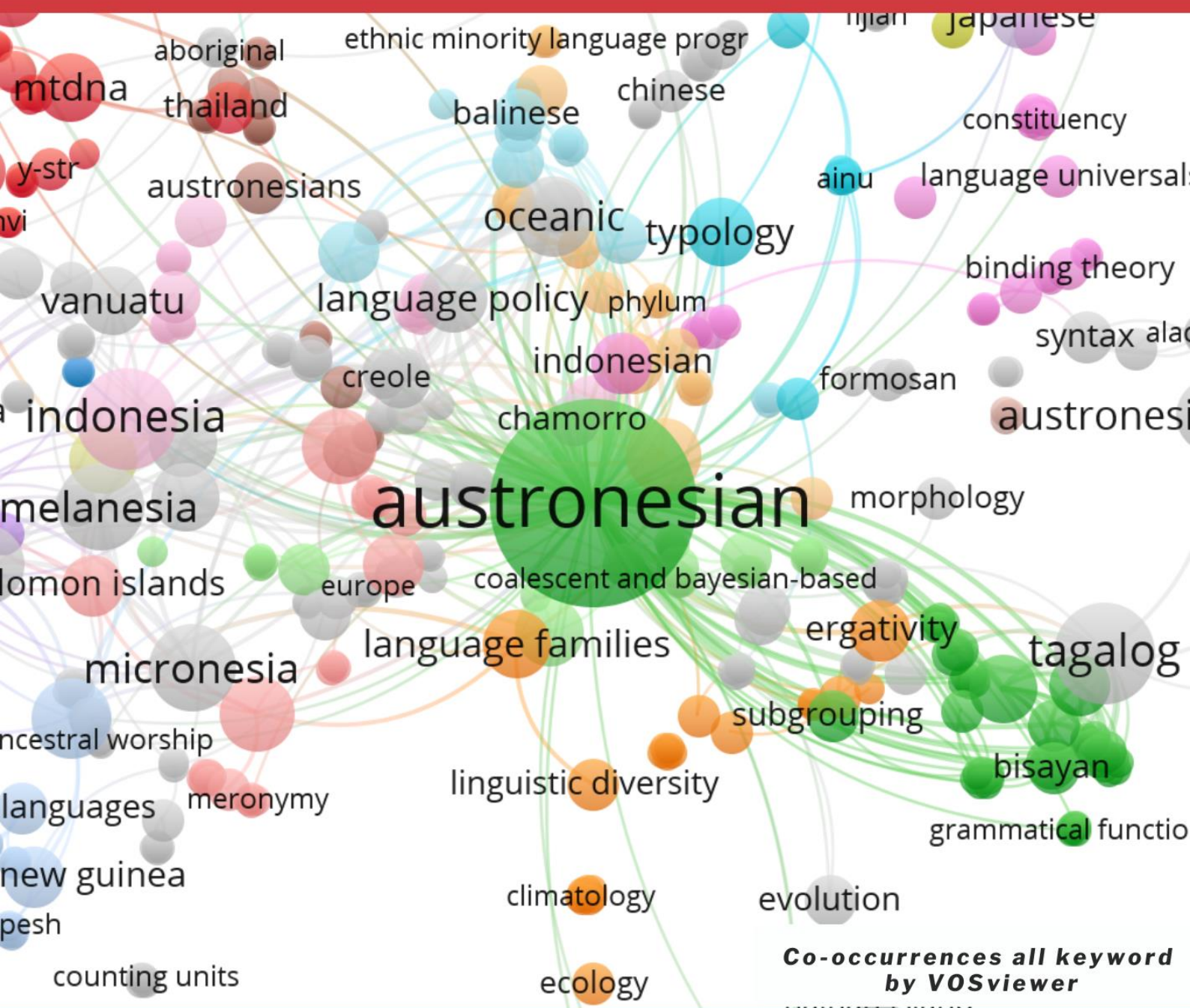


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## List of Contents

|                                                                                                                                                                   |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Analyzing of Grammatical Errors Found in Students' Recount Text</b><br>Farisyah Rizkah Rachman, I Gusti Bagus Wahyu Nugraha .....                              | 52-60   |
| <b>Pi's Anxiety in Yann Martel's Life of Pi</b><br>Feni Asniar, Anik Cahyaning Rahayu .....                                                                       | 61-74   |
| <b>Social Inequality on Women in Khaled Hosseini's "A Thousand Splendid Suns" Novel</b><br>Fitria Deviana, Danu Wahyono .....                                     | 75-88   |
| <b>Types of Conflict and Conflict Management Strategies Found In "Mile 22" Movie</b><br>I Kadek Arisetiawan, I G.A. Sri Rwa Jayantini, I.B. Gde Nova Winarta..... | 89-102  |
| <b>Grammatical Cohesion Analysis of Susan Cain's Speech "The Power of Introverts"</b><br>Kadek Novi Krisna Dewi, Gede Irwandika.....                              | 103-112 |



WAHANA PUBLIKASI



## **Analyzing of Grammatical Errors Found in Students' Recount Text**

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### **ABSTRACT**

This research aims to identify grammatical errors in using the past tense of eleventh students of SMA Dharma Praja Denpasar in writing recount text. In this study, the researcher obtained data by direct field observation. The data were taken from recounted text writing made by eleven-grade students of SMA Dharma Praja, 30 of whom were involved in this study. The population of this study only took one eleventh-grade class, namely XI MIPA 1. The data was the student's original writing without the help of Google Translate during the writing process. This study used the theory proposed by Dulay et al. (1982) to analyze the types of grammatical errors. The method used for this study is the descriptive qualitative method to analyze the data. The total number of errors made by students can be seen from the data that has been analyzed. The highest error frequency was misformation and misinformation, with 45 errors (1.5 %). The second was the omission error, with 21 (0.7%). Then, the third error was addition, with a total error of 13 (0.43%). The last was misordering, which only found five errors (0.16%). This error occurred because students still do not understand proper grammar. Therefore, the language that has been written is still very influenced by the pattern of using their mother language and their everyday language.

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### **1. Introduction**

In general, writing is an activity in the form of systematically pouring ideas/ideas with complex abilities through active, productive activities in the form of symbols of letters and numbers so that others can understand them. According to Purnamasari et al. (2021), writing is an activity that aims to show a thought or idea in written form. Writing

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is a skill that everyone has, especially students who need to master writing skills properly and correctly because students are required to be able to write several texts, including recount text and descriptive text, in their English language learning. Thus, in a writing class, students must understand proper grammar, spelling, and vocabulary when writing a text.

Of these three aspects, one of the most important is mastering writing and grammar. Grammar and writing are interrelated components, and they cannot be separated. In process writing, grammar is one of the useful elements (Miko, 2018). In order to create good writing, students should understand grammar as well as possible (Kumala et al., 2018). Grammar is the rules regarding the language structure used in each sentence. In addition, grammar rules are used when using language elements such as words or phrases in a sentence (Richard & Schmidt, 2010, p. 251). In grammar, one important aspect needs to be understood, namely tenses. According to Panggabean (2016), tenses is a concept that describes the occurrence of a statement. We know some kinds of tense in general, including simple present tense, past tense, past continuous, present perfect, etcetera. Students who have a low understanding of grammar can cause errors in writing a text. The dominant grammatical errors often appearing in students' writing include using tenses, subject verbs, plural nouns, conjugations, prepositions, and spelling (Netanel, 2017). Errors are deviations from the rules or incorrect due to a lack of knowledge.

An error analysis is important to analyze some errors in students' writing. Dulay et al. (1982, p. 138) stated that error analysis is a way that aims to identify the location of the learner's errors in writing and speaking (as cited in Aqilah et al., 2012). Students should understand grammar first, so there are no errors when writing a text. Grammatical errors are often found in writing activities carried out by students. Grammatical errors are the use of incorrect grammatical patterns in a sentence. Some of them still do not know the structural form of grammar and are divided into four categories of grammatical errors.

Related to this phenomenon, the problem appointed in this study is about the types of grammatical errors in using past tense in the text writing of 11th-grade students of SMA Dharma Praja. *Recount text* is a text that is used as the data source for this study. According to Sinthianuary et al. (2019), a recount text is a text that retells experiences and accidents that have occurred in the past based on the time chronology. From the results of observations made by researchers, it can be seen that some eleventh-grade students still make mistakes in using the appropriate tenses in the recount text they made. Thus, this study focused on identifying the types of grammatical errors based on the theory proposed by Dulay et al. (1982). In classifying the types of grammatical errors, the writer used the concept of Dulay's surface strategy taxonomy. In this concept, Dulay et al. (1982, p. 138) divided it into four types of errors: omission, addition, misformation, and misordering (as cited in Rusmiati, 2019).

This study aimed to determine the errors in using the past tense when writing recount text made by eleventh students of SMA Dharma Praja based on surface structure taxonomy. Based on the background above, the writer is interested in conducting this

topic because before, in this school, there has not been any research related to this topic that discusses grammatical errors.

## 2. Literature Review

There are several previous studies that have the same topic as this research. Firstly, (Yudari, 2017) article, “An Analysis of Tenth-Grade Students’ Grammatical Error in Writing Recount Text.” In this study, there were two problems, namely, the types of grammatical errors and the source of grammatical errors in SMA PGRI 1 Amlapura. This article used a qualitative descriptive method to collect data. It also applied the theory proposed by Dulay et al. (1982) to identify the types of grammatical errors and used the theory from (Brown, 1980) to analyze the source of errors. The data source of her study was tenth-grade students of SMA PGRI 1 Amlapura. This study showed that students’ grammatical errors in writing recount text are divided into four categories: omission, addition, misformation, and misordering. From that, the most common error was misformation, with evidence that misformation errors emerged as much as 80 times. The lowest error was misordering; there were only ten errors out of 10 data obtained. The result of the source of errors proved that Communication Strategy was the most common source of error, while Context of Learning was the lowest error found in her study. There are several differences between the study written by Yudari. Yudari’s study focused on two problems: identifying the types of errors and analyzing the source of error. At the same time, this study was only focused on analyzing the types of errors. The similarities between her study and this study are that she used data sources in the form of recount text made by high school students, and both used the same theory from Dulay et al. (1982) to analyze the types of grammatical errors.

The second study was done by Amelia et al. (2021), entitled “An Analysis of Grammatical Errors in Writing Recount Text by The Tenth Graders.” Their study used a qualitative method. Their study focused on the types of grammatical errors based on the theory proposed by Dulay et al. (1982) with *Surface Strategy Taxonomy* concepts. From the results, it can be seen that one of the types of errors that have the highest frequency of errors is misformation (42,5%), while misordering is the type of error with the least frequency (2,0%). There are no differences between their study and this study. The similarities between these two studies are that they have the same research objective and focus on analyzing the types of errors. In addition, both used a theory proposed by Dulay et al. (1982) to find out the types of grammatical errors in writing recount text and these two studies.

The third study related to this topic is from Solikha and Rozak (2020), entitled “The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy.” Their study aimed to know the most common types of grammatical errors and identify the causes of the errors. The data source of their study was the tenth-grade students of SMK Muhammadiyah Cirebon, and the data sample was 18 students. The method used in this study was descriptive analysis. In their study, the data was classified based on grammatical classification from Dulay et al. (1982). Their research showed that

the type of errors made by students lie in omission and misformation. The highest frequency of errors was found as Omission, with a percentage of 41,86%, and the discovery of sources of errors made by students include intralingual errors and interlingua errors. There are some similarities between their study and this study; both used recount text by Senior High School students as data sources and classified error categories using *Surface Strategy Taxonomy*. The difference between this study and their study is that it only focuses on identifying the types of errors, and this study does not discuss the source of errors.

The fourth article was written by Lestari et al. (2014), entitled “Grammatical Error Analysis of Recount Text Writing Made by The Eighth-Year Students of SMP Negeri 1 Jember in 2014/2015 Academic”. Their study focused on analyzing errors based on *the Surface Strategy Taxonomy*. The writer used a theory proposed by Dulay et al. (1982) to analyze the types of errors. The result of this study showed that the type of error with the highest percentage was omission, and misordering was the least common error in this study. The difference between this study and theirs is that it used Junior High School writing as a data source. Meanwhile, this study obtained data sources from Senior High School writing as a data source. Both studies have similarities; firstly, this study and their study used the same theory proposed by Dulay et al. (1982) as the main theory. Also, these studies only have one goal: to analyze the types of errors in writing recounting text.

The last article is “A Grammatical Error Analysis of the Students’ Recount Text at the Eleventh Grade Students” by Huda and Rahadiano (2021). This study aimed to identify the types of errors based on four categories: omission, addition, misselection, and misordering. The research method used in their study was a quantitative method with a descriptive research design. Based on the results of their study, the frequent error with the highest percentage was misselection (63%), which was proved to be 114 times the error. Their study did not use the same theory in classifying error categories. Besides that, the difference was that they did not use the same research method; their study used a quantitative method, while this study used a qualitative one. A similarity between these two studies is that both involved eleventh grade as participants in collecting data.

### **3. Method**

This research used a descriptive design research method with a qualitative approach. According to (Polgar & Thomas, 2000), a qualitative method is a form of interpretive approach that aims to obtain information about the meaning or certain behaviors that occur in certain social phenomena (as cited in Palmer & Bolderston, 2006, p. 16). The data source for this study was taken from recount text writing that made by the eleventh grade of SMA Dharma Praja 30 participants involved in this study. The population of this study only took one eleventh-grade class, namely XI MIPA 1. The data was the student’s original writing without the help of Google Translate during the writing process. The data for this study was obtained and collected through direct observation of SMA Dharma Praja. The researchers took some steps to collect data: firstly, the writer conducted a research permit to the school to obtain data sources. Secondly, the writer did document

analysis by giving a test to write a recount text with a holiday theme. After the data was collected, the data obtained was then analyzed by identifying the types of grammatical errors that appeared in students' writing based on the theory proposed by Dulay et al. (1982) with the *Surface Strategy Taxonomy* concept.

#### **4. Result and Discussion**

##### ***4.1 Types of Grammatical Errors in using the Past Tense of Eleventh Students of SMA Dharma Praja Denpasar in Writing Recount Text***

In the following data, researchers showed the results of grammatical errors from recount text writing by thirty eleventh-grade students. The types of grammatical errors are analyzed using the theory from Dulay et al. (1982), and their concept is known as *surface strategy taxonomy*. It can be seen from the student's work that the writer found various errors consisting of four categories of errors, including omission, addition, misformation, and misordering. The four types of errors are described below in detail.

##### **a) Omission**

The omission is one type of error that eliminates a part or element that needs to be in the language structure of a sentence—Dulay et al. (1982, p. 156) stated that omission error is an error that is characterized by or not accompanied by a unit that should exist in speech to form a good and correct language pattern. In omission errors, students often omit content morphemes consisting of verbs, nouns, adjectives, and adverbs in their writing.

##### **Data 1**

*I so shocked* (Eveline Chatina Huwae, in fifth line)

From the sentence above, it can be seen that there is an omission *to be* after the subject "I." The sentence should be "I was so shocked." Using *to be* "was" to connect the subject with the adjective.

##### **Data 2**

*When, I in Malang* (Ni Putu Krisna Dian Syamarani, on third line)

The sentence above showed the omission *to be* after subject *I*, which is what she should add to "was" after the subject. The sentence should be "When I was in Malang." The use *to be* "was" intended as a marker of the subject's identity (*I*).

##### **b) Addition**

An *addition* is an error accompanied by a unit or element that should not be in a sentence, which makes the sentence form grammatically wrong. The addition is usually characterized by the appearance of an item in a sentence that makes the sentence incorrectly arranged (Dulay et al., 1982, p. 156). In addition, errors can be divided into

three categories: *double marking*, *regularization*, and *simple addition*. Some additional errors were found in students' writing when they wrote recount text.

### Data 3

*The next day, in the morning we are prepared to go Kintamani* (Diah Shintia Bela, in the fifth line)

From the data written by that student, the existence of an error is evidenced by the presence of *to be (are)* after the subject (*We*). *To be (are)* should be omitted from that sentence because there was already a verb (*prepared*). It should be "The next day, in the morning, we prepared to go Kintamani."

### Data 4

*Yesterday, my father didn't worked* (Muhammad Riski Mubarok, in first line).

Based on the data above, it found an addition *-ed* at the end of the verb *worked*. It can be seen that there was a doubling of the verb's past tense form. The sentence should be "Yesterday, my father didn't work." Because "*did*" is included in the second form of the verb. Thus, the next verb returns as the first verb (present), from *work* to *work*. It aimed to avoid doubling the use of the past tense verb. From the two data, it can be categorized that both are addition errors in the *double marking* category.

### c) Misformation

Misformation is an error accompanied by using the wrong form in terms of linguistic structure or morpheme aspects that do not follow the grammatical arrangement. According to Dulay et al. (1982:158), misformation is one type of error accompanied by an incorrect form in the morphological aspect and grammatical structure. In this error, misformation can be divided into three error categories: *regularization*, *achi-form*, and *alternating form*.

### Data 5

*Me* and my friend prepared anything for the beach course at 5.30 PM (Zahra Nur Rahmah, in the second line).

That sentence used errors in the subject form (*misformation of subject*). The sentence's subject should not use "*Me*" because *Me* acts as an object pronoun usually located at the end of the sentence instead of a subject pronoun. The correct sentence should be "I and my friend prepared anything for the beach course at 5.30 PM." The use of subject *I* aimed to indicate who does the verb and is always at the beginning of the sentence.

### Data 6

*We are* hungry (Ni Made Aura Nadyne Ayudia, in the eighth line).

From the data above, using *to be* (are) and not to be is suitable for past tense sentences. Because it is a simple present tense, it was a misformation of *to be*. The sentence should be “We were hungry.” The reason for using “*were*” is because “*were*” is the second verb form of to be “*are*.”

#### d) Misordering

Misordering is a type of error in putting words in the wrong order in a sentence, which makes the sentence difficult because the sentence structure is not arranged exactly. Misordering is an error caused by the incorrect placement of a morpheme or group of morphemes in a statement (Dulay et al., 1982, p. 162). Some students still use incorrect words in composing sentences; the result can be seen as follows.

#### Data 7

*I then bought young coconut ice with friends on the beach* (Muhammad Haikal Arry Syahputra in third line).

From the data above, it can be seen there was inaccuracy in the placement of the adverb” then. “*Then*, the placement should be before the subject “I.” So, the correct sentence was, “Then I bought young coconut ice with friends on the beach.”

#### Data 8

*I there told stories, ate food and watched horror movies* (Roro Ayu Hesti Pramuningsih)

Based on the sentence above, the word “*there*” was found to have the wrong placement. It should be, “I told stories, ate food, and watched horror movies *there*.” For the correct sentence, “*there*,” it is more appropriate to put it at the end as an adverb for the place of the sentence. The example of the two data above is a misordering adverb error.

**Table 1.** Percentage of student errors in writing recount text

| No | Errors type  | Frequency | Percentage |
|----|--------------|-----------|------------|
| 1  | Omission     | 21        | 0.7 %      |
| 2  | Addition     | 13        | 0.43 %     |
| 3  | Misformation | 45        | 1.5 %      |
| 4  | Misordering  | 5         | 0.16 %     |

In Table 1 show the total number of errors and the most errors made by students can be seen. The highest error frequency is misinformation, with 45 errors (1.5 %). The second is the omission error, with 21 (0,7%) errors. Then, the third error was addition, with a total error of 13 (0.43%), and the last error with the least frequency was Misordering, with a total error of 5 (0,16%).

## 5. Conclusion

Based on the data analysis of grammatical errors, the researchers conclude that grammatical errors are categorized into four types: omission, addition, misformation, and

misordering. These four categories are concepts of Surface Strategy Taxonomy. The most frequent errors were in the misformation category, with as many as 45 errors or 1.5%, which mostly consisted of grammatical errors in the formation of verbs and also subject form. The second highest error in the student's writing was in the Omission category, with 21 or 0.7% errors. This type of error is often found in the omission of language elements that should be in their writing. This study's most common omission error was the number of students who omitted to be. The third highest error that occurs the most is in the Addition category, which consists of 13 errors with a percentage of 0.43%. In this error category, the number of students who add an element or elements that should not be needed in their writing. It is often found that the addition of double marking. The last was in the misordering category of error. In this category, it was found that a few students made errors in placing a word. There were only five errors, with a percentage of 0,16%.

### **Conflict of interest**

The author(s) declare(s) that there is no conflict of interest.

### **Authors' contribution**

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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## Pi's Anxiety in Yann Martel's *Life of Pi*

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### ABSTRACT

This research aims to describe the symptoms, causes, effects, and types of Pi's anxiety. The approach used in this study is the extrinsic approach, in this case, the psychological approach, because anxiety is one of the psychological problems. Sigmund Freud's psychoanalytic theory is used to analyze Pi's anxiety. This research uses a qualitative research method. The qualitative method collects the necessary data from the novel to achieve the research objective and references relating to the topic to support the analysis. Symptoms of anxiety experienced by Pi are feeling anxious, being unable to think of anything except something that makes him anxious, and experiencing the deepest tremors, pain, and sadness. There are several reasons for Pi's anxiety. The first is a ship accident caused by a big storm that hits the ship he travels with his family. The second cause is meeting a tiger. The third cause is worrying about his safety. The conclusion is that Pi suffers from anxiety because of his uncontrollable emotions and worry. Sinking ship, encountering tigers, and becoming worried about his safety are the causes of his anxiety. He also feels behavioural, emotional, and cognitive effects. Pi suffers from a neurotic and objective type of anxiety reflected in its symptoms, causes, and effects.

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### 1. Introduction

Anxiety is an intrinsic aspect of human existence, with individuals who lack anxiety deemed abnormal due to the absence of a fundamental human response (see Aras, 2015). However, if not managed, anxiety can pose significant risks and obstruct success. It can manifest at any moment, triggered by both external and internal threats, often presenting as ambiguous dangers. Internal threats typically arise when unacceptable thoughts, feelings, desires, or impulses come to the fore. Although the

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precise etiology of anxiety remains unknown, it is understood to result from a confluence of factors. Similar to other mental disorders, anxiety stems from the brain's failure to regulate emotions and fear effectively (Rector et al., 2024). For example, stress can disrupt neural communication within brain circuits, altering the structures responsible for emotion regulation. Anxiety generally develops over time, influenced by an individual's cumulative life experiences. Certain events or circumstances can expedite the onset of anxiety attacks (see Anindyajati et al., 2021; et al., 2022).

This study aims to examine the anxiety experienced by Pi, the protagonist in Yann Martel's novel "Life of Pi." "Life of Pi" is a narrative that reflects the author's response to the environment and life, serving as both an inspirational and educational piece. The novel narrates the story of a resilient and intelligent 16-year-old boy named Pi, who possesses a strong survival instinct. Pi is cast adrift in the Pacific Ocean with a 225-kilogram adult tiger. Through relentless perseverance and sharp instincts, he manages to survive for 227 days in the Pacific Ocean, maintaining hope for rescue despite no one coming to his aid until he eventually washes ashore on a Mexican beach. Throughout the story, Pi experiences various forms of anxiety as a reaction to external threats and fears of tangible dangers.

Given these circumstances, the researcher seeks to analyze Pi's anxiety through the lens of psychoanalytic theory of Freud (1920). This analysis will focus on identifying the symptoms, causes, effects, and types of anxiety experienced by Pi in the novel.

## 2. Concept and Theory

According to Freud (1920), human personality is divided into three essential components: the id, ego, and superego. Anxiety serves as a crucial function of the ego, signaling the individual to potential imminent danger, thereby prompting an appropriate adaptive response. As a protective mechanism for the ego, anxiety alerts the individual when there is a threat, with the danger escalating if no appropriate action is taken, potentially overwhelming the ego. Typically, individuals experiencing anxiety struggle with concentration, focus, and relaxation. This research applies Sigmund Freud's psychoanalytic theory and is organized into four sections: symptoms of anxiety, causes of anxiety, effects of anxiety, and types of anxiety.

### A. Symptoms of Anxiety

According to AHRI (2019), there are some common signs and symptoms of anxiety, such as:

#### 1. Feelings

One of the anxiety disorders is characterized by the emergence of excessive feelings of anxiety or intense fear suddenly. It usually happens within a few minutes. When feelings of anxiety arise, people experiencing anxiety will often feel very worried or afraid, tense and edge, nervous or scared, panicky, irritable, and restless.

#### 2. Thinking

Symptoms of anxiety can be identified from an unsettled mind. Easily irritated, restless, nervous, and cornered. Doubt, fear, and difficulty making decisions are symptoms of anxiety that arise from the mind.

3. Experiencing

Experiencing occasional anxiety is a normal part of life. However, people who experience anxiety disorders often experience sleep disturbances (cannot sleep, often wake up), sadness and hopelessness, palpitations, sweating, twitching, trembling, and difficulty concentrating.

B. Causes of Anxiety

Anxiety often develops over a period of time and is largely dependent on a person's entire life experience. Certain events or situations can trigger anxiety attacks. According to Ramaiah (2003, p. 11), several factors cause anxiety reactions, including:

1. Environment

The environment around the place of residence influences the way individuals think about themselves and others. This is due to unpleasant experiences in individuals with family, friends, or co-workers. Therefore, the individual feels insecure about his environment.

2. Repressed Emotions

Anxiety can occur if the individual is unable to find a way out of her feelings in these personal relationships, especially if she has been suppressing anger or frustration for a very long time.

Darajat (1998) suggests some causes of anxiety are: a) anxiety that rises from seeing a danger that threatens him. This anxiety is closer to fear because its source is visible in the mind; b) anxiety is a disease, and it manifests itself in several forms. This anxiety is caused by things that are unclear and not related to anything, which is sometimes accompanied by feelings of fear that affect the whole personality of the sufferer.

Anxiety arises because of threats or dangers that are not real and sometimes occur in individuals. Rejection from society causes anxiety in their new environment (Gaol, 2016). Meanwhile, Rufaidah (2009, p. 31) states that the factors that influence anxiety are:

1. Physical Factor

Physical weakness can weaken an individual's mental state, making it easier for anxiety to arise.

2. Trauma or Conflict

The emergence of anxiety symptoms is very dependent on individual conditions, in the sense that emotional experiences or mental conflicts that occur in individuals will facilitate the emergence of anxiety symptoms.

3. Bad Environment.

The environment is the main factor that can influence individual anxiety; if these factors are not good, then they will hinder the formation of personality so that symptoms of anxiety appear.

### C. Effects of Anxiety

There are three effects of anxiety disorders such as behavioural effects, emotional effects, and cognitive effects (Barker, 2003):

1. The behavioural effects of anxiety may include withdrawal from situations that have in the past caused anxiety or negative feelings. Changes in habits and sleep patterns may also result from habits increasing or decreasing food intake and motor tension, such as foot tapping.
2. The emotional effects of anxiety may include “feet of apprehension or dread,” “difficulty concentrating,” “feeling tense or jumpy,” “anticipating the worst,” “irritability,” “restlessness,” “watching and waiting” for signs and occurrences of danger,” and “feeling like your mind has gone blank,” *déjà vu*, a trapped - in - your - mind feeling, and feeling like everything is scary. “It might consist of a hazy experience and feeling helpless.
3. The cognitive effects of anxiety may include thoughts about fears of danger, like the fear of dying. You might be concerned that the pains in your chest result from a fatal heart attack or that a tumour or an aneurysm causes shooting pains in your head. When you think about dying, you either feel a great deal of fear, think about it more often than usual, or you cannot get it out of your head usual or cannot get it out of your mind.”

### D. Types of Anxiety

Freud (1920, p. 7) views humans as driven to reduce tension and feelings of anxiety. When some anxiety occurs, the mind responds in two ways: First, problem-solving efforts are increased, and Second, self-defence mechanisms are triggered. However, when anxiety becomes overwhelming, the human mind must defend itself. Freud divided three main types of anxiety, namely:

1. Objective Anxiety  
Objective anxiety is a natural response when a person feels danger in an environment (according to Freud, this condition is the same as fear) (Minderop, 2010, p. 28). Examples of objective anxiety are earthquakes, hurricanes, and similar disasters. This anxiety provides a positive purpose: to guide human behaviour in protecting and saving themselves from actual (real) danger.
2. Neurotic Anxiety  
Neurotic anxiety stems from subconscious conflicts within the individual; because the conflict is not realized, the person is not aware of the reasons for his anxiety (Atkinson et al., 1983). The conflict between the ego and the id, involving instinctual gratification and reality, is the source of this anxiety. At

this stage, this anxiety is in the realm of consciousness but will then be transferred to the subconscious.

### 3. Moral anxiety

Moral anxiety is anxiety due to the conflict between the id and the superego. Moral anxiety is a fear of someone's consciousness. When a person is motivated to rebel against the moral pattern, the superego will retaliate, making him feel ashamed or guilty. This anxiety is also based on reality.

## 3. Method

This study employs a qualitative research methodology. The qualitative approach gathers data from the novel to meet the research objectives, supplemented by references related to the topic to support the analysis (Creswell & Creswell, 2018). As noted by Green et al. (2007), qualitative research aims to understand aspects of social life and typically generates words as data for analysis. Additionally, Mukhtar (2013, p. 11) states that qualitative research addresses general situations in social phenomena, explaining why and how they occur. This study utilizes a psychological approach to literature, specifically examining the psychological anxiety of the character Pi in Yann Martel's novel "Life of Pi," grounded in Sigmund Freud's psychoanalytic theory.

The data collection procedure in this study involves several steps. First, the researcher reads Yann Martel's "Life of Pi." Second, the researcher develops a deep understanding of the novel, with a focus on Pi and his anxieties. Third, relevant data supporting the analysis is identified and collected. Finally, the data is organized and classified into categories according to the discussion topics. The primary instrument in this research is the researcher, who reads and comprehends the references supporting the study, particularly focusing on Pi's character in "Life of Pi."

The primary data source for this research is Yann Martel's novel "Life of Pi," which comprises 401 pages and 21 chapters. The data consists of excerpts from the novel that relate to the psychological state of Pi, analyzed through the lens of Sigmund Freud's theory of anxiety. The researcher serves as the primary instrument for this study, engaging with the novel and relevant references to conduct the analysis focusing on Pi's character in "Life of Pi."

The data analysis in this research employs a descriptive analysis technique, following these steps: first, a detailed exploration and description of the data found in the novel; second, interpretation of the data using relevant theories; third, structuring the analysis according to the research problem statement; and finally, concluding the analysis results.

## 4. Results and Discussion

### 4.1 *Symptoms of Pi's Anxiety*

Pi is the main character of Yann Martel's *Life of Pi*. He is the sole survivor of the shipwreck *Tsimtsum*, which is sunk by a storm in the Pacific Ocean. Pi has to face his greatest fears, such as when the ship is sinking, he meets a tiger and feels that he will

not survive in the incident. Because of his three fears, he suffers from anxiety. Some common symptoms can be a sign of Pi's anxiety. These symptoms can be identified from their feeling, thinking and experience, which are analyzed below.

### **1. Feeling**

One of the symptoms of anxiety is feeling some signs of anxiety, fear, worry, nervousness, panic, irritability, and restlessness. The first time, Pi feels panic and fear after a loud sound awakens him. He wakes his brother up, but his brother refuses to come out to see what is going on. When Pi goes out of the ship, how surprised he is to see a violent storm starts to make the ship he is on go out of control. He is worried because he will experience a shipwreck in the middle of the wide ocean, and his family is also sleeping on the ship. It can be seen in the quotation below.

A feeling of horror creeps up on me. I decided it was just a storm. It is time to return to safety. I let go of my grip, ran to the wall, moved quickly, and opened the door (Martel, 2001, p. 155).

The horror experienced by Pi makes him feel afraid after seeing the storm that hits the ship he is riding on. Besides that, Pi feels panicked, so he tries to convince himself that the storm he sees is just an ordinary storm and returns to a safe place. When he starts to get into the ship to wake up his family, he is surprised to see so much water entering the ship; he is terrified and cannot believe what he sees. From the explanation above, it can be concluded that Pi feels many anxiety symptoms, and there are also statements stating that Pi experiences anxiety.

### **2. Thinking**

After Pi feels anxious, worried, nervous, and so on, one of the anxiety symptoms is also a thought. These thoughts can be a symptom of anxiety because a person is unable to focus on anything other than their worries. Thoughts that can be a symptom of anxiety include not being able to focus on other things, not being able to calm down, and not being able to think clearly. Thinking as a symptom of anxiety can be seen in the following quotation.

Fear and common sense scramble to find the answer. Fear says Yes. He is a predatory beast weighing 225 kilograms. Its claws were as sharp as knives. However, Common Sense says No. The tarpaulin was made of sturdy canvas, not Japanese wallpaper. However, Richard Parker could instantly tear through a tarpaulin with his claws ... ah, but no way (Martel, 2001, p. 162).

Pi's thoughts of the tiger's presence on the Lifeboat keep him from thinking straight, but his subconscious struggles to come up with an honest answer. He fears the tiger is a beast with claws as sharp as blades. However, common sense dictates that the tarpaulin in the Lifeboat is solid canvas because the cotton is so large that Richard Parker could not tear the tarpaulin with his fingernails. These

thoughts are symptoms of Pi's anxious thinking. On the other hand, Pi knows he is scared more than anything else, and Pi acts the way he is because he is afraid of losing his life. Then Pi loses control, and his mind, initially frightened by the presence of the tiger, suddenly softens at the thought of something strange. His thoughts about strange things happening to him are a symptom of anxious thoughts.

### **3. Experiencing**

Not only are feelings of anxiety and being unable to think, Pi also experiences sadness, regret, and melancholy as other symptoms of anxiety. It can be seen in the quotation below.

I started waiting. My thoughts are running wild. I am busy thinking about practical things that must be done to survive and tormented by pain, and I cry silently, my mouth open and my hands on my head (Martel, 2001, p. 166).

The quoted passage reveals Pi's sadness and confusion, driven by his fear of not surviving the shipwreck. The accident, which separates Pi from his family and leaves him stranded with a tiger, diminishes his enthusiasm for life. Pi's sadness is a symptom of his anxiety, further evidenced by his despondency and resignation to his fate. He believes he cannot endure much longer and regrets his inability to fulfill his duties as a zookeeper, having only the tiger in his care. Pi's sadness, regret, and melancholy indicate underlying anxiety, suggesting that he suffers from this condition unconsciously.

#### **3.2 Causes of Pi's Anxiety**

Pi has anxiety because there are several things that make him anxious. They are shipwreck, meeting a tiger, and being worried about his safety.

##### **1. Shipwreck**

When Pi is 16 years old, Pi's parents decide to move to Canada and want to start a new life there. Various types of zoo collection animals are sold one by one. However, some animals are still left and must be transported by freighter across Canada. On the day of departure, Pi says goodbye to all his friends and teachers, even people he doesn't know, because, according to his parents, they will never return to India again. This family trip to India does not go smoothly. One day, Pi wakes up to hear the sound of an explosion on the ship. Pi wants to wake up his brother Ravi, but Ravi does not want to because he is too sleepy. Finally, he decides to check what is happening outside the ship. When they got outside, Pi was shocked. It is raining and windy, although Pi cannot conclude that the weather can be called a storm and can sink a ship. However, what surprises Pi the most is that the buffalo they bring from India runs away from its pen and runs around, crashing into everything on the ship. Before Pi notices, to his

surprise, other animals run to and fro, and then Pi notices that the boat is tilted. It can be seen in the quotation below.

I only felt anxious when I looked at the lifeboat on the ship's side. It was not hanging straight but at an angle on the hangers. I turned to look at my hands. My fingernails are white. I held on tightly, not for fear of the weather, but for fear of falling into the incoming ship. The ship tilted to port, to the opposite side. The slope was not very sharp, but it surprised me quite a bit (Martel, 2001, p. 155).

The quotation illustrates that Pi experiences anxiety when he notices the ship beginning to tilt. As Darajat (1998) asserted that anxiety arises from perceiving imminent danger. This form of anxiety closely resembles fear, as its source is clear and present in the mind. Pi's anxiety aligns with this explanation; he becomes anxious upon seeing the impending threat and fears falling as the ship tilts (see also Rochman, 2010).

## **2. Meeting A Tiger**

Pi is the only survivor of all the passengers because he is on the ship's deck. Initially, he intends to save his family, but he sees on the edge of the boat that several crew members have gathered, and when Pi approaches them, Pi is pulled by the crew and dropped into the ship alone. He lands on the half-open tarpaulin. The lifeboat has been half lowered and is now suspended in the air, jutting out of its hanger and rocking in the storm, some six feet above sea level. At first, Pi thinks the crew members will follow Pi to the lifeboats, but the crew members turn their heads with shocked expressions; then, suddenly, a creature is floating in the air, and it turns out to be a zebra. Zebra lands on the lifeboat, makes the hanged lifeboat fall directly, and lands in the violent, stormy sea. A split second later, Pi notices that his ship is sinking, and Pi does not know what his end will be like because the Pacific Ocean is too far to carry him by then.

He is not alone in the lifeboat as a zebra and a tiger follow and jump into the sea. The tiger tries to get into the lifeboat. Pi examines the tiger and does not see it on the tarpaulin or the bench of the lifeboat. He just realizes that the tiger is at the bottom of the lifeboat. The tiger is named Richard Parker, a 225-kilogram Royal Bengal tiger who is three years old. The presence of Richard Parker makes him feel anxious and afraid. It can be seen in this quotation.

I got goosebumps between the life jackets, only half visible as if I was peering through the leaves; for the first time, I caught a glimpse of Richard Parker, clear-minded. All I could see was his back and part of his back. It is brown with stripes and lines and is enormous. He is facing stern, lying face down. His body did not move, and his sides twitched as he breathed. I blinked in disbelief at how close he was; if I lay down, I could pinch his buttocks. Moreover, the distance between us is only separated by a thin cloth sheet he could easily step on (Martel, 2001, p. 163).

The quotation explains that Pi is worried because of Richard Parker's presence in the lifeboat. He fears that Richard Parker is a predator with razor-sharp talons

that could eat Pi at any moment; Pi is off guard—unfavourable environmental conditions cause Pi's anxiety. The immediate threat Pi receives is a 3-year-old Bengal tiger shaking after nearly drowning in the sea. The tiger is in the same boat as him.

### **3. Being Worried About His Safety**

The cause of Pi's anxiety is not only when he meets a shipwreck or when he meets a tiger but also when he is worried about his safety. It has been one hundred and eighty days since Pi has been in the open seas of the Pacific Ocean. Only Pi and Richard Parker, survivors of the *Tsimtsum* ship, are now alive. Initially, Pi intends not to think about Richard Parker's life; even Pi intends to let Richard Parker starve to death, but over time, it is Richard Parker who makes Pi feel calm. It is ironic that the tiger, which at first scares him to death, makes him feel peaceful and purposeful and even makes him feel intact. Pi uses various methods to tame Richard Parker until finally, although not one hundred per cent, Pi is able to tame the tiger. Richard Parker will be able to understand Pi's intentions and goals, starting from telling him to eat and sometimes training him to jump and so on.

Over the past six months, Pi's physical condition has begun to weaken. The food and drink he gets in the lifeboat have to sink under the crashing waves, so that day by day, his body gets weaker. Pi's clothes gradually disintegrate, falling victim to the sun and sea salt. Every night, he cries, remembering his parents and is always worried that the rescue team will not find him and that he will die tragically. During this drift, Pi feels and sees various natural conditions that change. The sky is always changing. Sometimes, it is visited by large white clouds, flat at the base but round and soft at the top; sometimes, they are completely cloudless, stretching blue, stunning the senses. The sea has many sounds; sometimes, it roars like a tiger and whispers close to the ear, like a friend wanting to share a secret. Some winds are also ever-changing between the sky and the sea. Not to mention a million nights and months, but every night it starts to come, Pi's anxiety increases because he thinks that at night it will be difficult for him to be seen by ships that might pass by. The cause of this anxiety is due to environmental factors; according to Ramaiah (2003, p. 11), the environment or the surroundings where one lives affects how individuals think about themselves and others. It is due to the individual's unpleasant experiences with family, friends, or co-workers, so the individual feels insecure about his environment. It happens to Pi as he says, "As dusk drew near, my anxiety increased. I have always been afraid of the end of the day. At night, I will be hard to see by any passing ships" (Martel, 2001, p. 175).

The cause of Pi's anxiety arises from environmental factors, which are not good from the start and disturb Pi's mind. According to Pi, it is pointless to say that tonight or that night is the worst night of his life because he has so many

bad nights, so he can consider none of them the worst. An unfavourable environment always makes Pi feel restless; for him, at night, it always makes his chest tight, making him unable to think clearly. Anxiety can occur if the individual cannot find an outlet for his feelings in the personal relationship, significantly if it has suppressed anger or frustration for a long time. This opinion is about the anxiety that Pi is experiencing because when Pi has been tossed about for a long time, it disturbs his feelings and thoughts. Moreover, he meets Richard Parker, which is increasingly disturbing him mentally.

### ***3.3 The Effects of Pi's Anxiety***

Shipwrecks, meeting tigers, and worrying about not surviving are the main causes of Pi's anxiety. If there is a cause for anxiety, there must also be an effect. After that ship accident, he has to lose his family and is stranded in a lifeboat with a tiger, constantly worried that he cannot survive. The effects of anxiety can be classified into three types.

The first is the behavioural effect of his anxiety. He has negative feelings. Those negative feelings are passed on to the crew after Pi learns that hyenas are on the lifeboat. This statement can be seen in the quotation.

And one more thing that I realized: It turns out I am thrown into this lifeboat because there is a hyena. The crew actually does not want to save me. They don't care at all. They are just using me as bait. They hoped the hyenas would attack me, and I would somehow get rid of them, so that the lifeboat would be safe for them, even if I lost my own life. Now I understand why they pointed so excitedly, just before the zebra appeared" (Martel, 2001, p. 164).

The quotation describes his negative feelings towards the crew when Pi encounters a hyena on the lifeboat. Initially, when his body is thrown into the lifeboat, Pi does not think negatively about the crew; he even thinks that the crew will help him. However, after Pi sees and knows the whereabouts of a very evil hyena, Pi realizes that the ship's crew threw Pi into the lifeboat not to help him but because Pi is used as bait for the hyena.

The second is the emotional effect of his anxiety. He experiences uncontrollable emotions. Pi is angry when he sees a tiger eating a zebra and an orangutan being brutally killed by a tiger, as he says, "Shock, disgust and anger welled up in my heart. I felt so much hatred for that tiger. It occurred to me to kill it" (Martel, 2001, p. 178).

Pi's anger also occurs when many fish fly past his boat and many fly fish get stuck in the boat. Pi is happy to see many fish fly into the boat and see Richard Parker eating them immediately. Nevertheless, when a bigger flying fish hits Pi's body, the tiger immediately turns his eyes to the big fish and tries to get it. Seeing that at first, Pi feels worried and angry, but because of his overflowing emotions, he cannot hold back his anger. Pi is very angry because he thinks there are more fish near the tiger and that it can make the tiger more satisfied eating them than the one big fish Pi is holding. Pi is so angry to see the tiger's greed that he immediately shouts at the tiger, which makes the tiger back off.

The third is the cognitive effect of his anxiety. The cognitive effects of anxiety can include thinking about the fear of danger, such as fear of death. He feels scared every time he thinks about his fear. The fear here is when Pi fears he cannot be saved and is found by a ship that might pass at night; as he states, As dusk approaches, my anxiety increases. I am always afraid of the end of the day. At night, it will be hard to see any passing ships (Martel, 2001, p. 175).

Pi is always scared at night because he thinks his presence will be difficult for passing ships to see. Pi does not want him to die tragically in the middle of the ocean. So whenever he thinks of his death, he feels scared and has difficulty sleeping at night. The cognitive effects of his anxiety also occur when he encounters a tiger. He had to be on guard every day and keep his raft away from the tigers. He does not live together in a boat with a tiger because Pi thinks he will be eaten by a tiger while sleeping.

### ***3.4 Type of Pi's Anxiety***

Pi must face his fears alone, and he often loses control of his emotions. Emotions such as sadness, anger, panic, worry, anxiety, and depression come so suddenly. According to Freud, there are three types of anxiety such as neurotic anxiety, moral anxiety, and the last is objective anxiety (as cited in Zaviera, 2009, p. 97). Of the three types of anxiety above; there are types of anxiety experienced by Pi, namely neurotic anxiety and objective anxiety. The id cannot control neurotic anxiety. It is the feeling when one cannot control one's anger, one's sanity, or common sense. Meanwhile, objective anxiety is a natural response when someone feels danger in the surrounding environment, or according to Freud, this condition is the same as fear (Minderop, 2010, p. 28).

The reason Pi is associated with neurotic anxiety is because its symptoms are very similar to this type. He felt worried, anxious, unable to control his emotions, and panicked. These are symptoms of neurotic anxiety.

Another type of anxiety is objective anxiety. According to Freud, objective anxiety is the fear of something realistic. For example, like the example that Pi experiences when he meets a tiger, he is scared. Pi often feels fearful and senses danger around him, so objective anxiety matches Pi's anxiety.

In addition, there is also moral anxiety, which means worry because of the superego. In other words, this type of anxiety is a type of guilt, shame, and fear of punishment. Pi does not feel this type of symptom. Pi has uncontrollable emotions but does not feel guilty, ashamed, or even afraid of sanction. He feels sad, but sometimes his emotion gets out of control.

The type of anxiety that is appropriate for Pi's anxiety is only neurotic and objective anxiety because the symptoms Pi experiences are similar to symptoms of this type, such as anxiety, worry, being unable to control emotions and panic.

## **4. Conclusion**

In summary, Pi is afflicted with an anxiety disorder characterized by symptoms falling into three categories: emotional, cognitive, and experiential. Emotional symptoms include feelings of anxiety, worry, and panic. Cognitive symptoms manifest as an inability to focus on anything other than his concerns. Experiential symptoms involve physical manifestations such as tremors, melancholy, and sadness (see Leigh et al., 2023; Rozen & Aderka, 2023; Seuling et al., 2024).

Pi's anxiety can be attributed to three main causes. Firstly, a shipwreck occurs during a severe storm, causing the ship he and his family are aboard to sink in the Pacific Ocean. Witnessing this event instills fear in Pi, initially intrigued by the storm but alarmed as he sees his ship listing and animals in disarray. His immediate concern is for his family still aboard, prompting frantic attempts to reach them, only to find the ship flooded upon his return to the lifeboat. This traumatic experience leaves Pi deeply frustrated (see Nurhadi, 2019).

Secondly, Pi's anxiety is exacerbated by encountering a tiger named Richard Parker after the shipwreck. Initially threatened by a hyena that emerges from beneath the lifeboat and proceeds to kill zebras and an orangutan, Pi becomes the hyena's next target. The sudden appearance of Richard Parker, who subdues the hyena and claims dominance over the lifeboat, intensifies Pi's fear and initiates a prolonged period of unease and vigilance.

When the hyena threatens Pi, a sudden intervention occurs under the tarp of the lifeboat: a large tiger named Richard Parker swiftly attacks the hyena, asserting dominance over the boat. Witnessing this event does not alleviate Pi's anxiety; instead, he experiences heightened fear. Pi attempts to create distance from Richard Parker by constructing a raft and seeking refuge there. His days are consumed with worry about Richard Parker's presence. Another source of anxiety for Pi is his ongoing concern for his safety after being stranded at sea for months with no signs of rescue. Despite his persistent efforts to survive through various means, Pi repeatedly encounters failure, intensifying his anxiety.

The consequences of Pi's anxiety manifest in three primary effects. Firstly, behaviorally, Pi demonstrates negative attitudes towards the crew members who placed him in the lifeboat. Emotionally, he struggles to regulate his feelings, evident in his anger towards the aggressive hyenas that prey on zebras and orangutans. Lastly, cognitively, Pi constantly fears his potential demise in the vast Pacific Ocean. Pi's anxiety can be categorized as neurotic and objective. Neurotic anxiety originates from the id, involving intense emotional responses such as sadness, anger, and panic that are difficult to control. Objective anxiety, on the other hand, arises from realistic threats, such as Pi's immediate fear upon encountering a tiger.

### **Conflict of interest**

The author(s) declare(s) that there is no conflict of interest.

### Authors' contribution

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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WAHANA PUBLIKASI



## **Social Inequality on Women in Khaled Hosseini's "A Thousand Splendid Suns" Novel**

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### **ABSTRACT**

The research aims to explain the causes of social inequality on women, the effects of social inequality on women, and the types of social inequality on women in Khaled Hosseini's *A Thousand Splendid Suns*. The analysis uses literary theory sociology. The primary data used is a novel, *A Thousand Splendid Suns*. This research uses qualitative descriptive research. Descriptive research involves collecting novels and answering questions about the complications consistent with the problem statement. As a result, internal causes that occur in *A Thousand Splendid Suns* are low education and gender inequality. The external cause is due to the patriarchal system. Then, the positive effect of social inequality on Mariam is that she can be patient and tough. At the same time, the negative effect is that she often gets violence and oppression. Laila's positive effect is that she becomes a brave woman who does not give up easily. The negative effect is that Laila often experiences violence and oppression. The social type of inequality in *A Thousand Splendid Suns* is the Existential type, meaning the unequal recognition of the human individual as a person. The findings from this analysis can help us understand more about the patriarchal system and make Laila a woman who is even more courageous in voicing rights related to gender equality, especially women's rights.

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### **1. Introduction**

There are so many social inequalities that can occur in society. Social inequality is a social problem due to an imbalance in people's lives. Social inequality can also happen in terms of income, education, employment, or parental leave. At the same time, examples of violence include feticide (female genocide), rape (war rape), honor killings,

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sexism, female genital mutilation, common abortion, human trafficking, and sexual bleeding. These are categorically cruel crimes at the time that they can lead to societal imbalances. According to Kerbo (2003), social inequality is a condition in which a person has unequal or commensurate access to valuable resources, services, and social positions; it is also a form of gender inequality.

Gender inequality is a form of unequal treatment based on gender specificity (Blackburn, 2008). one of them in terms of restrictions. Injustice within the scope of society, especially women, and favoritism regarding lists that lead to violations of human rights and matters of access regarding discrimination between men and women. Women and fundamental rights consist of the social, political, economic, cultural, and educational fields (Widanti, 2023). Oppression of women also includes the problem of social inequality, namely, women still often get unfair treatment from society, especially men. Additionally, there is a perception that women's power is still below men's in various aspects such as politics, education, work environment, etc. This view permeates into an element of culture, where society still believes in the sole control of men in many fields, resulting in unequal access and opportunities for women to advance in these fields. Gender inequality can manifest itself in various forms of injustice: the process of economic poverty, the perception of subordination or political irrelevance, and the portrayal of people resulting from stereotypes or misunderstandings. The latter is the predominant form of violence experienced by women, because patriarchy still exists (Fakih 2001, p. 12). Many women are in unfortunate situations, for example, Afghanistan women situation. The social inequality that occurs among women in Afghanistan is very concerning. Many women there do not get the right to education or even the Freedom for them to do activities outside the home. At that time, women were often the target of various forms of gender-based violence (UN Women, 2021).

In this research, researchers are focusing on examining the literary work written by Khaled Hosseini. This novel tells the story of a child named Mariam as the main character. Mariam is a girl who has a sad story. Her mother is a servant from a wealthy and respected family in the area. One day, Mariam's mother, Nana, was harassed at work by Jalil, an employer of Nana's mother. After nine months, Nana gave birth to a beautiful daughter named Mariam. Nana gave birth to Mariam alone. Mariam grew into a friendly and kind little girl. One day, Mariam found out that he was an illegitimate child and the son of Jalil's biological father.

Mariam and her mother live in a small and simple hut. Every day, if Mariam wants to meet Jalil, Mariam must wait in front of his house because Mariam is not allowed to live in the same house by his father. Mariam's mother every day always talks about her father's ugliness to Mariam so Mariam that Jalil's father is not as good as Mariam thinks. Until one day, a problem arose. Jalil has not visited Mariam for several days, so Mariam feels sad and curious about visiting Jalil's father. Mariam asked her mother for permission to visit her father, but her mother did not allow it and threatened to kill herself if Mariam was determined to go. At that time, Mariam became worried about her mother's words.

On the other hand, Mariam could not stand her longing for her father. Without realizing it, Mariam decided to continue to insist on seeing her father. He left quietly. When she arrived at his father's house, Mariam could not meet her father because her father was on duty out of town. Finally, the following day, Mariam came home to meet her mother, but she saw her mother had hanged herself on the tree. Mariam feels sad and feels guilty for disobeying her mother. Finally, her father came when he discovered that Mariam's mother had hanged herself. Then Jalil invites Mariam to live with him and with another wife. Mariam is still feeling sad every day.

Mariam just lay in bed in her room, lamenting the departure of her mother. Until one day, Jalil called Mariam to come downstairs and wanted to talk to Mariam about something. How shocked Mariam was when she heard Jalil say that she was going to be set up with a widowed man who owned a shoe shop. At that time, Mariam was very angry with Jalil because Mariam felt that at the age of 15, Mariam was required to get married. One day, Mariam obeyed Jalil's father's words, but Mariam immediately said that she would no longer want to meet Jalil. After a few months, Mariam was abused by her husband. Mariam is in pain every day. She gets physically and verbally abused.

Based on the explanation above, this current study aims to analyze the causes of social inequality in the novel *Thousand Splendid Suns* by Khaled Hosseini and also to find the effect of social inequality and the types of social inequality in the novel *Thousand Splendid Suns* by Khaled Hosseini.

## 2. Theoretical Framework

Social inequality can occur on the basis of several things, such as gender, race, and economic ability. The differentiation in society also marks a superior group over another group, which leads to social classes as a hierarchy. In Marxist theory, social stratification (social inequality) is created because of differences in ability starting from the economic side of society and still having something to do with the means or factors of production. In society, there are two classes. Those who own some of the factors or means of production, and those who sell the work they do, that is, their labor in the production chain, to those who own the means of production of their labor, are both called the bourgeoisie and the proletariat. However, the concept of social hierarchy serves as one of the central concepts of sociology. From the term hierarchy, we can see that social inequality leads to the ranking of a person or a group in a society (Anurin, 1995). However, social inequalities can emerge during this period, as different classes of society give unequal status and income to the lowest strata.

Hiraide (2018) states, "Social inequality leads to unequal distribution of resources and some leads to differences in power, wealth, income and opportunity (e.g., in relation to health, education, and employment)." However, Crossman's definition of social inequality is more applicable to sociology research in which he asserts that "Social inequality stems from a society that has been organized based on class, race, and gender hierarchies. These people gain access to resources and acquire rights that are unequally distributed. It can happen in various ways, including income and wealth

inequality, then unequal access in terms of educational and cultural resources, and finally, namely discriminatory treatment by government officials such as the police and courts. Social inequality is very closely related to social stratification. Thus, this research still attempts to comprehend the idea or concept of social inequality through the theory of Sociological.

Then, Hiraide (2018) divided social inequality based on gender, ethnicity, and age. Feminists propose social inequality based on gender. It is a kind of feminist approach to seeing gender inequality in the middle of a patriarchal society. Gender-based on social inequality is an opinion that feminists, especially women, believe that the system of government that exists in society is still patriarchal, where men have more rights and power within the family, politics, and the workplace and are generally less dependent on things like wealth and status. They received a bigger share of fortune than girls. Inequality based on Ethnicity is a form of inequality based on ethnic group; it is certainly related to the case of racism. Where Afghans, especially women, get unfair treatment and seem to be only enslaved by men during the patriarchal government. The last is inequality based on age. This kind of inequality stresses the term Response to age (prejudice/discrimination based on age) and the phenomenon of child labor (Hiraide, 2018).

#### **a. Causes of social inequality**

In social inequality, there are two causes: external causes and internal causes. External causes are caused by cultural, manufactured factors such as unfair economic policies, corruption and collusion, and world economic order that is biased towards group benefits certain communities (Baswir, 1997). Low levels of education, stupidity, and apathy of people with low incomes towards all government policies cause internal causes. Besides that, because of age, social class, and gender, there are still frequent differences in justice between men and women (Munawir, 2016).

#### **b. Effects of Social Inequality**

The impact of social inequality can be in many dimensions, including the economy, education, health, and attributes of people's daily needs, such as food, fashion, and households. Is there an influence of the inequality index itself due to the fusion of her three social classes in society? Whether or not the lowest class is the worst has a different impact on each class (see d'Hombres et al., 2012; Kraus et al., 2017). The economics aspect illustrates where money is indeed an important determinant of social class, because of its role in providing an overview of one's family background and way of life. Money is, therefore, the factor that determines social class into sources and types of income, and indicates his family background and possible life paths. Besides the economic aspect, another major aspect of social class is work. Certain work environments and experiences are important measures of social class, as many other aspects of life are related to work. In life, the impact of social inequality on aspects of work plays an important role as it affects a person's livelihood economy. In other

words, all kinds of work are part of a different way of life than other kinds of work. Jobs can thus provide direction or information for determining a person's social class. Another aspect that determines a person's social class is education.

As Machin and Vignoles (2004) pointed out, parental income and social class are major factors when it comes to cognitive development, which is very important. The second is that seen from the type and level of education also affect the level of social class because when someone has a high level of education, the higher the costs and motivation they have to spend. Gaps in education can also affect human development. Social inequality in the world of education is usually caused by a low level of education where a person only gets a low level of education or is only limited to standard knowledge that can affect a person's way of thinking. People with low education will tend to be lazy, pessimistic or give up easily, and will also take actions that can harm many people. So, it ultimately affects the economy and jobs.

### **c. Types of Social Inequality**

There are three types of social inequality, the first is vital Social Inequalities. The above type of disparity is not limited to a purely biological dimension, as the concept of vitality includes social, economic, and even cultural factors that vary depending on the geographical sense and also the degree of human development that is distributed equally within and between nations and regions (Costa, 2018). The second is asset social inequalities, which refer to unequal resource distribution (social, economic, and cultural). They specifically include income and wealth disparities, education and professional qualifications, cognitive and social skills, organizational hierarchies, as well as accessibility to social channels (Costa, 2018). The third is existential social inequalities. In this case, inequalities are caused by oppressions and restrictions on individual and collaborative freedom, forms of discrimination, stigmatization, and humiliation, as exemplified by occurrences such as patriarchy, slavery, or racism (see also Fuchs, 2017).

### **d. Theory of Sociological**

In fact, materialist sociologists of literature, as well as abstract idealists who claim this same utter and total autonomy of artistic and textual creation, are incapable of comprehending and defining an occurrence such as superficial literature. Idealists ignore the complicated relationship between poetic creation and social reality, and they approach esoteric and perfect literary works in a manner in which they achieve the absolute soul while moving away from social reality. People deny any connection between literary works and historical and social phenomena. The sociology of literary works is an essential component of books, literary works, and reading, all of which are evaluated and researched in the fields of book sociology, literary creation sociology, and reading sociology (see Ahmadi, 2021; Goldmann, 1992).

## **3. Method**

This research focuses on women's social inequalities in Khaled Hosseini's novel "A Thousand Splendid Suns." This research uses qualitative descriptive research. Qualitative research is a means of inspecting and understanding the definition of specific individuals or groups in social or human affairs. Descriptive methods are also used to analyze educational programs. Descriptive research involves collecting novels and answering questions about the complications consistent in the problem statement (Gay et al., 2012; Zaim, 2014).

This study uses an extrinsic approach in analyzing women's social inequalities in A Thousand Splendid Suns novel. The extrinsic approach is "a category of approach that focuses analysis on aspects other than the literary work, such as sociology, psychology, also history" (Wellek & Warren, 1977). In literary sociology, sociology is essentially the experimental and objective study of community in society, the study of social institutions and social case. It analyzes according to what associations are possible, how they function, and why. It seeks to answer the question of whether it will survive (Swingewood, 1987).

#### **4. Results and Discussion**

##### ***4.1 The Causes of Social Inequality on Women in A Thousand Splendid Suns***

###### **A. Internal causes of social inequality in Mariam Thousand Splendid Suns**

Mariam is a little girl who has a sad life. She experiences injustice that she encounters. Mariam gets unfair treatment around her. At that time, Mariam lives with her mother, who is only a maid. Mariam also experiences violence in the form of words that do not please her for the first time. For the first time, at the age of five, Mariam receives the nickname of the illegitimate child from the residents. Not without reason, this is because she is the result of an unlawful relationship. Mariam begins to experience injustice in the form of social inequality that she encounters. The first cause of social inequality experienced by Maryam is when she is born into an illegitimate relationship and becomes an illegitimate child.

*She understood then what Nana meant, that a harami was an unwanted thing; that she, Mariam, was an illegitimate person who would never have legitimate claim to the things other people had, things such as love, family, home, acceptance (Hosseini, 2007).*

The quote above describes the figure of Mariam, who tries to understand how she experiences unfair things in her life. Mariam also tries to understand or digest the words her mother always throws up about the phrase haram, which she thinks has a wrong meaning.

Furthermore, Mariam experiences social inequality due to the age factor. At that time, men treat women as they please. It proved in Rasheed's treatment of Laila, who orders him around when Rasheed has a second wife. Rasheed treats Mariam like a maid who can be called upon at any time. She insults Mariam to his heart's content just because Mariam looks old and not pretty to Rasheed anymore, as explained in the quotation below.

*She's too young, you're too old. This is nonsense." "I am too old. Too old for you to do this to me," Mariam said, balling up fistfuls of her dress so tightly her hands shook. "For you, after all these years, to make me an ambagh (Hosseini, 2007, p. 186).*

Third, Mariam experiences social inequality because she does not have adequate knowledge. Since childhood, she does not get a proper education like another woman. When she heard the news of war and political issues on the radio, she was confused about what the word meant. Finally, Rasheed explains to her the meaning of the news. However, her husband's explanation still makes her confused. Not long after, Rasheed's words seem to insult her a little and make her not dare to go on her husband because of her lack of knowledge, as explained in the quotation below.

*Rasheed chortled and shook his head, but Mariam thought she saw uncertainty in the way he crossed his arms, the way his eyes shifted. "You know nothing, do you? You're like a child. Your brain is empty. There is no information in it (Hosseini, 2007, p. 88).*

### **B. Internal causes of social inequality in Laila Thousand Splendid Suns**

Laila is a little girl who is nine years old. She is the son of a father who works as a teacher in Kabul. Every day, he goes to school with his father named, Babi. She has two older brothers. Her life is different from Mariam's. She still has a complete family and parents who love her, including her father. However, her life is also sad. She receives unfair treatment from her mother. Her mother loves her two older brothers more than her. Every day, she is only ordered by her mother to cook, wash, and clean the house; sometimes, she is not even allowed to leave the house by her mother to play for a while. Unlike her older brother, her mother often praises her brother in front of her, which makes her heart very sad, as shown in the quote below.

*Laila had to shoulder more of the chores. If she didn't tend to the house, she was apt to find clothes, shoes, open rice bags, cans of beans, and dirty dishes strewn about everywhere. Laila washed Mammy's dressed and changed her sheets (Hosseini, 2007, p. 124).*

From the quote above, one can see the form of injustice experienced by Laila, where she is always seen as weaker by her mother than her two older brothers, whom her mother loves. In this case, the form of social inequality can also be seen in Laila's family environment.

### **C. External causes of social inequality in Mariam Thousand Splendid Suns**

Then, the external factors cause social inequality, namely when he is a teenager. Eventually, she marries and lives with Rasheed in Rasheed's house in a different city from his father, Jalil. In the early days of her marriage, He receives perfect treatment and even seems romantic to her husband. Finally, she gets pregnant. While she is pregnant, her husband loves her more and more every day. Rasheed hopes for a son.

Nevertheless, unfortunately, after a few months of her pregnancy, she miscarriages, and because of this, she starts to experience bad things, namely bullying and violence from her husband, Rasheed. Almost every day, she gets physically abused by her

husband. Just because of a small thing, she gets beat by her husband.

*Mariam was afraid she lived in fear of his shifting moods, his volatile temperament, his insistence on steering even mundane exchanges down a confrontational path that, on occasion, he would resolve with punches, slaps, kicks, and sometimes try to make amends for with polluted apologies and sometimes not (Hosseini, 2007, p. 88).*

In this case, it is also why women often even get unfair treatment from men because, at that time, the form of government still adhered to a patriarchal system—being under patriarchal leadership, which causes men to get the full right to treat women, including their wives. Many men still consider women as objects to satisfy their lust.

#### **D. External causes of social inequality in Laila Thousand Splendid Suns**

The external cause of social inequality in Laila is when Laila marries Rasheed, Mariam's husband. Laila marries Rasheed. After all, she has to do this because her mother and father died because of the war that hit Kabul. So, there is no other choice but to marry Rasheed, the person who helps Laila when a war bomb hits Laila. In this case, Laila also receives threats that if she does not want to marry Rasheed, Laila has to leave her house and allow her to be raped by other men and could even be killed by men on the street that were waging war, as explained in the quotation below.

*There is another option, "he said, scratching the sole of one foot with the calloused heel of the other. "She can leave. I won't stand in her way. But I suspect she won't get far. No food, no water, not rupiah pockets, bullets and rockets flying everywhere (Hosseini, 2007:186).*

After Laila and Rasheed get married, the atmosphere at home is very different. Rasheed Mariam's first wife was destitute. She is treated differently by Rasheed. Mariam talks to serve Laila all the time for no reason because Laila is still young and could give birth to Rasheed. After a few months, Laila became pregnant. Rasheed is pleased to hear the news of Laila's pregnancy. Rasheed also hopes that Laila bears the boy he has wanted for a long time. However, Rasheed's treatment of Laila is very possessive. Laila is not allowed to leave the house alone and is only allowed to go out when Rasheed drops her off. In this case, Rasheed also looks like he is controlling Laila's life too much. Rasheed thinks that he is the one who has the right over everything to manage his wife, Mariam and Laila.

*I ask that you avoid leaving this house without my company. That's all. Simple, no? If I am away and you need something urgently, I mean absolutely need it and it cannot wait for me, then you can send Mariam and she will go out and get it for you (Hosseini, 2007, p. 194).*

#### **4.2 The Effect of Social Inequality on Women in A Thousand Splendid Suns**

##### **a) The Negative Effect of Social Inequality in Mariam**

The impact of social inequality in Mariam's life is that she does not enjoy life in general; when she is a teenager, she has to live in poverty. She lives in a small hut and has only a few shabby clothes. Even though her father is an influential and wealthy man

in the city, she has never felt genuine affection from his father. Even when she lives with her father, she feels tremendous pressure, starting from not seeing her teacher, who taught him the magazine daily so he could be bright. Then she dislikes and is even bullied by his father's other children and wives because it is inappropriate to live there. Because they think she is an illegitimate child or a child who is dirty and has no self-esteem. She also needs a proper education like his father's other children, who could attend well-known universities. Because of this, she decides to live with his recitation teacher, Mullah Faizullah, but other family members do not allow it, as explained in the quote below.

*He's so old and weak," Khadija eventually said. "And what will you do when he's gone? You'd be a burden to his family (Hosseini, 2007, p. 47).*

The second impact of social inequality experienced by Mariam is that after she marries, her life becomes immensely complicated. Moreover, at that time, she lives in the city of Kabul, which is the worst city during the war. This city has a stringent government. She then follows her husband to live in Kabul and feels a striking difference. Kabul and its surroundings at that time adhered to a rigorous patriarchal system, starting with women does not allow leaving the house. Then, women must be required to be able to take care of the household, and women cannot talk to other men or even see the law. If anyone finds out, then the woman will be severely punished. The same goes for him, too. Every day, she has to prepare for Rasheed's needs, from going to work until he comes home. She has to serve Rasheed. She is just a maid. The impact of social inequality in the form of gender inequality must continue to be experienced. At night when Rasheed wants to vent his lust, Rasheed would fuck her roughly like a private prostitute of her husband and has no pride. Indirectly, her life is in Rasheed's hands ultimately. All she can do is surrender to her life as she feels she does not know what else to do but serve her abusive husband, as described in the quote below.

*He ate, smoked, went to bed, sometimes came back in the middle of the night for a brief and, of late, quite rough session of coupling (Hosseini, 2007, p. 84).*

In addition, Mariam is a powerful figure in the face of bad treatment from her husband. Even though she experienced oppression in her household, she survived and served her husband well. She always speaks in a gentle tone toward her husband. Even Mariam always tries to do her best so that her husband, Rasheed, will not abuse her so cruelly, as described in the quotation below.

*His powerful hands clasped her jaw. He shoved two fingers into her mouth and pried it open, then forced the cold, hard pebbles into it. Mariam struggled on him, mumbling, but he kept pushing the pebbles in, his upper lip curled in a sneer (Hosseini, 2007, p. 84).*

#### **b) The Negative Effect of Social Inequality in Laila**

Laila is a woman who is brave and more intelligent than other women at that time. However, most men still consider her weak because she is a woman. At that time, she comes home from school with her friends. When in the middle, she found herself seduced by men. Some men even insult her by saying she is a prostitute. She runs away,

and after arriving at her house, she meets Mammy, Laila's mother. Again and again, she has to get Mammy's less-wearing words. Every day, her mother always makes her two older brothers proud. After all, her two sons were fighting to uphold the justice of her country from the Soviet Union. She realizes that she is only a woman whose only job is to cook, wash, and clean the house, and even women do not get higher education than men at that time. However, as time goes by, she becomes used to being mistreated by her mother. She still obeys and respects her parents, as proved in the following quotation.

*The walls of Mammy's room were covered with pictures of Ahmad and Noor. Everywhere Laila looked, two strangers smiled back. Here was Noor mounting a tricycle. Here was Ahmad doing his prayers, posing beside a Sundial Babi and he had built when he was twelve (Hosseini, 2007, p. 107).*

The second impact of social inequality felt by Laila is about the freedom of her life. The point is that Laila lives her life under government regulations that make it difficult for women. Since her marriage to Rasheed, Laila has mostly stayed at home. Since then, Laila's life has been entirely control by her husband, Rasheed. It starts with her daily activities. Her husband arranges even her pregnancy. Every day Laila's activities after becoming a wife and a mother, she has to serve her husband and only care for her child. He does not allow out just for a walk. If she goes out, Laila has to wear a veil, and no part of her face sees except for her eyes. However, Laila does not remain silent about her husband's actions, especially since Laila often sees Mariam being tortures by Rasheed.

*Every week, since Aziza's birth, she pried his wallet open when he was asleep or in the outhouse and took a single bill. Some weeks, if the wallet was light, she took only a five-Afghani bill or nothing at all, for fear that he would notice. When the wallet was plump, she helped herself to a ten or a twenty, once even risking two twenties. She hid the money in a pouch she'd sewn in the lining of her checkered winter coat (Hosseini, 2007:107).*

The quote above explains that Laila is trying to rebel against her husband because she wants to experience a life in peace and without torture. On the other hand, he wants to show that he can also fight to get a better life.

#### **4.3 The Types of Social Inequality on Women in A Thousand Splendid Suns**

The existential type in question is a form of violence that occurs because of a patriarchal culture in political life where this culture is still very detrimental to many women, starting from matters of education, health, and even relating to women's lives, which men fully control.

A patriarchal culture is one in which men attend a higher position than women. In this culture, there are considerable differences current the efforts and roles of women and men in social life, especially in the family. Patriarchal ability aspect differences in behavior, condition, and authority between men and women in society against bearing directed toward bearing, which chain reaction chic gender inequality, accept board a certain add every administration of economic resources and every common division of

labor within the family. In conclusion, women have less access to the public sector than the armed forces.

**a) Mujahedeen government politics a thousand splendid suns**

The system of government experienced by Mariam starts with the mujahidin government system, where, at that time, men had to carry out jihad and were allowed to have more than one wife. In this government system, Mariam and Laila's life experiences become painful. At that time, Mariam is in her teens, has to be married, and cannot get a proper education. In this government, many men treat women as they please. At that time, Mariam is walking and then sees a group of mothers who are outside, and they are talking about their respective husbands. Many of them complain that their husbands are rude and irresponsible to them. Many women experience distress due to the actions of their husbands. Mariam finally wonders why so many women suffer misfortune even after marriage and why so many women regret their choices, as described in the following quotation.

*This endless conversation, the tone plaintive but oddly cheerful, flew around and around in a circle. One it went, down the street, around the corner, in line at the tandoor. Husbands who gambled. Husbands who doted on their mothers and wouldn't spend a rupiah on them, the wives (Hosseini, 2007:61).*

**b) Taliban government politics a thousand splendid suns**

When the Taliban government, Mariam first heard from Rasheed. The Taliban is a guerrilla force consisting of Pashtun troops from families who fled Pakistan during the war between the Mujahedeen forces and the Soviet Union. Finally, after two years, the Taliban won and success in reclaiming the country of Afghanistan and are now the leaders of that country. The government adheres to the Sharia system, whose leader is a mysterious man with illiterate eyes. When the Taliban government, everything became complicated; many people on the street were killed and beheaded due to not obeying the rules given by the Taliban.

During the Taliban government, many regulations were detrimental to women, such as women not being allowed an education. Women do not allow leaving the house unless a man accompanies them, and women are not allowed to work even though they are widows. As a result, many women cannot support their children. Besides that, boys are kidnapped and forced to join the war and become members of the Taliban. The Taliban have killed many innocent Muslims. At that time, Mariam, Laila, and Rasheed listened to the new regulations by the Taliban government via Rasheed's radio. However, Rasheed's thoughts were very different from those of Laila and Mariam. Rasheed is proud of the leadership of the Taliban because, for him, it benefits him. Because he finally has total power over his wives. Day after day, the actions of the Taliban troops are inhumane. He continues to torture people who, in his opinion, did not do the right thing according to the sharia given by the Taliban.

*Laila heard of men being dragged from the streets, accused of skipping namaz, and shoved into mosques. She learned that Marco Polo Restaurant, near Chicken*

*Street, had been turned into an interrogation center. Sometimes screaming was heard from behind its black-painted windows. Everywhere, the Beard patrol roamed the streets in Toyota trucks on the lookout for clean-shaven faces to bloody (Hosseini, 2007:246).*

After how many years, things get worse; crime continues to increase, even the oppression of women is getting bigger. Until Mariam's act of killing her husband is an unforgivable act. Even though Mariam explains that her actions were solely used to protect Laila, this is not justified. Rasheed's actions by her husband have accursed all this time, a disgraceful act because he tortured his wives almost daily. The day when Mariam was given the death sentence Mariam, without worry, her life already felt lucky because she helped Laila escape from Kabul.

The following year, Laila lives and marries Tariq. He comes out of Kabul and lives in Pakistan. Her life is lovely and different from when she lived in Kabul. She often goes on holidays with her two children and Tariq. One day, Laila saw on television that troops from various countries, such as troops from America, China, and coalition forces, had successfully expelled the Taliban from Afghanistan. After listening to this, Laila felt very happy and grateful that Afghanistan was finally not colonized again. Eventually, he plans to return to his country of residence, namely Afghanistan, to be exact, in the city of Kabul. Finally, he starts his life again in Kabul, feeling sad and happy, as depicted in the following quotation.

*Then one warm night in July 2002, she and Tariq are lying in bed talking in hushed voices about all the changes back home. There have been so many. The coalition forces have driven the Taliban out of every major city, pushed them across the border to Pakistan and to the mountains in the south and east of Afghanistan. ISAF, an international peacekeeping force, has been sent to Kabul. The country has an interim president now, Hamid Karzai (Hosseini, 2007:338).*

## **5. Conclusion**

Gender inequality can be seen in various ways, starting from the government system to the family system (see Afzali et al., 2020; García & Sánchez, 2017; Hosseini-nezhad et al., 2022; Jones, 2022; Moreno-Murcia et al., 2017; Moughalian & Täuber, 2020; Quisumbing et al., 2022). The social disparities experienced by Mariam occurred because of differences in status, the patriarchal culture adopted by her husband, and the government system that seemed to demean her and even made her live a painful life. Then, in this case, it is also explained how Mariam struggles to get justice for herself even though she ultimately has to die to fight the oppression she has experienced for years.

Laila is described as a brave woman, unlike Mariam, who often rebels and dares to fight the oppression she experiences. She often gets some unfair treatment from her mother, but Laila still receives an education from her father. Then, she also experienced social inequality in the form of oppression by her husband, Rasheed. Not only there, but Mariam also experienced and often received violence from the Taliban because she often rebelled. The findings from this analysis can help us understand more about the

patriarchal system and make Laila a woman who is even more courageous in voicing rights related to gender equality, especially women's rights.

The writer would advise readers to use the results of this study as an additional reference to analyze every article. Works and also to use feminist theory in reviewing this research. As for other things, the author also allows readers to compare this research with new research. The writer also hopes that further research can find out more about how the social inequality that occurs in the novel reflects a more significant phenomenon and makes the story historical.

### **Conflict of interest**

The author(s) declare(s) that there is no conflict of interest.

### **Authors' contribution**

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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## **Types of Conflict and Conflict Management Strategies Found In “Mile 22” Movie**

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### **ABSTRACT**

The presence of diverse conflicts in literature determines the good and bad of a movie. A good plot is also influenced by how movie-makers plan wonderful resolves within the conflicts. This study aims to discover types of conflicts and conflict management strategies found in Mile 22 movie. This study uses descriptive qualitative method to gather and analyse the data. The data are taken from the “Mile 22” movie, supported by a full transcript of the movie gathered from the Sublikescript website (2018). When collecting the data, the researchers used observation and note-taking techniques to gather the data. The theory of Kenney (1996) and Thomas and Kilmann (2008) are used as the theoretical framework for this paper. The finding showed that from sixteen data, there are two internal conflicts and 14 external conflicts, which divided into eleven man against man conflict, and two man against society conflicts. All strategies were found used to resolve the conflicts faced by the main characters, where competitive were found in six data, collaborative in one data, compromising in three data, accommodating in four data, and avoiding in two data.

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### **1. Introduction**

The presence of new media, such as Netflix brought humans closer to various movies. As a piece of literature, movies are expressions of both written and oral opinions and thoughts that are used to entertain the viewers. Movies brought the artistic expressions of human life while giving related facts of society in general which influence the sway of human life (Esten, 1978). Through audio-visual communication, movies possess the ability to deliver values such as educational, entertainment, or informational

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messages. Usually, viewers are fond of watching movies to seek the second value. The success of a movie in grabbing the attention of its viewers will always depend on the conflicts that occur within the movie. A beautiful set of conflicts influences the ups and downs, which creates an emotional roller-coaster for the viewers. Thus, the study of conflict in literature is regarded as an interesting field to study.

There are thoughts by scholars that define what a conflict is in literature. Kenney (1966) stated that conflict is a form of struggle between the protagonist against the antagonist or opposing force. Conflict is also a clash of ideas, wills, desires, or actions (Allen & Meyer, 1990). The Cambridge Dictionary (2022) defines conflict as a disagreement between people that has different opinions or principles. Reaske (1966) divided types of conflicts into two types, internal and external conflicts. Internal conflict is a conflict that occurs when characters struggle against themselves. The struggle may happen in the form of emotional or psychological conflict. For example, a character with mental instability will often face this conflict.

Meanwhile, external conflict is a type of conflict that occurs when a character struggles against external factors. This type is further divided into three subtypes. First, the man-against-man conflict focuses on how a character is faced with a struggle against other characters in terms of physical or emotional clashes and differences in ideas or opinions. The second sub-type is man-against-society, where a character struggles against common practices, ideas, or customs in the society. The third one is man-against-nature; a character struggles against environmental activity such as disasters.

An element that makes a movie phenomenal is how the main characters resolve their struggles. This element usually becomes the main highlight of the movie, especially when the plot becomes intense. According to Kilmann and Thomas (1975), five conflict management strategies are usually employed by the main characters when facing their struggles. The first strategy is competitive, when characters stand firm and fight for what they want. Second, collaborative is a strategy when characters collaborate and work together to get solutions to their problems. Compromising is the third strategy, where both opposing characters sacrifice something in order to achieve better solutions. Fourth is accommodating, where characters fulfill other characters' needs even though they are against them. The last strategy is avoiding, where characters avoid further conflict by accepting decisions or not wanting to hurt anyone.

Based on the circumstances above, the researchers choose conflict as the topic of this study. This paper aims to discover the types of conflict and conflict management strategies found in "Mile 22" movie. It is an action movie that presents the story of a special unit escorting an informant to the nearest airport. The movie is packed with conflicts between personals or ideas that are interesting to study. The complexity of the literary work plot may be hard to understand, unlike other movies that have commercial plots, but it is attractive when seen in literature perspective. Thus, it is hoped that the results would contribute to the variation of conflicts for reference of the readers.

## **2. Literature Review**

There were five previous studies of different researchers who conducted similar studies of conflict in literature. The first study was conducted by Dewi et al (2022) regarding conflict and personality analysis of the main characters in “All the Bright Places” movie. The study aims to discover the types of conflict and personality of the main character of the movie. The researchers used qualitative methods to analyze the data by using the model theory of Kenney (1966) and the psychoanalysis theory of Freud (Strachey & Freud, 1955). The study found that there are three types of conflict and three types of personality in the data.

The second study was entitled “Analysis of External Conflict of the Main Character in the Pound Comic on Webtoon” by Adiguna et al. (2022). The study tries to discover the types of external conflict that occurred in the Pound comic in the webtoon. The researchers used a descriptive qualitative method to analyze the data based on the theory by Kenney (1966) regarding types of conflict and the supporting theory of Thomas and Kilmann’s (1970) conflict management strategy. The study found three types of external conflicts and five conflict management strategies in the data source.

The third study was conducted by Yasa et al. (2022). The study aims to analyze the internal conflict faced by the main character in the Greenland movie. The researchers used qualitative methods to analyze the data. The theory of Reaske (1966) was used as the theoretical framework. The study found that the main character struggles against internal conflicts such as anger, disappointment, and sadness.

The fourth study was proposed by Umul et al. (2020). The study explores the conflict management strategies used by the main character in the movie “Leap!”. It used qualitative descriptive study as its method by using the theoretical framework of Rahim (2022). There are five strategies found in the data, namely integrating, obliging, dominating, avoiding, and compromising.

The last study is a study by Maku et al. (2022). The study aims to discover types of conflict and conflict management in the Acts of Vengeance Movie. The study used the theory of Kenney (1966) for the types of conflict and the theory of Deetz and Stevenson (1986) for conflict management. The data were analyzed by using the descriptive qualitative method. The study found internal and external conflicts and three types of conflict management in the data. The difference between this paper and the Maku et al. study is the theory of conflict management; this paper uses the theory proposed by Kilmann and Thomas (1975). The previous studies only focus on certain parts of conflict. This study tries to accommodate both internal and external conflicts, as well as the conflict management strategies used by characters when facing those two types of conflicts.

### **3. Method**

A descriptive qualitative study is used as the method in this study. The types of conflicts are analysed by the model of Kenney (1966), while the conflict management strategies are based on the theory of Kilmann and Thomas (1975). The data are taken from the “Mile 22” movie, supported by a full transcript of the movie gathered from the

Sublikescript website (2018). When collecting the data, the researchers used observation and note-taking techniques to gather the data. There are two steps taken when collecting the data. The first step is watching the movie carefully and repeatedly to gather conversations or actions that include conflicts and resolves from the main characters. Second, the researchers do note-taking for details in order to help create reasoning for classification. The main characters involved in the study are James Silva, Alice, Li Noor, Sam, and Dougie. The analysis of the data is conducted in two steps. First, the researchers include the aspect of character involvedness in a scene to classify the types of conflict, as well as the gesture, mood, and emotional status of the characters. Second, the researchers analyze the way the characters faced the conflict through serious confrontation, collaboration, etc. The analysis of the data is presented by using both formal and informal methods.

#### 4. Results and discussion

##### 4.1 Types of conflicts and conflict management strategies found in Mile 22 movie

This section presents the findings of the study, provided in two tables that display the number of occurrences of each type of conflict, as well as the conflict management strategy.

**Table 1.** Types of Conflict Found in Mile 22 Movie

| No           | Types of Conflict |                     | Occurrences |
|--------------|-------------------|---------------------|-------------|
| 1            | Internal          |                     | 2           |
| 2            | External Conflict | Man against man     | 11          |
|              |                   | Man against society | 3           |
| <b>Total</b> |                   |                     | 16          |

In Table 1, it can be seen that the man-against-man type dominates the conflicts that occurred in the data source. Most of the man-against-man conflicts found in the movie are related to the different opinions of the main characters against the opposing force. Conflicts happen in the form of quarreling, debate, or negotiation. The second most frequent type of conflict is the man against society. Those conflicts were found to present the main characters' struggles against ideas within the military codes of conduct. The internal conflicts of the movie were found to be related to emotional clashes that happen within a person. The external conflict of man against nature was found absent in the movie, as the movie highlights the conflict between two opposing military units.

**Table 2.** Conflict Management Strategies Found in Mile 22 Movie

| No | Types of Strategy | Occurrences |
|----|-------------------|-------------|
| 1  | Competitive       | 6           |
| 2  | Collaborative     | 1           |
| 3  | Compromising      | 3           |
| 4  | Accommodating     | 4           |

|              |          |           |
|--------------|----------|-----------|
| 5            | Avoiding | 2         |
| <b>Total</b> |          | <b>16</b> |

Table 2 presents the occurrence number of each strategy used by the main character to resolve their conflicts. The competitive strategy appears to be the dominant strategy used by the main characters. The main character (James Silva) uses this strategy a lot because of his trait of being obnoxious and tends to oppose ideas that he sees not fit. The collaborative strategy was found in one data, and the compromising strategy was found in three data. The accommodating strategy was found in four data, and the avoiding strategy was found in two data.

## 1. Internal Conflicts

### Data 1

The data were gathered from two scenes of the movie that linked to James Silva's emotional status. In Figure (a), James Silva is described as a special kid who is always angry quickly, and his mother taught him to suppress the condition by snapping a rubber band on his wrist. In Figure (b), James Silva is presented in a restaurant doing rubber band snapping, and his face shows anger and distress. The reason behind James Silva's emotion is that a mission that included James Silva in previous scenes failed, and he was not content with the outcome of that mission.



**Figure 1.** Initial Scene of Silva's Way to Control Temperamental Nature



**Figure 2.** The Application of the Way to Control Anger

Conversation in Fig 1

James's Mother : There is nothing wrong with you Jimmy, your mind just moves faster than the other kids. Snap this when you can't slow down" (action: snapping rubber-band to wrist).

Conversation in Fig 2

Several scenes later : (action: James snaps rubber-band to his wrist)  
Dougie : I wonder before we start talking how bad you feel?  
James Silva : What do you want? From 1 to 10?  
Dougie : Yes...  
James Silva : 7 and up quickly

[Timestamps: 14:39-14:46 & 17:28-17:35]

Data 1 can be classified as an internal conflict. James Silva faces emotional conflict in the scene. It can be seen in the utterance of "7 and up quickly." It shows that James Silva was on a level where he was angry and emotional about the circumstance. From the plot, James Silva is described as a hot-headed man whose his anger can rise quickly. The reason for classifying this data into internal conflict is the way James Silva fights his anger. As shown in Figure 2, James Silva snapped the rubber band to suppress his anger, just as he was taught by his mother to control his emotions. To sum up, the focus of the conflict in this data is oriented on how James tries to fight his emotions when he knows his mission has failed. Thus, the writer concluded that the conflict in Data 1 as an *internal conflict* because James Silva fought his own emotions.

James Silva tried to control and resolve his anger and became the centre of how conflict management strategy exists in the conflict. By combatting his emotion, the researchers concluded that the strategy used in Data 1 is *competitive*. By using the method passed by his mother, James Silva tried to stand firm against his emotions. He confronted his own emotions and wanted to suppress them to calm down. Thus, this data is classified as a *competitive strategy* as James Silva fights his emotions.

## Data 2

The data were gathered from a scene where James Silva's team engaged in a crossfire with their enemies. In Figure 3, Alice is shown worried about the condition of Dougie, his teammate who is wounded because of a gunshot. The condition leads to reduced his mobility, he cannot run or walk in the condition. Long story short, the enemies surround their position and leave behind their car. However, Alice is faced with a hard situation regarding Dougie.



**Figure 3.** Scene of Alice worries about Dougie

(The Overwatch team was surrounded by hostile subjects)

James Silva : Get him behind the building behind us (Alice looked at and worried about wounded Dougie, who will be left behind)

Dougie : Get out of my face. Go!

James Silva : Now!

[Timestamp 01:04:45-01:06:05]

Data 2 can be classified as an internal conflict. Alice was found facing emotional conflict in the data. James Silva told her to leave the immobilize Dougie. First, the gesture and the emotion shown on Alice's face indicate that she does not want to leave Dougie behind in that state and be annihilated by the enemy. Dougie was her teammate that she cannot afford to lose. Furthermore, Dougie rushes her to leave him so she can survive the ambush and stay alive. The reason for classifying this data into internal conflict is the way Alice tries to overcome his emotions while providing the best solution to her situation. To sum up, the focus of the conflict in this data is oriented on how Alice tried to prioritize the mission over her emotions.

Alice followed the advice of her friends despite her heart, saying she did not have the strength to leave her friend in a plight condition. The way she follows her friend's words is the centre of how conflict management strategy exists in the conflict. By sacrificing his emotion, the researchers concluded that the strategy used in Data 2 is *accommodating*. Alice swallowed the bitter reality despite her emotions saying otherwise. She fulfilled the needs of others at the cost of his emotional state. Thus, this data is classified as an *accommodating* strategy.

## 2. External Conflicts

This sub-section presents the discussion of analysis regarding the external conflicts faced by the main character in “Mile 22” movie together with how they resolve those conflicts. This section is further divided into two sub-sections that explain each type of external conflict found in the movie.

### a) Man Against Man

All strategies were found used by the main characters when they were faced by this type of conflict, as discussed below.

#### Data 3

Data 3 highlights a scene located in a special operation room, where James Silva debates his superior officer. They quarrel about a future action regarding a police officer named Li Noor. James Silva, who is described as a mentally unstable man, chose a more aggressive approach. Meanwhile, John, as his superior officer, wanted to avoid James Silva taking risky action. This quarrel leads to an external man-against-man conflict between these two men. However, they found a solution to their problem. Below are the conversations that occurred during the scene.



**Figure 4.** Debate between James Silva and John

James Silva : You and I know this is an Overwatch overation  
John : What was that thing about, unadvisely or lightly?  
James Silva : Oh some things should not be entered into unadvisely or lightly. But reverently discreetly, advisely, soberly and in the fear of God. That thing?  
John : Yeah  
James Silva : That's the thing  
John : I'm not gonna authorize it Jimmy, but you can warm it up.  
James Silva : Oh I'm gonna warm him up  
John : Discreetly  
James Silva : Discreetly

[Timestamp: 33:39 – 34:01]

The conflict sparked when both James Silva and John had their opinion regarding the treatment of Li Noor. James Silva believed that a discreet future action needed to be done, while John denied his idea. They started into a heated debate, and John, as the superior officer, could not allow James Silva to take the harsh action. Both men stayed on their ground. However, James Silva confronted John and persuaded him to change his mind. The conflict between James Silva and John regarding Li Noor was classified as an *external conflict* that centred on *man-to-man conflict*.

The heated argument led to an agreement. James Silva got permission to conduct the action, even if it was done secretly. John allowed the action but he did not want to be entangled if the action is blown up and did not want to be dragged. Both of them fulfilled their need even though they took precautions and sacrificed things. Thus, the writer classified the conflict management strategy used in the conflict as a compromising strategy. Both of them had to sacrifice something to solve the issue.

#### **Data 4**

A scene in Data 4 highlights a conflict between James Silva and his two friends, Dougie and Sam. The scene was located in a restaurant. Dougie and Sam seemed tense, while James Silva did not know that their mission of finding a chemical called caesium failed because it turned out that what they found were conventional weapons like regular explosives and others. James Silva was furious when he knew the circumstance and even threw away Sam's birthday cake and left. Below are the intense conversations when he met his friends Dougie and Sam.

Dougie : I wonder before we start talking how bad you feel?

James Silva : What do you want? From 1 to 10?

Dougie : Yes...

James Silva : 7 and up quickly

Dougie : There's no Caesium in the crate, James

James Silva : What?

Several conversations later

James Silva : This is a big f\*\*\*\*\* problem. Where is Alice, he is her source

Dougie : We all thought the source was credible

James Silva : Shut the f\*\*\* up

Several conversations later

James Silva : Sam, what do we have now? Nothing. What is this?

Dougie : Sam's birthday cake

James Silva later throws her birthday cake.

[Timestamp 19:01-19:32]



**Figure 5.** James Silva Confronts Sam and Dougie

The conflict was classified as an *external conflict*. James Silva threw a tantrum at his team when he knew the mission had failed. From the conversation, James Silva was presented as anxious when his two friends, Dougie and Sam, came. James Silva gets angry the time he learns that his mission has failed and throws Sam's birthday cake away. Angered by the failure mission, James Silva's behaviour became aggressive towards his comrades. Thus, the writer concluded that the conflict that occurred in the data above was an *external conflict* that was oriented towards man-to-man *conflict*.

Based on Thomas and Kilmann's (1970) theory, the strategy used by Dougie and Sam when handling the conflict with James Silva was categorized as *avoiding*. Dougie and Sam avoided the conflict by staying calm and not reacting to James Silva, who they knew was a mentally unstable man who could not control his emotions. Knowing their temperament friend, they did not confront back, which they knew did not end well. Both Dougie and Sam absorbed the anger of James Silva even though they were not to be blamed. This strategy of *avoiding* is beneficial to people who seek non-escalation situations and when a new conflict needs to be avoided. Thus, the writer classified the strategy used as *avoiding because* the patience of Dougie and Sam when handling James Silva was purposed to prevent the escalation of conflict faced by them.

## **b) Man Against Society**

### **Data 5**

The scene was taken from a briefing meeting of an Overwatch Operation, a special military operation conducted by James Silva's team. The mission failed because of bad intelligence, which caused the team to hit the wrong target during the action. John, the superior officer of the Overwatch team, demanded who was responsible for the informant of the bad intelligence. Surprisingly, James Silva took the full blame by saying that he was the one responsible for the unreliable source, even though it was Alice's responsibility. The conversation that occurred during the scene is presented below.



**Figure 6.** James Silva Takes the Full Blame

(Briefing about failed mission)

James Silva : No caesium was found, the intel was bad.

John : Whose source was it?

James Silva : That would be on me, John

(several conversation later)

John : Fix this

James Silva : Oh it's gonna be fixed

[Timestamp: 25:32 – 26:03]

Data 5 highlights the conflict of James Silva within the military code of conduct. As the commanding officer during the special operation, James Silva blamed himself even though it was his comrade who should be the one responsible. In front of a superior officer, he defended his team by self-sacrificing himself. This practice is expected in the military or an organization where a leader takes complete responsibility when things are not going in the right way. The conflict was focused on how the practical value of an organization in society caused James Silva to take responsibility. Thus, this data categorized the conflict as an *external conflict*, specifically as a *man-against-society conflict*. According to Kenney (1996: 19), the conflict between *man against society* is a conflict where a character struggles or is confronted with the ideas, practices, or customs that are common within society.

Data 5 presents the conflict management strategy used by James Silva as an accommodating. To defend his teammate, James Silva independently tried to fix the mess himself to ensure John in the future. He wanted to clear the problem caused by the mis-intelligent in the previous operation. Accommodation strategy is beneficial when a character accommodates the needs of another person by neglecting the emotion or need of the character. Data 5 shows James Silva voluntarily took the full blow to solve the problem when he was not in a position to take responsibility. Thus, the writer concluded that the conflict strategy used on the data was accommodating.

## Data 6

Data 6 was taken on a scene where Li Noor and James Silva were in a gunfight with their enemies, later shown surrounded by the hostiles. The men took a different path with Alice and lost her in the crossfire. A conflict sparked during the plight. Below is the conversation during the scene.



**Figure 7.** James Silva Ignores Military Code of Conduct

James Silva : Mother, I have the package. Do you have eyes on Alice?... Mother?  
John : Negative  
James Silva : Child-One reroute us  
John : The route out is directly behind you, take it  
James Silva : No  
John : No what?  
James Silva : No, I want a route to Alice. Reroute me to Alice now  
John : Child-one, it's time now  
(James Silva threaten Li Noor to give him the disc and save Alice)  
John : Repeat, the order is to exit, now!  
Li Noor : Let's go get her

[Timestamp 01:10:25-01:11:46]

The conflict was centred on how James Silva prioritized Alice over the mission he was conducting during the scene. James Silva chose to save Alice because he could afford to lose a comrade again. However, John, the commanding officer, opposed the idea and ordered him to leave Alice in order to escape the gunfight. This conflict was classified as an external *conflict*, which was oriented toward *man against society*. The general value in a military is always to prioritize the organization and mission over individual matters. However, James Silva ignored the value and the order by choosing Alice rather than the mission.

The conflict management strategy used by James Silva in this conflict is competitive. He stood in his belief to rescue Alice because most of his comrades were killed in action to save Li Noor, which is the objective of the mission. He cannot afford to lose one more comrade. He calculated that by regrouping with their team, a more chance to elude death was greater if they fought side by side, even by disobeying a direct order. Thus, the writer

classified the data as a competitive strategy as James Silva stands on his belief in what he must do.

## 5. Conclusion

The conflict faced by the main characters was divided into two categories, namely internal and external conflict. Based on the plot of the story in *Mile 22* movie, internal conflict is reflected in the conflict that comes from within oneself and the conflict that originates from contact with the other person. The conflict arose from the person of the main character himself and was reflected in some varieties, such as fear, dilemma, confusion, depression, disappointment, and anger. While, the conflict that originated from contact with other characters was manifested in varieties such as anger, fighting, disagreement, lying, and frustration. The most dominant conflict type in this study is external conflict (man against man) because external conflict occurred in the study in *Mile 22* movie is mostly caused by contact between humans or the problem that appears caused by a relationship such as an argument, emotion, disagreement, anger, and fighting.

Second, how the main character resolves the conflict by the main character in *Mile 22* of five kinds of conflict management strategies, named competitive, collaborative, compromising, accommodating, and avoiding; competitive is used because the main character takes a firm stance to resolve the problem, the second is collaborative the main character attempt to meet the desire of all of the characters involved to resolve the problem. The third is compromising the main character's attempt to discover an answer with a view at least partly fulfilling to resolve the problem; the fourth is accommodating; this style shows a willingness to fulfil the desires of others at the cost of the person's own need. The last is avoiding, which is when the main characters resolve the problem by avoiding the other conflict and preferring to give in.

It is realized that this study could be better, but it has limitations in its data source and theoretical framework. Therefore, the writer has suggestions for future research regarding this topic. First, different data sources could lead to a more diverse pattern of conflict and management strategy. Different sources, such as novels or reviews, could be good sources to study. Second, linking the conflict to another field of study could create a more interesting topic.

### **Conflict of interest**

The author(s) declare(s) that there is no conflict of interest.

### **Authors' contribution**

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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## **Grammatical Cohesion Analysis of Susan Cain's Speech "The Power of Introverts"**

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### **ABSTRACT**

This study analyzes grammatical cohesion in Susan Cain's speech with the title *The Power of Introverts*. This study is addressed to figure out the types of grammatical cohesion and how are the used of grammatical cohesion in speech. In this study, the researcher used descriptive qualitative as the method of analyzing the data. The researcher uses a theory from Halliday and Hasan (1976) to analyze the types of grammatical cohesion and to investigate the use of grammatical cohesion in speech. The finding of this study shows there are two types of grammatical cohesion used in Susan Cain's speech entitled "*The Power of Introverts*" namely reference and conjunction. There are three types of reference found in Susan Cain's speech "*The Power of Introverts*," namely personal reference, demonstrative reference, and comparative reference. Next is conjunction, which is divided into four types such as additive conjunction, adversative conjunction, temporal conjunction, and causal conjunction. However, in this study temporal conjunction is not found in the speech. A personal reference is the type of grammatical cohesion that is the most used in Susan Cain's speech "*The Power of Introverts*," with the number of occurrences 124 items, and the least type of grammatical cohesion found in the speech is a comparative reference with the amount of data 13 items. In conclusion, this study shows that grammatical cohesion is useful in connecting every part of the speech, making the speech easy to understand for the audience or listener, and conveying the information properly.

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### **1. Introduction**

Language is a sound device to express thoughts and ideas and a tool to communicate in daily life (Morgan, 2014; Ritchie, 2013); and also language is a system of symbols that

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are meaningful and articulate sounds that are arbitrary and conventional (Baker & Hengeveld, 2012; Fabb, 2006), which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts (Holmes, 2013). To convey information, language can be divided into two, namely spoken language and written language. These two types of language are studied in discourse analysis. McCarthy (2000, p. 5) stated that discourse analysis is a study of written, spoken, and signed language; the objects of discourse analysis are discourse, writing, conversation, and communicative events. Yule (1996) said that discourse structure is very important because it focuses on the main elements that could form a well-stretched text. The structural connections between sentences create cohesion.

Cohesion is a term in linguistics in which the elements of a text are linked together to create meaning. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another (Jones, 2012). The one presupposed the other, in the sense that it cannot be effectively decoded expect recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed are thereby at least potentially integrated into a text (Halliday & Hasan 1976, p. 4). Cohesion is divided into two parts, namely grammatical cohesion and lexical cohesion.

Grammatical cohesion is constructed by the grammatical structures in the text. Halliday and Matthiessen (2004) classify grammatical cohesion into four major classes: references, substitution, ellipsis, and conjunction. Reference is the specific information that is used by the reader/listener to identify something. Three kinds of reference are personal reference, demonstrative reference, and comparative reference (Halliday & Matthiessen, 2014). Halliday and Hasan (1976) stated that substitution holds a text together by preventing repetition and creating connected grammatical cohesion, not in meaning but in wording, between words, clauses, and sentences. There are three types of substitution they are nominal, verbal, and clausal substitution. Ellipsis are used to indicate omissions of information or pauses. According to Cook (2006), ellipsis is omitting part of the sentence on the assumption that an earlier sentence or the context will make the meaning clear. Ellipsis can be divided into three parts, namely nominal, verbal, and clausal ellipsis. A conjunction is linking devices between sentences or clauses in a text. Halliday and Hasan (1976, p. 238) adopt a scheme of four categories of conjunction that are additive, adversative, causal, and temporal.

Speech is the expression of or the ability to express thoughts and feelings by articulate sounds (Oxford Dictionary). Speech refers to the production of sounds that compose words and sentences. Besides, speech aims to procure the means of communication that are to persuade, inform, and entertain the audience. Through the speech, the audience is expected to know, understand, accept, and carry out what is conveyed to them (Haugh, 2015; Hymes, 2012; Joseph & Janda, 2003). Thus, speech has to be well organized to obtain the goals of communication and draw attention from the audience. There are several examples of speech such as graduation speech, birthday speech, educational speech, political speech, and entertaining speech. These example of

speech aims to educate, motivate, influence, and give important information. In this study, the writer tries to analyze the application of grammatical cohesion in Susan Cain's speech; the writer has taken the speech text from the TED YouTube channel. This research is beneficial to the readers of how grammatical cohesion is important in speech and could help to improve the coherence of speech to make a meaningful message to the audience.

## 2. Literature Review

Several previous studies have examined grammatical cohesion; there are many data sources that the researchers used, such as movie scripts, speeches, short stories, novels, etc. The first article is from Hizbullah et al. (2022). This article has the purpose of finding out the types of grammatical cohesion devices in Barack Obama's speech. The finding shows there are four types of grammatical cohesion, namely reference, substitution, ellipsis, and conjunction. The most frequent strategy used by Barack Obama is references and conjunction (see also Malik, 2013).

The second study was done by Rishi and Wardhana (2022). This study analyzes the grammatical cohesion reference of Jack Ma's speech text "Believe in your dreams". The purpose of this study was to figure out the types of reference in the speech text "Believe in Your Dreams." The finding showed there are two types of reference found in Jack Ma's speech text "Believe in Your Dreams" 30 data of personal references and 6 data of demonstrative references. The most dominant type of reference in this study is personal reference.

The third study was done by Indriani et al. (2021). This study was about finding the types of grammatical cohesion used in "The Yak" Magazine and the function of grammatical cohesion used in "The Yak" magazine. The findings show there are two types of grammatical cohesion used in "The Yak" magazine, namely reference and conjunction. The data were collected using the observation method and analyzed using the descriptive qualitative method. Oktavia and Suprayogi (2021) conducted the following study: This study analyzed grammatical cohesion in Boris Johnson's speech entitled Coronavirus Spread in the UK. The research aims to determine which types of grammatical cohesion are most commonly used in speech. The results show that reference is the dominant type of grammatical cohesion in this study.

The last article from Al-Khalidy (2018) is a study of the use of conjunctions as grammatical cohesion in the speeches of Her Majesty Queen Rania of Jordan. The finding of this study shows additive conjunctions were the most frequent conjunctions, followed by adversative conjunctions, causal conjunctions, and temporal conjunctions.

Based on several previous studies, we can conclude that this study is similar in studying grammatical cohesion. The difference between this study from the previous study is that it focused on analyzing the types of grammatical cohesion used in Susan Cain's speech "The Power of Introverts" and how grammatical cohesion is used in Susan Cain's Speech.

## 3. Method

This study utilizes descriptive qualitative with focusing on the content analysis (Krippendorff, 2004). The data source of this study is a speech from Susan Cain with the title “The Power of Introverts.” it is a speech about how an introverted person finds it difficult to live in the middle of a social environment and social interaction. The data was collected through the observation method by watching the speech from YouTube and reading the script to find out the types of grammatical cohesion in the speech text. The data was analyzed by using qualitative methods using theories from Halliday and Hasan (1976) to find out the types of grammatical cohesion. The researcher uses an informal and formal method to present the data contained in the speech. In the informal method, the researcher will present the data informally by narratively conveying the data (see Miles et al., 2014). The researcher provides a clear and concise description to present the data. For the formal method, the researcher classified the data in the table. After that, the data will be described using the informal method.

#### 4. Results and Discussion

##### 4.1 Types of Grammatical Cohesion Found in Susan Cain’s Speech “The Power of Introverts

The following section shows there are two types of grammatical cohesion found in Susan Cain’s speech “The Power of Introverts,” i.e., reference and conjunction. Reference was divided into three types: personal reference, demonstrative reference, and comparative reference. Then, the conjunction was categorized into four types, i.e., additive conjunction, adversative conjunction, temporal conjunction, and causal conjunction. Nevertheless, in this study temporal conjunction is not found in the speech. Further explanation of the data can be seen in the following Table 1.

**Table 1.** Types of Grammatical Cohesion

| No | Category                | Data       | Percentage  |
|----|-------------------------|------------|-------------|
| 1  | Personal reference      | 124        | 35%         |
| 2  | Demonstrative reference | 91         | 25%         |
| 3  | Comparative reference   | 13         | 4%          |
| 4  | Additive conjunction    | 83         | 23%         |
| 5  | Adversative conjunction | 25         | 7%          |
| 6  | Causal conjunction      | 22         | 6%          |
|    | <b>Total</b>            | <b>358</b> | <b>100%</b> |

From Table 1 above, the total data for grammatical cohesions are 358 items, found in Susan Cain’s Speech entitled “The Power of Introverts”. Personal conjunction is the type of grammatical cohesion that is the most used within the speech, with the number of occurrences 124 items, followed by demonstrative reference 91 items, additive conjunction 83 items, adversative conjunction 2 items, causal conjunction 22 items, and

last comparative reference 13 items. All the types of grammatical cohesion are explained in the following section. Nonetheless, only 14 selected examples were presented in the discussion.

## 1. Reference

Reference is the relation between elements of the text and interpreted by the participants (Halliday & Hasan, 1976). There are three general types of referencing: Homophoric referencing, which refers to shared information through the context of culture; exophoric reference, which refers to information from through the context of the situation; and endophoric referencing, which refers to information that can be retrieved from within the text. In this study, the writers have found the data of personal reference, demonstrative reference, and comparative reference.

### a) Personal reference

#### Data 1

*I always sensed deep down that this was wrong and that introverts were pretty excellent just as they were. But for years I denied this intuition, and so I became a wall-street lawyer of all things, instead of the writer that I had always longed to be, partly because I needed to prove to myself that I could be bold and assertive too. The use of personal reference I within the sentence has the function.*

In Data 1, the word “I” can be defined as a personal reference, functioning as head. The word “I” refers to Susan Cain as the speaker of the speech, which belongs to the tenor and has explained the field of this speech. This speech explained that Susan Cain became a law-street lawyer rather than a writer because she wanted to show that an introvert can be firm and brave. The use of personal reference in this text refers to the speaker, Susan Cain. Thus, this type of reference is known as a person.

#### Data 2

*You need to understand what introversion is, it's different from being shy. Shyness is about fear of social judgment. Introversion is more about how do you respond to stimulation, including social stimulation.*

In Data 2, the word “you” within the speech can be classified as a personal pronoun, the personal reference you refer to the hearer or audience. In this part, the speaker wants to interact with the audience through the speech. The speaker and the audience are the tenor. The speaker in this speech has explained the difference between introverts and shy. The word “you” in this part of the speech functions as the subject marker.

#### Data 3

*So, extroverts really crave large amounts of stimulation, whereas introverts feel at **their** most alive and **their** most switched-on and their most capable when they're in quieter, more low-key environments.*

In Data 3, the word “their” can be classified as a personal reference, which is a possessive determiner. The word “their” refers to introverted people. This speech talked about the introverted person and “their” characteristic. The speaker used personal references within the speech to replace the introverted people to make the sentence more efficient.

#### **b) Demonstrative reference**

##### **Data 4**

*Our most important institution, our schools and our workplaces they are designed mostly for extroverts and for extroverts need for lots of stimulation. And also we have **this** beliefs system right now.*

In Data 4, the word “this” above is classified as a demonstrative reference. It can be expressed through determiners and adverbs (Halliday & Hasan, 1976, p. 57). The speaker, as a tenor, has explained the field in this speech. This part explained about extrovert persons who have privilege in the life field. The use of the demonstrative reference “this” in this sentence tells the audience the exact thing that is discussed in the speech.

##### **Data 5**

*Now I think at this point it’s important for me to say **that** I actually love extroverts. I always like to say some of my best friends are extroverts including my beloved husband.*

In Data 5, the reference “that” in the example above explains that the speaker reaffirmed that she loves extroverts. The speaker, a tenor, has explained the field in this speech. The use of a demonstrative reference in this sentence confirms essential information.

##### **Data 6**

*That’s a lot harder for me because as honored as I am to be **here** with all of you right now, so I prepared for moments like these as best I could.*

In Data 6, the word “here” in the sentence was classified as a demonstrative reference. The word “here” refers to the place where the speaker delivers a speech. The speaker, as a tenor, has explained the field in this speech. This speech described a studio where the speaker delivered a speech. The use of the word “here” in the speech has the function of telling the audience the specific place.

#### **c) Comparative reference**

##### **Data 7**

*I had this idea that camp was going to be just like this, but **better**.*

In Data 7, the word “better” in the sentence above is a form of comparative reference that indicates the likeness between things. In this sentence, the speaker gives her opinion to the audience that camping is not just an ordinary activity, but camping is more than

that. The use of the word “better” in the speech tells the audience that the speaker compares two or more things directly.

### **Data 8**

*Camp was **more** like a keg party without any alcohol.*

In Data 8, the word “more” in the sentence above can be classified as a comparative reference, which is indicated by general comparison words. This sentence talks about how camping will not be complete without alcohol; the speaker talked about his experience of boring camping without alcohol. The word “more” is used in this speech to compare things.

## **2. Conjunction**

A conjunction is a relationship that shows how the next sentence or clause should be related to the previous sentence or part of the following sentence. Conjunction elements are not primarily devices for reaching out into the previous text, but conjunction elements can express specific meanings (Halliday & Hasan, 1976, p. 226).

### **a) Additive conjunction**

#### **Data 9**

*When I was nine years old, I went off to summer camp for the first time and my mother packed me a suitcase full of books, which to me seemed like a perfect natural thing to do.*

The word “and” in Data 9 was an additional conjunction. It is because the word and in the sentence above connect the speaker’s idea. The speaker of this speech, as a tenor, has explained the field of this speech. In the sentence above, the speaker discussed her summer camp when she was nine years old. The use of the conjunction “and” in this sentence is to connect the speaker’s idea.

#### **Data 10**

*I couldn’t figure out for the life of me why we were supposed to be so rowdy **or** why we had to spell this word incorrectly.*

The word “or” in the middle of the sentence is an example of an additive conjunction, and the word “or” is a link that also adds information from the previous sentence. The speaker of this speech, as a tenor, has explained the field of this speech. The sentence above talked about the speaker’s opinion of why people spell the word “rowdy” incorrectly; it should be: R-O-W-D-I-E. This statement is according to the speaker’s opinion. The use of the word “or” in this sentence is a link and also adds information from the previous clause.

### **b) Adversative conjunction**

#### **Data 11**

*I felt as if the books needed me somehow, and they were calling out to me and I was forsaking them, **but** I did forsake them and I didn't open that suitcase again until I was back home with my family at the end of the summer.*

The word “but” is an adversative conjunction because this conjunction links two different clauses where each clause is in contrast to the other. The speaker of this speech, a tenor, has explained the fields in this speech. The sentence above talked about the speaker, Susan Cain was an introverted child. She loves reading a book, and she felt the books were calling her to read, but she did not open them until she was back home. The use of the word “but” in the sentence above is linked to two different clauses where each clause is in contrast to the other.

#### **Data 12**

*Extroverts really crave large amounts of stimulation, **whereas** introverts feel at their most alive and their most switched-on and their most capable when they're in quieter more low-key environments.*

The word “whereas” can be classified as an adversative conjunction because an adversative conjunction links the conditional clause that is contrary to the expectation. The speaker of this speech, a tenor, has explained the fields in this speech. The sentence above talked about the extroverts and introverts have different traits. The use of the word “whereas” in the sentence is to explain the connecting sentences that compare one clause to another.

#### **c) Causal conjunction**

##### **Data 13**

*And for me, that seven years was like total bliss, **because** I was reading, I was writing, I was thinking, I was researching. It was my version of my grandfather's hours of the day alone in his library.*

The word “because” is an example of causal conjunction, which refers to the reason why the speaker (Susan Cain) is happy to spend time in her grandfather's library reading a book, writing, and researching, so that is why she can publish a book about introverts. The speaker of this speech, a tenor, has explained the fields in this speech. The use of the word “because” has the function of giving clear information to the audience.

##### **Data 14**

*Not all the time these things aren't absolute, but a lot of the time. **So** the key then to maximizing our talents is for us all to put ourselves in the zone of stimulation that is right for us.*

The word “so” can be classified into a causal conjunction because it is used by the speaker as a conjunction to describe the cause or impact of the previous sentence. Susan Cain, the speaker of the speech, explained the key to maximizing our talents. The use of

the word “so” is used to strengthen a statement in a sentence.

## 5. Conclusion

In conclusion, there are 358 data of grammatical cohesion found in Susan Cain’s Speech “The Power of Introverts”. The finding shows there are two types of grammatical cohesion used in Susan Cain’s speech entitled “The Power of Introverts,” namely reference and conjunction. The reference types consist of personal reference, demonstrative reference, and comparative reference. Meanwhile, conjunction is divided into four types such as additive conjunction, adversative conjunction, temporal conjunction, and causal conjunction. However, the temporal conjunction is not available in the speech. A personal reference is the type of grammatical cohesion that is the most used in Susan Cain’s speech “The Power of Introverts,” with the number of occurrences 124 data, followed by demonstrative reference 91 data, additive conjunction 8 data, adversative conjunction 25 data, causal conjunction 22 data, and the least types of grammatical cohesion found in the speech is a comparative reference with 13 data found.

Personal reference is the dominant type of grammatical cohesion. It is because the speaker (Susan Cain) wants to share information about introverts, namely that they have extraordinary abilities that make them special. Moreover, this study shows that grammatical cohesion is useful in connecting every part of the speech, making the speech easy to understand for the audience or listener, and conveying the information properly.

The researcher believes that this study was not perfect enough. For the next researcher who wants to research grammatical cohesion, this study can be used as a reference. The researcher suggests exploring several theories to gain novelty from previous studies and learn new knowledge.

## Conflict of interest

The author(s) declare(s) that there is no conflict of interest.

## Authors’ contribution

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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