



**REDEFINING POWER CONSTRUCTION OVER  
ADOLESCENTS WITH *ASPERGER SYNDROME* IN BETH  
REVIS' NOVEL *A WORLD WITHOUT YOU***

A final project

Submitted in partial fulfillment of the requirements

for the degree of Sarjana Sastra

in English

by

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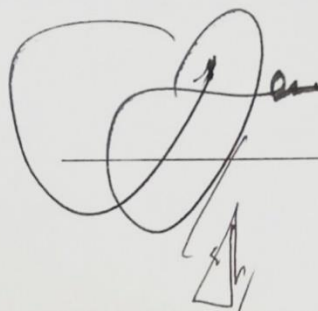
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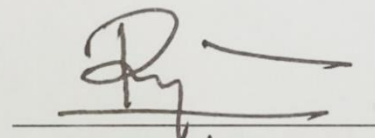
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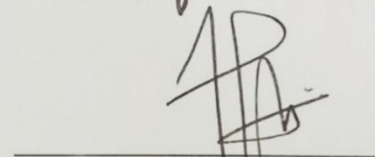
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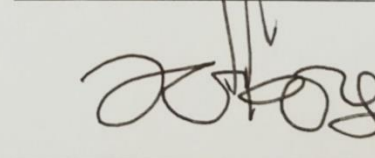
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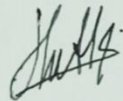
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## DECLARATION OF ORIGINALITY

I, Diana Rahmawati, hereby declare that this final project entitled "*Redefining Power Construction over Adolescents with Asperger Syndrome in Beth Revis' Novel A World Without You*" is my own work and has not been submitted in any form from another degree and diploma at my university or other institution. Information from the published and unpublished work of other has been acknowledge in the text and a list of references is given in the references.

Semarang, February 2020



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## **MOTTO AND DEDICATION**

“We could never learn to be brave and patient, if there were only joy in the world”

-Helen Keller-

This Final Project is dedicated to

Me,

My parents,

My siblings,

and my partners

## ACKNOWLEDGMENT

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Finally, I also hope that my final project will be useful for the readers and those who were concerned with this study, even though this final project is still far from perfection. Therefore, I would like to appreciate any critiques or suggestions for the improvement of this study.

Semarang, 05 February 2020

Diana Rahmawati

## ABSTRACT

Rahmawati, Diana. 2020. *Redefining Power Construction over Adolescents with Asperger Syndrome in Beth Revis' Novel A World Without You*. Final Project, English Department, Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Henrikus Joko Yulianto, S.S., M.Hum., Ph.D

Asperger's most famous cases were patients described as having above-average intellectual and language abilities, with significant disturbances in social and affective communication. *A World Without You* novel depicts the power construction from the characters in the novel. This study aims (1) To analyze what conflict the young adolescent character in the novel experienced, (2) To identify what motives that stimulate the young adolescent character's family in treating him differently as a mentally disordered adolescent, and (3) To explain how the character's family's discriminating parenting reveal power relation between family members. The method of this study is qualitative study analysis by using structuralism to identify the characterization in the novel; post-structuralism that is known for its effort to offer a critical review of normative concepts in classical philosophy; and power relation approach of Michel Foucault that said power relation can be associated with the relationship between superiors and subordinates or forms of social structures, whether they are formal or informal. Then, the method of data analysis is based on the story in *A World Without You* novel. Revis' novel tells about the main character named Bo who has *Asperger Syndrome* and wanted to be treated as a normal person even though he saw the world differently from other people. The final finding of this study shows; first, the intrinsic elements reveal conflict that happened to Bo in the novel. Second, the power relations between Bo towards his family are described from binary oppositions and the reversal. Third, power relation among characters finally bring reconciliation through each other character's affection and acceptance.

*Keywords: Structuralism, Post-structuralism, Michel Foucault's Power Relation, Asperger Syndrome*

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# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, and significance of the study. The details are presented in the subchapters below.

### 1.1 Background of the Study

In my background of study, I have some focuses on my topic such as the novel entitled *A World Without You* by Beth Revis, the theory of structuralism, post-structuralism, and power relation by Michel Foucault. All those focuses would be explained below.

Beth Revis is an American author of fantasy and science fiction, mainly for the young adult audience. She was born in North Carolina, the U.S., 3 October 1981. She is best known for the *Across the Universe* trilogy, which consists of the novels *A Cross the Universe*, *A Million Suns*, and *Shades of Earth*. In July, 2016 Revis' second stand-alone novel *A World Without You*, was published by Razorbill (bethrevis.com). This novel is a contemporary one. Yet, there are “post-structuralism” aspects in the novel especially those related to a power relation between characters. Foucault said that post-structuralism is reducing knowledge to an expression of social power. Each society has its own ‘truth discourse’ (religion, science, belief, etc.) which presupposes some social power relationships. For Foucault, the identity of power/knowledge also contains an epistemological

(philosophical) meaning, in the sense that what counts as knowledge always depends on social relations. It is because knowledge is always produced and communicated socially.

*A World Without You* illustrates a seventeen-year-old boy named Bo. He claimed that he can travel through time. His parents were worried and sent him to a school for children with exceptional needs named Berkshire Academy. Bo assumed that he knew the truth: that he's actually attending Berkshire Academy, a school for kids who, like him, had power. This novel tells a phenomenon of power relation among its characters. Power is the capacity or ability to direct or influence the behavior of others or the course of events (Oxford Dictionary). According to Foucault's understanding of power, power is based on knowledge and makes use of knowledge; on the other hand, power reproduces knowledge by shaping it in accordance with its anonymous intentions (Foucault: *The History of Sexuality*, 2008). It makes power recreate its own field of exercise through knowledge.

Power plays a central role in everyday social interactions, and it serves as an organizing principle in the social and behavioral sciences (Reis et al. Power and Social Influence in Relationship, 2000). Understanding power and the influence strategies and tactics that individuals use to get what they want from their relationship partners is essential to understanding a host of important relationship dynamics and outcomes (Reis et al., 2000). (<https://apps.cla.umn.edu>)

The main character named Bo in the novel has *Asperger Syndrome* which makes him believe that he can travel time and also it makes people in his surrounding have their own assumptions. *Asperger Syndrome* is a type of brain

disruption that lets people get very enthusiastic about and deeply absorbed in things that interest them, and it means that they have a wonderful kind of uniqueness. At the same time, having this type of brain tends to cause them to encounter difficulties in relationships with normal people (Yuko Yoshida: *How to Be Yourself in a World That is Different: An Asperger Syndrome Study Guide for Adolescents*, 2007:10).

The diagnostic concept of Asperger's Syndrome, which is part of the autistic spectrum, was introduced in the diagnostic manuals of both the APA and the WHO in the 1990s (Attwood, 2006). Research has also shown that in social relations this phenomenon is two-sided, because close friends and family also have difficulty in understanding people with Asperger's Syndrome (Brewer et al.: *Perspective-taking is two-sided: Misunderstandings between people with Asperger's syndrome and their family member*, 2016). (<https://ncbi.nlm.nih.gov>)

There are three misunderstandings about people with *Asperger Syndrome* and their surroundings, namely cognitive, social, cultural reasons. Cognitive reasons are highlighting how individual with *Asperger Syndrome* (AS) may struggle to make themselves appropriately 'readable' to others because of limitations in theory of mind, executive control (Ozonoff et al., 1991; Pellicano et al., 2006), emotion perception and regulation (Montgomery et al., 2013; Samson et al., 2012), and pragmatic language (Capps et al., 1998; Volden, 1997). (<https://core.ac.uk>)

The reader will understand or define *Asperger Syndrome* haphazardly. Besides that, there is a symbol in the text as disclosure of reality in the story, for example the characters and the place called School for Children with Exceptional Needs that

will give the readers many options to define or interpret the name with context in the novel.

One major conflict of the characters in this novel deal with power construction. Power in this novel does not only belong to the government in particular, but also to people in general. The characters in the novel as common people are likewise entwined in power relation. Each character in this novel has his/her own power to fight another power in their environment who makes characters feel superior and subordinates.

## **1.2 Reasons for Choosing the Topic**

The reasons for choosing the topic are stated below:

First, the topic about one's asperger syndrome in this novel is important to discuss since the character who suffers from this syndrome is an adolescent who had a certain miscommunication with his parents who tend to impose more strain on him rather than on his younger sister. Since sources about *Asperger Syndrome* are relatively easy to find both in print and online ones, I feel that I could do my analysis quite fluently.

Second, the novel describes adolescent character with a certain gift while his family thought him as having a serious emotional problem so that they sent him to a school for students with exceptional needs. This phenomenon therefore is worth analyzing since his family's fear and worry suggest a power construction by the adult over the adolescent character.

Third, through people with *Asperger Syndrome*, we can learn how we have to react or make a relationship, so it can show us how much we care for our

surroundings. It is not about the dominant group called as normal people that maintain their position as superior, but also how unique and special those who are considered having *Asperger Syndrome*.

Fourth, there are events that really happen in real life named school as a place to get knowledge, have daily routine, and form a friendship. Some characters in the novel are placed in a different school named School for Children with Exceptional Needs and some others are placed in general school. From those events we could compare the system in both schools.

### **1.3 Statements of the Problem**

In doing this research, I discuss three problems, namely:

1. What conflict does the young adolescent character in Revis' *A World without You* experience in his relation with his family?
2. What motives do stimulate the young adolescent character's family in treating him differently as a mentally disordered adolescent?
3. How does the character's family's discriminating parenting reveal power relation between family members?

### **1.4 Objectives of the Study**

According to the aforementioned problem statement, this study has objectives as follows:

1. To analyze what conflict the young adolescent character in Beth Revis' *A World Without You* experienced.
2. To analyze what motives that stimulate the young adolescent character's family in treating him differently as a mentally disordered adolescent.

3. To explain how the character's family's discriminating parenting reveal power relation between family members

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

This study hopefully could be used theoretically and practically

1. Theoretically, this study is expected to be useful to share some analyses of human power construction, which the major character with *Asperger Syndrome* in the novel suggests through the ways his family treats him. Moreover, this study is expected to give a further understanding about how family members should love each other to make a harmonious family life.
2. Practically, this study was expected to increase the readers' knowledge in responding to corresponding phenomena happening in their social environment. In addition, this research hopefully can contribute towards the development of literary analysis, especially in using the theory of power by Michel Foucault in discussing some issues about power in this novel.

### **1.6 Outline of the Study**

This final project consists of five chapters and each chapter discusses different matters in line with the topic.

Chapter I is introduction. It contains the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study and outline of the study.

Chapter II is review of related literature. It consists of previous studies, the review of related literature, and theoretical framework. The latter includes intrinsic elements of novel, structuralism and post-structuralism theory, theory of power, a



description of *Asperger Syndrome*, and a theoretical framework that describes how I applied the post-structuralism approach to discuss and explain the formulated problems in answering the stated problems.

Chapter III is research methodology. It consists of research design, object of the study, role of researcher, procedure of collecting data: reading; identifying; inventorying; classifying, procedure of analyzing data and reporting the result of data analysis.

Chapter IV is findings and discussion. It presents the analysis of power construction over adolescent with *Asperger Syndrome* in Beth Revis' *A World Without You*.

Chapter V contains conclusions and suggestions

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three parts which are previous studies, review of related literature, and theoretical framework. Previous studies consist of the similar study conducted from the previous researchers. It also states the gap between this study and the previous ones. Review of related literature consists of the intrinsic elements of the novel, structuralism and post-structuralism theory, power relation, and *Asperger Syndrome*. Theoretical framework explains the theory that I used to answer the problem and the reason why the theory is applied.

#### **2.1 Previous Studies**

Actually, there are some previous studies which discuss some issues, related to my topic and use a similar theory of Foucault. In this part of Review of Related Literature, I want to show and prove that some of the previous studies have ones.

The first is study that uses the same theory from a different object which is conducted by Linda Pratiwi (2014) entitled *Representation of Michel Foucault's Power Relation in Deception Point by Dan Brown*. Linda stated that the study wants to show the representation of Michel Foucault's power relation within his ideas about politics, discursive practice and power/knowledge that can be identified in Dan Brown's *Deception Point*. It is known by analyzing two characters who have power. Linda used material objects to analyze psychological impacts of power relation on the main characters. The similarity between Linda's study and my study is that we want to analyze the object through the main character in our respective

novel. The analysis uses Michel Foucault's theory of power relation. The difference between ours is then in the novel and the topic as the object of analysis. Linda used Dan Brown's *Deception Point*, meanwhile I used Beth Revis' *A World Without You*. Linda's study is about legitimate power in political issues, whereas the ones in mine is power/knowledge which construct the truth on each characters. (<https://jimbastrafib.studentjournal.ub.ac.id>)

The second is study that also uses the same theory from a different object which is conducted by Riris Nur Aprilina (2013) entitled *Power Relation in The Novel Le Désert De L'amour by François Mauriac*. Riris stated that the study shows the competition emerging power relations are represented in the social power relation that includes the scope of public and domestic. Michel Foucault's notion of power used to describe the relationship between the individual's powers. The author also uses social dominance theory written by Jim Sidanius and Felicia Pratto to connect the correlation between the power and domination. It affects dominance that manifested in three aspects, among others: the difference in age (age-based), gender segregation (gender-based), social status classification (arbitrary-set). This case is different from ordinary reality that power relations that exist in this novel occur not because of the strong characters is dominating the weak ones, but some occur because of the side that are considered weak can dominate the strong side. This can be seen clearly on the relationships of power that occurred because of the dominance of the young against the old side and reinforced by the emergence of gender domination of women to men. The similarity between Riris' study and my study is that we want to analyze the object through the characters based on

domination. The analysis uses Michel Foucault's theory of power relation. The difference between ours is then in the novel and the topic as the object of analysis. Riris used a novel *Désert De L'amour* by François Mauriac, meanwhile I used Beth Revis' *A World Without You*. Besides, Riris also used social dominance theory which I did not use that theory. (<http://etd.repository.ugm.ac.id>)

The third is study that also uses the same topic from a different object which is conducted by Devi Fitriana Hutami Putri (2018) entitled *Power Relation and Transgender Performativity in Portrayal of Transgender Characters in Boys Don't Cry (1999)*. Fitriana stated that the study is to analyze the transgender character, Brandon Teena, in performing transgender which is slowly internalized through the interaction and relation with the other characters. In addition, this analysis is created to find the way how she constructs and performs herself as transgender and the power relation between transgender and their non-transgender partner. The analysis operates within Kara DeMilio perspective on transgender about sexual behavior. The article finds that the movie shows the transgender performativity and also power relation between the characters, especially for Brandon. The similarity between Fitriana's study and mine is the way how the characters construct the power in environment. The difference between ours is the theory we use; I use Foucault theory of power and Fitriana used Kara DeMilio perspective on transgender. (<http://www.lib.ui.ac.id>)

The fourth is study that also uses the same topic from a different object which is conducted by Mahardhika Beki Prasetya (2015) entitled *The Analysis of Power Relations Between Participants in the Oprah Winfrey Show Episode of J.K. Rowling*

*(A Critical Discourse Analysis Approach)*. Mahardhika stated that the study was conducted to analyze the power relations between participants, the interviewer (the host) and the interviewee (the guest) in The Oprah Winfrey Show episode of J.K. Rowling. In this research, the way how the participants in The Oprah Winfrey Show demonstrate their power was described. Some results are found in this research. First, the relation between the interviewer and interviewee in the talk show is unequal. The interviewer dominates the interaction during the interview. The interviewee is restrained by the capabilities of the interviewer who is able to control the contribution of the interviewee. Second, some indicators of power which show the interviewer's authority in controlling the interview are initiating the interaction, initiating the topic of the interaction, aligning the position of herself and the guest, providing questions, and performing interruptions. The interruptions are used by the interviewer to change the topic of the interviewer, to ask clarification, to give assessment, and to provide repairs. Meanwhile, the interviewee sometimes performs power struggles to gain power. The interviewee performs interruptions to take the control of the interview from the interviewer. In some occasion, the interviewee produces questions which cause a role-switching between the interviewer and the interviewee. However, the interviewer is always able to overcome the role-switching and retakes the control of the interviewee. Third, the interviewer is the one who has more power within the interview. The interviewer sets and maintains her position as the one who controls the interview within the talk show. The similarity between his and my study is the object of our study demonstrate power was described. The difference between ours is the object of

mine uses the characters inside the novel, meanwhile he used criterion-based sampling. (<https://digilib.uns.ac.id>)

The fifth is study that also uses the same topic from a different object which is conducted by Yunita Tyas Puspitasari (2014) entitled *An Analysis Of Power Relation Between A Teacher And High School Students Interaction In The Movie Entitled "Freedom Writers" (Based On Critical Discourse Analysis)*. Yunita stated that her study is conducted to analyze the power relation of teacher and high school students' interaction that can be found in the movie entitled "Freedom Writers". The aims of this research are: (1) to find the indicators of power that are found in the interaction between a teacher and the students in the movie entitled "Freedom Writers", (2) to describe the relationship that is built between the teacher and the high school students in the movie, and (3) to figure out the participant, the teacher or the students, who shows more power in each interaction. The data were collected to find out the power relation between both participants. The results of the research are as follows. First, the relationship between Mrs. Gruwell and the students in Wilson High School was built under the traditional classroom discourse that contains an unequal relationship of teacher and pupils. It is also associated with the racial discourse, as the students in this case are experiencing gang violence in their neighborhood. Second, the indicators of power were divided into two parts. They are some indicators of power which function is to show the teacher's authority in the class (formal expression, command, and appearance), and some indicators of power which function is to express control and constraint to the students' contribution in the class (turn-taking, enforcing explicitness, formulation, and

allusion). Third, the participant who shows more power in the interaction is Mrs. Gruwell as the teacher. She was experiencing power struggles in defending her position from some challenges of power shown by the students in the class. This research is intended to bring benefit for students who are interested in analyzing written or spoken text by using Critical Discourse Analysis as an approach. This research is also expected to give an inspiration for the practicing teachers to understand more about their students. The similarity of our study is the topic we used and the issues that happened between students and teacher in the school. The difference between ours is the object he used movie while I used novel. Besides, the approach was also different, I used power, and he used Critical Discourse Analysis as an approach. (<https://digilib.uns.ac.id>)

The sixth is study that also uses the same theory from a different object which is conducted by Agna Sita Novela (2017) entitled *Power Relations between Parents and Children in The Novel My Life as a Stuntboy*. Agna stated that the study has aim to answer the question of what meanings can be made from the portrayal of parent-child power relation. Power relation in the novel is seen through the conflicts that occur specifically between parents and their child as the main characters of this novel. The data were analyzed by using Dekovic, Gracia-Ruiz, Hernandez-Cabrera, Maiquez, and Rodrigo (2012) conflict resolutions: negotiation and dominance, and Foucault's (2003/2006) theory of power that states the power which occurs in familial relations includes sovereignty and disciplinary power. The findings of the research revealed that the conflicts in the parent-child relationship are triggered by parents' expectations toward their child. The conflicts

involved the issues related to studying, Frank the monkey, and the child's wish. Overall, these conflicts were caused by the parents' demands for the child to be more responsible. The role of society is also found to have affected the parents' expectations toward their child's behavior and future. Therefore, based on the findings, it can be concluded that the meaning that can be made from the portrayal of parent-child relationship is that parents use their power to teach their child to be responsible citizen. The similarity this study and mine is the same power theory by Michel Foucault. The issue that Agna used is power relation between parents and children which is the same as my study. The difference between ours is the object of the study which used the novel *My Life as a Stuntboy* and *A World Without You*. (<http://repository.upi.edu>)

The seventh is study that also uses the same theory from a different object which is conducted by Faida Imania Putri (2019) entitled *Hegemoni Kekuasaan Jepang Terhadap Pribumi dalam Novel Surabaya Tumpah Darahku karya Suparto Brata: Kajian Sosiologi Sastra*. This research aims to: (1) describe the ideological formation of the early arrival of Japan until its happening indigenous resistance in the novel *Surabaya Tumpah Darahku* by Suparto Brata; (2) describes the form of Japanese power hegemony against the indigenous in the novel *Surabaya Tumpah Darahku* by Suparto Brata. This study focused on Japan's efforts for indigenous hegemony in which there are indigenous resistance to the Japanese treatment. Data obtained using the read-note technique. Analytical results from this study are as follows. (1) In the novel *Surabaya Tumpah Darahku*, there is an ideological formation that can be seen through the figures that describe the social class. The



first ideology is the ideology of the ruling class or Japanese that can be known through the actions of Japanese figures of the Japanese officer, Nakayama, and Nishimura. The second ideology of indigenous ideology that can be known through indigenous figures such as Johanes Pastora, Helene Maria Hukom or Mistress Pastora, Melcheor Patinasarani, Mrs. Patinasarani, Tommy Patiasina, and Jootje,

(2) There is form of hegemony of song insertion, news spread heroism, language training, teacher replacement, restriction of movement, dependency process, property plunder, cultural influence, language use, rule imposition, ideological influence, labor utilization, and threats. Such hegemonic forms can be known through Japanese practices against indigenous peoples in the effort to native hegemony. The similarity between her study and mine is talking about how the dominance and subordinate characters reveal in the novel. The difference between ours is her study talked about power hegemony and mine talked about power construction. (<http://apps.unnes.ac.id>)

The eighth is study that also uses the same topic from a different object which is conducted by Assyifa Noerlaely Maryam (2016) entitled *Power Exercises in Sara Shepard's Young Adult Novel "Pretty Little Liars"*. Assyifa stated this research aims to investigate the power exercises in Sara Shepard's young adult novel *Pretty Little Liars* and the reactions of the characters towards the power. The result shows that there are 28 exercises of power in total, with only five types of power occurring in the novel: legitimate, referent, coercive, informational, and expert power. The most frequent type is legitimate power, while reward power is not found in the data. Furthermore, the exercises of different types of power result in different reactions

from the characters, which are compliance, resistance, admiration and the feeling of competitiveness. The findings of this research indicate that the exercise of power in this novel is related to the social roles of the characters. The similarity between my study and her study is power in our novel is related to the social roles of the characters. The difference between ours is because she talked about how the forms of power are revealed in the novel, meanwhile I talked about the power that can achieve a reconciliation in respecting each other's individual freedom. (<http://repository.upi.edu>)

The ninth is study that also uses the same purpose from a different object which is conducted by Ayu Ratri and Priyatno Ardi (2019) entitled *Power and Impoliteness in The Devil Wears Prada Movie*. They stated this paper examines the types of impoliteness strategies and the purposes of the exercise of power through impolite language in the movie *The Devil Wears Prada*. This study focuses on two characters, namely Miranda and Emily, who have power relationship in their workplace. The findings suggest that Miranda used all types of impoliteness strategies. Meanwhile, Emily only used bald on record impoliteness, positive impoliteness, negative impoliteness, and sarcasm or mock politeness. The purposes of Miranda's exercise of power were to appear as superior, get authority over actions, dominate in a conversation, and to reactivate the power. At the same time, the purposes of Emily's exercise of power were to appear as superior, to get authority over actions, to emphasize the power hierarchy, and to reactivate the power. This study has many similarities with my study which is talking about power relation between one character and the others. Moreover, the characters also want

to be domineering because of their own purposes. The difference between ours is that the object she used is movie, while I used novel. (<http://repository.usd.ac.id>)

The tenth is a study that also uses the same theory from a different object which is conducted by Fajar Purnomo Adi (2016) entitled *Defining Freedom: An Analysis of Freedom on Anthony Burgess' A Clockwork Orange*. He stated that this research investigates the issue of freedom in Anthony Burgess' novel *A Clockwork Orange* (1962). The aim of the research is to identify the way this novel defined freedom. The findings show that this novel defines freedom through the actions of the main character, Alex who is driven by two factors in three stages of freedom and also a question of freedom that was repeated throughout the novel. Moreover, the research also finds that, freedom is a trait that is specialized for humans and thus becomes the characteristics of being a human and differentiate humans from any other creatures. When humans lose their freedom, they cannot choose and those who cannot choose cease to be humans. The similarity between my study and his study is the achievement of freedom of the main characters in the novel. The difference is the theory we used because he used the works of Anshari (2014) and Gallie (1956) on freedom in post-colonialism along with the works of Swenson (1948) and Dastagir (2007) while I used Foucault's theory of power. (<http://repository.upi.edu/>)

The eleventh is study that also uses the same topic but a different object by Maria Gratia da Silva and Priyatno Ardi (2019) entitled *Sebastian Rodrigues' Character Changes due to Japanese Social Power in The Silence Movie*. They stated that this study investigates the changes of the characteristics of Sebastian

Rodrigues, a Catholic priest, before and after experiencing the social power in Japan. It also investigates the influences of the Japanese social power on the changes of Sebastian Rodrigues' characteristics in the *Silence* movie. The results of the analysis show that Sebastian Rodrigues' characteristics before he experienced Japanese social power were compassionate, faithful, optimistic, and unconfident. After he experienced the social power, his characteristics changed into helpless, despairing, oppressed and senseless. The Japanese social power influences Rodrigues' characteristics in five ways, namely forcing him to find the unfairness and violence, catching him, mocking him, making him witness the murder, and forcing him to apostatize. Hence, the power changes Rodrigues' traits. The similarity of our study is how main characters construct the power they have before. The difference is that the theory they used is sociocultural-historical approach otherwise I used power relation. (<http://repository.usd.ac.id>)

The twelfth is study that also discusses the same issue of power on a different object by Rifki Zamzam Mustaffa (2017) entitled *An Analysis of Power Exercise in H. G. Wells' The War Of The Worlds*. He stated that this study is expected to give insights in investigating and understanding the way power can manifest itself in literary works. The exercise of power is analyzed by focusing on conflicts among characters, particularly the conflicts between the Martians and the Earthlings as well as the conflicts among the Earthlings. The findings of the study show that the distinctive ways of exercising power, particularly in the conflicts, are through coercion and information. This shows that the exercise of power in the novel is comprehended to be the way text shows its bias towards logical and empirical way

of thinking. The similarity to my study is our understanding of the way power can manifest itself in the novel among the characters. The difference between ours is the theory he used is power by Raven, while I used power theory by Foucault. (<http://repository.upi.edu/>)

The thirteenth is study that uses the same theory but on a different object which was conducted by Umi Lestari (2011) entitled *Madness and Its Power Relation as Seen through Plot in Chekhov's "Ward No. 6"*. Umi stated that "Ward No. 6" is analyzed through two problems. The first is how Chekhov arranged the plot, and the second one is how madness and its power relation are revealed through the plot. The aim of this study to show that madness was unstable term and madness was used as a discourse in the psychiatry and there was a set of power relation within it. The similarity between his study and my study is how power relation was revealed in the novel and we analyzed plot in the novel. The difference is that he explained the madness was unstable term in the novel and I focused on power relation through characters in the novel. (<http://repository.usd.ac.id>)

The fourteenth is study that also discussed the same struggle of the characters but on a different object which is conducted by Ancila Putri Perwitasari (2015) entitled *The Meanings of Bhisma's Struggles in His Life as Portrayed in Laksmi Pamuntjak's The Question of Red*. She stated that the study focuses on the meanings of Bhisma's struggles as the major character in the novel. Based on the analysis, there are two points to conclude. The first point is how Bhisma, the major character is portrayed in the novel. Bhisma is described as attractive, attentive to his family and other people, smart, responsible, friendly, open-minded, and reflective. The

second finding is the meanings of Bhisma's struggles in his life as a doctor and prisoner: He is powerless that he cannot fight against those who are in power. However, his ideology and his gifted supernatural powers have encouraged him to oppose the unfairness. He would do everything for others. His struggles are based on his spirit to share and sacrifice to help others based on his life experience. Therefore, he serves his country by his own way. The similarity of our studies is how characters in the novel struggle for his power. The difference between ours is the theory we used, she used Marxism and *Katresnanism*, and meanwhile I used post-structuralism and power theory. (<http://repository.usd.ac.id>)

The fifteenth is study that also discussed the same issue on a different object which is conducted by Jelito Rahadian De Deus Soriano (2016) entitled *The Idea of Postmodernism as seen through the Characters' Attitudes in Shirley Jackson's the Lottery*. He stated that the analyses are as follows: the plot of the Lottery reveals the initial situation or the exposition, conflict, climax, suspension, and conclusion. Plot reveals the actions of the characters through what the characters think and feel; therefore, the characters attitude can be drawn based on the plot. Faithful is shown in the characters' attitude. The characters' attitude toward the lottery believes that the lottery is the only way to gain happiness. Therefore, it can be concluded that the characters' attitudes which are manifest in their practice, reflects the ideas of postmodernism. The similarity between my study and his study is in focusing on the characters' power and it shows the characters' faithfulness. The difference between ours is the approach; he used moral philosophical approach, I used power theory. (<http://repository.usd.ac.id>)

The sixteenth is study that uses the same theory but on a different object by Aulia Ikhsanti (2015) entitled *Oppression and Identity in Bradbury's Fahrenheit 451*. She stated that this study explores the oppression and identity in Ray Bradbury's *Fahrenheit 451*. It examines the portrayal of oppression in the Fahrenheit 451 society and how these oppressions affect the main protagonist's identity construction. The findings reveal that there are five forms of oppression evident in the novel: exploitation, marginalization, powerlessness, cultural imperialism, and violence. It also shows that the main protagonist's identity is constructed by the oppression that he observes and notices through his interaction with characters and things around him. As the result of these oppressions, Montag's identity is transformed from ignorant to non-conformist. Seeing from the cultural materialism perspective, the fictional world of F451 is a metaphor of a more media-absorbed society of America 1950s. As such, this oppression should be resisted. In this case, Montag's identity construction can be interpreted as the representation of the resistance. Thus, parallel to its context, F451 presages the threat of media dominance and at the same time offers a possible way to fight against it. The similarity between our studies is the power construction of characters in the novel. The difference is she used Young's theory on oppression known as Five Faces of Oppression (1990) and Hall's theory on identity, meanwhile I used power theory by Michel Foucault. (<http://repository.upi.edu/>)

The seventeenth is study that also uses the same theory but on a different object which is conducted by Diar Rizki Pusponugroho (2018) entitled *The Power Relations Employer and Maid in Compliance Services Domestic Work (Studies in*

*Society Bakulan Village, District Kemangkon, Purbalingga*). He stated that the increasing need for service communities in Bakulan Village has caused women to work as household assistants. Women who were originally housewives, now sell their services to work as household assistants. Relationships between employers and household assistants in reality do not always work well and can give birth to a power relationship. The purpose of this study was (1) to find out how the working relationship between employers and household assistants in Bakulan Village, (2) to find out how the power relations were created between employers and household assistants in Bakulan Village. The results of the study showed that there were two patterns of employment relations between employers and household assistants, namely transactional work relationships and family relations. The relationship created between the employer and the household assistant creates a power relationship with the behavior of the employer who: (1) gives excessive workload, (2) shows attitudes to downgrading ART, and (3) shows the attitude of the employer to many requests for ART. This power relation creates a form of resistance from domestic assistants to their employers with the tactics performed by household assistants such as: (1) not working according to the contract, and (2) gossiping about the employer. His suggestions are to establish salary regulations for household assistants, conduct data collection on people who work as household assistants, and change their perspective and raise awareness of household assistants and work as household assistants. The similarity between my study and his study is the focus on power relation that happens in the environment using Michel Foucault's theory of power. The difference is that the characters in his study are the employer and the



household in the real life, meanwhile characters in my study are students, teacher, and parents. (<http://apps.unnes.ac.id>)

The eighteenth is study that also uses the same theory on a different object which is conducted by Frances Bridget Eleanor Healy entitled *Foucault's Ethic of Power Subject, politics and the critical attitude*. Healy stated that the study wants to explain that 'Relation of power' for Foucault describes an inalienable feature of social interaction. It is known by many Foucault's critics who assume certain interpretations of terms such as 'power' and 'freedom' that locate these criticisms in the very traditions Foucault was attempting to overcome. Consequently, their evaluation of Foucault's critical and political contribution is made from within these same traditions. The similarity between Healy's study and my study is in assuming certain interpretation of term as 'power' and 'freedom'. The analysis will use Michel Foucault's theory of power. The difference between ours is in the novel and the topic as the object of analysis. Healy used the conceptual foundation of an 'ethic of power', while I used a novel from Beth Revis' *A World Without You*. The issue in Healy's study is critically political, whereas the ones in mine is adult characters who persist in imposing their power on the adolescent one. (<https://eprints.utas.edu.au>)

The nineteenth is study that also discusses the same issue of *Asperger Syndrome* but in a different object by Doni Agung Setiawan (2011) entitled *Opal's Unhappy-Childhood Stemmed from Asperger's Syndrome As Seen through the Personifications in Jane Boulton's The Journal of An Understanding Heart*. He stated that the diary records Opal's daily life including her interaction with animals,

plants, and the nature surrounding her. The interaction between Opal and those objects is interesting because she treats them as human being. In poetry, however, the endowment of human attributes addressed to those objects is stated as personification. The personifications written in some stanzas in *The Journal of An Understanding Heart* show Opal's Unhappy-childhood. This study finds that there are personifications in some stanzas in *The Journal of An Understanding Heart*. The interaction between Opal and the personified objects shows that Opal has behavior disorder. That disorder is stated as *Asperger's syndrome*. *Asperger's syndrome* in girls is difficult to diagnose because their behavior seems to be like normal girls. Thus, Opal's behavior disorder is not known by her parents; therefore, she does not get any special treatment for her condition. The result is that she feels alone throughout her childhood as her *syndrome* disables her to make relationship with other people, especially children around her age. Escaping her loneliness, Opal has a more intense interaction with the objects that are considered as humans. Her intense interaction with the personified objects makes her more and more have difficulty to communicate with each other. This condition makes Opal often feel alone and unhappy during her childhood. The similarity between his study and my study is in talking about an issue called *Asperger Syndrome*. People who get *Asperger Syndrome* have difficulty to make relationship with others. The difference between ours is in the use of novel as the object of research. (<http://repository.usd.ac.id>)

The twentieth is study that also uses the same issue of *Asperger Syndrome* from a different object which is conducted by Media Natalia Hutabarat (2013) entitled

*The Effect of Asperger Syndrome in the Main Character's Personality Development in Jodi Picoult's House Rules.* She stated that she intended to analyze the personality development of Jacob Hunt as a person with *Asperger Syndrome*. This research has found two answers to the problems. She found that Jacob as a person with *Asperger's Syndrome* is an intelligent person, person who lacks of social skills, person who dislikes any changes in routine, person who shows lack of empathy, a visual person, person with odd facial expressions and postures and a selfish person. In the further analysis, she finds out that the development of Jacob's personality is influenced by his main trait which is *Asperger Syndrome*. Because of some difficulties that he experienced in the family; he becomes care to his family. He develops not to be selfish anymore, and able to give empathy to others. The similarity between my study and her study is that the main characters with *Asperger Syndrome* has difficulty in social skills and it makes them become selfish. But they have goals to fix the lack of social skills. The difference between ours is the approach we used, she used psychological criticism and I used post-structuralism one. (<http://repository.usd.ac.id>)

The twenty first is study that also discusses the same issue of *Asperger Syndrome* of a different object which is conducted by Eunike Set Satyarini (2009) entitled *Asperger's Syndrome as Seen in Christopher Boone's Characterization in Mark Haddon's The Curious Incident of the Dog in the Night-Time*. Haddon's novel is about a boy with Asperger's syndrome. This *syndrome* affects Christopher himself and how he deals with other people. From the analysis I find that Christopher is both a genius and eccentric teenager who has difficulties in social

interaction and deals with himself. Christopher Boone has some impairment in social skills and also has some restricted, repetitive, and stereotyped patterns of behaviors and interests which are caused by his *Asperger's syndrome* which created disturbance in some significant area of functioning such as in social interaction and in a family. The similarity between his study and mine is the issue of people with *Asperger Syndrome* have difficulties in social interaction and deals with themselves, but they are genius such as in my study the main character has good score in history class. The difference between ours is she analyzed the novel through the psychological aspect, meanwhile I used power relation aspect. (<http://repository.usd.ac.id>)

The twenty second is study that also uses the same issue of adulthood from a different object which is conducted by Nita Rahmat Fitriantini (2016) entitled *Resiliensi Orang Tua Yang Memiliki Anak Dengan Autism Spectrum Disorder (Asd)*. She stated that this research aimed to describe resilience and other factors which caused it in early adulthood of individuals who have children with *Autism Spectrum Disorder (ASD)*. The result of this research showed different resilience description toward both of the subject which has varieties background. The resilience description of first subject is an ability to analyze problem, has a patient in a difficult situation, and be active toward some information regarding autism. Additional factors appearing in resilience are the positive point of view to the problem, proper educational background, support from parents and relative, also financial support. The description of resilience to second subject is ability to struggle in some difficult situation, also ability to wake up from the problem, and

the possibility solution in her problem so she can care for her child. Additional factors that caused resilience of the second subject are positive point of view in facing problems and strong motivation in giving the best education and treatment program for her child. The similarity between my study and her study is how the positive role of parents who have children with *Asperger Syndrome* affect to children's life. The difference between ours is her study focused on parents, meanwhile mine focuses on children (teenager). (<http://repository.upi.edu/>)

## **2.2 Review of Related Literature**

The review of related literature consists of some surveys from important articles, books and some professional literature which are relevant to the research problems.

### **2.2.1 Intrinsic Elements of the Novel**

One of literature works is a novel. The basis of a novel is a story, and a story is a narrative of events arranged in time sequence (Forster, 1985). Novel *A World Without You* is categorized into fiction. Fiction is defined as any imaginative re-creation of life in prose narrative form. It has intrinsic elements, namely plot, setting, character, theme, point of view, and symbol (Hallett, 2010).

#### **2.2.1.1 Plot**

Plot is the series of events and actions that occur in a story. The structure of the plot is the method or sequence in which incidents in a narrative are organized/presented to the readers. Divisions of the plot include

1. Exposition/rising action; readers learn details previous to the story's beginning, and then continues toward the climax of the story.

2. Diversion; any episode prior to the climax that does not contribute directly to the rising action or add to the suspense.
3. Climax; the moment in the story at which a crisis reaches its highest intensity and its potential resolution, the turning point.
4. Denouement/falling action

### **2.2.1.2 Setting**

Setting is all the place/where, time/when, and reasons/why the action/events occur.

1. Where; the physical environment where the story take place.
2. When; time includes all of its dimensions

### **2.2.1.3 Characters**

Character is the mental, emotional, and social qualities to distinguish one entity from another. Character development is the change that character undergoes from the beginning of the story to the end. Furthermore, characterization is process by which fictional are presented/developed. The function of character below:

1. Protagonist; the principle figure in the story
2. Antagonist: the character with whom the protagonist is engaged in a struggle
3. Confident; the character in whom another character (usually the protagonist) confides
4. Foil; a secondary character serving as a backdrop (mirror) for a more important character.

#### **2.2.1.4 Theme**

Themes/author purposes are the fundamental and often universal ideas explored in a literary work. A theme reflects a central vision of life or statement about the human condition/experience conveyed in a work. The means by which themes may be expressed include

1. Narrator may sum up the significance or meaning in a pity paragraph
2. Narrator may use a wise character to voice the theme
3. Narrator generally embody the theme in dramatization

#### **2.2.1.5 Point of View**

Point of View is defined as the angle from which the story is told. There are many point of views in the novel. First, Innocent Eye which the story is told through the eyes of a child (his/her judgement being different from that of an adult). Second, Stream of Consciousness which the story is told so that the reader feels as if they are inside the head of one character and knows all their thoughts and reactions. Third, First Person which the story is told by the protagonist or one of the character who interacts closely with the protagonist or other characters (using pronoun I, me, we, etc.) that makes the reader sees the story through this person's eyes as she/he experiences it and only knows what she/he knows od feels. Fourth, Omniscient which the author can narrate the story using this point of view, for example he can move from character to character, event to event, having free access to the thoughts, feelings, and motivations of his characters if the author choose to reveal them to us.

In the novel, there are two point of views of the first person. Bo who is the main character and his sister named Phoebe. Actually, Bo appears as the first person's point of view in many times rather than Phoebe, but Phoebe still has an important contribution to the story.

### **2.2.2 Structuralism Theory**

Before going to post-structuralism theory, I would add structuralism theory to analyze the intrinsic elements of the novel. Because I focused on the characters in the novel, I would make characterization based on appearance, action, words spoken by the character, thoughts, and other characters' responses. Those all can categorize the characters by adding some explanation in the story. This theory would help to explain the conflict that happens to each character.

### **2.2.3 Post-structuralism Theory**

Jacques Derrida's post-structural view of the world in the mid-1960s, modernity's understanding of reality is challenged and turned on its head. No such thing as objective reality exists, so all definitions and depictions of truth are subjective, simply creations of the mind of humanity. Truth itself is relative, depending on the various cultural and social influences in one's life. Because these poststructuralist thinkers assert that many truths exist, not one, they declare that modernity's concept of one objective reality must be disavowed and replaced by many different concepts, each being a valid and reliable interpretation and construction of reality (Bressler, 1998).

Post-structuralism thinkers, one of them is Michel Foucault said that each person shapes his or her own concepts of reality. Reality becomes human



construct that is shaped by each individual's dominant social group. There is no center and no one objective reality, but as many realities as there are people. Each person's interpretation of reality is necessarily different. No one has a claim to absolute truth; therefore, tolerance of each other points of view is the modern maxim (Bressler, 1998).

#### **2.2.4 Power**

Power is wielded by people or groups by way of 'episodic' or 'sovereign' acts of domination or coercion, seeing it instead as dispersed and pervasive. Foucault uses the term 'power/knowledge' to signify that power is constituted through accepted forms of knowledge, scientific understanding and 'truth' (Foucault: *The History of Sexuality*, 1998). Each individual has its own truth, and truth is produced by power. Power also has relation with ideology which representations are not always right and false. On the other hand, people do not have a real identity within themselves, which is just a way of talking about the person and it is called a discourse.

Power construction becomes the key of knowledge and culture. This construction can stand upright within ratio principles, identity, ego, totality, absolute ideas, linear progress, objectivity, autonomy, emancipation, even binary opposition. This happens when the previous meaning of the text has many weaknesses and it has to be fixed. Text does not only show or represent reality, but it produces a new reality.

Foucault wanted to highlight power in micro-relation, capillaries, and normal everyday practices. In this context, discourses can be understood as structured and

regulated system of rules, which define who can say what, when, and how (Caldwell: 2007, 772). He also said that meaning is not stabilized, it is always in the process. Meaning cannot be restricted in one word, sentence, specific text, but it is the result of intertextual relation.

### **2.2.5 Asperger Syndrome**

People with *Asperger Syndrome* see, hear, and feel the world differently from other people. In particular, understanding and relating to other people, and taking part in everyday family, school, work and social life, can be harder. They may wonder why they are different and feel their social differences mean that people do not understand them. (<https://www.autism.org.uk/about/what-is/asperger.aspx>)

*Asperger Syndrome* have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Many have very literal understanding of language, and think people always mean exactly what they say. They may find it difficult to use or understand facial expressions, tone of voice, jokes and sarcasm, vagueness, and abstract concept.

People with *Asperger Syndrome* often have difficulty ‘reading’ other people-recognizing or understanding others’ feeling, intentions, and expressing their own emotions. This can make it very hard for them to navigate the social world. They could appear to be insensitive, seek out time alone when overloaded by other people, not seek comfort from other people, and also appear to behave ‘strangely’ or in a way though to be socially inappropriate.

### **2.3 Theoretical Framework**

Based on theoretical review, I use some theories of Michel Foucault's power relation, Ideology, post-structuralism, and structuralism as the basis of the study analysis. In order to obtain valuable analysis, I collected data from the novel *A World Without You* by Beth Revis. The data was analyzed based on structuralism theory of characterization and post-structuralism criticism especially of Foucault's theory of power. To Foucault, the trinity of power, knowledge, and truth, are interdependent. In western societies, the relationship between power and truth has been centered on the powerful elite, specifically the royal elite. This shaped the discourse on what is truth based on who possessed power. In this sense, power is used to dominate, maintain around this dynamic was to eliminate the idea of sovereignty altogether. Instead of individual's submitting to power, as a symbol of obedience, we are to recognize that the power the royal elite held was due to domination and subjugation. I chose this criticism because it is more sufficient methodology to analyze our social constructs and institution (school), then this model can be used to assess our institutionalized, systemic and social forms of power as it exists today. Therefore, without critically analyzing and assessing the pervasiveness of power and an understanding of our mental models of what is 'truth' and 'knowledge', we cannot break down the barriers that prevent society from achieving equality. By conducting the study, this analysis would be optimal to answer all the statements of the problem. Moreover, the result can be seen that this novel would represent power for the main characters, as a reflection of point of view from other characters.

In order to reveal power and point of view in the novel, I broke down the data into characterization that categorize the characters, binary opposition which is represented by the characters in the novel, and then reverse the binary one to reveal power relation. The framework of analysis could be simplified into a figure as follows.

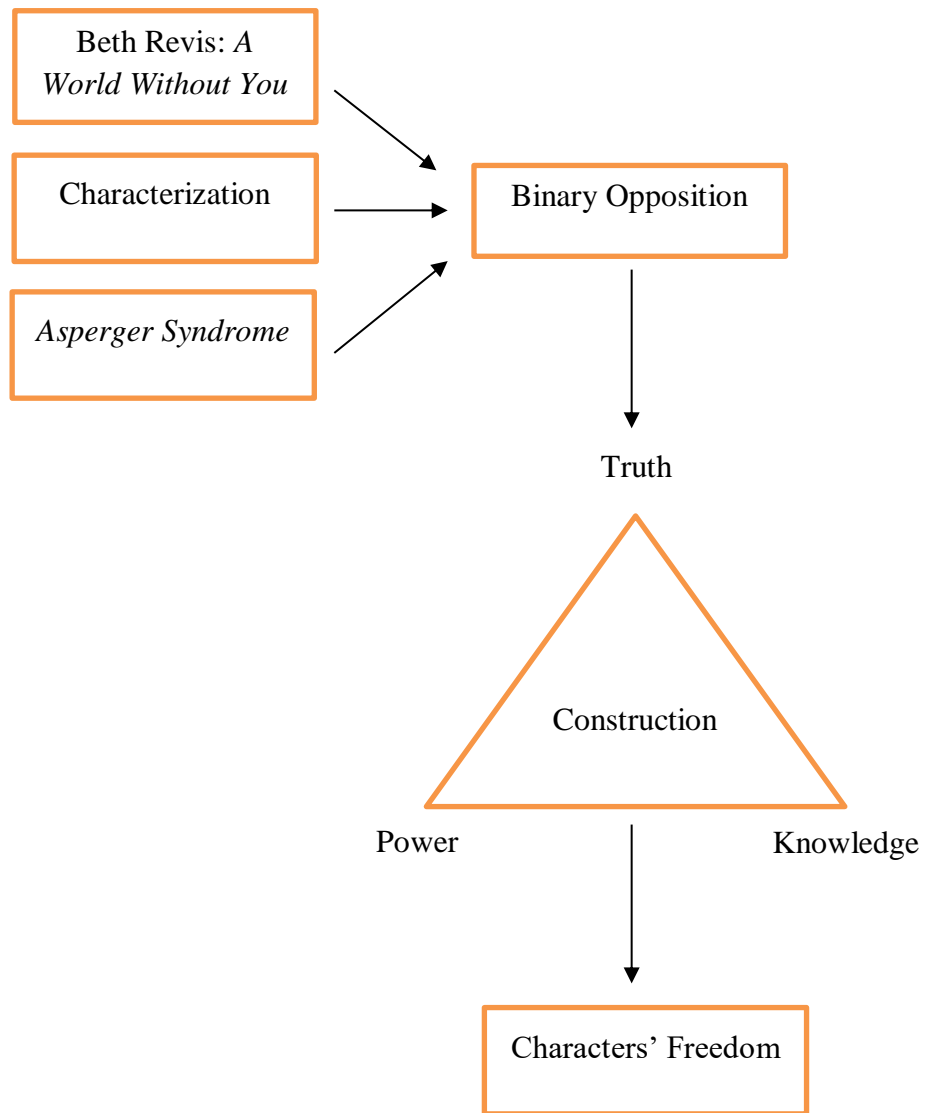


Figure 1. Theoretical Framework

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this last chapter, I present the conclusion after conducting the analysis. It encompasses the main points from the previous chapters. Besides, I also provide some suggestions for the readers who are going to conduct a research on the same topic and on novels with corresponding stories.

#### 5.1 Conclusion

After doing the analysis of the novel and based on some research articles, I come to some conclusions below:

From the analysis in chapter IV, there are three conclusions answering the research questions. The first conclusion is found through the plot, setting, character, theme, and point of view of the novel. The conflict of the story had been described in the novel by looking through many actions of the main character to answer the first question. Bo did not accept that Sofia was dead and he created the reality about having power as a time traveler that made Sofia get stuck in the past. When people had *Asperger Syndrome* especially in the period of teenage, they would get very enthusiastic about their own world. They also had lack of communication with the other. The things that people around them could do are to support and get closer to them when they need partners to share their story.

The second conclusion answered the second research question about Bo who had *Asperger Syndrome* and had been moved to School for Children with Exceptional Needs. He got a different treatment from his father and his sister. The

motives that made Bo's father and sister treat him differently was that his father felt like Bo was not a normal child. Moreover his sister also thought that Bo got undecided life. There were gaps in the story that took place in the relationship among the characters. It caused the father to get authority to shape his children to have consciousness rather than him that made her got negative stereotype on Bo.

The last is the explanation about the character's family's discriminating parenting. This reveals power relation between family members by respecting what the characters did even if they still needed a guide to do the right action. Sometimes, what the father did to his children was not what the children wanted, and what the children did to their life was not what the father expected. To erase the gap between the characters, they needed to reach their own freedom with the responsibility following the actions. That was how the characters finally achieved reconciliation.

## **5.2 Suggestions**

Beth Revis' *A World Without You* novel is a recommended novel to read. It does not only entertain people, but also gives a real chronology of life adolescent with *Asperger Syndrome*. The way of the main character was striving for facing the true reality about his dead girlfriend that was helped by his psychiatric, Dr. Franklin was clearly described in the novel. How Bo believed that Sofia was not dead and was trapped in the past because Bo could not control time as time traveler described the power relation between Bo and other characters because he convinced the others that his gift as time traveler was real. Other characters who heard Bo's statement were sad and understood because Bo could not accept the reality about Sofia's death. Because Bo loved her so much and did not want to lose her, he was not ready

live in the world without Sofia. That was way the novel had title “A World Without You”. The following are some suggestions that I want to give to the English Department students and to those who want to conduct a further research on the same topic and the same novel.

### **5.2.1 To English Department Students:**

There are some suggestions for students in the English Literature program; firstly, the analysis of power based on Michel Foucault’s theory can be a good alternative analysis for English Department Students to conduct researches in literature because it will show the relation between literary works and power; the dominant/superior towards subordinates that has already existed. Secondly, in doing a research in literature with the topic related to power which focuses on people who has *Asperger Syndrome*, English Department Students can use post-structuralism theory and Michel Foucault’s power theory as the theoretical approaches. Thirdly, English Department Students can read many books about power to help them doing the research and making relevant analyses.

### **5.2.2 To Next Researchers:**

I wish that this study report can be useful for the next researchers who will conduct a similar study by using post-structuralism in power relation of Michel Foucault as the approach.



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