as superior or inferior. It can make us judge, curse, envy, and manipulate others. Batman is created from the id, in the form of his vengeance and the superego, in the form of his no-killing rule. When Bruce learns The Riddler's method of "vengeance", it creates an internal conflict for him. It directly conflicts with his superego, and the effect is the ego's inability to make decisions.

Also, Bruce is not seen in a hysterical state, but the repression of the conflict within Bruce can be seen. Although hysterical symptoms can be considered caused by inner conflict, it is not sufficient. Repression must also be present (Breuer & Freud, 1893–1895). This result of inner conflict can be described as "*the splitting of ego as a response to defense.*" (Freud, 1940).

Scene 5 (02:19:32)



Bruce (as Batman) denies Nashton's statement about him working together with The Batman.

Nashton: "I told you, we've been doing this together. You're part of this."

Batman: "We didn't do anything together."

Nashton: "We did, what we just do? I asked you to bring him into the light, and you did, we're such a good team."

Batman: "We're not a team."

Nashton: "I never could have gotten him out of there. I'm not physical. My strength is up here. I mean, I had all the pieces, I had the answers. But I didn't know to make them listen. You gave me that."

Batman: "I gave you nothing."

Nashton: "You showed me what was possible. You showed me all it takes is fear and a little focused violence. You inspired me."

Batman: "You're out of your goddamn mind."

Nashton: "What?"

Batman: "This is all in your head. You're sick, twisted."

Nashton: "How can you say that?"

Batman: "You think you'll be remembered? You're a pathetic psychopath, begging for attention."

Nashton: "No. No, no!"

Batman: "You're gonna die alone in Arkham. A nobody!"

This dialogue cements the idea of how Nashton views Batman as a team. Nashton views Batman as helping him since the beginning of his murder spree by mentioning the proof that Batman is the one who brings Falcone "into the light," which Batman denies if he is teaming up with Nashton. Based on this dialogue, it cemented the idea of how Nashton was inspired to become The Riddler from The Batman himself. In this dialogue, Nashton still thinks that he and The Batman are a team. He told Batman that by him being The Batman, he inspired him by showing him what was possible by requiring fear and a little focused violence. Bruce claimed he gave Nashton nothing as he does not know the impact of being The Batman.

Based on representation theory and the dialogue, it can be seen that Bruce is angry with him and rejects the idea that The Batman is the same as The Riddler. In 2:19:32 by saying, "we didn't do anything together; we're not a team; I gave you nothing." This indicates a vital sign that Bruce's ego is affected by The Riddler's statement by showing denial. Breuer & Freud (1893–1895) stated that the sufferer of inner conflict could use repression to prevent confronting and resolving their inner conflict.



When we encounter internal conflict, it at first looks like it harms our egoism and destroys our sense of self: "How could I be so stupid not to realize this!" We use a variety of psychological barriers to overcome actual reality to avoid this "humiliation," including

blaming others and claiming to be victims (Michaelson, 2022). This correlates with Bruce using denial as his defense mechanism when he realized Batman inspired the Riddler by showing how angry he was when Nashton told him he felt inspired by The Batman to be The Riddler. Also, he realized how twisted The Riddler was by starting insulting him, "you're out of your goddamn mind." and "you're sick, twisted."

This conflict can be considered double approach-avoidance as Bruce unconsciously agrees with The Riddler's method (approach), but doing so will result in him abandoning his one rule (avoidance). However, if Bruce keeps his one rule (approach), he is wondering if he is having an effect or not (avoidance).

### Approach-Avoidance Conflict

The third type of conflict is approach-avoidance conflict. According to Engler (2014), this type of conflict occurs when someone chooses between one positive outcome and one negative outcome, for example: when someone wants to buy a portion of food, but the food is too expensive. The writer also used the constructionist approach from representation theory to find the type of internal conflict and Freud's id, ego, and superego supported by picture and dialogue found in the film to determine the causes, signs and resolution of internal conflict portrayed in Bruce Wayne's character.



Scene 6 (01:41:03 & 01:42:07)	
	
<b>Time: 1:41:03 &amp; 1:42:07</b>	
Bruce watching The Riddler reveal Wayne and Arkham family's secret in the news, revealing the secret within Bruce's family of how his father asked Carmine Falcone for help against a reporter.	
The Riddler: "The Waynes and the Arkhams: Gotham's founding families. But what is their real legacy? Twenty years ago, one reporter set out to uncover the dark truth – he found shocking family secrets. How, when Marthan just a child, her mother brutally murdered her father, then committed suicide, and how the Arkhams used their power and money to cover it up. How Martha herself was in and out of institutions for years, and they didn't want anyone to know! Thomas Wayne tried to force this crusading reporter into a hush money agreement to save his mayoral campaign, but when the reporter refused?! Wayne turned to long-time secret associate Carmine Falcone and had him murdered! The Waynes and The Arkhams! Gotham's longtime legacy of lies and murder! I hope you're listening, Bruce Wayne, this is your legacy, too. And Gotham needs you to answer for the sins of your father... goodbye."	

Bruce fails to stop The Riddler from sending a package containing a bomb addressed to Bruce. The Riddler does not know that *The Batman* and Bruce Wayne are the same people. Therefore, Bruce proceeds to investigate the renewal fund created by Thomas Wayne because The Riddler said in writing on the wall that renewal is a lie. In the Batcave, Bruce

sees the video broadcasted by the news from The Riddler containing information about Wayne and Arkham's family's legacy.

At minute 1:41:03, The Riddler leaks the information that Bruce's mother, Martha, has been in and out of the asylum for years and does not want anyone to know. A reporter later got information about Martha and proceeded to leak the information to the public. Thomas Wayne tried to give the reporter 'hush' money in hopes the reporter would change his mind, but later the reporter refused. Thomas Wayne desperately contacted Carmine Falcone for help; later, Falcone murdered this reporter.

After this revelation, based on representation theory and supported by the narration from The Riddler in 1:42:07, it can be seen in the picture that Bruce is shocked. Bruce thought his father was a good person, which is why he became *The Batman*. The writer finds this as cause for Bruce's approach-avoidance. Bruce expects his father to be a good guy when disappointment creates an internal conflict that causes Bruce to question his decision as *The Batman*. This caused hysterical symptoms, which Breuer and Freud (1893–1895) stated can be caused when someone is experiencing incompatibility within themselves.

Scene 7 (01:44:32)	
	
Bruce asking Falcone the truth about his father, Falcone confirmed what The Riddler said on the news.	
Bruce: "Did you kill him? For my father?" Falcone: "Look, your father was in trouble. This reporter has some dirt, some very personal stuff about your mother, her family history. Everybody's got their dirty laundry, that's just how it is. But he didn't want none of it coming out, not right before the election." Falcone: "Your father wanted me to handle it, so I did. I'll handle it."	

Later in the story, Bruce asks Falcone about the information, which Falcone confirms, as can be seen in the dialogue above. According to Michaelson (2022), when one's self is experiencing inner conflict, it is easy for one's self to be triggered by perceptions. It also creates a feeling of helplessness, resentment and disappointment. Bruce's expression in the picture shows that Bruce is experiencing internal conflict. Bruce is conflicted by Falcone's confirmation about his father's dark past, feeling betrayed by his father. Bruce confronts Alfred in the hospital.

Scene 8 (01:47:36 & 01:52:05)



Bruce confronts Alfred after talking with Carmine Falcone about his father. Alfred reveals the truth about his father and tells Bruce about Falcone's lies.

Bruce: "You lied to me, my whole life, I spoke to Carmine Falcone. He told me what he did to my father. About Salvatore Maroni,"

Alfred: "He told you Salvatore Maroni..."

Bruce: "Had my father killed. Why didn't you tell me all of this? All the years I spend fighting for him, believing he was a good man."

Alfred: "He was a good man. Listen to me, your father was a good man, he made a mistake."

Bruce: "A "Mistake." He had a man killed, why? To protect his family image? His political ambitions?"

Alfred: "It wasn't to protect the family image, and he didn't have anyone killed. He was protecting your mother. He didn't care about his image or the campaign, any of that. He cared about her and you, and in a moment of weakness, he turned to Falcone. But he never thought Falcone would kill that man. He never thought that Falcone would do anything to finally have something on him that he could use. That's who Falcone is. And that was your father's mistake. But when Falcone told him what he'd done, your father was distraught. He told Falcone he was going to the police, and he would confess everything. And that night, your father and your mother were killed."

Bruce confronts Alfred about the information he got from Falcone, and Alfred later confirms that his father made a *mistake*. Based on the representation theory and from this dialogue, it can be seen that Bruce's internal conflict was at its peak. Because since the beginning of his Batman persona, Bruce believed his father was a good man and tried to honor his memory by becoming the guardian of Gotham City. He was shocked when he learned his father had a man killed by Falcone.

Based on the picture, Bruce's sadness can be seen, and from the dialogue at 1:47:36, we can hear Bruce's disappointment and distraught in his voice by saying, "You lied to me.". He told Alfred that he spent years becoming *The Batman* because believing himself as a good man. This indicates Bruce wants to stop being *The Batman* because he is disappointed and feels betrayed by his father, but doing so will make *The Batman* stop protecting Gotham. This conflict is considered approach-avoidance. This is because Bruce is conflicted by two possible choices. This is to stop because he felt betrayed by his father (approach), and if he stops, Gotham will be ruined by the criminal (avoidance).

Alfred later clarifies that his father made a mistake but did not have anyone killed. Alfred revealed the truth about the manipulative nature of Falcone and how Falcone killed the reporter because he would do anything to have something on him that he could use, and that was Bruce's father's mistake, believing Carmine Falcone. After this revelation by Alfred,

Alfred said sorry to Bruce because he only had him when his parents died and what Bruce needs is a father. Bruce believed him and said, "don't *be sorry*" to Alfred.

Breuer and Freud (1893–1895) stated that inner conflict has a pathogenic effect but can be resolved through action. At minute 1:52:05, Bruce and Alfred hold each other's hands. It symbolizes Bruce's trust in Alfred and his father's legacy. Hand in hand effectively ends one of his conflicts.

### Conclusion

This study can be concluded that throughout the film, the writer finds three types of internal conflict: avoidance-avoidance, double approach-avoidance and approach-avoidance. Some causes of avoidance-avoidance and double approach conflict are correlated. However, the causes of approach-avoidance conflict are not.

The film shows that doubt was caused by low self-esteem in one conflict, and doubt is the cause of internal conflict in two types. They are avoidance-avoidance and double approach-avoidance. However, Bruce Wayne's reaction in responding to the conflict differs. In avoidance-avoidance, Bruce shows doubt caused by low self-esteem, which later he responds by neglecting himself to resolve his issue. In double approach-avoidance, Bruce also offers doubt and also has a contributing factor. Later he responds by using denial when the truth confronts him. Batman's "Vengeance inspires the Riddler". Bruce denies Unknown Prisoner's statement that he is unsure whether he agrees with The Riddler's method. Bruce also denies when Nashton claims The Riddler and Batman are a team. However, in approach-avoidance, the cause of this conflict is betrayal caused by Bruce himself by portraying his father as a saint-like person. The Riddler shows the truth of Thomas Wayne's past. It causes hysterical symptoms in Bruce.

Of the three conflicts in the film, only two show the resolution of the conflict. In avoidance-avoidance, Bruce doubts his effect, which is later resolved when The Riddler directs him that Batman inspired the Riddler himself. Later, he learns he is indeed having an impact in Gotham, but not the one he intended. In approach avoidance, Batman feels his father betrayed him upon learning the truth about Thomas Wayne. Later Bruce resolves the conflict by talking to Alfred. He is told the absolute truth and the whole story of Thomas Wayne. However, we cannot see Bruce's conflict resolution in double approach-avoidance when Bruce meets The Riddler, revealed as Nashton. Bruce expresses denial when Nashton tells him he and Batman are a team.

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## Comparing Post-Editing Translations by Google NMT and Yandex NMT

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### Abstract

This study is aimed at examining the naturalness of post-editing translations using Google NMT and Yandex NMT by English Department students and to determine which of the two NMT tools came closest to the naturalness of a short story's translation. The subjects of this study were English Education students from the University of Mataram who come from the native area. Meanwhile, the object of this study was a short story entitled "Jack and The Beanstalk," in English version. In this study, the researcher used Larson's theory as the study's reference to analyze the naturalness of translation in the short story "Jack and The Beanstalk" from English to Indonesia. The data were obtained by two methods of data collection: observation and documentation. The total data in this study was 1248 sentences, which were analyzed descriptively. The result of this study showed the percentage of text quality in naturalness translation that students produced in conducting post-editing. In GNMT most of the post-editing quality is "highly natural" with 88%, followed by "natural" with 5%, "less natural" with 6%, and "unnatural" with 1%. On the other hand, little few differences were found in YNMT, which shows that most of the post-editing quality is "highly natural" with 81%, followed by "natural" with 6%, "less natural" with 8%, and "unnatural" with 4%. According to that percentage, it can conclude that the quality of naturalness translation in post-editing from GNMT is easier to edit and produce better-translated text than YNMT.

**Keywords:** GNMT, YNMT, naturalness, post-editing, short story

### Introduction

In this globalization era, everyone needs to be able to communicate in English orally and in writing to access all news and information in all aspects of life. The majority of news, books, and journals are published in English. As a result, many people who do not speak English will have difficulty accessing information and fall behind. However, not all information in English books is easy to understand by those who speak English as their second language. Due to these factors, translation tools need to be fast and productive. One of these technical services is machine translation (MT). MT is a type of computer software that uses an automatic translation system to process a source text in one language and generates a target text in another (Anggrina, Bella; Suparmi; Pramudita, Ellan Kripa, 2017). Thus, machine translation (MT) supports individuals in automatically converting one language into another without the need for human interaction, and non-native speakers easily comprehend the material in the foreign language.

In the 1970s, the first machine translation software employed rules-based machine translation (RBMT). This machine translation method is translating text word for word using a set of grammatical rules and the required language pair dictionary. However, this

frequently resulted in stilted translations that were neither readable nor usable. As a result, machine translation quickly earned a negative reputation. After complaining about the inaccuracies of machine translation, people began to criticize it as inferior to “real” (human) translators (Alsan, 2022).

NMT can deliver high-quality translations with the help of sophisticated language translation algorithms. Not only are these translations more exact, but they also sound more natural than those produced by RMBT and SMT technologies. The success of NMT has now silenced the majority of machine translation critics. Even arguments such as “but machine translation can’t pick up or translate text in photos and PowerPoint slides!” have been mostly calm since the emergence of advanced machine translation systems that can (Alsan, 2022).

Google Translate (Google NMT) and Yandex Translate (Yandex NMT) are two popular machine translations many people use worldwide. Google Translate is a free machine translation service made available by the Google Company for translating texts and messages from one language into another (Google, 2016). At the same time, Yandex Translate (Russian: индекс переводик; stylised as Yandex. Translate) is a Yandex web service for translating text or web pages into another language (Yandex, 2011). It is not only facilitated for professional translators for publication and assisting readers in understanding ideas in foreign languages but also applied to language learning in helping learners deal with linguistic differences to obtain information and access new knowledge in another language. The two most common reasons for using MT were reading comprehension and writing in a foreign language. Students acknowledged that MT provides them with academic and scientific opportunities for terms used in writing assignments. However, Google Translation has some translation limitations. It generates less accurate meaning and many errors in its output. It may cause issues when students enter words, phrases, and full texts into the software without being aware of the limitations (McCarthy, 2004).

English as a Foreign Language (EFL) students continues relying on MT tool to aid their translation work. It is because MT is simple to use and familiar. However, they recognize that incorrect translation from MT will impact their translation quality because “machines” knowledge of grammar and words - and, more importantly, world knowledge - is limited compared to humans. As a result, MT systems typically make more errors than humans, and the results may be challenging to comprehend. To achieve high-quality results, EFL students must use their translation knowledge to correct the MT output. Post-editing is the process of remedying MT translation output. It entails tidying up the raw output, correcting errors, revising or, in the worst case, entirely retranslating sections, and making corrections to texts that have been machine translated from a source language into a target language (Somers, 2001). As a result, after completing the machine translation (MT) process and evaluating its output, the post-editing process is required. A human translator should ensure that the source and target texts convey the same information and that the translation tone is consistent with the original document.

Based on the explanation above, this study expects to compare English department students’ post-editing on Google NMT and Yandex NMT English-Indonesian translation output at the Mataram University in terms of naturalness in the translation product, and answering the question related to naturalness GNMT and YNMT output.

### **Theory and Method**

In translating a text, the translator must consider several aspects to ensure the translation is of high quality. The factors are related to culture (particularly the source language), syntactical words, and the text’s message. Furthermore, the translator should pay attention to the following key factors: First, there is the translation procedure. It addresses

the source text's reading, the target text's writing, and the process itself (Schaeffer & Carl, 2013). Post-editing in this study refers to the activities of translators / internal translators. Post-editing is the task of editing, modifying, and modifying pre-translated text processed by the MT system from the source language to the target language (Allen, 2003), and the post-edited text.

Google Translate is a multilingual neural machine translation service developed by Google to translate text, documents, and web pages from one language to another. It provides website interfaces, mobile apps for Android and iOS, and APIs that help developers create browser extensions and software applications (Ulatus, 2020). Yandex Translate service uses self-learning statistical machine translation (Yandex, 2011), developed by Yandex. The system builds a dictionary of word-for-word translations based on analyzing millions of translated texts. In translating text, the computer first compares it with a database of words. The computer then compares the text with basic language models, trying to determine the meaning of an expression or text in the context of how natural the language is.

Naturalness is reflected through sentence construction, information truth, aestheticism, sense, corresponding word, life-cultural custom, and communicative expression (Baharuddin, 2015). The goal of a translator should be to produce a receptor language text (a translation) that is idiomatic; that is, one that has the same meaning as the source language but is expressed in the natural form of the receptor language (Larson, 1984). According to Nida (1964), naturalness in the target language should be attained so that readers of the translated version are unaware that they are reading a translation result. Natural translation comprises two significant areas of adaptation: grammar and lexicon.

Naturalness tests aim to determine whether the translation's form and style are natural. Larson (1984) provides the following indications for the quality category of naturalness: (1) Unnatural: Unnatural form, with awkward language, culturally unnatural, and stylistically awkward. (2) Less natural: Use as few unnatural words, grammar, phrases, and idioms as possible. (3) Natural: Correct meaning, proper idioms, and words, but some grammatical and structural mistakes. (4) Highly natural: make sense, read naturally (written in ordinary language, common grammar, proper idioms, and words)

This study uses a descriptive-comparative method with a qualitative approach. The descriptive method examines the status of a group of people, an object, a set of conditions, a system of thought, or a class of events in the present. Descriptive research aims to make a systematic, factual, and accurate description, picture, or painting of the facts, properties, and relationships between phenomena being investigated. In addition, in the descriptive method, researchers can compare certain phenomena to be a comparative study.

Comparative is a study that compares the existence of one or more variables in two or more different samples or at different times. Therefore, this study's descriptive-comparative method compares the naturalness of translation quality between Google NMT & Yandex NMT in students' ability to conduct post-editing on the text.

The data collection was carried out in 2022 from September to December; English Education students at Mataram University participated in this study. They were all enrolled in the 5TI-1 translation and interpreting class in 2022. They all had the same language background, with Indonesian as L1 and English as L2 and a similar English language proficiency.

Observation and document study (Translation text assignment) was chosen as the research instrument by the researcher. This observation will be carried out directly in the learning class taken by the participants to be studied (5TI-1, IT Based Translation class of 2022). The students must be completed several assignments within one semester in this translation and interpreter class. Still, the researcher will only take one assignment as the

research data source. The short story title “Jack and The Beanstalk” was chosen as the subject of this research. The data is explicitly collected through a Google Form intended for analysis; in that form, participants will enter the results of editing translations from Google Translate and Yandex Translate.

### Findings and Discussion

During the process of data gathering, researchers observe in the classroom. In class, pupils were enthused about their education and worked diligently to revise the text provided by the instructor. The task required pupils to comprehend the text. The professor elaborated on the meaning of each sentence in the original language, as well as the application of translation theory, in great depth. Then, the students will correct elements such as grammar, word choice, punctuation, subject/object, and decide the appropriate vocabulary to produce acceptable, natural, and understandable sentences within the text. Therefore, matching source and target text vocabulary requires experience. For post-editing translations, dictionaries are required to find lexicons or acceptable terms for constructing accurate target text. Similarly, there are current projects in which text is entered into Neural Machine Translation (NMT), post-edited to create the desired content, and then compared to the original text to determine how it varies.

From the class observation, the researcher collected some data. Among the processes seen in sentence correction, relevant data will be collected for debate and interpretation in this study. Each student will individually submit their revised sentence translation using the Google Form that was built for this purpose. Students were assigned to translate a short story using either Google Translate or Yandex Translate. The translations produced by the two machines were revised to attain a high degree of naturalness. The short narrative content comprises of 6 paragraphs and 48 sentences in total. 26 students were responsible for the collection of 1,248 sentences from the short narrative. To determine the translation's naturalness, analysis and evaluation have been conducted by applying translation theory and modifying it based on suitability and clarity. The results indicate that the two GNMT translation machines are easier to edit during post-editing operations; this is demonstrated by the existing data. GNMT assigns a higher proportion of highly natural scores to sentences than YNMT. Some results of post-editing can be classified as highly natural, natural, less natural, and unnatural. However, the majority of post-editing results are extremely natural, as seen in the table below.

*Table 0.1 The quality of naturalness translation after conducting post-editing*

Criteria	Sentences	
	GNMT	YNMT
Highly natural	554	511
Natural	31	34
Less natural	37	52
Unnatural	2	27

According to the findings above, the quality of the text produced by students who conduct post-editing can result in the text being highly natural. Students conducting post-editing can generate the quality of the post-editing text by making changes such as word choice, punctuation, subject/object substitution, and cutting phrases or sentences. Furthermore, all of the students have submitted their post-editing text; it can be seen from the Google Form that 26 students submitted their work.

The translation of edited text looks relatively natural. This is because the language in the text sounds natural and easy to understand. Several additions of words in a new text version improve the clarity of the output text from the NMT, making the translation into the target language easy to read. On the other hand, post-editing with the reduction or deletion of a certain word in the sentence looks like a must since the word seems unimportant and makes the translation very awkward. Then, the types of words that can make the sentence look weird should be omitted to have a meaning that matches the target language's grammar. Therefore, the post-editing will help the translated text from NMT better. The results of the translation process are presented in the following diagram showing the quality percentage of the translation between two NMT.

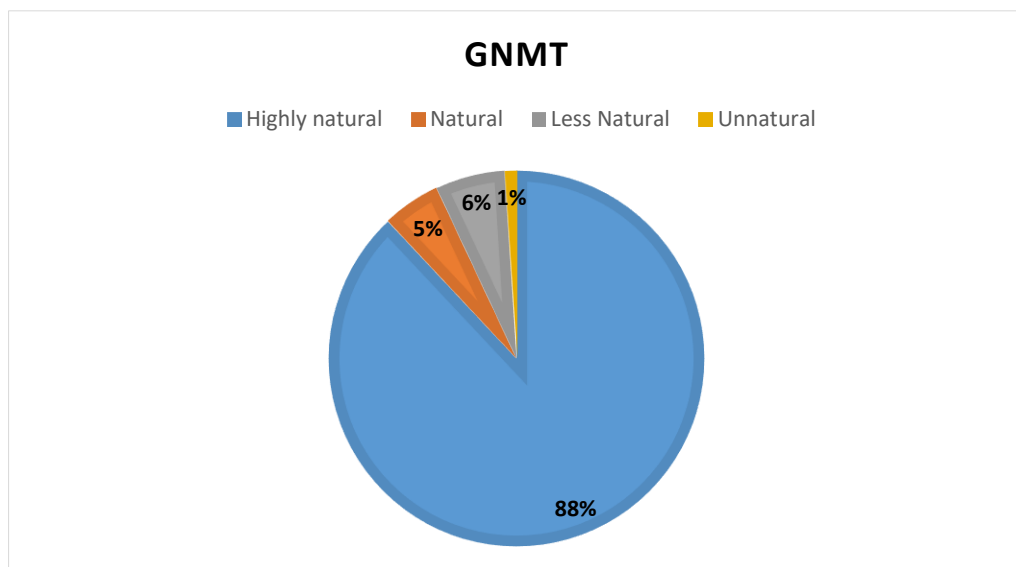


Diagram 0.1 Percentage with the criteria of text quality on GNMT

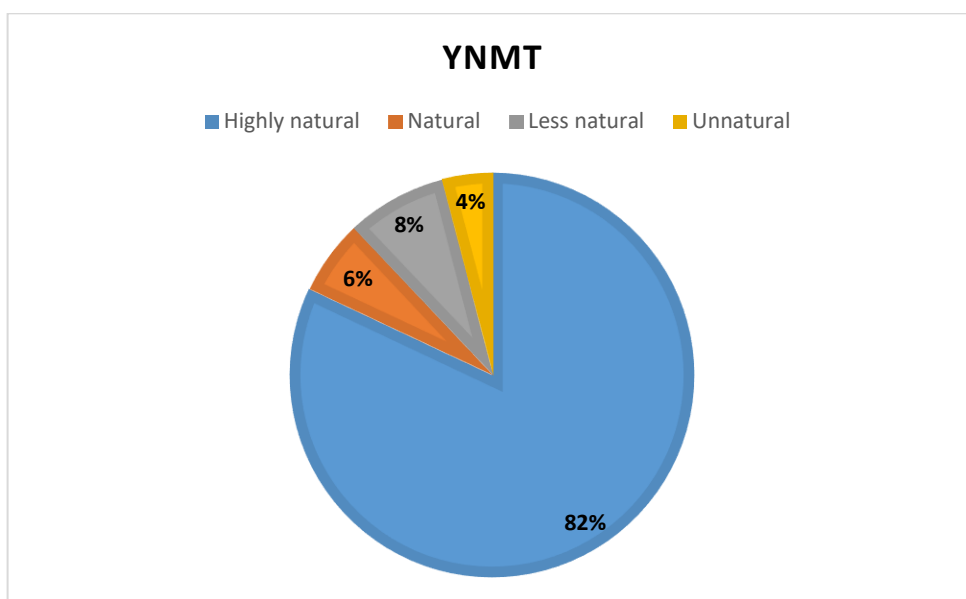


Diagram 0.2 Percentage with the criteria of text quality on YNMT

The diagram above shows the percentage of text quality in naturalness translation that students produced in conducting post-editing. For example, GNMT shows that most of the post-editing quality is “highly natural” with 88%, followed by “natural” with 5%, “less natural” with 6%, and “unnatural” with 1%. On the other hand, little few differences were found in YNMT, which shows that most of the post-editing quality is “highly natural” with 81%, followed by “natural” with 6%, “less natural” with 8%, and “unnatural” with 4%. According to that percentage, it can conclude that the quality of naturalness translation in post-editing from GNMT is easier to edit and produce better-translated text than YNMT.

The source text of this study is a short story text that needs an editing process after inputting it to NMT. The source text is a short story text in English with the title “Jack and The Beanstalk”.

### Naturalness Quality of GNMT and YNMT

Table 0.2 An example of text that produces the naturalness quality of the text with **highly natural** criteria in conducting post-editing

Sentences	Source text	Original GNMT	Edited GNMT	Original YNMT	Edited YNMT
2	One day, Jack’s mother told him to sell their only cow.	Suatu hari, ibu Jack menyuruhnya untuk menjual satu-satunya sapi mereka.	<i>Pada</i> suatu hari, ibu Jack menyuruh Jack untuk menjual satu-satunya sapi yang mereka miliki.	Suatu hari, ibu Jack menyuruhnya untuk menjual satu-satunya sapi mereka.	<i>Pada</i> suatu hari, ibu Jack menyuruh <i>anaknya</i> untuk menjual <i>sapi mereka satu-satunya</i> .

Based on the text edited GNMT by the first student above, the changes in the original GNMT text have been obtained in a new version of the text by making improvements such as the preposition “*pada*” at the beginning of sentences, adding the conjunction “*yang*” to the sentence “*satu-satunya sapi mereka*” and the last one adding word “*miliki*” as an explanation of ownership at the end of the sentence “*satu-satunya sapi mereka*,” these word additions make sentences easier to understand and sound more natural.

The same thing is also found in the YNMT edited text by the second student; there are improvements by adding several words, such as the preposition “*pada*” at the beginning of sentences, changing the word “*menyuruhnya*” to the word “*menyuruh anaknya*”, and the student rearranging the word “*satu-satunya sapi mereka*” to be “*sapi mereka satu-satunya*”. All the word additions and rearrangements made by students make the translations sound more natural and easier to read.

Table 0.3 An example of text that produces the naturalness quality of the text with **natural** criteria in conducting post-editing

Sentences	Source text	Original GNMT	Edited GNMT	Original YNMT	Edited YNMT
6	She said, "You fool! He took away your cow and gave you some beans!" She threw the beans out of the window.	Dia berkata, "Kamu bodoh! Dia mengambil sapimu dan memberimu kacang!" Dia melemparkan kacang ke luar jendela.	Dia berkata, "Kamu bodoh! <i>Dia mengambil sapimu dan menukar dengan kacang!"</i> Dia melemparkan kacang tersebut ke luar jendela	Dia berkata, "Kamu bodoh! Dia mengambil sapi Anda dan memberi Anda beberapa kacang!" Dia melemparkan kacang keluar dari jendela.	Dia berkata "Kamu bodoh! <i>Dia mengambil sapimu dan menukarnya dengan beberapa kacang!"</i> <i>Ibunya</i> melemparkan kacang-kacang <i>itu</i> keluar jendela.

According to the text edited GNMT by the first student above, the changes in the original GNMT text have been obtained in a new version of the text by changing the sentence "*Dia mengambil sapimu dan memberimu kacang*" to "*Dia mengambil sapimu dan menukar dengan kacang*"; this sentence is a comparative sentence, in this case, the mother is comparing cow and beans where these two things are different. In Indonesian, these two things do not have comparable dimensions, but the comparison is only based on objects and objects in general. The use of the word "some" is not correct or should not be used. However, in the changes made by this student, there is one shortfall, the absence of the addition of the word "*hanya*", which functions as a word that explains that Jack does not get a return that is nothing more than beans which are not equivalent to the price of the cow.

For the YNMT edited text by the second student above, we can conclude that the student made some changes, including changing the word "*Dia mengambil sapi Anda dan memberi Anda beberapa kacang*" to "*Dia mengambil sapimu dan menukarnya dengan beberapa kacang*" Although in this change the same thing happened as students did in the edited GNMT; there was a little difference found in the edited text, student change the word "*Dia*" to "*Ibunya*", the use of the word "*Ibunya*" in this sentence as a substitute for the third person pronoun "*Dia*". The last one was the addition of the word "*itu*" in the word "*Dia melemparkan kacang keluar dari jendela.*"; this word is a demonstrative determiner that refers to the beans that were thrown.

Table 0.4 An example of text that produces the naturalness quality of the text with **less natural** criteria in conducting post-editing

Sentences	Source text	Original GNMT	Edited GNMT	Original YNMT	Edited YNMT
15	The giant cried, "Fee-fi-fo-fum, I	Raksasa itu berteriak, "Fee-fi-fo-	Raksasa itu berteriak, "Fee-fifo-	Raksasa itu menangis, "Fee-fi-fo-	Raksasa itu berteriak, "Fee-fi-fo-

	smell the blood of an Englishman.	fum, saya mencium bau darah orang Inggris.	fum, saya mencium bau darah <i>orang Inggris</i> .	fum, aku mencium bau darah orang Inggris.	fum, aku mencium bau darah <i>orang Inggris</i> .
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In this criteria, whether it's edited text GNMT or edited text YNMT by the two students, there is one word that sounds less natural, the translation of "an Englishman." becomes "orang Inggris.". In the dictionary translation from English to Indonesian, the word "Englishman" is translated as a person or a man with English nationality. However, in this text, the context of the sentence does not discuss a person's nationality, but only refers to someone hiding from the giant. Therefore, this word should use "manusia" instead of "orang Inggris" to achieve a more natural translation.

Table 0.5 An example of text that produces the naturalness quality of the text with **unnatural** criteria in conducting post-editing

Sentences	Source text	Original GNMT	Edited GNMT	Original YNMT	Edited YNMT
4	Jack asked, "What will you give me in return for my cow?" The man answered, "I will give you five magic beans!" Jack took the magic beans and gave the man the cow.	Jack bertanya, "Apa yang akan Anda berikan sebagai imbalan atas sapi saya?" Pria itu menjawab, "Saya akan memberi Anda lima kacang ajaib!" Jack mengambil kacang ajaib dan memberi pria itu sapi.	Jack bertanya, "Apa yang akan kamu berikan sebagai <i>balasannya?</i> untuk sapi saya?" Orang itu menjawab, "Aku akan memberimu lima kacang ajaib!" Jack mengambil kacang ajaib dan memberi pria itu sapi.	Jack bertanya, " apa yang akan Anda berikan saya kembali untuk sapiku?" Pria itu menjawab, " aku akan memberimu lima kacang ajaib!" Jack mengambil kacang ajaib dan memberi pria itu sapi.	Jack bertanya, "apa yang akan Anda berikan <i>kepada saya kembali</i> untuk sapi saya?" Pria itu menjawab, "Aku akan memberimu lima kacang ajaib!" Jack mengambil kacang ajaib dan memberi pria itu sapi.

In this GNMT edited text by the first student, one sentence is translated very unnaturally: "balasannya? untuk sapi saya?" students put a question mark in the middle of a sentence that is not in accordance with its placement and function. While in the YNMT edited text by second student there is a translation "apa yang akan Anda berikan kepada saya kembali untuk sapi saya?". The translation of the word "return" in the context of this sentence refers to "payment" that the buyer of the cow will give; therefore, the correct translation for this sentence is "bayaran" so the meaning of this sentence is in accordance with the context being discussed and does not change the meaning of the sentence.

### The Comparison of GNMT and YNMT

Table 0.6 The comparison of the original translation from GNMT and YNMT.

Sentences	Source Text	Original GNMT	Original YNMT
16,26, and 36.	Be he alive, or be he dead, I'll grind his bones to make my bread!" The wife said, "There is no boy in here!" So, the giant ate his food and then went to his room.	Baik dia hidup, atau mati, aku akan menggiling tulangnya untuk membuat rotiku!" Sang istri berkata, "Tidak ada anak laki-laki di sini!" Jadi, raksasa itu memakan makanannya dan kemudian pergi ke kamarnya.	Jadilah dia hidup, atau menjadi dia mati, aku akan menggiling tulang-tulangnya untuk buatkan rotiku! Sang istri berkata, " tidak ada anak laki-laki di sini!" Jadi, raksasa makan makanan dan kemudian pergi ke nya kamar.

The sentence above is an example of a sentence that produces a different translation from the two NMTs. This sentence itself is repeated three times in the short story. As we can see in the original translations of the two NMTs above, the translation results in GNMT produce more natural results and require fewer additions or changes to achieve a natural translation than the original YNMT translation. The first comparison can be seen from the translation at the beginning of the sentence "Be he alive, or be he dead", GNMT translates this sentence into "*Baik dia hidup, atau mati*". In contrast, YNMT translates it into "*Jadilah dia hidup, atau menjadi dia mati*", the translation produced by YNMT is a very unnatural form, with awkward language. The second comparison is the translation "So, the giant ate his food and then went to his room.", GNMT translates this sentence into "Jadi, raksasa itu memakan makanannya dan kemudian pergi ke kamarnya." while the result of YNMT's translation is "*Jadi, raksasa makan makanan dan kemudian pergi ke nya kamar.*". The sentence "ate his food" in this sentence is more accurately translated like the translation produced by GNMT, namely "*memakan makanannya*", the YNMT translation, which produces "*makan makanan*" has a grammatical error resulting from the absence of a pronoun used, resulting unclear sentences. Besides, the sentence "went to his room" in the YNMT translation produces "*kemudian pergi ke nya kamar.*", this sentence has an incorrect sentence pattern where it has an incorrect meaning and grammatically incorrect.

Based on the overall results, the researcher concluded that GNMT has better translation results and requires less post-translation editing. This statement is also supported by data generated by students, which shows that 88% of students produce a natural level of translation in the "highly natural" category in GNMT. In comparison, YNMT is 81%. In another category "Unnatural" percentage, GNMT only gained 1% while YNMT gained 4%.

#### ***New Findings in Post-editing Translation***

From the data gathered, researcher find some words that students used in conducting their post-editing to gain natural translation. Students translated some words with a different translation, such as:

1. I (“Saya”, “Aku”)

“*Saya*” according to KBBI (Kamus Besar Bahasa Indonesia), means the first person who is more respectful than “*aku*”. Meanwhile, “*aku*” according to KBBI, is the first singular pronoun, usually used in intimate conversation, such as between friends from the same age or village, brothers and sisters, parents to their children, as well as in prayer. Objectively, these two words have no difference in meaning. The only difference is the level of politeness. In this case, a story writer is not facing a social relationship that requires politeness. What he employs is a language technique that can make the characters in the story have a special affinity with the reader, make the reader no longer distant from the fictional character, even in some ways the writer wants readers to identify themselves with the fictional character. In conclusion, the translation of the word “I” here is more appropriate to use the word “*aku*” as the translation.

2. Crept out (“Merayap”, “Merangkak”)

“*Merayap*” movement is almost the same as the “*merangkak*” movement. But, “*merayap*” movement position of a body is attached to the ground, and the body position when crawling is lower than when “*merangkak*”. In this short story, it is stated that “Jack crept out of his hiding place” hiding places are generally narrow places, and when someone comes out of their hiding place, they tend to make more careful movements so their enemies don’t notice them. The word “*merayap*” is more appropriate to represent that Jack came out of hiding with a lower body position so the giant would not see him.

3. Harp (“Harpa”, “Kecapi”)

Both of these musical instruments are musical instruments that are played by plucking with the fingers. However, the physical form of these two musical instruments is very different. “*Harpa*” is a stringed musical instrument whose shape resembles a bow spanned by 46 strings in a vertical position and a foot-pedal, played by plucking the strings with the fingers of both hands. While the “*kecapi*” is a traditional stringed musical instrument with three, five, six, and so on strings, without a line of notes, and is played with the fingers. In this Jack and The Beanstalk story, we all know that the giant’s musical instrument is a “*harpa*”, not a “*kecapi*”.

4. Master (“Tuan”, “Guru”)

The word “master” can be translated as a man who has people working for him, especially servants or enslaved people, or this word can also be translated as someone who has or shows very great skill or proficiency. In this short story text, this word is used by the harp that would be stolen by Jack. The harp called out the giant because Jack had taken him. As we know from the story, the magic harp is one of the giant’s magical treasures. Therefore, the correct word to translate this is “*tuan*”.

5. Chop (“Memotong”, “Menebang”)

This word appears in the sentence, “He began to chop the beanstalk”. The context spoken in this sentence is that Jack is cutting a huge beanstalk. The translation of the word “chop” as “*memotong*” is not quite right because this word is used when cutting (something) into pieces with repeated sharp blows with a knife. The correct word to use is “*menebang*” because in this context, Jack is cutting through the base of (a tree or similar plant) with blows from an axe or other implement in order to fell it.

### Conclusion

By the end of the discussion, the inference might be roughly drawn. The majority of the students have sufficient command in conducting post-editing text after being input to the NMT. The ability, as measured by Larson's theory of naturalness translation level is at a highly natural level. In GNMT most of the post-editing quality is "highly natural" with 88%, followed by "natural" with 5%, "less natural" with 6%, and "unnatural" with 1%. On the other hand, little few differences were found in YNMT, which shows that most of the post-editing quality is "highly natural" with 81%, followed by "natural" with 6%, "less natural" with 8%, and "unnatural" with 4%. The students should learn more about the use of words in accordance with the context of sentences. In addition, students must also understand the use of punctuation and their placement appropriately.

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## Lampungnese Connotative Meaning

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### Abstract

A pair of a word can have similar denotative meanings but it does not mean their meaning are identically the same. In a certain tendency, such as emotion, technique, or situation, they are possibly different. So, the meaning can be different. The type of difference is called connotative meaning. The understanding of connotative meaning is remarkable since choosing inappropriate words leads to ineffective communication. This study examines the connotative meaning of words in Lampungnese, a language that has contact with other languages in a culturally diverse region, Lampung province. By this study, Lampungnese speakers, both native and non-native can choose the word accurately to then effective communication can be achieved. In this study, data were taken from a direct observation of Lampungnese natural interaction among the natives by the researcher. Next, the researcher applied interviews with twenty 50 years old Lampungnese natives to find out the specific tendency of each datum. After that, a natural social experiment is conducted to reach the respond of Lampungnese while listening to the word given so then the finding will be more accurate. From the efforts mentioned, it was found some pairs of words are denotatively the same and connotatively different. As additional information, they exist in various contexts of communication, such as intelligent quality, feeling, situation, politeness, and activities.

**Keywords:** Connotative meaning, effective communication, Lampungnese.

### Introduction

The word 'house' and 'home' refer to a structural building in which people live their life there Conceptually, both words are similar. However, 'home' is more associated with the comfortability, love, and security. Meanwhile, 'house' is associated with the physical building (Dishar & Hammadi, 2016). From the explanation, it can be defined that some words with similar meanings can have a difference in certain tendencies. In the example above, both words differ in the tendency of emotion. As described above, the word 'home' touches the feeling while the other word only touches the physics. In the other words, their meaning is different although they refer to the same signified.

The concept of meaning difference above is called connotative meaning. Connotative meaning defines as the concept of meaning which has a certain tendency of sense or value which makes it different from other concepts which have no certain tendency (Chaer, 2013; Yule, 2006; Dickins, Hervey, & Higgins, 2016). On the other hand, the concept meaning which has no certain tendency is called denotative meaning (Chaer, 2013; Yule, 2006), the opposite of the connotative meaning. In the other words, connotative meaning is a denotative meaning which is added by a certain feeling, emotion, or value (Antika, Ningsih, & Sastika, 2020). In addition, Leech (1981) adds that culture is one of the factors building up the connotative of word meaning. Furthermore, Subroto (2011) exemplifies the word 'dog' in Indonesian Muslim society has a negative connotative meaning since they believe in dog uncleanness. So, if people are called by the word, it means they are sworn in. Meanwhile in western society, the word has a positive connotative meaning since they trust scientifically

the dog is a smart and friendly animal. So, if people are called by the word, it means they are praised. From the explanations, it can be taken that connotative meaning represents a certain tendency of feeling, value, or cultural concept.

Using a word with connotative meaning correctly will lead a listener to accept the meaning transferred by a speaker correctly too. If a speaker uses an inappropriate word, a listener will not achieve the point meant and then the communication will be ineffective (Sharma & Sharma, 2015). In addition, Omar (2012) in his research found English non-native speakers failed to transfer messages to English natives because they did not use certain words with proper connotative meanings. The finding proves the importance of understanding the connotative meaning.

Based on the explanation above, understanding the connotative meaning and applying a proper word in communication is substantial. Therefore, studies on connotative meaning must be much improved. To rich it, some supporting efforts need to be conducted, such as researching it. Accordingly, the effort is much remarkable since it will provide more references in the field. Moreover, interaction among people from various languages and cultural backgrounds cannot be avoided nowadays. So, the study of connotative meaning in various languages is urgent to be done so then people can learn it and abstain from ineffective communication when they use other languages.

Especially in the language in the plural area, the connotative meaning study is necessary so people from other backgrounds can communicate effectively in the language. One of the languages is Lampungnese. Lampungnese (language) is a language spoken by Lampungnese (people), mostly in Lampung province and its surroundings (Reranta, 2021; Sanusi, 2006). Especially in the Lampung province, other languages, brought by other ethnicities also exist based on the Lampung Province Regional Statistics Agency (Badan Pusat Statistik Provinsi Lampung, 2020). Consequently, people will contact the language in the province, although the percentage of contact cannot be exactly measured. In accordance, if they do not understand the connotative meaning of certain words, they will be trapped in ineffective communication. Therefore, presenting people with the description of Lampungnese connotative meaning is essential to be undertaken.

This study is about finding out the connotative meaning of Lampungnese words. In accordance, this is to describe the subject analysis to people. So, they can use proper words and avoid ineffective communication in the Lampung language. In addition, this is to add the reference of semantic study and Lampungnese so they will understand the topic better and can avoid ineffective communication in the Lampung language.

### **Theory and Method**

As mentioned in the first chapter, connotative meaning is a concept of meaning with a certain tendency to feel, value, and culture (Chaer, 2013; Leech, 1981; Subroto, 2011; Yule, 2006; Dickins, Hervey, & Higgins, 2016). Furthermore, Dickins (2019) explains five types of connotative meaning based on the process of interpretation in human thought toward a word interpreted. Those processes are associative meaning, attitudinal meaning, affective meaning, allusive meaning, and reflected meaning. Next, they are will be explained one by one.

The first is in associative meaning. Dickins (2019) said, “Associative meaning is part of the overall meaning of an expression which consists of expectations that are – rightly or wrongly – associated with the referent of the expression”. From the quotation, it can be taken that connotative meaning can come from the expectation or association of people to a word. Furthermore, Dickins (2019) illustrated the association of people in British society to the word ‘nurse’. In British society, people associate the word with ‘female who looks after the

sick. The association comes since usually nurses are female in society. So, people expect to have females while having business with a nurse. On the other hand, the word 'engineer' is associated with 'man' since usually the job of engineering is done by man.

The second is attitudinal meaning. Based on Dickins, Hervey, & Higgins (2016), attitudinal meaning is the connotative meaning constructed by an expression that consists of attitude to the referent both in a neutral way and hints at some attitude to it. Dicking (2019) illustrated the word 'pig' in sense of 'police'. In British society, 'pigs' is associated with negatives. Then, if the speaker calls policemen with the word 'pig', it means the police are meant as negative as pigs. On the other hand, it does not mean people will consider the police as same as pigs in all time, but just it is in a certain context, for example when policemen do corrupt. So, the tendency is about the attitude of the context, not general association like the previous connotative meaning process.

The third is affective meaning. Based on Dickins, Hervey, & Higgins (2016) said, "Affective meaning is that kind of meaning conveyed by the tonal register, i.e. 'the tone that the speaker takes – vulgar, familiar, polite, formal, etc.'" This process of meaning comes from the attitude of speakers addressing the word, such as how the tone, intonation, expression, and movement when uttering the word. Dickins (2019) illustrate it with the word 'toilet' and 'bog'. Both have the same denotative meaning, which is a place for emptying human waste. However, the word 'bog' is usually uttered to swear to people impolitely. Thus, the word 'bog' is effectively meant as impolite/disrespectful.

The next is allusive meaning. According to Dickins, Hervey, & Higgins (2016), allusive meaning is both iconic or symbolic of an interpreted object. For example, in the Muslim community, the city of Jerusalem is called 'Al Quds' /al.quds/ in Arabi society. For Arabs, Al Quds means the holy city as they are thought by their major religion, Islam. Meanwhile, the name Jerusalem is considered the city of the piece since it was considered the symbol of peace among religious diversities in the past. So, both Al-Quds and Jerusalem's meanings are different connotatively and similar denotatively.

The last one is reflected meaning. Dickins (2019) stated that reflected meaning is pseudo-referential. In other words, it is a meaning made by calling to mind another meaning of a similar word or phrase. For example, in the Arabic context, if a person is called another with the word 'donkey', it does not mean the called person is a real donkey, but it means the person is considered as stupid as Arabs think the animal is stupid.

From those five process types of connotative meaning made, it can be concluded that connotative meaning is made because a certain language particle, such as a word, phrase, and other can represent other things, while its similarity in denotative level does not. Therefore, some different word which has the same denotative meaning is possibly different at the connotative level. The difference makes a certain word has a certain tendency, such as feeling, politeness, reputation, and reflection.

Study on connotative meaning has been done by some researchers in various language so far. Jayanti, Asridayanti, & Afrilesa (2019) analyzed connotative meaning in journalistic. Efransyah (2020) did an analysis of connotative meaning in the Basemah language. Antika, Ningsih, and Sastika (2020), Lestari and Nitisari (2022), and Purnamasari (2018) analyzed the connotative meaning used in song lyrics. Those studies, clearly state that connotative meaning is found in various ways of communication, such as formal and nonformal, and spoken and written. In the other words, it can be concluded that connotative meaning cannot be avoided in communication. So, presenting the connotative meaning of words will be helpful since it exists in many segments of communication.

This study examined the connotative meaning of Lampungnese words to describe both nonLampungnese and Lampungnese so then the use of the words will be more proper and

effective. In accordance, Lampungese words which have the same denotative meaning would be analyzed to find the tendency brought by the word so then people can differentiate them from the other words. To do the analysis, the researcher applied the qualitative method. Based on Mulyadi (2013), a qualitative method is an approach applied to theorize phenomena or facts in the study of social and humanities. In other words, Zaluchu (2020) stated a qualitative method is a tool used to construct a theory of social or anthropology phenomenologically. According to the definitions above, it is taken that the method is suitable and applicable to this research.

Next, the data analyzed in this research were pairs of words that have denotative meanings. Accordingly, they were collected by observing Lampungese interaction directly in Lampung. Having some pairs of words, the researchers directly interviewed twenty native speakers of Lampungese with diverse elements of social stratifications to obtain diverse perspectives too. However, all the twenty informants use Lampungese in their daily conversation and rarely speak Bahasa Indonesia, a lingua franca in Indonesia. Moreover, they are over 50 years old so their Lampungese has been mastered since a long time ago.

The researcher planned to find the process of meaning the data. However, none of the informants could explain the process and all words cannot be treasured etymologically so far. Perhaps, they can be answered with etymology studies. In the future, the researcher plan to conduct it. For this research, in this research, the pairs of words will be analyzed the certain tendency only.

Having abundant data and their tendency explanation, the researcher conducted a social experiment to measure the tendency. The social experiment is done by having a direct conversation with twenty respondents one by one. In accordance, those respondents have the same criteria as the informants mentioned above. In this case, all respondents did not know that their responses were analyzed. This setting was designed to obtain natural responses from them.

Finally, the result of observation, interview, and the social experiment was analyzed to achieve the findings. Next, the finding was described in the form of a paragraph. In the paragraph, each presented word would be translated into the closest English word to ease the explanation.

## Findings and Discussion

From the effort of observation, interview, and experiment, it was obtained some pairs of words are denotatively similar and connotatively different. Next, each pair will be discussed one by one below.

The first finding is the word 'pengatu' /pəŋatu/ and the word 'tulung' /tulun/. Both words denotatively mean 'help' in English. Meanwhile, their connotative is different in emotional tendencies. The word 'Tulung' does not have an emotional tendency. So, if people use the word when asking for help, it means they only ask for him without deep hope. On the other hand, the word 'Pengatu' has a deep emotional tendency. So, if people ask for help using the word 'Pengatu', it means they need help. Politely, asked people must help them.

The second is the word 'Gunjor' /gunjɔr/ and the word 'Lulo' /lulo/. Both words mean 'stupid' denotatively. However, connotatively they have a different meaning. The word 'Gunjor' is a stupid condition caused by laziness. Meanwhile, the word 'Lulo' is a stupid condition caused by a low intelligent quotient. So, the connotative difference between both words is the factor causing their meaning.

The third is the word 'Pintor' /pintɔr/ and 'Calak' /ɟalak/. Both words denotatively mean 'smart'. Connotatively, they have a tendency causatively as the previous comparison. The word 'pintor' is being smart by learning. Meanwhile, the word 'Calak' is more about

born talent. As well as the previous discussion, the factor causing being smart is the factor of constructing the connotative meaning.

The next is the word '*nyepok*' /*njəpɔʔ*/ and '*ngunut*' /*ŋunut*/. Both words denotatively mean 'looking for something'. In some context, they meant 'working to make money'. Both words connotatively differ in the sincerity of looking for or making money. In this case, '*Nyepok*' is more sincere than '*Ngunut*'. Moreover, in some contexts, '*ngunut*' is not serious. On the other hand, the connotative difference between them is sometimes in how many results people earn from the action. In Lampungnese society, the word '*Nyepok*' signifies the money made is much. In contrast, the word '*ngunut*' is only for a little money made. For example, if the business is considered a big business, they will use the word '*Nyepok*'. Meanwhile, if the business is considered a small business, they will use the word '*ngunut*'.

The fifth is the word '*Nuwa*' /*nɔa*/ and '*Jinganan*' /*ʒiŋanan*/. Both words refer equally to the word 'house' denotatively. Moreover, the word '*Nuwa*' has the same connotative meaning as house and home in English. Meanwhile, the word '*Jinganan*' is more about the house in which a person gets a birth, grows up, lives, and even plans to spend old age. So, they are differed by the duration of living there. In an illustration, if people mention their house using the word '*Nuwa*', it means they can migrate to another house. Meanwhile, if they use the word '*Jinganan*', it means they do not have the intention to move, even if they plan to die in the house.

Furthermore, the connotative comparison between the word '*Manom*' /*manom* and '*Kelom*' /*kəlom*/. The word '*Manom*' and '*Kelom*' refer to the dark condition denotatively. Usually, the word '*Manom*' is used to describe the physical dark, for example, the night weather. On the other hand, the word '*Kelom*' is used to express the darkness of feelings, such as despondent, heartbroken, and hopelessness.

The seventh datum is about the word '*Payun*' /*pajun*/ and '*Miker*' /*mikəʋ*/. Denotatively, both words refer to the verb thinking. Connotatively, the word '*Payun*' has a stronger emotional tendency than the word '*Miker*'. The word '*Miker*' is only the thinking activity to solve a problem. Meanwhile, the word '*Payun*' is about thinking sadly for a long time without finding an idea. In English, the word '*payun*' is closer to the word contemplate. Usually, '*payun*' is used to express the condition of being heartbroken or hopeless.

The next one is the word '*Bista*' /*bista*/ and '*Ngupok*' /*ŋupɔʔ*/. Both words denotatively refer to the activity of conversation. However, the topic of the conversation is about other people. Connotatively, both words differ in the sides of the object conversated. In this case, the topic talked about in the activity of '*Bista*' is the positive side of an object. Meanwhile, the topics talked about in the activity of '*Ngupok*' contains the negative side of an object. In other words, the word '*Ngupok*'.

Furthermore, it is the pair of the word '*Sitang*' /*sitaŋ*/ and '*Simpat*' /*simpat*/. Those words refer to the activity of throwing something. The difference is about the purpose of doing it. Connotatively, the word '*Sitang*' means throwing something to throw something away or attack others. Meanwhile, the word '*Simpat*' is about throwing something to place it, for example throwing a book to a table to place it there.

The tenth is the word '*Maju*' /*maju*/ dan the word '*Inggoman*' /*ingoman*/ connotative comparison. Those words denotatively refer to the concept of 'wife' in English. The connotative difference is in the recency of being a wife. In Lampungnese, the new wife is usually called '*Inggoman*'. In contrast, the old wife is usually called '*Maju*'. However, there is no specific timing to consider the newness in the context.

Next, it is the word '*Singkuh*' /*siŋkuh*/ and '*Sindu*' /*sindu*/. Both words refer to respect for others denotatively. The difference between those two words is in the perfection of respect. The word '*Singkuh*' is respecting others as it is necessary in a situation, for

example, listening to a speaking person. Meanwhile, the word 'Sindu' is a total respect. As a comparison, if 'Singkuh' in the example is just about listening, 'Sindu' is also giving attention, taking notes, and criticizing the speaking speakers. So, the word 'Sindu' has a more perfectional tendency than the word 'Singkuh'.

Furthermore, the connotative comparison among 'Sakik' /saki?/, 'Maring' /maŋiŋ/, and 'Haban' /haban/. Three of them denotatively refer to pain. While connotatively, they are different from one another in what causes the pain. The pain of 'Sakik' comes from a punch or collision. The pain of 'Maring' comes from a contemporary illness, such as fever, headache, or stomachache. Meanwhile, the pain of 'Haban' comes from acute diseases, such as diabetes, heart disease, and cholesterol disease. So, pain in Lampungnese is classified causatively.

The last finding is the comparison of the word 'Lapah' /lapah', 'Lijung' /lijuŋ/, and 'Tandak' /tanda?/. Those words closely mean 'going' in English. As well as the previous discussion, the difference among these three words is on the factor of causing the 'going'. In Lampungnese, the word 'Lapah' is used for expressing 'going with the piece'. To illustrate, that people do 'Lapah' means they go without problem or they have no problem with people left behind. Meanwhile, the word 'Lijung' is about 'going because of a problem. For example, people go somewhere else because they have problems with people in the previous place. On the other hand, the word 'Tandak' is about 'going because of being kicked out. For example, house guests go because they are kicked out by the house owners. In addition, the difference between 'Lijung' and 'Tandak' is more about who decides to go. The word 'Lijung' indicates that the people go based on their own decision. Meanwhile, the word 'Tandak' indicates that the people go because they are kicked out or the decision is on the kicker.

## Conclusion

This study analyzes the connotative meaning of Lampungnese words. This study obtains 13 pairs of a word which denotatively similar but connotatively different. Moreover, more pairs possibly exist in Lampungnese so the following research is recommended by the researcher to the future researcher. By having the following research, the references will be bigger so then readers can have more knowledge related to the topics.

As mentioned in the second chapter, this study has not touched on the process of how the connotative meaning is constructed in the Lampungnese word analyzed because this study is failed to find the etymology of each word. Therefore, another recommendation from the researcher is that conduct research on the etymology of the words mentioned in this study.

As discussed in the introduction, using proper words will lead to effective communication. Therefore, an effort of understanding connotative meaning is important. Especially in the Lampungnese context, it is needed since the finding shows the existence of words with connotative meanings happens in various contexts, such as in intelligent quality, feeling, situation, politeness, and activities.

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## **Euphemism and Dyphemism in Position Dismissal in Tempo.co News Headline (A Language Axiology Study)**

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### **Abstract**

The aim of this research is to describe alongside to analyze the meaning behind the diction of position dismissal in Tempo.co news headlines by studying euphemism and dysphemism. Judging from the language axiology study approach, the dictions that contain euphemisms and dysphemism is analyzed for their meaning and purpose. The method used in this research is a qualitative descriptive technique, to analyze the data and the quality of meaning. Then the lexical semantic method is also needed to interpret each meaning of the dictions that will be presented. The research data was collected through the technique of documenting the online news headlines of Tempo.co media. The results of this research, can describe the various types of euphemisms and dysphemism in the diction of position dismissal used by the mainstream media, by describing their meaning and purpose. The benefits of this research will be appropriate for language learners or researchers, and especially for media news readers, reporters, and editors to determine suitable framing for news headlines.

**Keywords:** Euphemism, dysphemism, framing, position dismissal, Tempo.co

### **Introduction**

The development of online news media in the twenty first century requires people to be smart in responding to headlines and news content, especially now that the terms 'clickbait' and 'thumbnail' are known which are used by the media to attract readers. According to Chakraborty et al. (2016), click baits misuse the cognitive occurrence known as Curiosity Gap, where the headlines afford accelerative referencing cues to create enough curiosity among the readers such that they become obligated to click on the link to fill the knowledge gap. So it means that language has a major role in influencing the quality of titles to attract readers' curiosity in the news media sphere.

Euphemism and dysphemism are two linguistics' phenomena that focus on changing meaning (Heryana, 2019). According to the *Oxford Advanced Learner's Dictionary*, a euphemism is a gentler or less direct expression than is usually used to refer to something unpleasant or embarrassing (Hornby, 1995, p. 394). While dysphemism is a derogatory or unpleasant term that is used as a substitute for pleasant or neutral. According to Kustiyono (2016), he stated that euphemisms can also be called as amelioration, which is a process of changing meaning in which will become higher, respectful, and of better value than the previous meaning. Then dysphemism or *peyorasi* is the process of changing meaning which results in a new meaning that is being perceived as lower, less pleasant, and less refined in value than the old meaning.

The presence of euphemism and dysphemism in news headlines is inseparable from media framing. As Lecheler (in Valenzuela, Piña, and Ramírez 2017) argued that framing infers that news content is formed through precise features that deliver clues about the elucidation of the text and the news event itself, advising certain attributes, judgments, and decisions. Other than that, the diversity of information technology media is currently the most effective means in shaping individual perceptions, attitudes and behavior. This is due

to the fact that almost all information delivery activities always keep an element of persuasion that is often not realized by the public as a communicant (Nida, 2014). Media framing should not only be interesting to be read and interpreted an issue or event, but according to Bryant and Oliver (2009), news framing should be able to have a relatively large influence on people's beliefs, attitudes and behavior.

From the writing background above, this research will describe the use of euphemisms and dysphemism in *Tempo.co* media by describing the meaning, purpose and function of media framing behind the use of these euphemisms and dysphemism. There are several diction studies in the media, one of which is Eliya (2017), which analyzes patterns, forms, and meanings and in *Catatan Najwa "Darah Muda Daerah"* through the study of euphemism and dysphemism. In this study, it was concluded that euphemism and dysphemism produce constructions and intentions that tend to have multiple interpretations. Eliya concluded that several patterns and meanings of the use of euphemisms and dysphemism are used so that the implied meaning can be understood clearly and straightforwardly. In *Catatan Najwa "Darah Muda Daerah"*, there are four forms of dysphemism, eight forms of euphemism. There are categories of meaning in dysphemism in the form of words, phrases, and clauses in the form of three figurative expressions and one part for the whole. As for the meaning categories of euphemisms, there are words, idioms, phrases, and clauses in the form of flippancies, figurative expressions, and part for the whole.

Moreover, Heryana (2019) also analyzes the use of euphemisms and dysphemism in the process of formation, meaning, and function of the *Republika* online media related to the development of the January 2018 edition of the Setya Novanto case. By using the identity and distribution method, he believes that euphemisms function as speech smoothing and dysphemism as a condescending image. Heryana concluded his research that the meanings of euphemisms and dysphemism in *Republika* news about Setya Novanto Case in the January 2018 edition include collocative and connotative meanings in the form of words, phrases or clauses. Euphemism can function as a means of protection, smoothing speech, provocation, encouragement, covering up for cheating, and diplomacy. Then he also stated that dysphemism is a negative description of someone or something, showing something of low value, exaggerating something, showing disrespect.

The third, Jayanti et al. (2019) with the same analysis, targeting the headlines of the *Balickpapan Pos* daily newspaper for the April-May 2018 period. In their research, lexical semantics and qualitative methods were used in an analytical approach to euphemism and dysphemism. Based on the conclusions of their research, it was found the benefits of using the same euphemism and dysphemism, which was for writing news headlines in the mass media. This shows that found with the use of euphemisms and dysphemism tend to be in the form of verbs that are more dominantly used because verbs are widely used in news titles. More than that, dysphemism are frequently used so that the verb gets emphasis so that the reader understands the intent of the news title.

The similarity of this research with previous studies is in the use of euphemisms and dysphemism as phenomena of changes in language and meaning. Beside that, the difference between this research and the three previous studies is in the theoretical approach, in which the researcher uses the language axiological study to elaborate the meaning with language values. Then furthermore, the researcher specifies the object of research in the diction of position dismissal in the *Tempo.co* news headline and also what are the purposes behind the use of these euphemisms and dysphemism. In addition to using *Tempo.co* as a data source, for justification of meaning, the researcher made a comparison using the diction of position dismissal from other sources, such as journal articles. The importance of this research is readers will recognize and comprehend how the media can develop the use of euphemisms

and dysphemisms in profiteering news headlines to position them as publishers and news subjects and/or objects, which researchers previously termed as framing.

### **Theory and Method**

This research uses the language axiological theory approach. According to *Kamus Besar Bahasa Indonesia* (2016), axiology has the meaning as the usefulness of science for human life; or the study of values, especially etiquette. Based on Plato's argument (in Moravcsik, 2000), the term ideal ethics is known, namely the overall goals for human life on a more or less concrete level and as more monolithic or more disjunctive. Etymologically, axiology comes from Ancient Greek, '*aksios*' which means value and '*logos*' means theory. So that, axiology is a branch of philosophy that studies values. Bertens as quoted by Abadi (2016) explain the value as something that is interesting to someone, something fun, something that is sought, something that is liked and desired. Friedrich Nietzsche (in Rambu, 2016, p. 9) once argued about axiology, he meant axiology by morality (moral) an entire scheme of values, not only moral values in the word's severe sense.

The descriptive method through qualitative research was used for the research method. According to Suparman (2020), data analysis in qualitative research is carried out through logical and systematic data management, and data analysis is carried out from the beginning of the researcher entering the research location until the end of the study (data collection). The data collection technique in this research was carried out by literature documentation on *Tempo.co* online media headlines. As Alhamid and Anufia (2019) stated that the form of the documentation instrument consists of two kinds, namely documentation guidelines which contain outlines or categories for which data will be sought, and check-lists which contain a list of variables for which data will be collected. From collecting data process, the researcher found 3 (three) data on euphemism and 5 (five) data on dysphemism in position dismissal in *Tempo.co* news headlines.

Furthermore, in analyzing the euphemisms and dysphemism in disclaimer of position in *Tempo.co* news headlines, this research uses a lexical semantic approach. Lexical semantics is a more extensive study of semantics in discussing the system of meaning contained in words (Ginting & Ginting, 2019). Moreover, Pateda (in Jayanti, Maulida, and Musdolifah 2019) explained that lexical semantics is a study of semantics that is more satisfying in discussing the system of meaning contained in words.

### **Findings and Discussion**

In addition to the information obtained, the researcher's interest in online news media is the use of language caused by the use of language style. In this case, the use of euphemisms and dysphemisms is the style of language used by the mainstream media *Tempo.co* in writing its news headlines. The use of language style is not only used in the field of literature, but also in the field of online news media. In this study, the use of euphemism and dysphemism in *Tempo.co* news headlines was analyzed.

#### **1. Euphemism**

As explained by Natawidjaya (Fadely, 2018), euphemism is the expression of choice of words weakens the statement that will be put forward because it is taboo or keeps other people's feelings offended. Basically, euphemism is not always related to changing words that have a rough value with words that have a fine value, but deeper, euphemism is also related to taboo words. In the *Tempo.co* news headline, researcher discovered 3 (three) data containing euphemisms, including:

- a. "*Wakil Ketua DPRD Kota Depok yang Injak Sopir Truk Terancam Dipecat*"

The data above is Tempo.co's news headline on Saturday (24/9/2022), written by Ade Ridwan Yandwiputra. The phrase '**Terancam Dipecat**' (read: threatened with dismissal) shows an euphemism in which the addition of adjective noun '**Terancam**' has a refined meaning, because the relinquishment of this position is only at the warning or threat stage. In the headline above, the position of Deputy Chairperson of the Regional People's Legislative Assembly for the City of Depok is in a state of danger, difficulty, or loss. As according to *Kamus Besar Bahasa Indonesia* (2016), the word '**terancam**' comes from the word '**ancam**' (read: threat) which means loss; difficult; wretched. The word threatened is also a cause and effect that will occur when paired with if or supposition. For example, "*Managers are threatened with dismissal from their positions if they act contrary to shareholder policy,*" (Mardiyati, 2018: 75). Likewise in the data written by Yandwiputra, in the news, Farabi said, "The person concerned is threatened with light sanctions up to dismissal, depending on the results of the party's internal investigation later," (Yandwiputra, 2022). The Tempo.co headline above shows the value of language where 'threatened with dismissal' is a detrimental thing, but because the perpetrators still receive pardon from the authorities and political parties, the diction 'dismissal' is juxtaposed with 'threatened', it means that the perpetrators is still in a nonviolent state. Therefore, more subtly, the term '**terancam dipecat**' can be replaced with '**diberi peringatan**' (read: warned to behave). Then if the true meaning with dysphemism, the term '**terancam dipecat**' becomes '**akan diberhentikan/dipecat**' (read: will be dismissed or fired).

b. "*Lengser dari DKI I, Anies Baswedan Minta Doa Husnul Khotimah*"

The data above is Tempo.co's news headline on Monday (3/10/2022), by Lani Diana Wijaya. The word '**Lengser**' (read: retire) according to *Kamus Besar Bahasa Indonesia* (2016) is an euphemism for getting out of position; job; or responsibility. The word '**Lengser**' in media framing for Anies Baswedan is still within reasonable limits, because his term of office for one period has expired. It also has the axiology of language that Anies Baswedan was released from his position by his own term of responsibility. The term '**lengser**' in a more subtle sense will be written such as '**habis masa jabatan**' (read: end of office term) or '**pensiun**' (read: retred). In contrast to the expression of the third Indonesian President, Abdurrahman Wahid in an interview with Andy. When asked, "*Jadi, Gus Dur tadi itu ringkasan dari peristiwa detik-detik terakhir anda mengundurkan diri, atau mundur, atau dimundurkan?*" (read: So, that Gus Dur was a summary of events in the last seconds when you resigned, or stepped down, or being stepped down?) He replied, "*Dilengserkan,*" (read: dethroned). So as Wahyuni (2021) said that referring to the diction used by Gus Dur, the implicature can be identified that it seems that Gus Dur wanted to convey that he was a victim of the politicization of the political elites in power at that time so that he was forced to leave his position.

c. "*Lili Pintauli Ajukan Pengunduran Diri dari KPK Sejak 30 Juni 2022*"

The data above is Tempo.co's news headline Monday (11/7/2022), by M. Julnis Firmansyah. According to *Kamus Besar Bahasa Indonesia* (2016), '**Pengunduran Diri**' (read: Resignation) means the permanent withdrawal of a person from civil service, military, etc. due to old age, disability, illness, etc. In this news headline case, the framing sided with Lili Pintauli, a corruption suspect who submitted his resignation from his position for avoiding the worse stigma of resignation, such as being fired, revoked, dismissal, or something else. As Bothma and Roodt (in Kusuma, Zahreni, and Hasnida 2019, p. 4) explained that there are elements of feeling (affection), thought (cognition) and conation in a person's resignation behavior from his job. In the case of this headline, besides the term '**pengunduran diri**', the

use of euphemism is added by the verb '*Ajukan*' (read: propose), which means that Lili Pintauli himself wanted to resign first.

## 2. Dysphemism

Dysphemism according to Allan and Burridge (Laili, 2017) is the use of abusive language as a weapon to fight or subdue an opponent, or offensive language spoken to express anger and frustration. The use of a form of dysphemism means giving a sense of value that tends to be impolite or rude (Ans et al., 2020). For dysphemism in Tempo.co news headline, researcher found 5 (five) data:

### a. "*Liga Champions: Sevilla vs Dortmund 1-4, Julen Lopetegui Langsung Dipecat*"

The data above was written in Tempo.co news headline on Thursday (6/10/2022) by Skor.id, edited by Nurdin Saleh. This dysphemism data is the opposite of the first data in the euphemism above. In this dysphemism data phrase, '*Langsung Dipecat*' (read: immediately fired) shows the meaning of offensive and anger towards the object, which is Julen Lopetegui. Another equivalent of the phrase '*langsung dipecat*' such as '*diberhentikan secara tidak hormat*' (read: dishonorable discharge) or metaphorically often appears a phrase '*ditendang*' (read: kicked out). Frequently, direct dismissal and dishonorable dismissal are caused by employee mistakes or parties who did make mistakes, then could not meet superiors' expectations. As in other cases, Husna (2020) explained that the lack of improvement in Persebaya's performance resulted in the dismissal of Rudy Eka as the Physical Coach and the head coach of Persebaya, Djajang Nurdjaman, had to leave Persebaya.

### b. "*Geger Rumor Presiden Cina Xi Jinping Dikudeta*"

The data which was published on Sunday (25/9/2022) in Tempo.co edited by Suci Sekarwati shows a crude meaning or called as dysphemism. The term '*Dikudeta*' (read: coup ) is a passive form of the root word '*Kudeta*', which according to Kamus Besar Bahasa Indonesia (2016) means the seizure of power (government) by force. In this case, framing for Xi Jinping is execrable, because the term 'coup' is a form of forced removal initiated by political opponents or even the people themselves. As was the case with the Libyan government, which was explained by Afriyenti and Humaidi (2019), when the reign of King Idris ended in 1951 due to a coup by a group of young soldiers led by Colonel Muammar Gaddafi. The term 'coup' in other dysphemism can be used '*diunjuk rasa*' (read: demonstrated), '*dituntut mundur*' (read: demanded to step down), or metaphorically '*digulingkan*' (read: overthrown). The overthrow of power such as what happened to the Yemeni government during the time of Ali Abdullah Saleh, he was overthrown because of human rights violations in which there was a struggle for the city with the Shia Houthis so that there was a lot of bloodshed (Firdaus, 2021).

### c. "*Presiden Guinea Dikudeta setelah Ubah Konstitusi demi Jabatan 3 Periode*"

The data above is a Tempo.co news headline which was edited by Yudono Yanuar on Monday (6/9/2021). The difference between the third data and the second data above is that Xi Jinping's coup was just rumors, while the President of Guinea, Alpha Condé, actually happened. Apart from '*dikudeta*', there are other dysphemisms such as '*perebutan kekuasaan*' (read: power struggle) atau '*pengambilalihan kekuasaan*' (read: takeover of power). To put it mildly, '*dikudeta*' can be changed to '*revolusi*' (read: revolution). The coup against President Alpha Condé was a coup carried out by the military who demanded to dissolve the government. According to Heriyanto (2022), the military coup that occurred against President Alpha Condé was caused because during his reign of more than a decade, Condé was considered to have committed many arbitrary actions by changing the

constitution so that he was elected President for a third term and silenced the opposition who criticized his government.

d. “Hak Politik Setya Novanto Dicabut Selama Lima Tahun”

The data above was published on Tuesday (24/4/2018) and written by Alfian Hilmi in Tempo.co. The term **‘Dicabut’** (read: revoked) is a passive verb of **‘Mencabut’**. Based on Kamus Besar Bahasa Indonesia (2016), there are two definitions that approach to the meaning associated with a position or title, they are: (1) taking back what has been said (issued, given, and so on); (2) declared no longer valid; cancel (regulations, permissions, and so on). Karianga et al. (2021) briefly explained that a person whose political rights have been revoked is that the person concerned no longer has the right to vote in general elections and even the right to nominate himself as a member of the legislature will automatically disappear. Revocation of political rights in Indonesia is often imposed on suspected perpetrators of corruption, as according to Yuningsih (2021), revocation was done due to create a deterrent effect because they have abused their authority for personal and group interests.

e. “Dituntut Mundur oleh Karyawan, Ini Jawaban Ketua Dewas TVRI”

The data above was published in Tempo.co news headline on Sunday (31/5/2020), written by Fajar Pebrianto. The term **‘Dituntut’** (read: demanded) is a passive form of **‘Menuntut’** (read: demand). According to Kamus Besar Bahasa Indonesia (2016), the term **‘Menuntut’** has several meanings, namely: (1) asking hard (half requiring that it be fulfilled); (2) sue (to be made a case); bring or complain to court; (3) trying hard to get (the right to something); (4) try or make efforts to achieve (get and so on) a goal and so on. The dysphemism in the headline above shows a bad stigma on the Chairman of the TVRI Board of Trustees, in which demands for resignation are made through employees to chiefs. As in other cases, Muammar Gaddafi was demanded to quit by the people he had led for 42 years ).

### Conclusion

The results of this research show that the use of euphemisms and dysphemism in the diction of position dismissal in Tempo.co news headlines has a tendency to refine and emphasize the meaning to be conveyed for various purposes, both for the media and for news subjects and objects. In addition to smoothing it out, Tempo.co news headlines also often use the diction for leaving office by using adjectives or adverbs, for example the phrase 'threatened with being fired' and the phrase 'immediately fired'. The results of the research analysis show that the use of euphemisms (alternate forms) in Tempo.co news headlines has language value for the media and news subjects and/or objects. The dictions that contain euphemisms in this research include *Terancam Dipecat*, *Lengser*, and *Ajukan Pengunduran Diri*. The euphemisms were used as a form of media caution in maintaining public stigma and blunders, it is also used to avoid harsh words and taboos that lead to public anger. Whereas dysphemism (substitute forms) contain confirmation of messages by conveying meanings that amplify, exaggerate, and to create rough perception. Among the dysphemism dictions found in the study were *Langsung Dipecat*, *Dikudeta*, *Hak Politik Dicabut*, dan *Dituntut Mundur*. The dysphemism were used to reinforce messages related to social situations and conditions, so that the media was required to deliver news headlines that were actual and factual so that people are able to understand them directly and focus. It can be concluded that the use of euphemism and dysphemism in the media has a very vital role and function for the position and existence of the subject or object of news.

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## **A Quest on the Development of Feminism in America in *Riding Freedom and Fingersmith***

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### **Abstract**

The feminist movement in America is experiencing rapid development. The early feminist idea about woman's right to vote has developed on other issues, including sexuality and reproductive rights, ideas about universal femininity, the body, gender, and heteronormativity. In its development, feminism is sometimes associated with lesbianism. This linkage occurs because lesbian and feminist criticism grow in response to patriarchal oppression. Raised as an orphan, the two main female characters in *Riding Freedom* struggle to survive and achieve their freedom and happiness. Charlotte in *Riding Freedom* obscures her feminist identity to get equal opportunities with men. Susan in *Fingersmith* fights for her rights, even though she engages in lesbianism. By using these two novels as primary data, and data on the development of feminism in America as secondary data, this study aims to show the evolution of feminism in America, starting from the issue of voting described in *The Riding Freedom*, to the issue of lesbianism in *Fingersmith's* novel as the effect of disappointment from man's oppression. Feminist criticism and lesbian criticism are the two theories used in this research. This study finds that American women's struggle to gain equality with men requires a long process. The trauma of men's oppression supports the practice of lesbianism in America.

**Keywords:** *feminism, lesbianism, man's oppression*

### **Introduction**

The issue of inequality against women has existed for a long time, and the struggle of women to gain equality and fight the oppression that has occurred for centuries has also been and will continue (Boizot, 2019; Pertiwi, et al., 2019). From time to time, women experience inequality and become victims of all forms of violence and discrimination. Until now, women still lack rights that are considered equal to men. Issues of violence in the world of work still exist because of the impartiality of the labor law against women. Cases of harassment against women also remain rife in all areas of society. The family is also one of the places where women's rights are deprived. In addition, the world of education as an educational institution even shows cases of women's abuse. In most societies, women are traditionally confined at home as daughters, wives, and mothers. These domestic boundaries provide barriers for women and men and significantly affect their social roles. Women began to question their position and were driven by many factors, including oppression and solid male domination. In addition, the inability of men to prove the role of the head of the family allows women to carry out the same roles as men. History has recorded the explosion of the women's movement known as the feminist movement. This movement aims to end sexist exploitation and oppression. The main goal of this movement is complete gender equality in law and practice in society.

Of the various women's movements worldwide, the women's movement in America is overgrowing (Anderson, 2014). Women in North America who were allowed to go to school earlier than in Europe began to think critically and question how society worked. The activists of this feminist movement are fighting to end slavery and the oppression of women. They organized the 'First Woman's Rights Convention' in 1848. They continued to campaign to improve the social position of all women, whose demands included demands for their wages instead of their husbands' wages, ownership status or property rights, and custody of children. Then came the waves of feminism, starting from the struggle of women to get the 'suffrage movement' in elections, the opportunity to work outside the home, the chance to get an education at the University, the struggle to end patriarchal practices and capitalism that cause women's oppression, and increase awareness of overlapping categories, such as race, class, gender, and sexual orientation.

Feminists actively utilize the media and pop culture to promote their ideas and activities. This further enriches the presence of feminist literature that raises the voice of women in the struggle for equality and freedom. Feminist literature contributes to the voice of women in society. Feminist literature aims to defend the rights of women in all fields. There are several writings produced by feminist writers such as Betty Friedan, Gloria Anzaldua, and Kate Chopin in the 1960s. One piece of *The Color Purple*, written by a feminist critic, deals with African-American women's lives. In addition, this literary work inflames women's struggle and the separation of women from traditional gender roles. Continuously, the development of feminist literature is as progressive as the internet mobilizes these issues to take action against sexism, hatred of women, or gender-based violence against women.

Literature as a part of human life can mirror the condition in society as literature is present in society. The journey of feminism in America is also recorded in American literature as it is inseparable from American society's myths, traditions, legends, and ways of life. This study uses two novels *Riding Freedom* and *Fingersmith*, which tell readers of the struggles of the female main characters to survive and achieve their freedom and happiness. *Riding Freedom*, written by Pam Munoz Ryan. This novel is a fictionalized biography of the main character, Charlotte Parkhurst, known as One-eyed Charley. This novel tells the story of a lady who disguises herself as a man to survive in the man's world and finally becomes the first female to vote in the United States. The second novel used in this study is *Fingersmith*, a thrilling tale of thievery, betrayal, and mistaken identity. Sarah Waters' *Fingersmith* tells the story of two women from two very different stations of life whose fates are inextricably linked. The female characters in this novel fight for justice, rights, and freedom. Unlike *Riding Freedom*, whose main female character successfully brings change to women's emancipation, the main female characters in *Fingersmith* end up engaging in lesbianism. Both novels focus on the sexism issue, which is linked to the feminism issue. The two female characters think they are mistreated and oppressed by the man and rebel against male supremacy. The main characters are closely correlated with lesbian feminism.

The study employed these *Riding Freedom* and *Fingersmith* novels as primary data. Data on the development of feminism in America were applied as secondary data. This study aims to show the evolution of feminism in America, starting from the issue of voting described in *Riding Freedom*, to the issue of lesbianism in *Fingersmith*'s novel as the effect of disappointment from man's oppression. Feminist criticism and lesbian criticism are the two theories used in this research. This study finds that American women's struggle to gain equality with men is a long process. Even in the modern era of the 20th century, men's

oppression is still intense in America. The trauma of this operation supports the practice of lesbianism in America.

## **Theory and Method**

### **This Feminist Criticism**

The issue of inequality appears in various literary productions and texts (Arsitowati, 2019; Saraswati, 2014). The feminist literary theory focuses on the relationship between men and women and their existence as part of society. There is a feminist literary theory that describes the inequality between men and women and the understanding of patriarchy in society (Tyson, 2006; Madsen, 2000). Inequality between men and women can be seen in values, power, patterns of thinking, and behavior. The study of feminists highlights that in history, literary values are mainly shaped by men or a patriarchal perspective. The word patriarchy is defined as a sexist thing that promotes the belief that women are inherently inferior to men. The existence of this innate inferiority of women is biological essentialism based on the biological differences between the sexes. Traditional gender roles place men as rational, strong, protective, and assertive; they view women as emotional, weak, nurturing, and submissive. These gender roles have been used successfully to justify injustices, which are still happening today, such as excluding women from equal access to leadership and decision-making positions, paying men higher wages than women for doing the same work, and convincing women that they are unsuitable for careers in fields such as mathematics and engineering (Tyson, 2006).

Feminists always link to what is called 'biological difference'. It specifies women who differ from men, so all standards are set and influenced by the differences. The standards set by men to prove their masculinity and their patriarchal gender roles are often destructive for women and men. In America, the imperative for men to succeed economically has become very stressful because success is often associated with possessing material objects such as houses or cars. Suppose men meet these male criteria for their economic goals in contemporary America. In that case, they must improve their signs of manliness in some other area, such as they must be most sexually active or be able to hold the most liquor, or show the most anger. Women are victims of male anger and other violent behavior because they want to be seen superior or more robust than women.

Women are oppressed by patriarchy economically, politically, socially, and psychologically. In every domain where patriarchy reigns, women are another. Women are objectified and marginalized, determined only by their differences from men's norms and values, determined by what men think they lack and what men think they have. All feminist activities can be seen as a form of activism to promote social change through political activities to fulfill women's rights (Tyson, 2006).

### **Lesbian Criticism**

Lesbian criticism is feminist in response to patriarchal oppression and the political need for separation from so-called male culture (Ellis & Peel, 2011; Jeffreys, 2003). The flow of lesbian feminism emerged at the end of the 20th century as part of the women's movement in fighting for women's rights (Ellis & Peel, 2010). Lesbian feminism considers same-sex relationships legitimate and uses their lesbian identity as a basis for community building and collective action. Lesbian feminism challenges perceptions of heterosexuality and male supremacy as normal and presents alternative ways of thinking about gender and power. Lesbian feminism addresses sexism-related issues and the difficulties of personal identity and political action beyond the influence of sexist ideology. Feminist lesbians are the basis for the relentless backlash tactics against feminism and the women's movement

against them against women's gender roles and expectations. Lesbianism with feminism underlies popular feminist stereotypes that are not completely serious in fighting for women's rights. Lesbian critics (Isen, 2013) discussed issues related to sexism and heterosexism.

Lesbian feminism suggests a politics of resistance to women's oppression. For this reason, this understanding focuses more broadly on the struggle for women's rights psychologically, socially, economically, and politically influenced by patriarchal male and heterosexual privileges. This understanding also highlights the existence of politics which is the end for lesbian and gay rights. Queer is seen as the antithesis of the goals of lesbian feminism because it removes lesbian specificity. Other lesbian feminists focus on a more inclusive approach to LGBT issues as they relate to white people.

### **Methods of Analysis**

This study uses qualitative research methods involving a naturalistic interpretive approach to the world. Concerning popular fiction qualitative research on popular fiction is aimed at making interpretations of how the audience or readers interpret and are loyal to certain types of popular fiction (Fithratullah, 2021; Sriastuti, 2022; Kasih, 2018). Through qualitative methods, research objectives can be achieved by looking at how existing social reality exists through consumers of popular fiction and connecting it with the meaning of popular fiction by consumers through conclusions or interpretations by researchers (Adi, 2011). Data in qualitative research is usually in the form of soft data in the form of words, photos, and symbols and can be collected using three methods: in-depth interviews, direct observation, and written documents (Creswell, 2012). Thus, data were collected from at least two sources, namely primary data in the form of the literary works of *Riding Freedom* and *Fingersmith*. The secondary data or other supporting data originated from various references that support interpreting or analyzing literary works, especially the development of feminism in America (Adi, 2011). In more detail, the data collection method can be done by cataloging, classifying, noting, categorizing, and paraphrasing (Creswell, 2012).

## **Findings and Discussion**

### **Men's Oppression on Women in *Riding Freedom* and *Fingersmith***

*Riding Freedom*, written by Pam Munoz Ryan, tells the story of the first woman to vote in the American Union. Charlotte tries to disguise herself as a man as she wants to have the same right as a man, especially in giving a vote. This novel was set in the 1980s and delineates how the main character struggles to have equality in a different face, as a man. Charlotte finally successfully votes and proves herself the first woman voter in the U.S. As if giving a foreshadowing of what person Charlotte will be, Ryan opens the story by narrating Charlotte's birth in the early years of the mid-1800s and tells readers the baby's strength in surviving fatal illnesses that killed others children. Charlotte is an active baby who learns to do most things before other babies, like walking early. Little Charlotte shows her toughness by not easily crying unless something is taken away from her.

When she was nothing more than a bundle, she surprised her parents and puzzled the doctor by surviving several fevers. Folks said any other baby would have died, but Charlotte was already strong. She walked before most babies crawled. She talked before most babies babbled and never cried unless someone took something away from her (Ryan, 1998, p. 2).

Being left by her parents, who died in a wagon accident, small Charlotte, who was found safe while holding the reins of one of the horses, was sent to an orphanage for boys in New Hampshire. Growing up alongside boys, this little girl got used to playing with boy toys and did not act like a typical girl. She adopted boys' ways of thinking and even their characters. Charlotte lived in the orphanage until she was ten years old. There were two people she was close to. One was a younger boy named Hayward, whom she had rescued from being bullied by some other boys, and the other was Vern, an elderly runaway slave. Charlotte and Hayward dreamed of owning their ranch and raising horses. However, Charlotte and Hayward had to bury their dream as Hayward got adopted. Escaping from the orphanage, Charlotte disguised herself as a young boy, and she successfully gained success in her life. Another unfair treatment received by Charlotte was that she could beat other boys in a masculine competition. Riding her favorite horse, Freedom, Charlotte wins a race against other boys in the orphanage. This action was considered inappropriate and not suitable. Having lost the race, one of the jealous boys talked to the orphanage's overseer, Mr. Millshark, about Charlotte riding, who later forbade Charlotte to ride in the races anymore or work in the stables. Mutilating a woman's strength and ability is a man's oppression over a woman to 'return and place' a woman in her place.

The novel *Fingersmith* tells the story of the lives of two women who have different backgrounds. Sue Smith (also known as Sue Trinder) and Maud Lilly have been tricked and manipulated by those around them who want to beguile these ladies to take the fortune for their benefit. Being tired of all the manipulation and oppression, mainly done by the gentleman, these girls end up falling in love with each other, for they know that their 'girl-to-girl' relationship is more sincere than other relationships they have been involved in before. Like Charlotte in *Riding Freedom*, Sue and Maud also experience lives as orphans. Sue was raised as Mr. Ibbs and Mrs. Sucksby's child.

My name, in those days, was Susan Trinder. People called me Sue. I know the year I was born in, but for many years I did not know the date, and took my birthday at Christmas. I believe I am an orphan. My mother I know is dead. But I never saw her, she was nothing to me. I was Mrs Sucksby's child, if I was anyone's; and for father I had Mr Ibbs, who kept the locksmith's shop, at Lant Street, in the Borough, near to the Thames (Waters, 2002, p. 3)

After being left by her mother, Maud was taken care of by her uncle. Her earliest memory was when her mother was covered in blood, dying in childbirth. The nurses rear Maud in the psychiatric hospital where her mother was kept. "*Thus I learn the rudiments of discipline and order; and incidentally apprehend the attitudes of insanity. This will all prove useful later*" (Waters, 2002, p. 166). She starts to live with her uncle when she is around the age of nine. She was to be his secretary.

The three female characters, Charlotte in *Riding Freedom* and Sue and Maud in *Fingersmith* are stated to have experienced patriarchal oppression in their lives. *Patriarchal oppressions* are done by men and women who put patriarchal thought above the equality of men and women. At an early age, Charlotte, Sue, and Maud got unfair treatment from the people around them. Because Charlotte was a girl, the orphanage's cook, Mrs. Boyle, hid her from prospective parents to keep her as kitchen help. Mrs. Boyle thought that Charlotte needed to work on the kitchen stuff. Mrs. Boyle's selfish action prevents Charlotte from being adopted and getting a better life opportunity. She forces Charlotte to do 'girl work' as if she is reminding Charlotte about her sex with all her girl responsibility, which might not be fair as she is raised among boys. Though Charlotte helps in the kitchen, she loves working in the stables with Vern and has a particular way with the horses. It is

evident that ability is learnable by everyone, regardless of their sex. While Charlotte is forced to do women's work regarding her sex, Sue's weakness as a girl is considered weak and powerless when she is rented as a beggar for people to have mercy. The superior party uses the girl's stereotype as a weak, powerless being. This blunts women's strength and puts women in a lower position.

This is the first time I remember thinking about the world and my place in it. There was a girl named Flora, who paid Mrs Sucksby a penny to take me begging at a play. People used to like to take me begging then, for the sake of my bright hair; and Flora being also very fair, she would pass me off as her sister (Waters, 2002, p. 3)

Maud was raised by the nurses after the death of her mother. The nurses tended to raise her feminine side. She was raised like a cat pet, meaning she was exposed to her submissive and obedient character.

I pass my first ten years a daughter to the nurses of the house. I believe they love me. There is a tabby cat upon the wards, and I think they keep me, rather as they keep that cat, a thing to pet and dress with ribbons. I wear a slate-grey gown cut like their own, an apron and a cap; they give me a belt with a ring of miniature keys upon it, and call me 'little nurse'. I sleep with each of them in turn, in their own beds, and follow them in their duties upon the madhouse wards (Waters, 2002, p. 194).

Sexist ideology, referring to what is called “good girls” and “bad girl”, shows a patriarchal thought that suggests that there are only two identities a woman can have. If she accepts her traditional gender role and obeys the patriarchal rules, she’s a “good girl”; if she doesn’t, she’s a “bad girl.” These two roles, also referred to as “madonna” and “whore” or “angel” and “bitch”, view women only in terms of how they relate to the patriarchal order. In order to be good girls, Charlotte, Sue, and Maud were forced to obey the rules designed to weaken and soften their behaviors, like doing the domestic works or acting like a lady-like. These patriarchal roles reflect projections of patriarchal male desire to control women’s sexuality so that men’s sexuality cannot be threatened in any way. While “bad girl” is claimed to violate patriarchal norms in some way, like questioning, criticizing, and rebelling the social norms designed by men, the “good girl” is rewarded for her behavior by being placed on a pedestal by patriarchal culture. A ‘good girl’ will be attributed to all the virtues associated with patriarchal femininity and domesticity, like being modest, unassuming, self-sacrificing, and nurturing. A good girl will put others’ needs before her own and her satisfaction is complete as she serves others. In Victorian culture in England she was the “angel in the house.” She made the home a safe haven for her husband, where he could spiritually fortify himself before resuming the daily struggles of the workplace, and for her children, where they could receive the moral guidance needed to eventually assume their own traditional roles in the adult world (Tyson, 2006).

The two novels have something in common, namely the lives of American women, set in the 1980s. At that time, women were defined or classified as 'good women'. Women are still considered as motherly figures which are reflected in middle and upper class white women and women's work only focuses on family and home. Women are required to master the domestic sphere, such as taking care of housework and raising children, while men work in the public sphere, such as business, trade, government. In conclusion, women of that era had to meet four criteria, namely piety, chastity, obedience, and household. In exchange for the existing order, women get husband protection, financial security and social status. As long as women functioned flawlessly within the domestic sphere and never ventured from it,

women were held in reverence by their husbands and general society. The next oppression was met by the three female characters in *Riding Freedom* and *Fingersmith* related to lack of freedom and opportunities. Charlotte decided to run away from the orphanage as she had no more close friends there. “She wouldn’t have the things she loved” (Ryan, 1998). She was afraid to run away, but more afraid to stay. Knowing that being a girl brought disadvantages for Charlotte as a girl has a lack of chance to work, Charlotte changed her name to Charley and disguised herself as a boy. Charlotte or Charley started to feel like “anything was possible” for she would have better opportunities to work in the world of men (Ryan, 1998). It was true that as Charley, Charlotte had a chance to be a stagecoach. Still disguised as male, Charlotte became a renowned stagecoach driver. She frequently drove important people. Until one day, Charlotte received an invitation to move to California to work for a new stagecoach company. Having been badly injured in her practice as a stagecoach and lost the vision in one of her eyes didn’t stop Charley from becoming a skillful stagecoach. She successfully saved enough money and purchased property. While being a woman prisoned women in their domestic world, a ‘disguised’ woman to a man had a wider opportunity to work publicly as a true man was concerned about success and moving up the social ladder. A man was assumed to be aggressive, competitive, rational, and channeled all of his time and energy into his work. While there is large variation across countries, men are more likely to own property than women almost everywhere. The history of feminist development in the U.S. showed more changes as, in the 1970s and 1980s, social and economic welfare issues were neglected. Families in the U.S. were experiencing financial decline, especially Latin American families. The economic downturn had a big impact on women who were in control of family management. This group completely ignored women's rights and had to experience the oppression and discrimination that are part of Latin culture. Despite living and living in America, women's rights in this group are still being ignored. Single women and widows in America got the same position as men until the end of the 20th century. This is in contrast to the rights of married women being taken away because of male domination.

The limitations for women are narrated in the *Fingersmith* through the treatments received by Sue and Maud, the two female characters. From the beginning of the story, Sue and Maud were conditioned to expose their femininity and act submissively to please the people who raised them. Sue Trinder grew up in the company of thieves and fences in the Borough of London. Sue was a *Fingersmith* or a pickpocket. Using Sue’s condition as an orphan and her skill as a petty thief, a con man called Gentleman persuaded her to become his accomplice in a scam designed to defraud a young high class heiress who will inherit her family’s wealth after getting married and dispose of her by committing her to a madhouse. Sue knew that this was her only chance to get a big amount of money to change her life. Using manipulation and trick to obey and do what men ask is proof that women’s position is lower than men. With his superiority, men use their power to give orders. Just like Sue, Maud also experienced the same oppression. Maud is treated as an object to please men. Raised by the nurses of a madhouse from the time of her mother's death in childbirth, Maud is claimed by her uncle, at the age of ten, where she was trained to move and speak softly, and to remain on the estate. Maud was always under the control of her uncle. Maud had a psychological abuse as she spent her mornings and evenings reading pornography to the old man or any other men. She also assisted her uncle in indexing a bibliography of all pornography. Maud had become the object of sex, through her voice and submissive behaviors. She had no freedom, but forced herself to do what her uncle had told her to do. Maud was not a prisoner, yet she was trapped with her uncle who minded nothing but her service to please him and other men by reading the pornography.

Aristotle, one of the most influential philosophers on western thought believed that “the relation of male to female is by nature a relation of superior to inferior and ruler to ruled”. Instead of being taught how to formulate ideas and arguments women were being exposed to domestic chores, singing, small talk and sewing. By “being educated like a fanciful kind of half being”, women were being taught to care about their looks, charm and manners instead of how to discern truth and become resilient beings. As life would always be a struggle, virtue can only be achieved by hardy people willing to test their minds and spirits. What makes it worse is that men have increased the inferiority of women. Women’s freedom are suppressed, controlled by laws, policies and discriminatory practices, and implicitly by social attitudes, cultural norms and patriarchal values.

Silencing is a part of prisoning freedom done by men to women. In many movies and novels, many scenes have shown how women are declared to have lost their sanity and are sent to asylum for having a mental disorder. In *Yellow Wallpaper*, the female character was diagnosed to have mental health problems with her husband, who was also a doctor, that she needed to be kept in a "rest cure" on a rented summer country estate, just because she was not acting submissively like what a woman should be. In *Fingersmith*, being lied to and tricked by the Gentleman, Sue was forcibly taken to the psychiatric hospital, where she was declared to be Maud Lilly. For the sake of the Gentleman to have fortune, Sue was accused to have delusions. Sue begins yelling and cursing, realizing she has been the one double-crossed, “You thought her a pigeon. Pigeon, my arse. That [expletive] knew everything. She had been in on it from the start” (Ryan, 1998, p. 161). Women are easily victimized for the cases they do not do, as they are considered as weak and inferior. In many cases, the patriarchal law gives more benefits to men than to women. While men are considered to be more logical and trustworthy, women are claimed to be irrational and untrustworthy.

### **Women’s Fight over Men’s Oppression in *Riding Freedom* and *Fingersmith***

Women’s fight over men’s oppression in *Riding Freedom* and *Fingersmith* is shown by proving their abilities, finding justice for themselves, and revealing their true selves. In *Riding Freedom*, Charlotte started her fight by proving her skills and revealing her identity. She cut off her hair and dresses as a boy. Using the name Charley, she left the orphanage, went from New Hampshire to Massachusetts, learnt to be a skillful stagecoach, and owned her own ranch. Although she lost one of her eyes, she kept learning to drive a six-horse coach with only one eye. Although it is not easy, she successfully uses all of her senses and perfectly mastered the art of driving with one eye. She came to be known in California as One-eyed Charley. Charlotte proved to society that she could master the skills that were usually related to men only. After all her success, Charlotte had a desire to vote and then reveal her identity as a woman to make the point that women know their own minds as well as men. Charlotte eventually placed her first vote in 1869, under the name Charles Parkhurst. She placed the vote in hope that when people learnt she was really a woman, she would have made a difference for those who could not vote. The setting of time of the story of *Riding Freedom* signed the women voting in America. Women were enfranchised in frontier Wyoming Territory in 1869 and in Utah in 1870. Because Utah held two elections before Wyoming, Utah became the first place in the nation where women legally cast ballots after the launch of the suffrage movement. On February 14, 1870, several women voted in the Salt Lake City municipal election They became the first women to legally cast a vote in a United States election under an equal suffrage law.

Like Charlotte’s fight in *Riding Freedom*, Sue and Maud in *Fingersmith* also struggle to get freedom by finding justice for themselves and revealing their identities. Sue got shocked and furious at being left at the psychiatric hospital and she also received a physical

violence from a doctor named Doctor Cristy who tortured her when she was in mental asylum. Sue does not only receive unfair treatments from the Gentlemen who manipulate and trick her, but also from the female doctor who does not show empathy toward her conditions, but tortures her. Oppressions to women are proven not just coming from men but also from women. Women who think they have a higher position to other women tend to treat other women cruelly and unfairly just because they think they are more powerful. This is a real application of patriarchal thought. Sue, who was justified to have delusions, managed to make an impression of the psychiatric hospital key and escaped from the mental asylum. She and the two make their way back to London. She immediately decided to find Maud to clear all the problems. Sue was jealous when she saw Maud in Mrs. Sucksby's bedroom. Maud who knew Sue had escaped from the hospital from the letter Sue sent to Mrs. Sucksby tried to send Sue a signal that she still loves her. It was true that Sue and Maud had loved each other. Their love grew as they experienced the same situation. Both were trapped in situations where they were hopeless and powerless. Sue, who came from a lower class, had no understanding of how important education was that her life ended up only becoming a thief or a servant. The only way to escape from her financial problems was by obeying what the Gentleman asked her to do, that was to trick Maud. However, Sue was doubtful as she knew that Maud, though she came from a different social status, she also had an uneasy life. Maud who came from upper class and learnt about proper ethics of reading, painting and playing, music instruments had to do an inappropriate task burdened by her uncle in his library, like reading pornography and arranging pornography books. Maud wanted to protect Sue out of love. They did love each other. Their togetherness while they were staying at Briar house made them close. Until one day the feeling changed from sisterhood to passionate love just like man to woman. They were afraid of losing each other. Maud admired Sue's caring towards her and Sue admired Maud's beauty and body shape.

So, I kissed her again. Then I touched her. I touched her face. I began at the meeting of our mouths—at the soft wet corners of our lips—then found her jaw, her cheek, her brow—I had touched her before, to wash and dress her; but never like this. So smooth she was! So warm! It was like I was calling the heat and shape of her out of the darkness—as if the darkness was turning solid and growing quick, under my hand. She began to shake. I supposed she was still afraid. Then I began to shake, too (Waters, 2002, p. 149).

At the end of the story, when Sue and Maud got free from all the trouble they had, they decided to unite again as a couple. A study given Anderson (2014) found out that before the 1960s, gay and lesbian gatherings grew throughout the United States and were discovered in metropolitan areas, bars, or private homes. In that era, many lesbians supposed feminine or masculine gender roles and, often, modesty in dress. Many of these communities perform underground as a means of protection from rampant hostility, physical violence, social exclusion, harassment, and job loss. With the rise of second-wave feminism in the 1960s, special attention to lesbians appeared as part of a broader challenge to sexism. Lesbians play an essential role in many new feminist organizations, helping to regulate equality in the workplace, home, and court. Lesbian feminism delivers a way for women to free themselves from male domination and heterosexism. The study on gay and lesbian relationships also found that society is based on two central claims. The first is the assertion that heterosexuality includes more than just a form of sexual desire. It also functions as an institution supporting male supremacy and female subordination.

## Conclusion

Both novels used as the primary data of this study, *Riding Freedom* and *Fingersmith*, not only share the same theme about women's struggle over patriarchal oppression but also share the same setting that is America in the 1980s. The reason behind the choice of the setting may be related to the Women's Rights Movement that happened in the 1980s. The campaign for women's suffrage in America began before the Civil War. During the 1820s and '30s, the issues and acts of women owning properties had started, regardless of how much money or property they had. At the same time, women who joined religious movements, moral-reform societies, and anti-slavery organizations started to reform. These two novels expose women's struggle for freedom and equality and reveal identities. *Fingersmith* bravely exposes further lesbianism as the result of the same experiences and feelings of the men's oppressions related to psychological, social, economic, and political issues that make women trust and get attached to other women better than their trust and attraction to men. Therefore, lesbian criticism is often related to feminist criticism as both are responses to patriarchal oppression as the issue of lesbianism appeared along with the second wave of feminism in America.

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## **Symbiocene as an Effort to Build Ecological Balance in Danny Boyle's *The Beach* (2000)**

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### **Abstract**

The development of tourism today poses a significant problem in terms of environmental damage. The exploitation of tourism has had a negative impact on natural resources and the environment, especially in tropical countries such as Thailand. Although many beaches have become part of a highly protected national park, many tourists and divers still have access to some of these locations. *The Beach* (2000) is a film that explores the relationship between humans and nature. In *The Beach*, the main characters in the film are tourists or foreign backpackers who have ambivalence about treating nature. By examining the film *The Beach* (2000) by Danny Boyle, the purpose of this study is to identify the role of nature in building ecological balance through *the Symbiocene* ideology. This study uses a qualitative method with narrative theory and cinematography by Boggs and Petrie (2008) in analyze the structure of the text and then using Albrecht's ecocritical approach (2019) in analyze the ideology of the text that focuses on the concept of human and natural relations. In the film *The Beach* (2000), nature can be positioned as an object or subject. The positioning of nature reflects a critique of anthropocentrism because humans are faced with two choices: to be the preserver or the destroyer. One of the roles of nature in building ecological awareness is building symbiotic bonds through conservation efforts and building insight into environmental care. Green politics in films can also refer to the ecotourism movement devoted to travelers.

**Keywords:** Symbiocene, ecological balance, backpackers, green politics, ecotourism.

### **Introduction**

The development of information technology and natural resources affects the ecological balance. Forest burning, illegal logging, and open exploitation of nature are complex ecological problems that continue to this day. In addition, another important issue related to ecological issues is the over exploration of natural tourism. The current development of tourism can also pose a significant problem for environmental damage. Tourism has significant value and benefits for local and global economic progress. Therefore, the tourism sector is classified as the largest industry in the world and is an economic sector that has very fast growth and provides many jobs (Susilawati, 2016). Economic sources and employment opportunities can be seen from providers of travel services, accommodation, restaurants, tourism services, and various other small businesses. As one of the important economic sectors, tourism has multiple impacts, both positive and negative, on humans and the environment. According to Susilawati (2016), broadly speaking, the impacts of the tourism industry can be classified into three types: environmental impacts, sociocultural impacts, and economic impacts.

According to Yoeti (2008), the impacts of tourism development on the environment include: littering (in addition to causing unpleasant odors, it also kills the surrounding plants); disposal of a hotel, restaurant, and hospital waste that damages river, lake, or seawater; damage to coral reefs as a result of fishermen no longer having a beach to find fish, because the beach has been pegged to build hotels and restaurants. The exploitation of tourism has had a negative impact on natural resources and the environment, especially in tropical countries such as Thailand. Although many beaches are part of a highly protected national park, many tourists and divers still have access to some restricted locations to dive in protected areas (BBC News, 2016). Failure to protect national parks from tourists has resulted in almost all national parks in Thailand being closed.

In 2000, Danny Boyle managed to make an adventure film for tourists in Thailand. *The Beach* (2000) is a film that explores the relationship between humans and nature. Nature can be both a subject and an object for humans. Nature as a subject has emotional power, namely as *Terraphthore* (Earth Destroyer) and *Terranascia* (Creator), who move and influence humans. Meanwhile, nature as a subject has implications for *anthropocentrism*. In *The Beach* film, the characters in the film are tourists or foreign backpackers who have ambivalence about treating nature. This study tries to identify the role of nature in building ecological balance through the Symbiocene ideology inside of *The Beach* film (2020).

Various environmental problems are related to knowledge, attitudes, behavior, and human assessment of the environment. The results of Makmur's (2020) research on the relationship between humans, the environment, and science show a humanitarian crisis and mistakes in dealing with the environment. Afandi (2019) reveals that the harmonious relationship between humans and animals has an impact on the destruction of the surrounding environment. Environmental damage is also affected by the exploitation of nature and the current entrenched capitalist system. Putra (2014) stated that the exploitation of nature causes many bad impacts, such as air quality, flooding, and animal extinction. These effects cause the ecosystem to become unbalanced, which disrupts the survival of all living things on earth. This is reinforced by Puspita (2019) and Abdillah (2018), who reveal commodification as a capitalist system that causes several environmental problems such as loss of diversity, potential depletion of natural resources, land grabbing, and technical problems such as repressive apparatus and corruption of businessmen and officials for projects reclamation. Annesley (2004) adds that literary works can expose the ecological problems raised by idealist efforts to reject developments in aesthetics, culture, and globalization. An example is a relationship between tourism and film. Law et al. (2007) reveal the modification of the Maya Bay set for the film *The Beach* as part of a wider process whereby a tropical environment staged in line with the view of tourists can show environmental resistance in literary works but can also lead to the problem of eco-imperialism.

In contrast to previous studies that discuss nature as a source of life, exploitation of nature and capitalism, the purpose of this study is to uncover the ambivalent attitude of humans in *The Beach* film (2000) by Danny Boyle. In addition, by developing previous studies that uncovered the inequality of the relationship between humans and nature, this study tries to examine more deeply the role of nature in building ecological awareness through the Symbiocene ideology. Therefore, by examining the film *The Beach* (2000) by Danny Boyle, the hypothesis of this research is that the relationship between humans and nature indicates a critique of anthropocentrism that objectifies nature. This study uses a qualitative method using narrative theory and cinematography by Boggs and Petrie (2008) in analyze the structure of the text and then using Albrecht's ecocritical approach (2019) in analyze the ideology of the text that focuses on the concept of human and natural relations.

## Theory and Method

The theories that will be used in this research are the narrative and cinematographic theory of Boggs and Petrie (2008) and the ecocritical approach of Albrecht (2019). According to Marcel Danesi, (2010) a film is a text that contains a series of photographic images that result in the illusion of motion and action in real life. Meanwhile, according to Himawan Pratista, (2008) a film is formed from two elements, namely narrative elements and cinematic elements. Narrative elements relate to aspects of the story or film theme and cinematic elements are technical aspects in the production of a film.

Boggs and Petrie (2008) reveal that a good film is a film that can inspire admiration to explore and continue to explore it in the frame of analysis. In their book *The Art of Watching Films* (2008), Boggs and Petrie also provide several benefits when we conduct the analysis process of a film. One of them is to be able to increase intuition to a conscious level until finally it is at the level of focus to grasp the meaning or message of the film. Boogs (2008) introduced the theory of film structure, namely narrative elements and cinematographic elements. The narrative element focuses on plot, setting, characters and characterizations as well as symbols. The cinematographic elements of the film are divided into two aspects, namely the visual aspect and the sonor aspect. Visual aspects include lighting, point of view, camera motion, camera position, costumes and make-up. While the sonor aspects include dialogue, sound effects, music, atmosphere and silence.

Albrecht's ecocritical approach (2019) in his book *Earth Emotions: New Words for a New World* discusses concepts that focus on natural or environmental damage, ecosystem damage, and disasters from the perspective of ecocriticism. Albrecht (2019) introduces the term emotional power that characterizes the universe, namely *terrathora* (earth destroyer) and *terrascia* (earth creator). The universe displays its terrathoric characteristics in violent destructive power and creative terrascient power in terms of creation. The power of *terrathora* (earth destroyer) and *terrascia* (earth creator) will produce the Symbiocene. The symbiocene or period of reintegration between humans and the rest of nature is the theme used to define Earth's emotions.

Albrecht (2019) argues that many are currently suggesting that we should rename this period on earth as the Anthropocene. This era could be called the Obscene, not the Anthropocene. Albrecht gave the example that he, a human being, did not want to be associated with a period in Earth's history where dominant people in one species erased the foundations of life. Life for all humans and other non-humans. Albrecht wanted to be part of the "Symbiocee" where humans lived in harmony with all other creatures. He argues that we humans can do this through eco-economy, biomimicry and eco-industry. Although difficult, at least thermodynamically, perhaps even more ethical and beautiful. Earth's positive emotions are reemerging as the defining characteristic of what it means to be human in the collective called life. This is very relevant to the discussion of nature as a subject and object in this study.

## Findings and Discussion

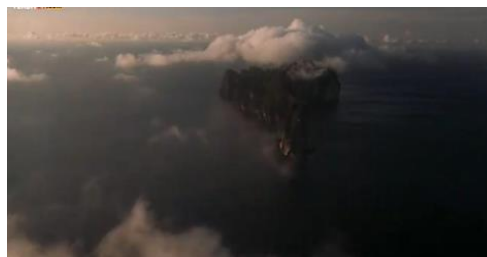
The discussion in this article, the author divides it into three chapters. The first is to dismantle the narrative text that emphasizes the positioning of nature and humans. The second focuses on the symbiotic concept which is the result of the relationship between humans and nature. The last chapter describes the concept of a symbiocene that reflects efforts to build an ecological balance.

### Significance of a Film in Positioning Nature and Humans

Based on the analysis of *The Beach* film (2000) using narrative theory and cinematography of Boggs and Petrie (2008), there are two positionings that will be discussed in this chapter. First, nature is represented as an object through the perspective of travelers in the novel. As in the title of the film, the object depicted is a beautiful beach. The natural environment that is manifested through the beach becomes the main significance in the film. The beach is one of the most visited tourist destinations by tourists. Thailand is one of the countries in Asia that is visited by many tourists. Apart from the fact that the weather in Asia is tropical, Asia also has a lot of uniqueness such as culture, language, and some deep-rooted myths. As in the quote below.

*here there is a myth, is about the beach. And This beach is perfect man, its in island, right... hidden from the sea. you can imagine? You get pure white sand, crystal clear water, palm trees, yeah and coconut and shit..  
Yoo, tell the best part...  
Plus, plant helmets...  
to smoke all day, everyday, for the rest of life.  
But only small people who knows exactly the secret. (Boyle: 2000)*

Through the quote above, there is a myth about a beautiful beach. The myth was built by the surrounding community. The secret beach is a national park or protected natural environment. The word "myth" became a belief in an effort to protect the indigenous people by maintaining the secrecy of the beach from foreign tourists. In the first sequence, it is also seen that local people challenge the main character of the film namely Richard to drink snake blood. In film, local people interpret snake blood as a symbol of strength, so tourists are challenged to drink it. These myths about nature and animals indicate the role of the local Thai people in protecting and believing in nature and animals as something very sacred and powerful. However, unlike tourists or backpackers, they see the beach as a tourist attraction that must be visited. Richard's acceptance of the challenge of drinking snake blood is also a form of proving that tourists are brave and not afraid of challenges, including finding a secret beach.



Picture 1. Secret Island and Beach.

In the film, the camera uses long shots that focus on the beach. Sonor and visualization give an exotic impression of seeing the beach. In picture No. 1, reflects the shadow of the beach, which is so beautiful that it bewitches all tourists to go there. Richard, Sammy, and other tourists have imagined the beauty of the beach without ever seeing it. Desire of tourists refers to anthropocentric human nature, viewing nature as an object that will provide satisfaction for humans. Based on the significance in the text, the beach as a place for tourists

to seek pleasure not only is the natural environment but there are two natural elements that are also the focus of discussion, namely plants and animals.

Cannabis is a plant that is famous all over the world. Cannabis (*Cannabis sativa* L.) is an annual plant, which can grow and spread in tropical and subtropical areas with a tree height of one to five meters (Emcdda, 2015). This plant has become one of the forbidden plant species in several countries around the world. Cannabis is a cultivated plant that produces fiber but is better known for the content of narcotic substances in the seeds, namely THC, which can make the user experience euphoria (a prolonged feeling of pleasure for no reason). The cannabis plant is usually made into marijuana cigarettes (Siahaan, 2019). There are European tourists from abroad, such as America, France, Sweden, and Croatia, who meet each other and enjoy the natural beauty of Thailand. These tourists also reflect an influencer in the field of tourism. In the film, tourists have the habit of consuming marijuana all the time. This reflects the cannabis plant's role as part of the European tourist lifestyle. Their desire to constantly smoke marijuana is illustrated in a dialogue between tourists who talk about how one of the many advantages of secret beaches is marijuana in abundance. As in the previous quote, marijuana is one of the objects that tourists look for to be able to enjoy every moment, every day, even a lifetime.



Picture 2. The joy of seeing Marijuana.



Picture 3. Marijuana Field.

Apart from marijuana, fish is also their staple on the island. They take fish from the sea for consumption. Beautiful beaches, marijuana fields, and the wealth of the sea make them objectify nature as a source of pleasure. Although fish are living things that are commonly consumed by humans, in the film, there is a connection between the characters and fish. The tourists in the film show that other pleasures they get on the beach are one of them by hunting fish. Hunting for these fish is not only a place to fulfill basic needs such as food, but also a place to reflect on human domination of these fish. The number of fish caught and the defeat of sharks killed by Richard are an indication of the film's narrative showing the position of animals. In this case, fish are under human control.

Based on the structure analysis of *The Beach* film (2020) using narrative theory and cinematography, in this case, nature is also represented as a subject. In the film, camera perspective (point of view camera) refers as subjective and observer. Subjective refers to the camera as a participant, while observer refers to the camera as an observer (Boogs, 2008). Nature as a subject is presented by the title of the film, namely *The Beach*. The title in a film or literary work is a symbol of the meanings that can be found in the content of the story. The title can also be a theme or a summary of the story. The word "The Beach" became the subject. It was based on the desire of the tourists to find the beach. In this discussion, the beach seems to be a character that brings exoticism and sensation to the people who see it, as in the following quote.

*There is a beach, you understand?!*  
*The beach beautiful too much.. and too much.. sensation*  
*She is on an island... an island is perfect..*

*I'm just talking "that's nice" ...  
Perfect...  
...she is like a lagoon.. you know lagoon.. she's seen by cliffs..  
Totally fucking secret.. Totally fucking forbidden.. (Boyle, 2000)*

The quote above describes a perfect and natural island and beach. The word "She" refers to the island metaphor as a woman. Women reflect beauty, both beauty and exoticism. Nature is also symbolized as mother earth, which means that the relationship between them is represented through the depiction of natural elements with feminine characteristics possessed by women. One example is that nature's relationship with women is spiritually associated with the myth of the earth as a mother figure with feminine characteristics, such as giving birth and giving care (Rahwati, 2018). The beach as a living environment provides life for humans. In the film, tourists or backpackers can live because the island has plants that can be used as clothing and food for them to survive.

On the other hand, the significant elements that become the object and subject of this discussion are plants that represented by cannabis and animals represented by fish. Cannabis as a subject can be seen in several scenes in the film. First, marijuana is a plant that can make people addicted. Second, marijuana can cause euphoria (a prolonged feeling of pleasure for no reason). All three marijuana strains have the potential to be lethal (rumahcemara.or.id). The third reflects the cannabis as a subject capable of influencing humans. In a film, excessive cannabis consumption can lead to death and imaginable madness. Richard and Daffy are examples of the subjective discourse of the cannabis plant. Richard is depressed and mad everytime, while Daffy has to commit suicide. Marijuana is a subject for humans because it has a role in human life.

Animals represented by fish can be positioned as subjects. Even though Richard and his other friends manage to kill the sharks and other fish, the sharks can also kill them. Sharks become subjects when their existence is disturbed by human exploitation. Several people were killed by shark bites. The subjectification attached to sharks reflects that animals can provide something that is dangerous for human. A fight that may be defeated by humans can be a form of resistance for animals to protect themselves.

Beaches, plants, and animals are human friends and partners in living life. The existence of the beach as a national park and the protection of indigenous peoples is one of the efforts to treat nature as a subject. In essence, the universe is not much different from humans, who have a life as well as a soul. This can be observed in several scenes in the film that show a response from nature itself. They have the right to live and develop. They should also want to be treated well by humans. So far, nature give the best for humans by providing food and drink, providing beauty for the needs of the human soul, and even giving everything. The universe has emotional power (Albrecht, 2019). It is one form of nature as a subject. Nature has the power of creation and destruction.

### **Symbiocene Construction: Nature and Human Relations**

The relationship between humans and nature can produce a relationship that is mutually dependent on each other. Nature has emotional power as a feature of the universe. *Terraphthore's* emotions can be *Terraphthore* (Earth Destroyer) and *Terranascia* (Creator). These two terms became the concept of Albrecht's study in seeing the emotions of the earth. Earth as a destroyer can be in the form of natural disasters or natural damage. While nature as the creator can be in the form of plants, lakes, lagoons, microorganisms, and others. Analyzing the emotions of nature is very important in building ecological awareness in order to understand and interpret nature as a source of life. In addition, through the analysis of the

relationship between humans and nature through the symbiotic concept, it can provide knowledge about one of the concepts that can be used in the study of ecocriticism.

*Symbiocene* is a term that comes from the word symbiosis, originating from the idea of living friendship (living together). The concept of symbiosis is the basis for what I think will be the next period of Earth's history. *The Symbiocene*, as a period in the history of mankind on Earth, will be characterized by human intelligence and praxis that imitate the symbiotic and mutually reinforcing forms and reproductive processes of life found in living systems (Albrecht, 2019). Through *The Beach* film, we can see how anthropocentrism still dominates nature. The desire of tourists to go on adventures to see the beauty of nature and the selfishness of humans to have all the elements that nature has to offer is implemented in an anthropocentric attitude. The prohibition of humans from entering protected areas is still a problem for the government and the community. In the film, it can be seen how human efforts to find beaches become national parks or protected environments. Although there are many tourist attractions created, humans will continue to look for something different, something new from nature.

In several scenes in the film, the symbiotic forms that are presented can be examined. In essence, the love displayed by backpackers or tourists on the island reflects the attitudes of *endemophilia* and *topophilia*. While nature in the film shows *eutierra*. According to Albrecht (2019), *endemophilia* is a discrete emotion associated with certain special places and love with what is unique or endemic to them. In some scenes in the film, Richard really loves the cliff-covered lagoon beach. Daffy really loves the marijuana found on the beach. Some characters love fish and flower plants. This can be the basis for the positive emotions that actually exist in each character. Sal character has a significant *topophilic* attitude, namely the love of the place (Albrecht, 2019: 22). Sal loves the beach very much, taking care of it and making it his home. The island in the film shows *eutierra*, or a good feeling of the earth (Albrecht, 2019). The island offers all the beauty and sources of life for humans.

Nature as a subject can destroy and create. In the film, the beach can give pleasure but can also damage the order of human life with the presence of plants and animals that can cause death. Damage and pleasure can produce a symbiotic relationship between humans and nature. In essence, life is about symbiosis, or "living together" (Albrecht, 2019). *Endemophilia*, *topophilia*, *eutierra* are some attitudes that can be built to strengthen the symbiotic relationship between humans and nature. It is at the end of the film that humans try to eliminate any desire to stay on the island. This indicates that nature conservation efforts are prioritized, even though tourists really love the beauty of nature.

*Game over...*

*But she was not gonna leave..*

*She believes too much that everything never changes...*

*So that is exactly why we leave her..*

*And for the rest of last..*

*We carried away our sin and made our way back to what we called as home..*

*To pick up the pieces of whatever was waiting... (Boyle, 2000)*

The quote above reflects what is called sin. Richard gave recognition to everything that has damaged the beauty of nature itself. The natural beauty that was fun for Richard and his friends had turned into fighting and destroying them. Their arrogance towards nature makes those who live on the island experience bad things. Several of Richard's friends died from shark attacks. Thus, human selfishness is also seen through the figure of Sal and the old members of the community. They don't care about a friend who is dying from a shark

bite. Sal also makes Richard depressed by forcing him to stay in the forest for weeks to spy on Richard's friends who come because of the map he gave earlier.

Through the character of Richard and his friends at the end of the story, it can be identified that there is a feeling of regret towards the human treatment of nature. The more humans are obsessed with the beach and obey all their lustful desires, the more depressed humans will be until they can no longer have a sense of humanity. Richard invites his friends, Etienne and Françoise, to leave the beach. Sal, as the community leader, finds pressure from the indigenous groups who guard the island. Sal must choose to kill Richard or stay on the beach. Sal chooses to kill Richard, but fails because the coast guards accidentally fire the trigger. Richard's departure was followed by the entire community. The last scene in the film shows how humans can do anything to fulfill their desires, which is to stay on the beach that has become part of the conservation area.

The last few scenes of the film show an effort to build ecological awareness, which is very visible through a confession of sin. *Symbiosen* shifts *anthropocentrism* due to conservation efforts and ecotourism awareness. Richard distinguishes what he calls "home". Richard interpreted "home" before is something that is not important to him because the most important thing is the place where he goes on an adventure. Then, at the end of the film, the "home" becomes the place where he works. This is the contradictory part. At the beginning of the film, Richard is seen in the city of Bangkok, where he sees some tourists and natives. Meanwhile, at the end of the film, Richard is in front of a computer screen with other people who are also working. Thus, it can be observed that the important process of this film in building an ecological balance is an effort to restore the normal life of tourists from all tourism trips. Tourism is one part that is needed by humans to enjoy nature, but ecotourism that emphasizes the aspect of nature conservation is prioritized. The symbiotic relationship that leads to green politics in the film can provide an illustration of efforts to fight the exploitation of nature by humans.

### ***Symbiocene* and Green Politics in Building Ecological Balance**

*Symbiosen* is one of the human efforts to build an ecological balance. This period of human existence will be a positive affirmation of life and offer the possibility of complete reintegration of the human body, soul, and culture with the rest of life on Earth. This is also a way to avoid more solastalgia and other negative psychoterrestrial earth emotions that damage the soul, which must lead us to the *Symbiocene* (Albrecht, 2019). In the film *The Beach*, there are two choices that also represent the ambivalent attitude of the characters in the film. Love for nature is something that is born as a living being that is close to nature. On the other hand, the anthropocentric attitude still dominates our ability to exploit and explore all the wealth and beauty of nature.

Humans are faced with two choices: to be the preserver or the destroyer. Albrecht (2019) reveals the reality and repetition of symbiosis in evolution, showing that we are still in an invasive, "parasitic" stage and that we must slow down, share, and reunite ourselves with other creatures if we are to achieve evolutionary longevity. This shows that *the symbiosen* is one way to build a good relationship between humans and nature. At the end of the story, it is revealed how a human being who loves nature should be. Nature as a subject provides awareness that beaches, plants, and animals are significant elements in building ecological balance. Through these elements, humans can live together without becoming "parasites" to other creatures, one of which is by not destroying nature.

Through an ecocritical perspective, the film *The Beach* can be a part of green politics, namely an effort to encourage an ecologically sustainable society rooted in the environment, non-violence, and social justice. *Symbiosen* shows a shift in anthropocentrism due to

conservation efforts and insight into the environment. The green politics contained in the film is one aspect of sustainable development, which focuses on aspects of life on land, namely national park conservation and life below water protection of marine ecosystems. Green politics in films can also refer to the ecotourism movement. According to Albrecht (2019), the key principles of organizing symbiotic societies should include all species, large and small, whose life interests and biocommunal traits are understood and respected; the re-establishment of the symbiotic bonds in which they have been broken in the *anthropocene*. The relationship between humans and nature through a symbiotic bond that produces a green political movement can be one of the efforts to build an ecological balance.

### Conclusion

In the film *The Beach* (2000), the role of nature and humans in building an ecological balance is one of them building a symbiotic bond. From an ecocritical perspective, the film *The Beach* (2000) can be seen as one part of green politics, namely efforts to encourage an ecologically sustainable society rooted in the environment. *The Symbiosen* shows a shift in anthropocentrism due to conservation efforts and building insight into environmental care. Green politics as a result of the symbiotic relationship in the film can also refer to the ecotourism movement that is devoted to travelers. *The Symbiosen* is a reflection of human relationships that live in harmony with all other creatures. This ideology can be useful as a basis for building an ecological perspective for travelers who also act as influencers in the tourism sector. This research is expected to be a reference for deepening the analysis of *the symbiosen*, green politics, and ecocritical studies that can be used for further research with different study objects.

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