WOMEN'S DISEMPOWERED BEHAVIOR AS AN IMPACT OF OVER-RULING GOVERNMENT AS REFLECTED IN SUZANNE COLLINS' *THE HUNGER GAMES*

A Final Project

Submitted in partial fulfillment of the requirements

For degree of *Sarjana Sastra*

in English

Putranto Adi Perdana

2211414037

ENGLISH DEPARTMENT FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI SEMARANG

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DECLARATION OF ORIGINALITY

I Putranto Adi Perdana hereby declare that this final project entitled **Women's Disempowered Behavior as an Impact of Over-Ruling Government as Reflected in Suzanne Collins'** *The Hunger Games* is my own work and has not been submitted in any form for another degree or diploma at any university or other institutes. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, December 12, 2018

Putranto Adi Perdana
NIM: 2211414037

APPROVAL

This final project was approved by a board of examiners of the English Department of Languages and Arts Faculty of Semarang State University on December 20, 2018.

Board of Examination:

1. **Chairperson**
   Prof. Dr. M. Jazuli, M. Hum.
   NIP. 196107041988031003

2. **Secretary**
   Arif Suryo P., S.Pd., M.Pd.
   NIP. 198306102010121002

3. **First Examiner**
   Prayudias Margawati, S.Pd., M.Hum.
   NIP. 198103162008122002

4. **Second Examiner**
   Henrikus Joko Yulianto, S.S., M.Hum., Ph.D.
   NIP. 196907131999031001

5. **Third Examiner as First Advisor**
   Mohamad Ikhwan Rosyidi, S.S., M.A.
   NIP. 198012062009121001

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. M. Jazuli, M. Hum.
NIP. 196107041988031003

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MOTTO AND DEDICATION

Understanding is the first step to acceptance, and only with acceptance can there be recovery

<div align="right">-J. K. Rowling-</div>

Make plans but understand that we live by God's grace

<div align="right">-Unknown-</div>

My final project is dedicated to:

- My father and my mother, especially my father who unstopable showing and giving me support without ever doubting my struggles;
- My little sister for giving me motivation to graduate before she is going to university next year;
- My best friends Asa, Dina, and Danil who always be there for lending me their precious computer so that I could finish this final project;
- My "Jujur itu Indah" team who always remind me that i am not alone in this fight;
- My friend Umma for helping me through some difficulties during this fight. Without your help I cannot be done this fast;
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Lastly, this is the final project I can present. However, I need some constructive suggestions for its perfection. I hope that this final project will be useful for the readers and become some helps for those who were concerned in this study.

Semarang, February 20, 2017

Putranto Adi Perdana

ABSTRACT

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Key words: Women's Behavior, Over-ruling Government, Society Belief, Feminism

This study aims at explaining the over-ruling government in society results women's disempowered behavior as reflected in Collins' The Hunger Games which compared to the historical and social condition happening in the American society. This study is a qualitative analysis by applying a Carol Gilligan's approach, especially in care-focused feminism. The data were collected by reading, identifying, interpreting and analyzed using the approach and theories which used in this study by relating to binary opposition, social and historical events and society belief in seeing women in the real life where the author produced the novel. The results of this study were the explanation of how government's rules affect and result women's disempowered behavior which begins with the internal conflict that women felt when the way society around them expect women to act and behave in some certain ways which was not parallel with some government's rules. The government's rules indirectly demand women to act and behave in some certain ways outside the way society expect women to act and behave when the rules were made without considering women's position in society.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, the reason for choosing the topic, the research questions, the objectives of the study, and the significance of the study.

1.1 Background of the Study

Tong (2009) explained that in many certain societies especially in the United States, women are commonly associated and labeled with values, virtues, and traits such as "interdependence, community, connection, sharing, emotion, body, trust, absence of hierarchy, nature, imminence, process, joy, peace, and life." These labels eventually shape their way of thinking and behaving in the society. The impact of how the social condition shapes women's way of thinking and behaving in the society is that to bring forth what so-called 'moral dilemma'.

> *"When I think of the word morality, I think of obligations. I usually think of it as conflicts between personal desires and social things, social considerations, or personal desires of yourself versus personal desires of another person or people or whatever. Morality is that whole realm of how you decide these conflicts."*
>
> **(Gilligan. 1985)**
>
> *"All societies categorize members by status and then rank these statuses in some fashion, thereby creating a system of social stratification. People whose status sets are comprised of low-ranked ascribed statuses more than high-ranked achieved statuses are near the bottom of the social stratification system and vulnerable to social stigma, prejudice, and discrimination. To date, there is no known society in which the status of female is consistently ranked higher than that of male."*
>
> **(Linda L. Lindsey. 2005)**
>
> *"...in most societies either had minimum or no rights to inherit money or property if their father or spouse had passed away; moreover it was almost impossible for women to get a divorce, even if their spouse abused*

them mentally or physically and also if he had an affair which was rather common in those days."

(Therborn. 2004) as cited in **(Johansdottir. 2009)**

Gilligan (1985), wrote that women's morality is something that deals with who they are and how social condition encircles them. Moreover, women's behavior which performs their morality reflects the influence of the society where they live in. Society has a big role in influencing such things like shaping women's morality and behavior.

In "Gender Roles: a Sociological Perspective", Lindsey (2005) explained that society categorized the individuals by creating status and rank them from the highest to the lowest position. This status influences their role which appears as what society calls it 'behavior'. Lindsey stated that role is something to be "performed according to social norms, shared rules that guide people's behavior in specific situations. Social norms determine the privileges and responsibilities a status possesses." People who are placed in the lower status, said Lindsey, most likely to get through a "social stigma, prejudice, and discrimination." Lindsey ended her statement by writing information by saying that the members of the society who are usually placed in the lower status are women. She wrote that "there is no known society in which the status of female is consistently ranked higher than that of male." This explains how women are treated unfairly in society and how society controls women's behavior by placing them in a lower status.

Johansdottir (2009) quoted Therborn's statement (2004) which tells how powerless women in society are. Lindsey (2005) explained that women, who are placed in a lower status, most likely go through discrimination while Johansdottir

(2009) tried to give a proof of what Lindsey has said by using a quotation from Therborn (2004). This proof shows how women are subordinated in society when they are married. Their status as wife makes them powerless towards their husbands.

Those three quotations were taken from three different books. The explanations that follow stating how bad the relation between society and women is, how society controls, and discriminates women which result women's behavior in the society. In a simply speaking, those three quotations and the explanations are the evidences of how powerful society in influencing and shaping women's behavior. There is a similarity between those quotations and the explanations with the topic the writer analyzed; the relations between social condition within the society and the influence of them in women's behavior. From those quotations and the explanations, it can be seen that issue about how society shapes women's behavior already exists in many certain societies in this world and relevant to be analyzed.

As cited on Widerker (1987), he wrote that "Gilligan (1982) reported that girls and women often construe moral dilemmas as conflicts of responsibilities rather than of rights and seek to resolve those dilemmas in ways that repair and strengthen webs of relationship." This explains how powerful society shapes women's way of thinking since the labels society addresses to women, according to Widerker (1987) and Griffin (1991), make them feel afraid of being separated and think that they should not hurt anyone else even though they have to sacrifice their rights and feelings. Griffin (1991) stated that even "everybody wrote stories

about people being alone and people being together, men were afraid of intimate situations, while women are afraid of isolation."

> *"The danger men describe in their stories of intimacy is a danger of entrapment or betrayal, being caught in a smothering relationship or humiliated by rejection and deceit. In contrast, the danger women portray in their tales of achievement is a danger of isolation, a fear that in standing out or being set apart by success, they will be left alone."* (Gilligan. 1982) as cited in (Griffin. 1991:3)

Throughout the novel, the main character seems to go through that kind of 'moral dilemma' situation created by social condition around her. Many times she faces the situation where she has to choose the one she thinks right or the society's chosen one. Society, where the main character lives, interestingly shows how the over-ruling government affects social condition which creates issues such as poverty, freedom, classicism, children warfare, oppressive governments, and propaganda. Those issues and conditions that happen in her society eventually influence the main character's way of thinking and behaving.

In firstly deciding to conduct this study, the writer realized that the chosen topic has been quite frequently discussed. The novel itself has also been a common object of the analysis as well. It makes the writer's study look not much different from other studies which have a similar topic. However, there are some things that need to be underlined about the differences of this study from others. Many studies the writer found mostly talking about the oppression the government has inflicted. Since the main character of this novel is a woman who struggles to live her life, many studies focus on the main character's analysis only and how she represents strong woman aspects. Combining the care-focused feminism with a dystopian novel as the object of analysis is still something new.

This statement came after the researcher found many previous studies about *The Hunger Games* and none of them using care-focused feminism theory to analyze this novel. The care-focused feminism itself is a branch of feminism theory which is still rarely being used to analyze literary works especially dystopian novel. Using dystopian novel as the object of analysis is also the writer's choice to help readers to understand how a social condition in society influences women's behavior.

For the past ten years, many literary works in the form of dystopian novels become popular. *The Hunger Games* Trilogy (2008-2010), *The Maze Runner* Series (2009-2011), and *Divergent* Series (2011-2013) are three of many dystopian novels which recently become very popular among the readers and clearly introduce a dystopian environment to the public. Although there are many literary works that portray dystopian life as the backdrop of the story published before them, the writer assumed that it was after those three trilogy novels, the public more easily understands what dystopian life means.

The Maze Runner is a young adult dystopian novel written by an American author James Dashner. This novel tells a story about Thomas, the main character, waking up with no memories left in a metal elevator that brings him to a place called The Glade. Once in a month a boy with no memories but their first name comes from the elevator. Throughout the story, the plot focuses on Thomas who figures out what kind of place he is in and how he and people in The Glade struggle to find a way out through the maze around The Glade.

The Maze Runner is completely a different kind of dystopian novel compared to *The Hunger Games* novel. Although both novels share the same identity as a dystopian novel, the issues, the plot, characterization, and social conditions in both novels are totally different. While reading *The Maze Runner*, the readers cannot find issues like poverty, classicism, oppressive governments, and propaganda which are easily found in *The Hunger Games*. Considering those differences, the writer thought that it would be wiser to use *The Hunger Games* novel rather than *The Maze Runner* since the writer's intention was to present how social condition which is the result of over-ruling government influences women's way of thinking and behaving.

Compared to *The Maze Runner*, *The Divergent* shares many things in common with *The Hunger Games* including classicism, propaganda, oppressive governments, and children warfare issues. *The Divergent* follows a story of a girl named Beautrice who later changes her name into Tris who is a Divergent. Struggling to survive in a world where the society believes that Divergent is a threat, Tris decides to pretend as if she is not a divergent. The end of the story tells that the government rules over the society and kills all the divergents since they believe that Divergent is dangerous.

Since the issues in *The Divergent* are almost the same with those in T*he Hunger Games*, it makes the novels look not much different if the writer decided to use *The Divergent* novel as the object. However, there are some important things about *The Divergent* that need highlighting. It is told that the Government which rules the society where Tris lives thinks that a Divergent is dangerous and

decides to hunt and kill all the Divergents existing in the society. This government act is a result of how individual/character affects and influences society. This is surely different from what the writer conducted since the writer's intention, as what the writer has said before, was to see how social condition influences individuals, or in this case, women's way of thinking and behaving.

Tong (2009) noted that over the past quarter century, many feminist thinkers start to realize that men are not the only reason of how women's oppression happens. They "have reflected on the fact that women are society's primary caregivers worldwide. Women, far more than men, rear children, tend to the needs of the infirm, and take care of the elderly." (2009:163) Tong explained that society, whether consciously or not, have differentiated women's from men with some certain values, virtues, and traits which eventually separate women and men's identities and behaviors. Moreover, those labels create women's oppression as a result of how women think when they do not behave as what the labels societies have created for them.

The intention of care-focused feminism theory is to determine why women bear of care in so many societies. Gilligan (1983) wrote that the result of men's behavior is leading them to "develop a style of moral reasoning that stresses justice, fairness, and rights." (Tong. 2009:164) On the other hand, women's behavior which associates with connections and relationship leads them to develop a style of moral reasoning that stresses the wants, needs, and interests of particular people. In *Feminism Thought: A More Comprehensive Introduction*, Tong (2009) argued that women have often been through a situation where they

cannot choose the one they think is the right choice because they are afraid if they choose that one, society thinks that they have disobeyed the labels society has created. In care-focused feminism theory, the dilemma between choosing whether to behave like the labels society created and doing whatever they think it is the right choice to do is the main topic of the analysis.

The writer's intention in conducting this research was to see if the novel consists a social issue about how women's behavior is shaped and controlled by society and their surroundings by observing the plot of the novel from the beginning to its end. In this research, the writer analyzed how the main character behaves as the result of how her surrounding and society influence her thoughts. Care-focused feminism theory and the topic about society's influences upon women's behavior were chosen since the theory has never been used before to analyze this novel and the topic has never been discussed in any research.

1.2 Reason for Choosing the Topic

This study is conducted on the basis of the following considerations:

1. Many feminist thinkers believe that men are not the only reason why women's oppression happens. Social condition in society also becomes another reason which creates women's oppression. By labeling men and women in certain values, virtues, and traits, society unconsciously takes part in separating men from women's thought in the ways to behave. The labels society gives to women often burden women when they face some situations where they have to choose something which is outside the labels

the society gives. This makes them get through a moral dilemma whether they need to choose the right one, which is not relatable with labels the society give, or another one, which is not right for them but considerate as the right choice in society's perspective.

2. It is believed by many scholars that literature is the representation of the social condition as experienced by some societies and authors based on the social phenomenon. This belief becomes an important reason to conduct this research since the writer is going to analyze the issue happening in *The Hunger Games* by Suzanne Collins. This novel depicts the influence of society in women's behavior.

3. Relation between social conditions in society which influence the way women behavior is described in the novel and how social condition in society shapes and controls women's behavior in the real world need to breakdown using social-historical approach.

1.3 Research Questions

Through this study, the writer formulates research problems of the following questions:

1. How is women's disempowered behavior described in the novel?

2. How does over-ruling government have impacts on women's behavior reflected in *The Hunger Games* novel?

1.4 Objectives of the Study

Based on the research problems, the objectives of the study are stated as follows:

1. To explain how women's disempowered behavior is described in the novel.

2. To explain how over-ruling government has impacts on women's behavior reflected on *The Hunger Games* novel.

1.5 Significances of the Study

There are some of significances of the study that can help the reader to know what this study is made for. Theoretically, by conducting this study the writer wishes to give the readers an alternative and additional information about new analysis and research in the context of gender roles using care-focused feminism by Carol Gilligan. Practically, this study can be an additional reference in literature through the novel for the future and to learn how society labels women which affects the way women behave in real life.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first is review of the previous studies about the analysis of previous studies with similar topic. The second is review of the theoretical study about general concept of theories and data that used in this study. The last is theoretical framework of this study.

2.1 Review of the Previous Studies

Priyanti (2017) wrote that propaganda which happened in *The Hunger Games: Mockingjay* was the way government controls and dominates (powerless) society. In conducting this study, she compared what happened in the novel with historical and cultural phenomenan in the real world. She states that war in real world was the result of propaganda in shaping broadcasted news report. Priyanti believed that this was the way the author proved that propaganda could be a tool to dominate and control the society afflicted by revolution issues. Compared with the study the writer conducted, this previous study is really different in many ways. Although analyzing the same novel, the study Priyanti has conducted focuses on how powerful group, in this case government, dominates powerless group (the society) by inflicting their ideology. By highlighting propaganda as the way government conducts their mission to dominate districts and to change their ideology, Priyanti's study applied Goldmann's genetic structuralism theory and sociology of literature approach, especially in society's social belief. This makes Priyanti's topic quite different from the researcher's on how social condition results individual's behavior. Using Gilligan's care-focused feminism theory, the

writer is trying to explain how over-ruling government results women's behavior reflected on the novel.

Okkiana (2017) noted about the applying of coercive power which was done by powerful group toward the powerless ones and it results in social conflicts as reflected in the novel. Here, Okkiana presented the result of having over power authority and the social conflicts that came with it. In conducting this study, Okkiana analyzed the series of related to the topic events. Using Dahrendorf's theory, Okkiana stated when the negative authority used coercion to lead a society, it created social conflicts. The results indicated that the way the authority ruled the nation by applying harsh rules and punishments to control its people, results in some social conflicts, from people having some hatred toward the authority to people breaking the rules, and also some people who tried to rebel against the authority. Although both studies, this previous study and the writer's study, talk about similar topic, the result and the way both studies conducted the analysis is totally different. Okkiana's study that applied Dahrendorf's theory and focused on how the ruling authority results in social conflicts in society, while the writer's study is focused on Gilligan's care-focused feminism and on how the over-ruling government has in women's behavior. These differences make the result and findings from both studies be different as well.

Feniwati (2017) stated that psychological disorder could affect human's feelings, mind and behavior. Feniwati believed that dystopian environment also could affect women to feel depressed. From doing this study, she concluded that childhood experience, social and cultural condition were the factor of depressed character women. Furthermore, Feniwati explained that the dystopian environment also took role in contributing the psychological disorders were marked with totalitarian government, including limited rights and freedoms, propaganda to manipulate, and physical wars threatened human's safety. This previous study is different in many ways comparing to writer's study. Although both studies talking about women, Feniwati's study stating that childhood experience, social condition, and dystopia environment became the factor of depressed women while the writer's study highlighting the way social condition in the novel especially on the over-ruling government became the factor of how women behave. Those result differences in the way both studies are conducted and analyzed.

Larsson (2015) mentioned the novel had main character that could represent as superkids. In conducting this study, Larsson applied gender studies and a feminist approach to discuss the novel in feministic perspective. To explain what superkids is, Larsson also wrote the phenomenon of superkids. Moreover, Larsson wrote the definition of feminists which was written by Roxanne Gay in Bad Feminist saying that feminists are "women who don't want to be treated like shit" (88). In the novel, the main character Katniss Everdeen is a female character who does not want to be treated like shit. It can be seen throughout the novel

showing that she is a fearless, strong, and independent woman. With all characteristics considered, Katniss Everdeen combines a variety of feminist features showing the typical of third-wave feminism; she comes from poor background and has overlapping traditionally feminine and masculine qualities, which fits the interpretation of gender in third-wave feminism. Further, in *Feminist Thought* Rose-Marie Tong said about different types of feminists, and according to her definitions Katniss Everdeen is the example of both liberal and marxist feminists. This character is connected to liberal feminism since this type of feminism believes in human equal rights. Those make the writer's study is different comparing to this previous study. Although both studies used feminism theory and analyzed the same subject, the way the writer and Larsson analyzed the main character is different. Larsson focused on how main character represents superkids and typical women in third-wave feminism while the writer focused on how main character's behavior becomes a result of social condition where she lives in. Those differences make the result and findings of both studies are totally different in many aspects as well.

Oliver (2014) noted that in *The Hunger Games***,** Katniss Everdeen's character represents what Julia Kristeva calls the "extravagant girl" who wants to have it all and to be the best at everything. Oliver stated that Katniss has an ambiguous gender identity, masculine and feminine, paternal and maternal. She also has ambivalent desires. In conducting this study, Oliver used psychoanalytic theory to analyze the ambivalence and ambiguity precisely which follows a statement saying that Freud and his followers insist that desire and identity are

always filled with ambivalence and ambiguity. This previous study is different comparing to the writer's study since both studies focused on different topics and aspects. Although both studies analyzed the main character, Oliver highlighted on how the main character represents Julia Kristeva's "extravagant girl" since Oliver believed the main character showed the ambiguity in her gender identity and had ambivalent desires while the writer's study highlighted on how the main character's behavior is influenced by social condition around her since the writer believed that social condition has a big role in shaping women's behavior.

In their study, Woloshyn, Taber, and Lane (2013) tried to write the reasons why characters in The Hunger Games trilogy could be portrayed relative to Connell's gendered discourses of hegemonic masculinity, marginal masculinity, and emphasized femininity. The writers analyzed the plot of The Hunger Games trilogy to find the ways in which three of the characters were represented with respect to societal gendered discourses, heteronormativity, and the use of violence. They discussed the ways how these aspects were reflected to the main characters' performance of discourses of hegemonic masculinity represented in Gale's character, marginalized masculinity in Peeta's character, and a complex amalgamation of the two that also draws somewhat on emphasized femininity represented in Katniss' character. They concluded that while the trilogy could be read as taking a feminist stance with a strong female protagonist, it nonetheless also constrained Katniss in heteronormative ways. This previous study is different in the whole aspects comparing to the writer's study since this previous study not only focused on Katniss character, but on Gale and Peeta character as well.

Woloshyn, Taber, and Lane analyzed the characters using some considerations that is different compared to what the researcher have done. The researcher's study not only analyzed the main character but the social condition on how society get oppresed by over-ruling government around her as well which makes both studies different in many ways.

Blokker (2014) wrote about how important dystopian play role in shaping and oppressing main character's identity in the novel. Using the socio-political organization to shape and oppress main character's identity, the society forced main characters to obey their rules. Instead of becoming passive and submissive, the main character found reasons to fight the environment in her surrounding that is full of limitation and oppression. Blokker says that the trilogy makes the readers think that having the girl who rejected the dominant codes could embolden to those who were powerless. Although in some parts the end of the trilogy is left unhappy, the trilogy could still show how difficult it was to have an adolescent identity in a world full of limitation and oppression. Quoting Dominus words, Blokker stated that "the series makes warfare deeply personal, forcing readers to contemplate their own roles as desensitized voyeurs". More specifically, the author wanted the readers to consider every aspects of Panem's dystopian society: from surveillance to poverty, as it happened in their own world. Moreover, in the researcher's opinion, the author wanted readers as critical as Katniss. It was described in the *Hunger Games* trilogy that Katniss has struggled to have appearance like people in the Capitol according to the Capitol's traditional norms of gender and sexuality in order to manipulate the audience and the Gamemakers.

Those aspects make the study the researcher conducted different comparing to Blokker's study. In his research, Blokker focuses his analysis on how dystopian environment shapes and and oppresses the main character and how this spurs her to fight and rebel.

Johansson (2013) said that throughout the trilogy, the themes of violence and reality television were combined with how the media was being used to control the population of Panem. In parallel with this, the American media was made visible as there are many similarities in how the media functions in both nations. By placing the media in a dystopian setting, the implied author criticized the way violence was being used in contemporary American media to boost viewer rates. The ethical aspect of having humans battle with each other for the entertainment of others was also raised, comparing *The Hunger Games* to the reality television shows of contemporary America. By gaining the perspective of one of the contestants of the show, the reader saw the competition from the inside; learning about how the reality show was more artifical than real and also of how the participants suffered from constantly being on camera. By highlighting the similarity between reality television shows of contemporary America with the way government broadcast The Hunger Games throughout the nation makes this previous study totally different from the study the researcher conducted. The main focus in this research was to explain the influence of social condition upon individuals' behavior especially women's. Although having the same subject to be analyzed, using Care-focused feminism theory from Gilligan makes this research different in all aspects from the previous research.

2.2 Review of Theoretical Studies

This section describes relevant sources that are used to support ideas of the topic. This has been done in order to achieve the objectives of the study. This subchapter presents some definitions and theories that are related to the topic of the study.

2.2.1 Social Problems

In a 2011 Gallup poll, a random sample of Americans were asked, "What do you think the most important problem this country is fasing today?" Common answers included economy, war and terrorism, health care, immigration, unemployment, government corruption, family decline, poverty, crime, and violence. Only 19% of Americans were satisfied "with the way things are going in the United States at this time."

Green (1975:22) explained that "A social problem is a public issue of a narrow focus which is so defined by a public". Fuller and Myers (1941:320) asserted that social problems are simply "what people think they are" regardless of the objective conditions. In like manner, Cuber and Harper (1948: XIV) defined social problems in terms of conditions which are perceived by "a considerable number of individuals as undesirable" and as requiring some kind of action for their change. Davis (1970) approached the study of social problems from collective behavior theory, and especially the public opinion process. A social problem may involve either a real or imagined condition, he argued, but a problem only exists when a "considerable proportion of the members of a community" agree that it exists. Merton and Nisbet (1971:1) put it: "a social problem is a way of behavior that is regarded by a substantial part of a social

order as being in violation of one or more generally accepted or approved norms." Further (Lauer:122) explained that "a common way of defining social problems is to include a subjective element; objective conditions only become social problems when they are perceived to be undesirable by some segment of the public."Those experts' explanations conclude that social problems can be described as the belief that a particular social condition is harmful to society or to a segment of society and that it should and can be changed. Crime, drug addiction, poverty, racism, violence, and pollution exist. These are not considered social problems unless a segment of society believes that they diminish the quality of human life. Variations in what are considered social problem are due to differences in values, beliefs, and life experiences.

Another example is a social phenomenon, in which society (patriarchal groups) tends to blame women to become an "unpaid" single mother as that woman's own fault. The "unpaid" single mother as an individual who gets misfortune, is mentally unsound, too weak, or does not have any motivation to work even harder to lift herself and her family out of poverty. At the worst, society tends to blame the individual for his or her situation. This can explain why this one unfortunate woman becomes an "unpaid" single mother. But even if those explanations may answer the reason why that one unfortunate a woman becomes an "unpaid" single mother, none of them tells why the same pattern is repeated for entire groups of people. "Why do women become single mothers, and why do single mothers often become 'unpaid' as well? Why are women who are born into poor and minority families more likely to become single mothers, and possibly

heads of 'unpaid' families, than are women who are born into middle-class families of any racial or ethnic group? And does the experience of being unpaid inflict hardships on women and children that make it more difficult for them to perform productive roles in society and attain a good life?" (Kornblum and Julian. 2012:6)

To understand social problems, sociologists view and analyze this "from the outside" of individuals who are the society's members, rather than analyzing "from inside" to "examine they have long found that no matter how personal people's experiences are, they are influenced by social forces that arise from the society of which they are a part." (Jones and Bartlett: 5) Relatives, friends, and people in familial, educational, economic, religious, and other institutions are considered a social relationship, which gradually create social forces toward individuals. Society has given individuals a position, a status, in a variety of groups and organizations since the very beginning of individual's life until the day he or she dies. The status each individuals have requires the performance of certain set of behaviors, known as a role. "The role behavior associated with any given status has evolved as a means of allowing a particular social institution to fulfill its function in society."(Kornblum and Julian. 2012:8) When all members of the group perform their roles correctly, the group is said to be functioning well. In a well-functioning group, there is a general agreement about how roles are to be performed by each member. These expectations are reinforced by the society's basic values, from which they learn rules about how people should and should not behave toward each other in different situations. Although society has made up of

groups in which people know their roles and adhere to the underlying values, there are always social problems like crime and warfare. It is often difficult for society to make social organizations function effectively. It is because the main reason for the existence of social problems is that societies are always changing and having to adapt to new conditions. Failure to adapt with the new condition leads to social problems.

2.2.2 Gender Roles

Gender roles are different on every society. It depends on how individuals, groups, and societies see an individual's sex and what values and beliefs the society has about gender. Gender roles are constructed from the relation the individuals have with their environments which gives their environments power in "shaping individuals' behaviors based on their environments' beliefs about what kind of appropriate behaviors should be performed for each sex" (Tong. 2009:57). In every society, the society's perspective towards each sex has a big role in defining what kind of appropriate gender roles should be performed. "Sex and gender are different concepts. Sex is a biological concept, determined on the basis of individuals' primary sex characteristics. Gender, on the other hand, refers to the meanings, values, and characteristics that people ascribe to different sexes." (Balckstone. 2003:335) Furthermore, Wood and Eagly (2014:630) defined gender as meanings and associated expectations that individuals and societies ascribe to males and females. McGinn and Oh (2017:84) added that gender is dynamically constructed through psychological, interactional, institutional, and cultural means. Simply speaking, the concept of gender is constructed socially by humans from

the interactions they have been through between one another and their environment. However, in many societies the concept of gender is heavily seen from biological differences between males and females. Blakestone (2003:337) explained that gender roles are the roles that men and women are expected to perform based on their sex. Although many feminists believe that gender roles are not just about the ideas of how males and females should perform the appropriate behaviors but are also connected to the different levels of power that males and females hold in society. Hetami (2014: 322) argued that according to psychoanalytic feminist, "position of woman powerless in society has nothing to do with the woman's biological condition. It relates more to social construction." Many societies have a belief about the fact that women are more nurturing than men. This belief of feminine gender role makes women behave in ways that are nurturing since women "in low-power position tend to develop other-oriented rather than self-oriented behavior." (McGinn and Oh. 2017:84) Moreover, women's subordinate position in society is constructed "through institutions such as the academy, the church, and the family; each of which justifies and reinforces women's subordination to men." (Millett. 1977:35) (Rosyidi. 2017: 195) This belief also creates societies' perspective that women are better working full-time within the home than taking employment outside the home while men should be the heads of their households by providing families with financial needs. Because men are expected to provide financially for the family, women much more often find themselves to be in poverty if their marriages dissolve than men since they are less likely to lose power or social status if their marriages dissolve. Hetami

(2014: 322) believed that "women cannot make themselves if they are socially and economically still dependable to men."

Williams (1995) stated that gender roles can be linked to expectations of males and females in realms outside the family as well. In the workplace, men and women are often expected to perform different tasks and occupy different roles based on their sex. (Kanter. 1977). Female employees tend to be expected to work as secretaries and men are more likely to be expected to work as managers and executives. "Also, men are presumed to be more ambitious and task-oriented in their work, while women are presumed to be more interested in and concerned about their relationships with others at work." (Blakestone. 2003:337). This example shows that gender roles are sometimes constructed based on the stereotypes the society has about gender. This means that gender roles are often viewed in terms of an individual's gender role orientation, which is typically described as either traditional or nontraditional. A traditional gender role orientation highlights the differences between men and women and believes that each sex has "a natural affinity to particular behaviors."(Blakestone. 2003:338) Those who believe in traditional gender role orientation are likely to be influenced by the values, traits, and labels society give towards each sex. "Individuals with nontraditional gender role orientations are more likely to believe that an individual's behavior is not or should not be determined solely by her sex." (338a)

2.2.3 Over-ruling Government

> "Government is control. Government is exploitation. Government is a protection racket. Government is disorder, violence, and conflict! Government is an idea "so good" that it has to be forced on us.

Government is a group of people claiming a monopoly on the initiation of force in a specific territory. Government is the institutionalization of our worst desires to control, dominate, and take advantage of others by force. Governments reflect our tolerance for oppression, and all we need to do to defeat them is demand self-government." (Kokesh. 2014:7)

Kokesh (2014:6) argued that "most definitions describe "government" as the people in charge, but the foundation of control is always the threat of force. The authority claimed by governments is unique because it is their license to use force or coercion against peaceful people. There is simply no way around it: government is control by force." Friedman (2009) defined Government as an "agency of legitimized coercion." By what coercion he meant is "the violation of what people in a particular society believe to be the rights of individuals with respect to other individuals." To rule is to be the sole authority, for which the appropriate response is to obey. Government shows their power in order to exhort those civil society to follow the private preferences of those who possess the power. Power is the production of obedience to the preferences of others, including an expansion of the preferences of those who are subject to them. "A government that rules relies on force to exact compliance, and people know from introductory political science that the state has the monopoly of legitimate violence. It enacts laws binding on all the inhabitants, and metes out sanctions according to these laws."(Carino: 3) Government can be described in a simple way as an institution which is acceptable to do something individuals are not allowed to do. "If an individual commits murder on their own will, it is a crime and they should face consequences. But if an individual commits murder as part of a massive organized effort, they might get a medal. Taxation is theft. If an

individual steals the half of your income, they go to jail. But if someone does that to you on behalf of government, they get a nice salary as a tax collector" (Kokesh. 2014).

"Social control has two basic forms; it can work externally through reward and punishments and internally through personal conviction which is embodied through the prevailing norms in the society." (Mawarni, Hetami and Amalina. 2015: 254) Bilz and Nadler (2014:241) explained that classically, the ambition of legal regulation the government does is to change behaviors. Legal regulation can accomplish its goals directly, through fear of sanctions or desire for rewards. But it can also do so indirectly, by changing attitudes about the regulated behaviors. Ironically, this indirect path can be the most efficient one, particularly if the regulation changes attitudes about the underlying morality of the behaviors. "Sometimes people can agree on how they would like government to change their behavior and sometimes it 'nudges' in those directions. But other times those nudges have unintended consequences"(Hallsworth: 12). It may be that in the course of society's development, some control by force was inevitable. Out of weakness, people support some institutionalized violence only because they haven't figured out a better way. "People may have been convinced that government is a "necessary evil," but because persuasion is always more powerful than coercion, it is inevitable that they render it unnecessary" (Hallsworth: 20).

2.2.4 Dystopian Literature

Priyanti (2017) quoted Claeys'(2013) statement about "exploring dystopian works, noting that utopia is both a literary genre and a phenomenon. One

example, she provides is the religious institutions and the idea of Heaven. Must people know that heaven is the ideal place that is usually found in a several literary works as an ultimate utopian society, but also a real utopia that serves a source of hope for humanity". She explains that "we create utopias, fortuitously (or not) based upon a need to envision a more helpful future; dystopias happen, unfortunately (Claeys. 2013:146-148). Then, the opposite of utopia is dystopia. Some studies on the utopian genre is thus applicable to the dystopian genre. Dystopia may paradoxically be its existence rather than the negative of utopia; "dystopia may be seen as the "shadow of utopia" as it emerged in the wake of the latter (Kumar. 2004:7); or we can think of it as the alter ego of utopia, always pulling its dreamy companion back to earth" (Vieira. 2013:88-97). Dystopian literature has been existing in various kinds of works throughout 20th century. The change of political situation in the world inspired some famous writers in different eras such as Orwell, London, Huxley to write those various detailed works of fiction. However, "the extent of detail in which authors of dystopian novels describe the societies has varied from one novel to another. While Orwell's *1984* undoubtedly fulfills this criterion, London's Iron Heel describes its system rather peripherally, focusing on political events and revolutionary plans rather than particulars." (Pospisil. 2016:12) Sargent (2006) defined dystopian literature as "a non-existent society described in considerable detail and normally located in time and space that the author intended a contemporaneous reader to view as considerably worse than the society in which the reader lived." The definition Sargent delivered mostly highlights the basics of what has been considered

dystopian in the work of literature throughout the history. He argued that dystopian literature has to cover all kinds of terrifying and unrealistic situations in the fictional social establishment which is considerably worse from the reader's perspective. Further Gottlieb (2001: 13) attempts to define "the Western model of dystopia" more accurately, stating that "The writer offers militant criticism of specific aberrations in our own, present social-political system by pointing out their potentially monstrous consequences in the future".

According to Pospisil (2016), there some boundaries that can be set for dystopian fiction. First, it must be only and exclusively a work of fantasy in the time when it is created; a narrative that focuses only on criticizing the reality under the category of social criticism or satire. Second, it has to draw a description of a society as an entity – not of one person or one family. If it depicts trouble of individual characters, their sorrow must be the result of the adverse nature of the surroundings. Third, it has to describe a system which is generally, from the point of view of the society in which the writer lives, considered detrimental and unpleasant. Pospisil (2016) also offers some limitation of the prophetic dystopias in dystopian literature for clearly distinguishing the subgenres. First, they are mostly indicated by the author to take place in the future, although this is not a necessary condition. Second, they must have some relevance to the present, if readers fail to detect such relevance, the prophetic idea is lost. Third, the effect on its readers must be that of a warning, although this does not need to be the author's intention.

2.2.5 Care-focused Feminism

There was a man named Lawrence Kohlberg who was interested in models of maturation of moral agents. Kohlberg's (1958) core sample was comprised of 72 boys, from both middle- and lower-class families in Chicago. They were aged between 10, 13, and 16. He later added to his sample younger children, delinquents, and boys and girls from other American cities and from other countries (1963). The basic interview consists of a series of dilemmas such as the following:

> "Heinz Steals the Drug" In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid $200 for the radium and charged $2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about $ 1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug-for his wife. Should the husband have done that? (Kohlberg. 1963:19)

Then Kohlberg classify broke down moral development into six stages. First is "Punishment and Reward Stage": children are motivated to obey authority and avoid punishment. Second is "Individual Instrumental Purpose and Exchange Stage": children do what meets their needs and occasionally the needs of others. Third is "Mutual Expectations and Conformity Stage": adolescents conform to social standards to gain others' approval. Fourth is "Social System and Conscience Maintenance Stage": mature adolescents do their duty to show respect for authority and maintain the social order. Fifth is "Social Contract/Utility

Stage": people follow rules they perceive as rational and serving the public good. Sixth is "Universal Ethical Principles Stage": people act on universal principles of justice, reciprocity and respect for others.

Carol Gilligan argued that Kohlberg ignored the emergence of an alternate way of resolving a moral dilemma which was often reflected in the way little girls responded to the Heinz dilemma since girls and women who tested on it rarely got past Stage Three. In order to avoid people's interpretation of being similar to the test result Freud's view that women have less morals than men, Gilligan tried to prove that the low scores women got on Kohlberg's test were unacceptable. She did a hypothesis on the reason why women did poorly on Kohlberg's scale because of its flawed design. In her estimation, she argued that the test used men's method of moral reasoning as the measurement, as if the way men's moral reasoning was the standard of human moral reasoning. As a result of the scale's faulty construction, women who did not morally reason like men did poorly on it. Gilligan claimed that the best way to solve that flawed design of research was not to create a test using women's method of moral reasoning as the measurement, as if the way women's reasoning was the standard of human moral reasoning. Rather, the best way was creating a test that could accurately measure both men's and women's moral development. Neither men nor women should be viewed as the morally inferior sex since Galligan (2010:2) stated that society has constructed roles, behaviors, attributes and activities which are considered being appropriate for men and women. This becomes the main aspect in analyzing the differences between women's and men's social roles and behaviors. Tong (2009:163)

explained that "women, far more than men, rear children, tend to the needs of the infirm, and take care of the elderly." Furthermore many societies around the world label women as "a group associated with values, virtues, and traits such as interdependence, community, connection, sharing, emotion, body, trust, absence of hierarchy, nature, imminence, process, joy, peace, and life" (163a). Meanwhile, men are labeled as "a group associated with values, virtues, and traits such as independence, autonomy, intellect, will, wariness, hierarchy, domination, culture, transcendence, product, ascetism, war, and death." (163b)

Gilligan wrote in her book *In a Different Voice* that women earn moral development significantly different from what men do. She then explained that females are easily having a fear of being separated and abounded while males, by contrast, "tend to perceive closeness as dangerous." (Widerker. 1987:529) Gilligan reported that girls and women usually get through what so called Moral Dilemmas as "conflicts of responsibilities rather than of rights and seek to resolve those dilemmas in ways that will repair and strengthen webs of relationship." (529a) Moreover, Gilligan claimed that girls and women are more likely to act on their feelings of love and compassion for particular individuals. Care-focused feminists offer various explanations for why societies label some values, virtues, and traits female, or feminine, and others male, or masculine. Some of these explanations focus on men's and women's separate biology, others on men's and women's diverging psychosexual development paths, and still others on the ways in which societies systematically shape men's and women's distinct identities and behaviors. But whatever their explanation for men's and women's contrasting

gender identities, care-focused feminists regard women's capacities for care as a human strength rather than a human weakness. Moreover, "care-focused feminists expend considerable energy by developing a feminist ethics of care as a complement of, or even a substitute for, a traditional ethics of justice" (Tong 2009:70).

2.3 Theoretical Framework of the Study

In analyzing the novel, the writer uses a socio-historical approach as a basic consideration in understanding literary work. The writer of this study uses Care-Focused Feminism Theory which relates the work itself to the society. The writer used novel written by Suzanne Collins entitled *The Hunger Games* as the object of the analysis. The novel contained an issue about moral dilemma of the main character that affects her behavior. Moral dilemma is the main issue to be discussed in Care-Focused Feminism theory by Carol Gilligan. This study analyzed the way women stereotypes on society affect women's moral dilemma which result the way women behave. In order to make clarify the theoretical framework, the writer presents a diagram to make the analysis easier and simpler. The diagram is presented as follows:

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┌─────────────────┐
│    Suzanne      │
│  Collins'The    │
│  Hunger Games   │
└─────────────────┘
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┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│   Over-Ruling   │   │ Social Problems │   │  Gender Roles   │
│   Government    │   │                 │   │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘
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┌─────────────────┐
│ Carol Gilligan's│
│   Care-Focused  │
│ Feminism Theory │
└─────────────────┘
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┌─────────────────┐
│    Dystopian    │
│    Literature   │
└─────────────────┘
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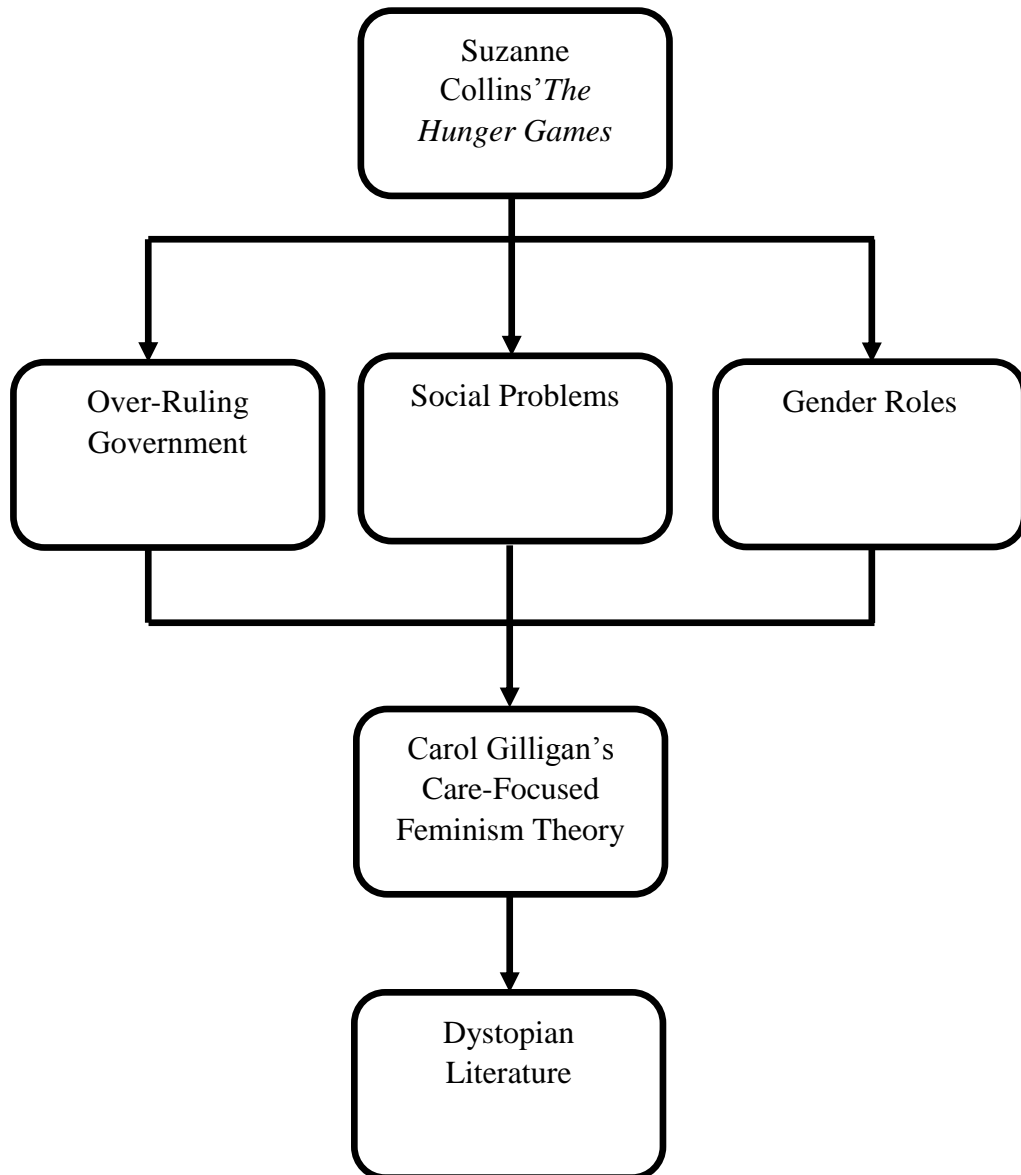
Figure 2.1 Theoritical Framwork

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion consists of the answers of research questions that cover the whole results of analysis in the form of several paragraphs. Some suggestions are also provided for readers and next researchers who want to conduct researches with a corresponding topic and on the same novel

5.1 Conclusion

Based on the previous analysis the researcher concludes that: 1.) The way disempowered female character behaves as described in the novel is affected by government's rules and the way society around them views women. 2.) When the society around the character expects her to behave in certain stereotype manners which are not paralleled with some government's rules that demands her to do or act outside the labels the society has given, she goes through what is so called moral dilemma where they tend to get confusion and dilemma whether to choose to behave as the government's rules demand her to or as what the society expect her to. This situation causes disempowerment against the major female character.

5.2 Suggestion

Based on the conclusion above, the writer suggests the reader to learn and search more about the analysis and research in the context of gender roles using care-focused feminism by Carol Gilligan. By learning gender roles by using care-focused

feminism, the readers can also explore about many factors that result in women's inferiority and the way women behave in real life. For the next researcher, it will be fruitfull to discuss gender issues in other literatury works such as poetry and drama by means of Gilligan's care-focused feminist theory. Therefore, their analyses will give some other perspectives in terms of the way mainstream society often impose certain woman's stereotypical social conducts that will only result in oppression and disempowerment against women.

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