



**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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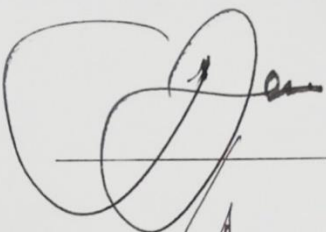
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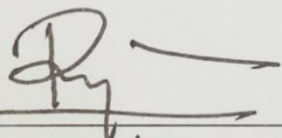
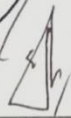
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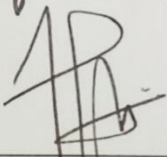
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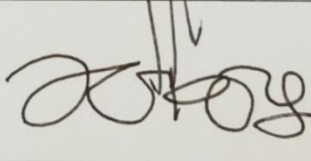
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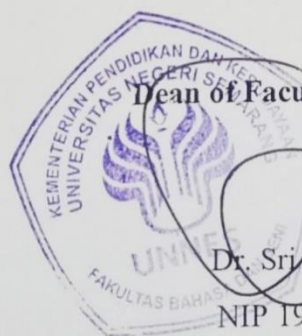
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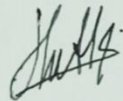
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## DECLARATION OF ORIGINALITY

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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My sincerest thanks go to my family, my mother and father whose love and support in my up and down situation, for motivating me so far. My sisters; Rani Kusuma Dewi and Nur Azizah Ramadhani and brother; Muhamad Adi Fariqin who keep reminding me to stay tuned. Pak Dhe and Mak Dhe who are always reminding me to have positive thinking for all my conditions.

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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 Bektı 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.

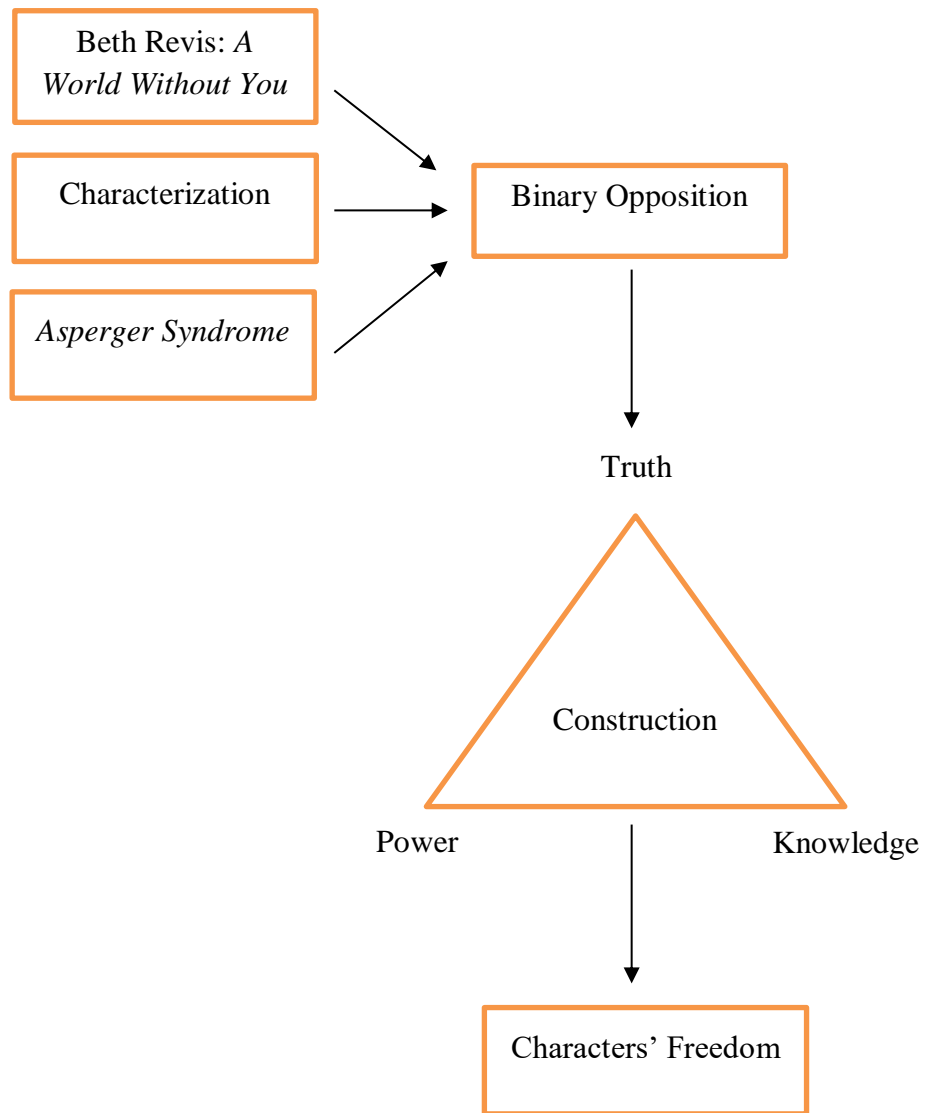


Figure 1. Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the methodology of the study in order to get main points of the study. It presents seven points: (1) Research Design (2) Object of the Study (3) Role of the Researcher (4) Type of Data (5) Instrument of Study (6) Procedure of Collecting Data (7) Procedure of Analyzing Data

#### **3.1 Research Design**

A research design is a conceptual framework of the research that will be conducted. The primary objective of research design is to collect relevant data. I use descriptive qualitative research to analyze the novel *A World Without You* by Beth Revis because the data used in the study are in the form of words, clauses and sentences. This study will involve interpretational qualitative and they will be interpreted and reported descriptively. According to Creswell (1998:15), the qualitative research is a descriptive research since its interest is in process, meaning, and understanding gained through words and pictures. It begins to focus on analyzing with assumptions, worldviews, theoretical lens, and the topic of the study related to research problems exploring the meaning individuals or groups in a social or human problem (Creswell, 2007:51). I use Foucault's power theory since the data reveal the power construction between senior and junior characters in the novel *A World Without You* by Beth Revis to answer the three statements of the problem in this study.

### **3.2 Object of the Study**

The object is divided into two kinds of objects. They are formal object and material object. Formal object is the viewpoint from the material research or a creation of the knowledge or the viewpoint from which the material objects are investigated (Surajiyo, 2009:7). Material object is material that becomes a review of the research or as a creation of the knowledge (Surajiyo, 2009:5).

#### 1) Material Object

The material object of this research is the study of a novel entitled *A World Without You*. This novel is written by Beth Revis, published in 2016. This novel tells about a teenager named Bo who has *Asperger Syndrome* and becomes the student in School for Children with Exceptional Needs.

#### 2) Formal Object

The formal object of this research is the study of the novel focusing on the study of Power by Michel Foucault to identify the incorporation of power relation in this novel. The study of post-structuralism using binary opposition is also used to pinpoint power relation through the binary oppositions of the characters in the novel. Since the object of this final project is a novel, there are many quoted sentences, dialogues, and utterances. The data in this research are in the forms of the description and identification of words, phrases, sentences, utterances, and dialogues of the characters.

### **3.3 Role of the Researcher**

In this analysis, I have two main roles, namely:

1. The data collector

To complete this final project, I collected the data about the novel from the dialogs of the characters in the novel, events that are made by researcher from the narrations and also some articles on the websites.

## 2. Data analysis

After I collected the data, the next step was analyzing the collected data. It deals with finding out the explanation from the statements of problem. I analyzed the data by using the method and the theory applied to answer statements of the problem.

### 3.4 Type of Data

In this study, I have two types of data, primary and secondary data

#### 1. Primary Data

The primary data of this study are taken from *A World Without You* novel. It would be the analysis and interpretation of the novel based on the statements problems, which was the redefining power construction applied on *Asperger Syndrome* in the novel.

#### 2. Secondary Data

The secondary data of this study are taken from books, dictionaries, journals, essays, and the websites. These sources would be expected to be able to strengthen the analysis.

### 3.5 Instrument of Study

In qualitative study, I act as the key instrument of the study. It means that I with all of my skills and knowledge; such as reading, understanding, interpreting, and analyzing with all required equipment will conduct an analysis of the novel *A World*



*Without You* by Beth Revis. Sets of characterization, binary opposition, and an inventory data table is used in order to help me as the key instrument in this study.

The sets of characterization (character profile) in the novel

Method of Characterization	Details in the story	Categorization	Explanation
Appearance			
Actions			
Words spoken by character:			
Thoughts			
Other characters' responses			

Figure 3.1 *Characterization*

The sets of binary oppositions will be in the form as follows:

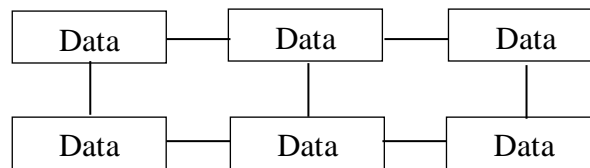


Figure 3.2 *Binary Opposition*

The sets of reverse binary oppositions:

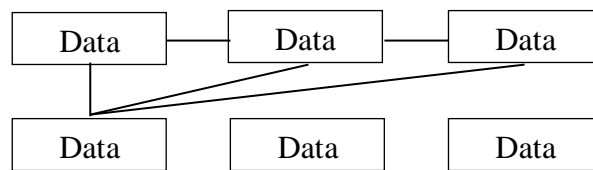


Figure 3.3 *Reverse Binary Opposition*

A set of data table is as follows:

Datum Number	Citation	Subordinate Class	Dominant Class	Interpretation

Figure 3.4 *Data Table 1*

### 3.6 Procedure of Collecting Data

In this study, there are two types of data sources. They are called primary and secondary sources. The primary source is taken from the object of the study *A World Without You* by Beth Revis. The secondary sources that support data are taken from books, dictionaries, and the websites.

#### 1. Reading

I read and marks the point of the content in the novel.

#### 2. Identifying

After reading the novel, I analyzed the sentences in each paragraph in the novel to make episodes from each chapter.

#### 3. Inventorying

The next step is inventorying the data. In this step I would be helped to answer the statement of the problems by filling out the table or scheme called inventorying. It can be seen at the following binary oppositions and a set of table which contains the number of data, citation, and interpretation of the data.

#### 4. Classifying

The step after inventorying is classifying. It is the step that I do to classify the relevant data by making list to answer the statement of the problems.

#### 5. Reporting

In the end, the findings are presented in the form of descriptive report by making the description of the selected quotations of words, phrases, and sentences that support the analysis. The result of the analysis of the novel was

discussed in chapter IV and the list of supported data was attached in the appendices.

### **3.7 Procedure of Analysing Data**

In procedures of data analysis, I applied post-structuralism approach/theory to analyze the power in *A World Without You* that correlates with the main character's *Asperger Syndrome* as being revealed through the characters' point of view. To apply this theory in the novel, I had to analyze (Bresslerr, 1999:131) :

1. I read and described the portrayal of power relation through adult characters and adolescent characters portrayed in *A World Without You* by Beth Revis. In this part, researcher selected the quotation that support the issues and discovered the intrinsic elements and the binary oppositions that work in the novel.
2. After finding some binary oppositions, then I reversed those binary operations.
3. The next step was accepting the possibility of various perspectives or levels of meanings in the novel based on the new binary inversions. The last was interpreting the meaning to identify, the power relation between the characters in the novel.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is divided into three parts. The first part is about discussion what conflict the young adolescent character in *A World Without You* has. The second is about what motives stimulate the young adolescent character's family in treating him differently as a mentally disordered adolescent do. The last is the explanation about how the character's family's discriminating parenting reveals power relation between family members and how it reconciles.

#### **4.1 Conflict of the main Character in The Novel through Plot**

*A World Without You* novel was written by Beth Revis in 2016. It tells about a male teenager named Bo who has *Asperger Syndrome* and becomes a student in School for Children with Exceptional Needs. The following part is an explanation on conflict of the main character related to his family. First of all, we have to know about the characters through the intrinsic elements.

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).

The following part is a discussion on the conflict of the main character revealed through the intrinsic elements.

#### 4.1.1 Plot

Plot is a series of events and actions that occur in a story. The structure of 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.

The main character named Bo has *Asperger Syndrome* and he has been moved from normal school to school for children with exceptional needs called Berkshire Academy. Bo sees the world as he wants to see to be real, even the real ones is not like what Bo thought.

Instead, Dr. Franklin found me. And I came here. Here, where Gwen can wrap fire around her hands like a glove, where Harold whispers to the ghosts and they whisper back, where Ryan can move things with his mind and influence people's thoughts. We all have powers here, except for some staff and a few of tutors. Even Dr. Franklin is one of us. He can heal himself and others, which is ironic because he is literary doctor that teaches, not the medical kind. But even with his degrees and experience, he hasn't really been able to help me progress all that much. (Revis, 2016:12)

From the quotation above, it clearly describes that Bo has *Asperger Syndrome* that makes him see the world as he wants to see. People with *Asperger Syndrome* see, hear, and feel the world differently from other people do. In particular, understanding and relating to other people, and taking part in everyday family, school, work and social life, can be harder. After he has been moved in Berkshire Academy, he has friends in his unit that he describes to have special gifts.

The conflict or main problem began with Sofia, the friend of Bo who had a depression and wanted to be as far away from this world as possible. Furthermore, Bo has his own conviction that Sofia asked him to travel time because she wanted to go far away. Finally, Bo agreed and took Sofia in a different time, but Sofia got caught by community. It made them split up.

I could save Sofia. I could stop my past self from taking her back, from leaving her stuck in a world that wasn't hers. I've tried so many times to reach this time and place again, and now that I'm here, I can fix it. I can make sure she never ends up in the past, abandoned, trapped where I can't reach her (Revis, 2016:20)

From the quotation above, Bo still found out any possibility to save Sofia. Bo believed that Sofia was stuck somewhere in time that Bo somehow left her in the past, and then it was his job to save her. It happened because people with *Asperger Syndrome* described the situation as they want.

Besides Bo, there was another character named Phoebe. She was Bo's younger sister. She heard about Bo's girlfriend named Sofia who had committed suicide. Before Bo moved to Berkshire Academy, he and his sister went to the same school. Phoebe knew that his brother hardly passed any class except history. That is why Bo had his own point of view to respond everything. People with *Asperger Syndrome* get very enthusiastic about things that interest them, Bo in this novel was very interested in history class than other class, it made him believe, knowing history, he made new reality that he could travel time or back in time before present.

I raise my eyebrows but don't say anything. Before Bo came to Berkshire Academy for Children with Exceptional Needs, he and I attended the same high school, and I can

guarantee that none of our teachers would have called him a “great kid”. Usually late and always inattentive, he barely passed any class other than history. Most of teachers didn’t even know we were related, but the ones who did were always shocked (Revis, 2016:24)

*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 they have a wonderful kind of uniqueness. It made Bo have good score in history class, because history was his interest. He knew detail about history happened in the world especially in the US, the setting of the novel. For example; Bo knew everything about World War II as if he was involved in that moment.

Bo was convinced that Sofia is not actually dead. Even though, all people surrounding him had told him about the cause of Sofia’s death through the memorial service of Sofia, he did not accept it and acted like everything was normal despite Sofia being trapped in different time.

Or maybe she knows the truth. I can’t tell--not with her--and I’m too exhausted to try. Especially today, after watching a memorial service for someone who’s not dead (Revis, 2016:32)

Bo wishes that there is a person who could listen to his voice about Sofia. In this part, He thought that Phoebe maybe understood and agreed with Bo’s perception, but he is too exhausted to convince people to be in his side.

The rising action in this novel occurs when Dr. Franklin would like to have a conversation with Bo. Dr. Franklin was Bo’s psychiatrist.

“Bo,” he repeats. “You have to understand this. You have to face the truth. Sofia is gone.”

“Forever. She’s gone. She’s dead. You can’t bring her back.” (Revis, 2016:87).

In this sentence, Dr. Franklin convinced Bo not to blame himself about what happened to Sofia. He explained that sometimes people redirect their emotions because they’re scared of something, and he gave advice to Bo that it’s important to remember that it’s natural to grieve. Unfortunately, Bo refused it and said to Dr. Franklin that he was not going to grieve, but he was going to save Sofia. Dr. Franklin was afraid that Bo had not understood what happened to Sofia.

Besides Dr. Franklin, his friend named Ryan also said that Bo had his own reality.

“Huh.” Ryan sits down on the edge of my bed, the mattress creaking under his weight. “It’s really fascinating in a weird way to hear you talk about it all. Like it’s real.” (Revis, 2016:107)

Bo was angry when Ryan, one of his friends in the unit doubted about Bo’s power as a time traveler. Just because something’s not real for him, Ryan did not see the value in it. Bo thought that Ryan was worse with his another friend named Harold because he did not believe Harold’s gift to talk to ghosts. It happened because Ryan here was described as having a telekinetic gift which everyone could see directly when Ryan perform edit.

2. Diversion; any episode prior to the climax that does not contribute directly to the rising action or add to the suspense.

There are many episodes prior to the climax such as, how many times Bo tried to save Sofia and the other characters who were close to him—



Gwen narrow her eyes, examining me. “She’s really not,” she says. “You get that, right?” (Revis, 2016:113)

In Bo’s unit, there were five persons named Bo, Sofia, Ryan, Harold, and Gwen. In this part, Gwen responded to Bo who said that Sofia was coming back because he was sure to be able to save Sofia who was trapped in the past. She was trying to convince Bo the true reality that Sofia was really not coming back. It made Bo feel being underestimated because everyone thought that Bo was not good enough, not strong enough, and not powerful enough to save Sofia.

Furthermore, Dr. Franklin gave an extra session to Bo on purpose to make Bo speak up his feeling about Sofia. As a psychiatrist, Dr. Franklin worried that Bo blamed himself.

“I know you don’t fully understand what I’m saying now,” I tell Dr. Franklin, looking him dead in the eye. “But I want you to know that I haven’t given up. Not yet. Not ever.” (Revis, 2016:165)

Because Sofia was special to Bo and she was Bo’s girlfriend, these words created their own reality. It is like the person you loved was still with you even though the truth was he/she was already dead. Bo’s unconsciousness made him feel guilty because it was the first time Bo did not see Sofia for long so he would not give up to save Sofia.

Dr. Franklin was so sad because he as psychiatrist did not succeed yet to bring Bo to the true reality. He tried to give him extra session and counselling by talking to him face to face.

“Bo,” Dr. Franklin says, leaning forward, tears making his eyes watery. “Bo, she’s dead. Sofia is dead. You can’t save her. It’s over.” (Revis, 2016:165)

Even though Bo still did what he thought it was real for him, in this quotation Dr. Franklin was telling him that the person he wanted to save was already dead and it was over; nothing Bo could do.

The next response was from Bo’s father. As a father, he had plan for Bo’s future as a man. He wants the best for his children, but Bo’s behavior made his father become temperamental.

“The point,” Dad snarled, “is to get a diploma. And then go to college. And then get a job.” (Revis, 2016: 228)

There was a reason why Bo’s father spoke this statement. It was because Bo was spending his whole time on his bed so that he only came back home on the weekend. That statement showed that Bo’s father wanted Bo to succeed because it was still Bo’s father’s responsibility as a father to make sure that his children got a better life. Unfortunately, Bo did not want any of that (get diploma, go to college, and get a job) and the only goal he wanted to achieve was to save Sofia.

3. Climax; the moment in the story at which a crisis reaches its highest intensity and its potential resolution, the turning point.

The climax was when Bo had feeling that maybe his gift was not true. The whole time he tried to confirm his new school that it was like a school for superpower adolescents, it slowly disappeared.

Unless... unless it’s true. We don’t have powers. We never did.  
And maybe I don’t need powers. I could live with that.

But I can't live without Sofia, and no powers means no Sofia. (Revis, 2016:295)

This event began when Dr. Franklin had changed Bo's medication and asked to Bo whether or not he was feeling any negative side effects. Bo was then in the two sides where he believed in how powerless he was or he still had his own reality that he had power to save Sofia. Bo was angry when he had to choose which reality was true to him, but he still insisted that for saving Sofia he needed his gift of travelling time.

The event was getting more serious when Bo searched about the truth by himself. He needed to know what exactly happened to Sofia. Bo did some plan to seek the truth.

I turn back to the computer and quickly type *Sofia Muniz*. Several links pop up—mostly social media profile for other girls named Sofia Muniz-but when I add *Berkshire Academy* and *Pearl Island* to the search, the top hits are all newspaper articles, as well as an official statement from the academy's broad. (Revis, 2016:304)

Bo had got work to do. For the first time he searched about the truth what happened to Sofia, the news appeared “Student Disappears at Local Academy For Elit Teens”. Bo reached out and touched the image on the screen with two fingers. He described that the article was straight facts: Sofia went missing on that date. Berkshire Academy had issued no comment; state and federal officials were investigating. But the closer he got, the blurrier the screen became. It was changed to “Student Dies at Local Academy for Troubled Teens”. The article concluded with the numbers for suicide-prevention hotlines.

Bo believed that Ryan had telekinesis, so Bo did not accept the news because he thought that Ryan manipulated his mind. Bo tried to push Ryan away from where Bo was standing. It made Bo relieve and the news turned again into *Sofia Muniz, 17, has been reported missing*.

The day after Bo saw the news, he still had confidence about his power until he and Ryan broke in Dr. Franklin's room to find other sources. He agreed to cooperate with Ryan just because he hoped that he could find the truth in Dr. Franklin's room.

I blend down, yanking on the heavy drawer. It's full of more files, and I almost slam it shut again. But then I see my name. And Ryan's name. And Gwen and Harold's. My hand shakes, and I notice that only file is red, a bright swath of color hidden among the manila folder. (Revis, 2016:311)

Bo found the record file of the students in his unit. He opened Sofia's file, but he was too nervous and moved to the second file of Gwen. He saw that Gwen was on so much medication and there was a diagnosis of her. *Impulse control disorder (Pyromania. Trust and abandonment issues*. Then Bo saw the Harold's file and there is the information about the medication and diagnoses that did not make sense to Bo. Ryan's file was similar, although Bo could recognize most of the notes on him: extreme narcissism, power complex, and calculated manipulation, need to be in control, anger issues.

“Look, dude, face facts,” Ryan snarls. “You're little girlfriend died. Dead. Totally dead. If you would rather go to la-la land than admit that, fine. But me? I'm looking out for number one.” (Revis, 2016:317)

Bo was really mad at Ryan and said that Ryan floated that folder over to Bo by using his telepathy. Even though in fact Ryan had tossed it to Bo by using his

hand. Bo accused Ryan's gift was growing stronger when he made up the illusion and he was controlling all people at the Berkshire. Ryan who knew nothing snarled at Bo and asked him to face the fact.

#### 4. Denouement/falling action

Denouement came along when the complicated events began to resolve. Bo began to believe everything at Berkshire Academy. He wanted to prove the fact about Doctor's folder and what Ryan had said.

“Yeah, but... how?” My heart races. I promise myself that whatever Harold says, I'll believe. Maybe he has powers or maybe he's just crazy, but either way, he's not liar. (Revis, 2016:341)

Bo asked to Harold about Sofia's existence. It was just a random question because the important thing was that Harold did not like Ryan. Even more so he had no power, and was trustworthy.

If Gwen had powers, she wouldn't need Zippo. If I had powers, no one would need to count down the days since Sofia's death, because they would all know I could alter time and bring her back. If Ryan had power, Berkshire wouldn't actually be closing.  
But we are all powerless.  
The truth sinks in me like a stone.  
*We are all powerless.* (Revis, 2016:344)

Time after time Bo thought that his gift would fade away later. After every situation at Berkshire Academy should be handled by him and his friends if they had gifts, the fact was they did not. Bo began to see the true reality based on event that happened every day in his school.

“I get it,” Gwen says. “If I could choose my own reality, I's choose the one where I had powers. Where I had Sofia.”  
(Revis, 2016:347)

In the beginning Bo believed that his friend Gwen was pyro kinesis. But there was an event when Gwen burnt the mattress in Sofia's room because Ryan scared her. Gwen who was panic said to Bo that she could not control the fire. Bo who heard that declaration forced Gwen to agree that they had power. But in this answer, Gwen said to Bo that if she could choose the reality she wanted, she wanted to choose the same as Bo, as superpower kids. Unfortunately, it precisely made the powers a kind of fake.

“Bo.” His voice is sobbing now. “Bo, you're sick. You can't see reality. The building is on fire. Please, please come back.” (Revis, 2016:359)

This event was the last time Bo wanted to prove he actually had the power or not. He thought that he could control and handle that. He said to Dr. Franklin that he could go back, changed it all and could stop that from ever happening. What happened next was so under control. Bo bent his head, pushing further into the fire. That was hard to breathe. The smoke burned, the air burned, Bo's lung burned. He stumbled forward, his arm was over his nose and mouth. His hair and head felt hot; his clothes felt as if they were made of embers.

I see the threads of fate. I control them. I have two threads in my hand. All I have to do is let go of one and hold on to the other. The one I keep will become my reality, the only truth I know. The one I let go of will be nothing more than a faded dream, an opportunity I never took. (Revis, 2016:365)

Finally, Bo could see the difference of the threads he knew. He had to decide one of them to continue his life in the community. He also knew the consequences of the two threads for him. In the first threads, it was connecting Bo to Sofia. If he chose that life, he had powers. He also had adventure and

Sofia. On the other hand, it was connecting him to the sound of his heartbeat. To the Doctor, Berkshire, Phoebe, and his family. To Ryan and a world where he was sick, where he did not know whom to trust, where his life was hollow and bitter. In the end, he decided to choose his life without Sofia.

#### 4.1.2 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

The first setting of place was in Pear Island, Massachusetts. Bo had been moved from his high school to School for Children with Exceptional Needs.

Berkshire Academy, where I live five days out of every week, is on an island. Not a tropical paradise—nope, nothing like that. It’s Massachusetts, of all places. Everything good about living on an island is twisted here (Revis, 2016:1).

The name of the school for children with exceptional needs was Berkshire Academy. It was the place where Bo spent his five days a week in Boarding school with his friends named Sofia, Gwen, Harold, Ryan, and his teacher named Dr. Franklin. That school had ten classes or units; every unit consisted of five students and one teacher.

The next setting of place was Bo’s house, Massachusetts. Every weekend, Bo’s dad always picked up Bo to go home. In Bo’s family there were his mother, his father, Phoebe, and Bo.

Every weekend my parents drive up here to pick me up and take me home for “family time,” something my mother hates to relinquish (Revis, 2016:31)  
Growing up on the coastal side of Massachusetts, I was never too far from the Atlantic. But I didn’t really

appreciate being this close to the water until I moved to Berkshire. (Revis, 2016:56)

Every weekend, Bo's family had a routine called family time. All members of family attended the dinner. All that time he was growing up on the coastal side of Massachusetts, but he felt nothing special living on that place until in Berkshire he met Sofia, a person who liked beach so much.

2. When time includes all of its dimensions, the next discussion was about the characters involved in the novel.

The setting of time tells when the story takes place. Most events in the novel happened in the morning because they told about the people's daily routine at school.

The next morning, I'm summoned to Dr. Franklin's office before breakfast is over. I snatch an apple before I leave the common room, where the breakfast buffet is spread out. The others watch me go, no doubt wondering why the Doctor couldn't wait the fifteen minutes until the start of our group session (Revis, 2016:85)

Because Berkshire Academy was a boarding school, all daily routine of the students were taking place there. The daily included breakfast, learning activities, session with Doctor, etc.

The next setting of time in the novel was in was trapped in the different time.

Here's what I know: Sofia Muniz, a Latina girl with an accent, dressed in modern clothing, is trapped in the very white, very strict, very conservative world of Puritan colonial Massachusetts, 1692. She also turning invisible, and she isn't always able to control when it happens, so I'm sure the Puritans are going to think that's a swell party trick that has nothing to do with the devil. And I put her there,



and I can't save her. Every time I get close, I get thrown back to the present-without her (Revis, 2016:34).

Bo believed he could travel time and believed the existence of different time such as past and future. Beginning from his interest in history, he knew what happened in 1692 especially with Puritan colonial Massachusetts. After that, he blinked in the time 1692 because of Sofia's request. Unfortunately, because Bo could not control his power, he blinked and back to the present and left Sofia. It makes Bo has a decision to go back in 1692 to save Sofia.

Besides, another setting of time was in Civil War that he learned from his history teacher in history class.

I was sitting in history class, and my teacher was giving a lecture about the Civil War. She was describing the Battle of Shiloh, one of the bloodiest battles ever, and she told a story about a little pond near the battlefield that turned red with all the blood from the wounded. (Revis, 2016:11)

When his teacher explained to him that story was a myth, that it probably never really happened, but then Bo blinked. He felt he was there. He was at the Battle of Freaking Shiloh in Tennessee, and the situation was so very hectic, and all his teachers he saw in front on his face, such as the air was thick like fog and smelled like blood. There were people shouting and guns drawn and cannon firing.

#### **4.1.3 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 characters are presented/developed. The types of character in the novel are as follows:

1. Protagonist; the principle figure in the story.

The protagonist or major character is Bo, the central character or leading figure which made the key decision, and experienced the consequences of the decision.

Dad shakes his head at my ripped jeans and faded black T-shirt. (Revis, 2016:5)

Bo seemed to be a disrespectful person by wearing ripped jeans and faded black T-shirt in the memorial service for Sofia. Actually, he did wear that outfit because he knew that Sofia was not dead. For Bo that whole thing was meaningless with its empty words and fragile lanterns. All of this mourning was totally pointless.

Bo would do everything to save Sofia that he thought having been trapped in the past. He became obstinate because he did not accept the true reality. This became his biggest conflict that had to be fixed. The evidence was stated in the quotation below –

As I head upstairs, I calculate how much time I can focus on saving Sofia. We had a day off with the fake memorial service, but classes resume Monday. I may be able to negotiate some extra time from some of my teacher, though. Our classes are small and tailored to each of our strengths, paced individually. I'm several lessons behind Ryan in math, but I'm already in a different textbook from everyone else in history. Maybe a little "independent study" during that class would give me some time to work on saving Sofia. (Revis, 2016:33)

Berkshire Academy was the place where Bo met Sofia and they were in the same unit. Bo was close to Sofia and soon later Sofia committed suicide. Bo who did not accept that created his own reality that Sofia was missing because Bo left her in the past when they both travelled time.

Bo was trying and nothing could stop him. He was very ambitious and confident about everything concerning Sofia. He calculated the time which enabled him to be so close to Sofia. Even though he failed for many times.

It's not going to stop me from trying, though. I was so close earlier today. Sofia was right there. (Revis, 2016:34)

People with *Asperger Syndrome* get very enthusiastic about and deeply absorbed in things that interest them, and it means they have a wonderful kind of uniqueness (Yuko Yoshida: *How to Be Yourself in a World That is Different: An Asperger Syndrome Study Guide for Adolescents* 2007:10). The things that made Bo excited and enthusiastic were Sofia and history lesson. Since history talked about time, Bo focused more on something named time traveler. It looks like he involved in history things he knew.

Besides, because he liked history, it made him become an expert or smart person in history lesson. His sister named Phoebe also confirmed that because when Bo was still in the same school with Phoebe, he almost skipped all class except history.

Before Bo came to the Berkshire Academy, for Children with Exceptional Needs, he and I attended the same high school, and I can guarantee that none of our teachers would have called him a "great kid." Usually late and always inattentive, he barely passed any class other than history. (Revis 2016:24)

In this statement, Phoebe said that his brother would never be called as great kid because he was usually late and always inattentive; he barely passed any class other than history. The event that Bo was ever involved was in Civil War, Salem community 1692, and any past time where he could talk to Sofia 'before she disappeared'.

He thought the way to save Sofia as soon as possible. He wanted to try again because the more he went back in failed attempts to leave notes, the more he ran the risk of creating tangles and knots in the strings of time. He would ruin the chances if he wasted the time.

I wish I understood more about my powers. I wish I could say, "I want to be at this place, in this time," and go right back to the specific moment. Instead, I'm always sort of guessing, and everything is a little random, a little uncontrollable. (Revis, 2016: 78-79)

Bo still had faith that there had to be a way. The failure he did not made him give up anyway and could hold on. Bo was just angry at himself, at his powers, and at the whole situation. He felt that was his fault, after all, that Sofia was not there, now. He shook his head because everyone in Berkshire thought the memorial service was real.

2. Antagonist: the character with whom the protagonist is engaged in a struggle. In this novel, the antagonist character which takes a direct opposition to the main character in many ways was Bo's father.

Bo's father moved Bo from general school to school for children with exceptional needs. He was described as a workaholic person. He was the opposite of Bo as described in the following quotation.

Dad lived with his job. He came home every night at the same time, but he was never really there. “Lots of work is good,” he’d insist, locking the door to his office. (Revis, 2016:61)

Bo’s dad had an office room in the house. He spent much time in his office rather than outside. For him, who did not want the job because it looked like not wanting to eat, not wanting to breathe, not wanting to live.

Besides, Bo’s father also was a determinant person for his children. Bo and Phoebe had to follow his rule if they did not want to make some trouble. Bo’s father thought the way he led his children would bring them success in the future life.

Dad is an immovable force. He goes in one direction, straight ahead. He can’t handle a kid who doesn’t do that, who sees so many different paths, some of them going sideways or backward. Who doesn’t accept that things are the way they are. (Revis, 2016:227)

For the statement above, Bo’s father wanted his children to become what he wanted without asking what his children’s wanted. He said to Bo that he had to get the point of life; get diploma, go to college, and get a job. On the other hand, Phoebe who did what his father wanted as a brilliant kid who always got a good score in her school was so tired to do that thing. In this part, Bo’s father used his superiority because he was their father who had authority of their children’s fate.

He hated Bo’s behavior that could make Bo’s future bad. Actually, he cared a lot about Bo’s future, but he could not foster his children by any persuasive method. He did everything without Bo’s consent because he still had right as a father to control his children.

“I don’t want this place on his permanent record, Martha,” Dad had said, ice clinking in his glass. “I don’t want every future employee looking at his resume to know that he’s a freak.” (Revis, 115)

From the quotation, it can be seen that Bo’s father talked to Bo’s mother about Bo’s future. He did not want Bo to have a bad record that influenced Bo’s career in the company where Bo would become an employee. He never made peace with Bo and talked as a father and son about their plan. It was the mistake that made Bo and his father become hostile toward one another.

3. Confidant; the character in whom another character (usually the protagonist) confides.

The confidant character is a type of secondary character in the novel. He/she is often a teacher or authority figure, whose role is to listen to the protagonist’s secret, examine their character, and advise them on their action. In this novel the confidant character was Dr. Franklin.

Dr. Franklin is Bo’s teacher at Berkshire Academy. He was a gentle person when dealing with his students in his unit. In his unit, there were five students that he handled named Bo, Sofia, Ryan, Harold, and Gwen.

Dr. Franklin, my unit leader, hurries outside and down the brick steps. His gaze fall on me, and something in his face eases; the lines around his eyes soften, and his jaw unclenches. “Come on”, he says to me, his voice gentle. (Revis, 2016:4)

He as a teacher showed a good attitude and led his students as good as he could. He had tender eyes, calm manner, and gentle voice. He had given Bo the smarmy sympathetic smile as a person who knew Bo so well about Bo’s feeling when Sofia’s dead.

Besides, Dr. Franklin was a kind person and he greeted every student's parents who came to Berkshire Academy. That appearance made parents feel that his children were in the right hands.

A tall black man with a thin mustache and old fashioned waves in his hair approaches us. He holds out his hand for my dad to shake, and mom greets him a smile. (Revis, 2016:22)

Dr. Franklin had a tall dark-complexioned body with a thin mustache and old fashion waves in his hair. He was quite neat because he represented a teacher in that school. He was a unit leader and also a psychiatrist for Bo's unit.

He thought that the way made his students in under control about their issues, especially Bo. He would give Bo an extra session to make Bo feel better since what happened to Sofia.

"Control is something we talk a lot about here at Berkshire," Dr. Franklin adds gently, trying not to break the flow of my words. (Revis, 2016:225)

Dr. Franklin guided his student in the basics of controlling emotion. He tried to help Bo facing the truth that Sofia had died. He convinced Bo to understand that Bo could not save Sofia.

He reaches over and puts his hand over mine. "I'm concerned about you, Bo. And I'm concerned that you're not processing what happened to Sofia." (Revis, 2016:294)

Dr. Franklin said that Bo had to change his medication and looked what it would be impact him. He was very concerned that Bo was not understanding what happened to Sofia. As he thought, Bo still could see the reality because Bo had *Asperger Syndrome*. (<https://www.autism.org.uk/about/what-is/asperger.aspx>)

There is a conflict that Dr. Franklin had to resolve. Since Sofia committed suicide at Berkshire Academy, the government was investigating about the cause and effect for other students.

Berkshire is supposed to be our safe place. Sure, it's in a crappy location, but it's safe. If the doctor is willing to work with the government, though... if he's willing to share our secrets, then we're in danger. Every student at the academy, most of the teachers—we'd all be put under a microscope. Tested. Used. Treated like freaks (Revis, 2016:101).

This event above happened to Bo's unit. The government now was investigating and keeping an eye on Bo's unit. They were going to listening to the session between Dr. Franklin and his unit. If there was a motive that effected other students to do the same things, the school had to shut down.

4. Foil; a secondary character serving as a backdrop (mirror) for a more important character.

The secondary character who was major to the story because this character reveals key details, motivates the protagonist, or helps define the story's setting. This character was Phoebe. Phoebe was known as Bo's sister. She was a beautiful girl.

I never really figure out make up, and I feel most at home in T-shirt and jeans, but I like to look nice. Put together, my grandmother would call it, although she wouldn't say it about me now. Put together to grandma was a button-down blues and a skirt, not a navy blue T-shirt with a elephant on the front and jeans that are ragged at the bottom because my short legs have walked the hem off. (Revis, 2016:180)

She was smart and independent. She always got a good score in every lesson in her school. Her parents were so proud of her achievement. It seemed that Phoebe was the opposite of Bo. It did not mean that Bo was not smart, but for



academic affairs, Phoebe followed her father's rule for being nice children who had a future.

I know the way things work. Just like playing the notes to Bach on the cello, I can play the teachers and the classes. It's easy to see just how to act, how to be, how to get by in high school. I understand the patterns. (Revis, 2016:84)

Nevertheless, Phoebe had a wish that she had doubts. Compared to Bo, Phoebe was the perfect daughter in the house, but she was very tired to do that academic stuff. She actually wanted to do something she wanted, but she never be brave to make it happen because of his father's rule about being a good children.

I want to scream. No. I'm doing everything I know how to do—pulling up AP courses and studying for the SATs while selecting extracurriculars that will look good on application. But I have no idea what to do after all this works pays off. I don't have any a major picked out, much less a college. I only hope that everything I'm doing means I get to get out of here. I don't care where. I just want to go. (Revis, 2016:44)

She felt that she did what her parents wanted, but the truth was she wanted to escape as far as she could. She felt that her parents pushed her because at least there was one child in the house whose academic records was certain. She wanted to express herself on her own terms.

Sometimes, Phoebe also got jealous of Bo. She was really upset from how her parents treated her and Bo. In her life, she wanted to be Bo, the free person.

I'm so messed up. I'm so messed up, because right now, I'm sort of jealous. I don't have the luxury of allowing myself to break. Bo is Bo. He can do what he wants, be who he wants. But not me. I have to be the good daughter. I have to come home every night. I have to get good grades and have a decent appearance and goals and ambitions that line up with my parents. (Revis, 2016:255)

One time in her life, she wanted the freedom to mess up. She wanted to be the one who's allowed to screw up. Compared to Bo, Phoebe was an obedient. She felt her parents were unfair because for the first in Phoebe's life, she wanted to be like Bo who lived with his kinetic gift, break the rule of being good children's image, and free to do anything. She wanted the freedom to choose. Even though right then she had no choice, it was okay with her. But, she had goals one day, she would be free and able to live her life without having to be perfect.

#### **4.1.4 Theme**

Themes/author purposes are 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 each paragraph
2. Narrator may use a wise character to voice the theme
3. Narrator generally embodies the theme in dramatization

The theme of *A World Without You* novel is "Achieving one's goal needs efforts and perseverance". It is the primary goal in this novel which talks about the freedom that the characters want to achieve from their own decision. The main character is person with *Asperger Syndrome*. *Asperger Syndrome* in *A World Without You* novel presented situations how people especially teenager show the world on their own truth without other people's intervention. In the moment Sofia died, Bo made his

own truth through certain illusions to deal with his sadness. It was the starting point for Bo to show his decision when he heard the news of Sofia's death by making himself have power to control time. In the end, Bo finally chose the true reality and made the biggest decision in his life.

#### **4.1.5 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 tells the story so that the reader feels as if they are inside the head of one character and know all their thoughts and reactions. Third, First Person which tells the story through a protagonist or one of the characters who interacts closely with the protagonist or other characters (using pronoun I, me, we, etc.) that makes the reader see the story through this person's eyes as she/he experiences it and only knows what she/he knows or feels. Fourth, Omniscient in 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 chooses to reveal them to us.

*A World Without You* novel has two point of view: the first person point of view in delivering the story. It is a form of storytelling in which the main character named Bo and Phoebe as secondary character tell all their experiences and only they who know what they feel. It is using pronoun such as I, me, we, etc.

My feet make hollow sounds on the weathered planks of the old boardwalk, but I have to stop soon enough. The giant metal gate before me is painted green to blend into the environment, which is dumb because the environment's not really that green around here. But either way, it stops me from going forward. Not that I have anywhere to escape to anyway (Revis, 2016:1)

The word “My, I, and me” in the sentence above refers to Bo as the main character in this novel. The quotation above tells about Bo’s feeling when he walked into the gate. Bo described about his feeling, his condition, and his action in the novel.

Mom looks at me like I’m keeping Bo’s location a secret, but I just shrug. He stormed off before the memorial service was over. How am I supposed to know where he went? (Revis, 2016:22).

The secondary character in this novel was Phoebe. She also became the first point view because she had her own part to tell the audience about her feeling, emotion, and action. Based on the discussion of plot that told about the short summary of the novel in subchapter 4.1.1 above, *A World Without You* novel’s point of view is classified as a first person point of view because the characters Bo and Phoebe deliver their story and the other such as feelings, actions, and thoughts alone in the novel.

#### **4.2 Motives that Stimulate the Young Adolescent Character’s Family in Treating Him Differently as A Mentally Disordered Adolescent**

*A World Without You* tells about how an individual who has *Asperger Syndrome* is undergoing his life in his surroundings. In this novel, Bo as the main character is the one who had *Asperger Syndrome* like I discussed in chapter 4.1.

Motive is something that causes a person to act in a certain way and do a certain thing. In this part, the main character named Bo had a family and the members of his family are his father, mother, and little sister named Phoebe. The motives happened when Bo's parents moved him at the new school for children with exceptional needs. Because people with *Asperger Syndrome* have difficulties in social interaction and dealing with themselves, and controlling their emotions, they need to get aspecial treatment and have to move to school which will help with their problems.

When my parents moved Bo to the academy, they didn't let me join them. I want to go, but Dad was insistent. I don't know if he shielding me from the image of Bo school or if he didn't want me interacting with the other kids there, but either way, I stayed home. (Revis, 2016:24)

From the statement above, Bo had been moved in school for children with exceptional needs. Phoebe's father prohibited Phoebe to accompany Bo when her father brought Bo to his new school because her father still wanted Phoebe to act as if there was nothing to worry, but Phoebe thought that his father hid something from her about the school's image. They knew that Bo had special needs from his behavior at his school before. Then Bo's parents agreed to move him into the school for children with exceptional needs named Berkshire Academy.

The relation between father and son in this novel creates how they are interacting with each other. They wanted to have the same right as human being in the house. Unfortunately, each of them wanted to be dominant person who win their position as number one. Using post-structuralism thinkers, one of them is Michel Foucault's theory that concentrated on power relation which focuses on each person

in shaping his own concepts of reality. Reality becomes human construct that is shaped by each individual's dominant social group. It can be represented by binary opposition in the novel.

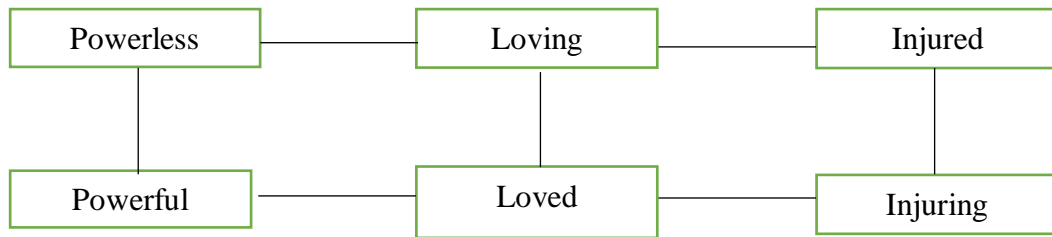
#### **4.2.1 The Cause of Characters' Family were Treating Bo Differently**

Before the binary oppositions between Bo and his family are explained, the cause of Bo's family treated him differently was Sofia. From the beginning of the story, Bo was subordinated by Sofia and it made his condition get worse than before. Sofia was much closed to Bo, it was clear that Sofia was Bo's girlfriend. They shared their feeling about life story before they met, what they wanted to do, and the problem they had.

“I want to go away. I want to be as far away from this world as possible. Take me back further that 1692, I don't care. Let's go to the days when Native Americans were here. Let's go further. Let's go to the dinosaurs” (Revis, 2016:19)

From the quotation, it can be seen that Bo thought that Sofia said those words and wanted Bo to fulfill her wish. Because Bo would do anything to make Sofia happy, he agreed to take Sofia to go back in time 1692. After they did it, unfortunately they got caught by the community, but suddenly Bo blinked and went back to the present and left Sofia in the past.

That event made Bo have a goal to save Sofia and took her back to the present. Actually, Bo had *Asperger Syndrome* he could create his own reality. The story that really happened was not like that. Sofia was dead and having committed suicide because of her depression. The purpose why Bo created that reality was because he did not accept that person he loved was dead leaving him alone.



After Sofia was dead, she still made Bo care for her. Bo tried to save Sofia by calculating how much time he could focus on saving Sofia. He said that the memorial service of Sofia was fake.

My eyes scan down the list. I've tried to go back to 1692.  
I've tried to go back to just before we left. I quickly add a  
few notes about today—the closest I've come to actually  
seeing her again. (Revis, 2016:34)

From the statement above, we could see that Bo had been engrossed by Sofia who was trapped in the past. Bo tried and was making notes to get close with the time when Sofia separated from Bo.

The first binary opposition was powerless and powerful. In this position, Sofia was powerful because she could make Bo become an ambitious person who believed in his own reality where he had power as a time traveler. Even Sofia was dead and did not have an action in a real situation, her personality still influenced Bo in many ways. On the other hand, Bo became powerless because he accidentally dedicated his life for saving person who was already dead. Because of his action, everyone became concerned about what he did in the school and in his house.

Bo knew everything about Sofia because Sofia ever told to Bo about what happened to her family. Sofia's mother and sister were dead because of car accident.

The person left was her father who was known as a drunkard. She felt empty because she had questioned why she lived when her mother and sister dead.

“I wanted to see you again. Can you blame me?” I say, and before she can ask any more question, I lean down and kiss her. (Revis, 2016:147)

From the quotation, it can be seen that they were both in a relationship after what they shared together about their life. Because Bo still could not go to 1692 where Sofia was trapped, he went back to event when everything was right, and he met Sofia because he missed her.

The second binary opposition was loving and loved. In this part, Sofia was being loved by Bo. Everything Bo would do to make Sofia happy. When everyone convinced Bo that Sofia was dead, Bo did not want to believe it. Again, he was being subordinated by Sofia by loving her. When someone was falling in love, he/she did not want to hear what everyone else said. Besides that, Bo did not want to lose Sofia because she was too precious to him.

Because of Sofia’s dead, Bo’s problem got worse. Bo felt bored with people who said that Sofia was gone. Finally he searched the evidence by himself to know the truth. After a lot of evidence said that Sofia was dead, he still did not accept it until he wanted to prove to get the answer.

The burn on my hand aches and stings, but I shake my head. “You don’t understand,” I shout, backing further into the foyer. “I have control now. I can go back. I can change it all. I can stop this from ever happening. (Revis, 2016:359)

From the sentences above, Bo wanted to change what happened to Berkshire which was on fire. He wanted to prove to everyone that his power as a time traveler was



real, Sofia was not dead, and the school was not for kids with exceptional need instead of kids with special powers.

The third binary opposition was injured and injuring. During what Bo was doing to the fire building, he was got injured. The pain in his hand was sharper than any he had ever felt. It was hard to him to breathe and his lungs burned. It was because Sofia became the reason about what Bo had done. Sofia made Bo believe that the world he created was real. It also because Sofia was important to Bo.

The binary oppositions I explained above became the cause why Bo's family was treating him differently as a person who had *Asperger Syndrome*. Then Bo's family treated him differently because of that related case.

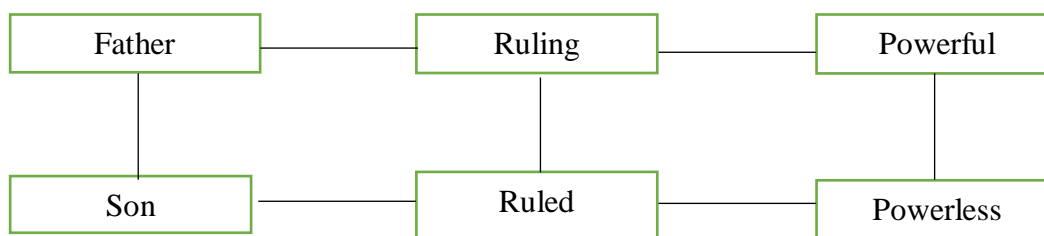
#### **4.2.2 Bo's Father's Discriminating Parenting and Its Impact on His Symptoms of Asperger Syndrome**

There are some binary opposition that I found between Bo and Bo's father to know how Bo's father was treating his child as a family. The first binary is known from the status of Bo as a child and Bo's father as a father.

“Where has that boy gone off to?” Dad asks. He scowl at the dispersing crowd. (Revis, 2016:22)

Bo's father was a straight and workaholic person. He was responsible for Bo's life. In the quotation above, Bo's father called him 'that boy' which is clear that his status in this novel is a father who had a superiority over his children. On the other hand, it is very clear that Bo's status in here was a child who was shaped by his parents to reach their goals that Bo became a good son. As the result of this binary opposition, Bo was subordinate to his father. He had to listen and follow the rule

well. Meanwhile, Bo's father was the dominant. Parents usually have to prepare their children's future for the best.



*Figure 4.1 Binary Oppositions between Bo and Bo's father in the Novel*

The second binary opposition is being ruled and ruling. Bo's father had authority to shape his children to become the same person as his father wanted. He cooperated with Bo's teacher named Dr. Franklin to control Bo when he went back home.

“We have to keep an eye on you,” Dad says, his attention on the hinge. The drill whirs, and one screw is out. (Revis, 2016: 118)

After Bo moved to the new school, he only went back home on weekends. Every weekend, Bo's father picked up Bo from his school to their house. This weekend was different from the previous weekend, because Dr. Franklin gave a report to Bo's father before they went home. Furthermore, Bo's father took Bo's room door away, so everyone in the house could keep an eye on him for his safety. The thing that he had to do was to listen to his parents. The result from this binary opposition is that Bo lost his freedom and privacy.

The last binary opposition was power and powerlessness. How Bo's father treated him was without no reason, but Dr. Franklin's advised. One day Bo used his

laptop for searching the way he save Sofia by collecting information about timestream.

Dad came into my room one day—remarkably easy to do when you only have to sweep aside a curtain—and took my laptop. He just took it. I was in the middle of using it, and he just lifted it out of my grasp and walked away. I’m not sure if that was during one of the moments when he could see me or not. (Revis, 2016:250)

The next, his father took his laptop in the middle of Bo was using it. It made Bo confused, but he could not do anything and had no power to fight against his father. The opposite, Bo’s father had power to confiscate Bo’s laptop with no conversation on it. He took Bo’s laptop because Bo was searching something that did not make sense to his father. While Bo’s father just lifted it out of Bo’s grasp and walked away, Bo thought that his father never noticed him. It is the common thing in family thing that parents have right to regulate their children. The rule in family is that each child who was born has to obey their parents.

#### **4.2.3 Phoebe’s Discriminating Attitude toward Bo as a Brother with *Asperger Syndrome***

Besides, Bo’s father, I also found the binary opposition between Bo and Bo’s little sister named Phoebe to know how she was treating him differently as brother. The first binary opposition was being dependent and independent.

Because I’m me and you’re you, I want to say. Because you get to have the unknown. That’s why everyone keeps asking me what I’m going to do when I graduate—because they want some level of certainty with at least one of us. No one knows what Bo’s going to do, but everyone knows what my future holds, even if I keep pretending like I have a choice. A nice, respectable, in-state college; a reasonable major that will lead to a career with a salary and a 401(k) and a savings account; a retirement plan. I’m two years younger than Bo,

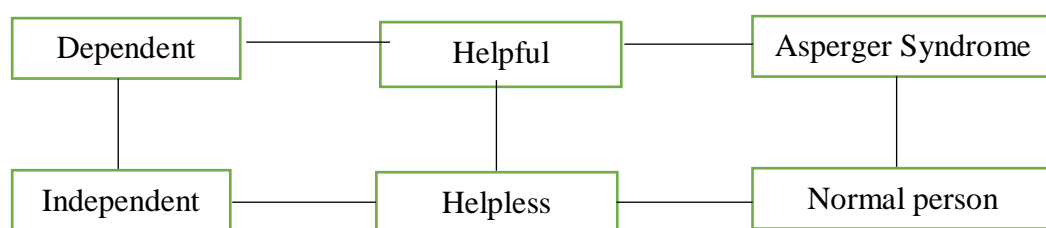
and all I know is that whatever my future entails, there'll be a retirement plan. (Revis, 2016:279)

Phoebe was an independent person because she knew what she did to obey her parents. Her parents did not need to worry about her future. She could take care of herself and could be trusted. In the statement above, she compared her life with her brother, Bo. There was a big difference between both of them. Phoebe felt it was her job to become one of her parent's children who had a prosperous life. She was smart, had a good attitude, and knew how to live life. Meanwhile Bo, he had to get undecided life because he was not thinking and did not much care about future. No one knew what Bo was going to do to his life, since he also had *Asperger Syndrome*.

Besides, Phoebe was more ignorant when interacting with Bo. She just did not think in terms of them being brother and sister. It was like she's the girl who grew up with Bo, and they happened to share the same parents.

What neither of us says is that Phoebe doesn't really care whether or not she has a meal with me. I mean, she's nice enough for a sister or whatever, but it's not like we're close. We just happen to live together and share the same blood type. (Revis, 2016:151)

It can be seen from the statement above that Bo had feeling that Phoebe did not care for Bo. It felt like they were both strangers. They were never close even as brother and sister. Besides, Phoebe thought the way she understood was not better than his friends in his unit at Berkshire Academy.



*Figure 4.2 Binary Opposition Bo and Bo's little sister*

The second binary opposition was helpful and helpless. Since Bo was a person who had *Asperger Syndrome*, he got some help from his unit leader/teacher named Dr. Franklin in the school for children with exceptional needs. On the other hand, as I discussed before, Phoebe was an independent person, so she managed everything by herself without any help.

“I’m glad you’re getting help. I was... I didn’t think that school would change anything, but, I’m glad you’re getting help.” (Revis, 2016:288)

From the quotation, it can be seen that it was no easy living with someone who had special gifts like Bo. In this second binary opposition, Phoebe was treating his brother like he needed help. She talked to Bo that even Berkshire Academy was a horrible place, but it was for Bo’s health and it was going to make Bo better again.

Dr. Franklin added that Bo had had some troubles at Berkshire lately, and he as teacher and psychiatric had struggled to connect with Bo. He thought he had established trust in Bo, but he seemed to be closing himself off from everyone more and more.

“It’s not easy living with someone who has special needs, like your brother. Sometimes it can feel as if you’re overshadowed,” Dr. Franklin says. (Revis, 2016:222)

Phoebe who heard that quotation from D. Franklin agreed because her relationship with Bo was not going well. Dr. Franklin asked if Phoebe also needed help or not,

but Phoebe definitely said no because she did not have issues that made his family worried.

The last binary opposition was Asperger Syndrome and normal person. Bo had issues called Asperger Syndrome that made him create the new reality. He even wanted the true reality not to be that. Meanwhile, Phoebe was a normal person who had a normal daily activity, had relationship with her friends and her parents.

Even though we all have different powers, the Doctor guides us in the basic of controlling them. The same principles apply. This always been the point of Berkshire: to give students the control they need to blend with society. He's not training us to be superheroes or anything like that. We're not going out into the world to wear capes and masks. The Doctor just wants us to go out into the world without breaking it (Revis, 2016:36).

Bo lived in his own reality which believed that he had powers like his other friends in his unit. Dr. Franklin served as a psychiatric, but in fact he acted as the person who had more control over Bo and his friends at the school. Bo learned that the control had a benefit later for him to blend with society.

Different from Phoebe, Bo was rather jealous of her because she was a normal person and it made her life easy. Bo described Phoebe's life was everything his parents wanted.

It'd be easier if I were like her. She's everything my parents ever wanted. Ambitious, driven, studious, and—most important of all—normal. (Revis, 2016:124)

It can be concluded that Phoebe who was an ambitious, driven, studious, and normal person would be great than having weird gifts. It was like Phoebe was a totally daddy's girl, with the brilliant and luck fate. Besides, Phoebe had designed her

whole life to make people love her, from their parents to college admissions officers. Bo could not ever excel the perfection of Phoebe.

In Phoebe side, she as normal person had right to get reward from her parents. She also compared her life with his brother, Bo. For her, it was fair enough for her to get reward because Bo got sent to a fancy school with big cost.

This car was my reward for being the normal child. Mom didn't phrase it like that, of course she didn't, but it's the truth. (Revis, 2016:121)

This statement clearly showed how jealous Phoebe was because she deserved much better than Bo. It was always so unsettling, the way everything changed when Bo came home every weekend. During the week, when he was gone to Berkshire, life was normal: school for Phoebe, work for Bo's father, and whatever her mom busied herself with all day. When Bo was in the house, everything was so much quieter, so much heavier.

Phoebe ever felt scared of Bo because he lost his control. It was not easy to get conversation with people who has *Asperger Syndrome*. For her who was a normal person had better avoid Bo than talk to him. She even did not know how to understand him.

“Bo was a lot angrier before he came here,” I say. “I don't know if even he realize it. He always seems like two people to me; most of the time he's really chill, but if one little thing goes wrong, I's like he loses control.” (Revis, 2016:225)

It was the quotation that describe Phoebe and Dr. Franklin's thought about Bo. She explained that her brother was like two people in one body because his feeling was sometimes chilled and sometimes like people who lost control.

### **4.3 Bo's Family's Discriminating Parenting as Power Relation between Family Members**

Power relations are hierarchical ones, inequality and/or dependence on social, cultural, economic, knowledge, or educational status that give rise to power on one side of another party in the context of inter-gender relations so as to prejudice those who have a more vulnerable position. Power relation can be associated with the relationship between superiors and subordinates or forms of social structures, whether they are formal or informal, such as the relationship between workers, teachers and students, directors and artists, brother and sister, father and children, etc.

In the previous explanation about binary oppositions in Beth Revis' *A World Without You* as related to the parent's superiority towards Bo as the adolescent character and Phoebe's superiority as the younger sister towards him. They behaved superior because of some differentiations between their characterizations from the subordinate, who performed their superiority in the higher level than the subordinate itself. To bring reconciliation, there was a possibility for Bo as the subordinate to reverse the binary opposition that was explained before.

#### **4.3.1 Power Relation between Bo and Bo's Father**

The binary oppositions between parent and child are presented to see the idea of the parent's superiority, who was imposed by the father on the adolescent character. But there are also some characterizations of the child in the novel that reverse the idea of the parent' superiority in Beth Revis' *A World Without You*.



In an interview entitled 'Critical theory/intellectual theory' Foucault stated:

“I am not referring to Power with a capital P, dominating and imposing its rationality upon the totality of the social body. In fact there are power relations. There are multiple; they have different form, they can be play in family relations, or within institutions, or administrations (Kritzman, ed., 1998:20)

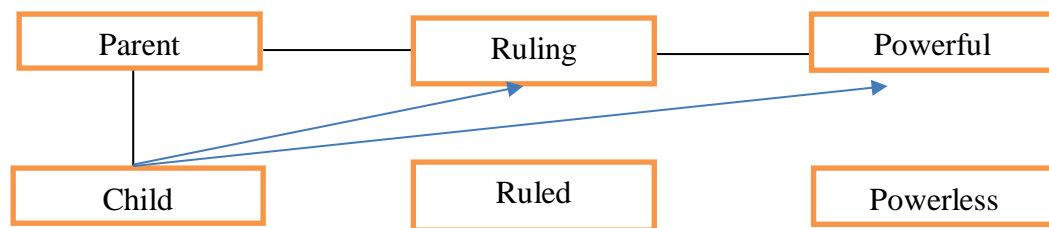
From the quotation above, Foucault explained that power is a major force in all relations within society. It can play within family relations, institutions, or administrations. He did not say that power is simply as a set of relations between the subordinates and the dominant but he said that power is a system of relations spread throughout society.

Power is often conceptualized as the capacity of powerful agents in realizing the will of powerless people, and the ability to force them to do things which they do not wish to do.

There are several important points about power: first, power is conceptualized as chain or as a net, which is a system of relation spread throughout the society, rather than simply as a set of relations between the subordinates and the dominant. And second, individuals not be seen as simply the recipient of power, but as the 'place' where power is enacted and the place where it is resisted. Foucault's theorizing of power forces us to re-conceptualize not only power itself but also the role that individuals play in power relation—whether they are simply subjected to subordination or whether they actively play a role in the form of their relation with others and with institutions.

One of mechanisms which exercises power is discipline. Discipline regulates the behavior of individuals in the social body. This is done by regulating the

organization of space, of time, and people activity and behavior. What is used in the discipline is the systematic scheme to invest power which leads to obedience. This discipline is rather invisible, smoother, and more difficult to be realized by the people. Because, power uses the norms and laws that are abstract, yet has an ability to affect people. Power with discipline does not need to show the condemned body; all it does is enlarging the working area of the norms and laws. Discipline makes the body docile for a docile body is easier to be transformed into any kind of body for the sake's of power (Foucault, 1979:25-23)



*Figure 4.3 Binary Oppositions between Bo and Bo's father in the Novel*

The binary oppositions showed the opposing characterizations of Bo's father and Bo in the novel. Besides, there are some characterizations of Bo as child that could hold the superiority toward Bo's father as a parent. This is the part of post-structuralism which used power relation by Michel Foucault.

The figure 4.1 above shows Bo as an adolescent who was ruled by his father. It was through how his father treated him as a child. For example, Bo's father as a ruling parent tended to urge Bo to obey what he said and ordered. Bo's father took Bo's bedroom's door away so he could keep an eye on Bo's activity in the house (Revis, 2016: 118).

I have two threads in my hand. All I have to do is let go of one and hold on to the other. The one I keep will become my reality, the only truth I know. The one I let go of will be nothing more than a faded dream, an opportunity I never took (Revis, 2016:368)

From the statement above, it happened after Bo proved to everyone that he could travel time and saved Berkshire Academy from fire, but he failed. Then he'd got badly injured. There were two threads that he could choose, the one he chose would be his life, the one he left would be gone.

In this part, he as a subordinate became superior. His superiority can be seen when he finally decided to choose the black thread which was to live in the real world without Sofia instead of the one with a connection with Sofia. This takes an effort to defeat one's egohood and also one's illusion to turn to a more certain foothold.

Besides, when Bo's father gave Bo the point of life about what to do such as getting a diploma, going to college and getting a job, Bo did not want all those things. In Bo's father's opinion as being recalled by Phoebe, Bo's unwillingness to do those activities meant not to want to eat, to breathe, and to live.

And Dad never, ever believed him. Because not wanting diploma-college-job was like not wanting to eat, not wanting to breathe, not wanting to live. (Revis, 2016:228)

In the statement above, it can be seen that Bo was not ruled again by his father. He did not think to go to college or was going to stick around. He had no idea what his father expected from him when he graduated. Sometimes, the way parents treat

their children is not like what the children want, and of course the way children behave to their parents is not what the parents expect.

The next reverse of binary oppositions is being powerful and powerless. Bo as an adolescent was powerless when his father behaved and treated Bo as everything his father wanted. Bo's father as a parent took his laptop when Bo was in the middle using it (Revis, 2016:250).

I play on my phone until well past midnight, but what I really want is a distraction. I want my laptop back, and I'm a little pissed at the way Bo took it. I mean, I don't really care, I wasn't using it, but he didn't even ask. He acted like I wasn't even in the room. And besides, it's mine. (Revis, 2016:271)

Phoebe spoke that statement. Before Bo's laptop was taken away by his father, he opened the drive which contained some folders labeled by the month about the session of Bo's unit with Dr. Franklin. That happened when Bo's girlfriend named Sofia was there alive. Bo also had searched the information and theory of time travel before his laptop was taken away. Bo thought that the theory called string theory talked about each string of time led him to a different place, a different time. But in string theory, the idea was that each string led person to a different reality (Revis, 2016:250). To continue his research about time, he took Phoebe's laptop as a replacement. Phoebe was angry and wanted her laptop back because Bo did not ask to Phoebe as if she was being invisible.

The act of what Bo's had done was represented as a superior person. First when his father took his laptop, he felt he could not do anything but kept quiet. Then, he took away his sister's laptop the same way as his father had done to him. That event

made Bo who was powerless become powerful. He duplicated what his father did to him to show how he wanted to be treated. How he needed the laptop whoever laptop it was, made him not much care about the consequences.

#### 4.3.2 Power Relation between Bo and Bo's Little Sister

The binary oppositions between Bo's little sister named Phoebe and Bo are presented to see the idea of the independent person's superiority, who was portrayed by Phoebe towards dependent person, who was portrayed by Bo. But there were also some characterizations of Bo in the novel that reversed the idea of the Phoebe's superiority in Beth Revis' *A World Without You*.

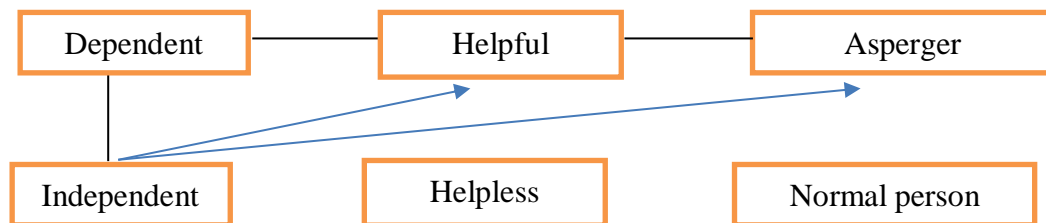


Figure 4.4 Binary Opposition Bo's little sister and Bo

The binary oppositions showed the opposing characterizations of Bo's little sister and Bo in the novel. Besides, there are some characterizations of Bo as a dependent person that could hold the superiority toward Bo's little sister as an independent person. This is the part of post-structuralism which used power relation by Michel Foucault.

The figure 4.2 above, shows that Bo as a brother was dependent. Because he had special needs and was moved to school for children with exceptional needs named Berkshire Academy. All Bo's activity had been taken care of by his parents

from how Bo needed psychiatric to control his emotion and learn how to interact in society. Meanwhile, his sister was independent person through how their parents treated her as a responsible person. For example, Bo's sister was independent person because she always obeyed what their parents ordered. Phoebe did not need her parents' help to do anything in her life, and she as child who always obeyed her parents' rules could undergo her life in society. Phoebe felt it was her job to become one of her parent's children who had certain level in life. She could take care of herself in the society. Their parents never worried about her future (Revis, 2016:279).

Sometimes, grow up with Bo, I feel like I'm invisible.  
How can my family notice me when they have to spend  
all their time watching him? These earrings remind me  
that I'm more than shadow. (Revis, 2016:182)

The statement above said that Phoebe who was independent person wanted to be seen as a child from her parents. She was kind of jealous about how her parents treated her differently from Bo. She had a wish that her appearance would be noticed by her parents not like a shadow, but like Bo. It told that the earrings from her grandma made her be the only person who gave appreciation about her life. But when her grandma died, she became invisible again because her parents were too busy to take care of Bo.

From Phoebe's statement, it can be seen that even Phoebe was independent person, deep down in her heart, she wanted to be treated like Bo, who had been watched all the time. She became dependent person whose conscience wanted to

be listened. She wanted her parents to care about her deeds, her activity, and also took a part to listen to her plan for the future.

My parents were taking Bo to a special concert in the city as a reward for passing all his classes at the end of eight grade. Not acing—passing. Here I was with near-perfect scores, and I did not get a concert. (Revis, 2016:182).

The statement above was Phoebe who said that her parents loved Bo than Phoebe. Phoebe as independent person felt that she did better than Bo in everything, but their parents treated Bo as a golden child because he worked harder than Phoebe. Their parents were taking Bo to a special concert in the city for his reward just because he passed all classes; yet, Phoebe passed all classes and got near-perfect score.

This situation described that, somehow she still needed her parents' good treatment. She wanted her parents to become fair to everything they gave to their children. Not because Bo had special needs, he could get anything he wanted and Phoebe had to give in from the thing, money, and affection.

Furthermore, there was a binary opposition that said that Phoebe was helpless. Phoebe always thought that Bo was a person who needed help about his issues. On the other hand, Phoebe did not need help when Dr. Franklin said he received an order from Phoebe's mother to give Phoebe a session because Phoebe insisted that she did not have problems like Bo.

I want to scream. No. I'm doing everything I know how to do—pulling up AP courses and studying for the SATs while selecting extracurriculars that will look good on

application. But I have no idea what to do after all this works pays off. I don't have any a major picked out, much less a college. I only hope that everything I'm doing means I get to get out of here. I don't care where. I just want to go. (Revis, 2016:44)

She hated to become independent because even she did great in AP courses, she did not know yet what major she wanted to choose in college. She needed help from people surrounding her. She actually wanted to go out because she knew that her parents spent much money to Bo's new school at Berkshire Academy. She needed scholarship because without it, her options were going into debt by taking out student loan or spending a few years at a community college before transferring to a university.

From that binary opposition, it can be seen that Phoebe who was helpless wanted to become helpful. She needed her parents' help to listen when she had no idea about her major after graduating. She did not get help, so it made her want to get out of her house. She did not care where, as long as she could go.

I try not to roll my eyes. I don't know how Bo can stand it here. I hate the mere concept of therapy. What's with people who think you can talk your way out of any problem? Some problems are bigger than words. And some problems don't need to be discussed at all. (Revis, 2016:223)

Dr. Franklin wanted to give a session to Phoebe because of her mother's order. Phoebe did not get the concept of therapy. What about people who think that person can talk her/his way out of any problem. She thought that some problems were bigger than words and some problems did not need to be discussed. Dr. Franklin



said that Phoebe might need help because it was not easy to live with person who had *Asperger Syndrome* like Bo and sometimes it could feel as if Phoebe was overshadowed.

The explanation can be seen that Phoebe as a helpless became helpful. It was more important to know if Phoebe also might have had issues as Bo. Because there are different kinds of stress, Bo was dealing with his problems, but that did not mean Phoebe did not have her own. Her mother treated her like that because although Phoebe was independent person, she was an introvert person when she was with her family.

I was scared because a mother shouldn't have to lock one child in a room to protect her from the other. (Revis, 2016:286)

When Bo was arguing with his father during the fight, Phoebe's mother locked Phoebe to protect her from Bo who lost control. Phoebe was scared that time, because her mother should not have locked one daughter in a room to protect her from her elder brother. For Phoebe it did not need to over react about his father and his brother's fight.

Her mother locked Phoebe because it was for Phoebe's safety. Her mother treated Phoebe as someone who needed the protection from his brother's anger. When Bo was angry, he could control himself and might become harmful. That was way, the binary oppositions of Phoebe had changed from helpless into helpful.

The last binary opposition was between normal person and person who has *Asperger Syndrome*. Bo thought that he had powers as a time traveler and he

created his own reality that his girlfriend was lost in the past because of him, even though his girlfriend named Sofia was already dead because of depression. Meanwhile, Phoebe was a girl who did daily activities cheerfully and attended regular school (Revis, 2016:36).

I don't want sympathy. I want to pretend that I'm just Phoebe. Just Phoebe. Not Phoebe, sister of Bo. Not Phoebe who can do nothing more than watch as everything falls apart around her. Just Phoebe, the junior orchestra geek who participates in too many clubs and doesn't take her eye off the prize: Graduation, College, Escape. I like that Phoebe. (Revis, 2016:84)

Phoebe as an ordinary person always got a social judgement/prejudice from everyone that she was Bo's sister; Bo who had special needs. But Phoebe did not want that sympathy. She just wanted to be herself, Phoebe. She could be strong. Not Phoebe who could do nothing more than watch as everything fell apart around her.

From that statement, Phoebe was tired being a normal person who acted as if she needed sympathy from others. She had her own principles. She did not take her eyes off the prize. She just wanted people to see her as a Phoebe.

I'm so messed up. I'm so messed up, because right now, I'm sort of jealous. I don't have the luxury of allowing myself to break. Bo is Bo. He can do what he wants, be who he wants. But not me. I have to be the good daughter. I have to come home every night. I have to get good grades and have a decent appearance and goals and ambitions that line up with my parents. (Revis, 2016:255)

Phoebe was jealous of Bo because she did not have right to break a rule. She as an ordinary one always did regular activities. She wanted to be like Bo whose life was not mixed up with the structure. She was tired of being a good daughter whose parents always treated her protectively. She was also tired of getting good grades and had a decent appearance and goals and ambitions that lined up with her parents.

From the situation, it can be seen that Phoebe reversed the binary opposition from being dutiful person to being out of the ordinary one. She wanted her life to become full of so much surprise and not to humdrum.

### **4.3.3 Characters' Power Relation and Its Reconciliation**

From the reverse binary oppositions 4.3.1 and 4.3.2 above, their power relation finally brought them reconciliation. Bo and Phoebe fought for their right to be treated as they wanted. On the other hand, Bo's father as a parent also wanted his children to obey the rules for their goodness. That reason made them search the point being respectful to each other.

First, the main character, Bo always had fight with his father about everything in family's life. After their fight to see who was the one to listen to and to be listened, who was superior and subordinate, there was a time when they finally achieved reconciliation.

“Glad to be here,” he says, but there's still a little distance in his voice, as if he's not really here, not all the way. His eyes are on Dad, drinking in the dark suit and carefully knotted tie. Bo's not dressed up. He's wearing a plain shirt with no holes in it, though, so I guess that counts for something. But the difference between Bo and my Dad is far better than the way they dressed. (Revis, 2016: 369)

Phoebe's graduation was the best day ever, even there was still a condition when Phoebe saw Bo was not really there, together with the members of the family. Bo looked like his father in his best suit. But, generally he was not dressed up as tidily as his father did. He still became himself who was wearing a plain shirt. But Phoebe felt that it did not matter the way Bo was dressed up. The one and only mattered that Bo was there.

After what happened to Bo at the Berkshire Academy, his father took him back home for recovery himself. The day of Phoebe's graduation, Phoebe was happy because this was the first time, the relation between his father and his brother was far better than before. Finally, Bo's father accepted Bo as his normal son who did not need a special treatment as if he was a prisoner in the house. Furthermore, his father was so proud of Bo because then he could control his emotion and had good behavior.

Second, Phoebe felt tired of being perfect in her family. It was because she never made any decision in her life, but her parents did. After Bo's accident at Berkshire Academy, Bo's father became more attentive to his children's voice as long as it was positive action. It can be seen that Phoebe finally could make decision in her life without her parents' intervention.

I grin at him. "Don't tell Mom and Dad," I say, leaning toward him and lowering my voice. "I did get accepted to NYU, and I'm going there, undecided major for now, but..." I draw out the last word. (Revis, 2016:371)

In the quotation above, it can be seen that Phoebe talked to Bo about her future. Bo knew that his little sister's future seemed a little undecided. When Bo asked to Phoebe about her future, Phoebe grinned at him and told that she did get accepted at NYU, even though she still did not know what major she wanted to choose.

Phoebe's relation with her parents finally brought reconciliation. It was seen at the events when she got accepted at NYU with undecided major, but she was going to defer a year. Her parents supported her with all her decision because she did graduated and was accepted at NYU as her parents' wanted.

## 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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## APPENDICES

### Appendix I

#### Characterization (character profile) in the Novel

#### Character Profile of Bo

Method of Characterization	Details in the story	Categorization	Explanation
Appearance	Dad shakes his head at my ripped jeans and faded black T-shirt. (Revis, 2016:5)	Disrespectful person	Bo seemed to be a disrespectful person by wearing ripped jeans and faded black T-shirt in the memorial service for Sofia. Actually, he did wear that outfit because he knew that Sofia was not dead. For Bo that whole thing was meaningless with its empty words and fragile lanterns. All of this mourning was totally pointless.
Actions	As I head upstairs, I calculate how much time I can focus on saving Sofia. We had a day off with the fake memorial service, but classes resume Monday. I may be able to negotiate some extra time from some of my teacher,	Obstinate	Bo would do everything to save Sofia that he thought having been trapped in the past. He became obstinate because he did not accept the true reality. Bo

	<p>though. Our classes are small and tailored to each of our strengths, paced individually. I'm several lessons behind Ryan in math, but I'm already in a different textbook from everyone else in history. Maybe a little "independent study" during that class would give me some time to work on saving Sofia. (Revis, 2016:33)</p>		<p>who did not accept that created his own reality that Sofia was missing because Bo left her in the past when they both travelled time.</p>
Words spoken by character:	<p>It's not going to stop me from trying, though. I was so close earlier today. Sofia was right there. (Revis, 2016:34)</p>	Ambitious	<p>Bo was trying and nothing could stop him. He was very ambitious and confident about everything concerning Sofia. He calculated the time which enabled him to be so close to Sofia. Even though he failed for many times.</p>
Thoughts	<p>I wish I understood more about my powers. I wish I could say, "I want to be at this place, in this time," and go right back to the specific moment. Instead, I'm always sort of guessing, and everything is a little random, a little</p>	Never give up	<p>He thought the way to save Sofia as soon as possible. He wanted to try again because the more he went back in failed attempts to leave notes, the more he ran the risk of</p>

	uncontrollable. (Revis, 2016: 78-79)		creating tangles and knots in the strings of time. He would ruin the chances if he wasted the time.
Other characters' responses	Before Bo came to the Berkshire Academy, for Children with Exceptional Needs, he and I attended the same high school, and I can guarantee that none of our teachers would have called him a "great kid." Usually late and always inattentive, he barely passed any class other than history. (Revis 2016:24)	Expert person in history lesson	Because he liked history, it made him become an expert or smart person in history lesson. His sister named Phoebe also confirmed that because when Bo was still in the same school with Phoebe, he almost skipped all class except history.

### Character Profile of Bo's Father

Method of Characterization	Details in the story	Categorization	Explanation
Appearance	-	-	-
Actions	Dad lived with his job. He came home every night at the same time, but he was never really there. "Lots of work is good," he'd insist, locking the door to his office. (Revis, 2016:61)	Workaholic	Bo's dad had an office room in the house. He spent much time in his office rather than outside. For him, who did not want the job because it looked like not wanting to eat, not wanting to

			breathe, not wanting to live.
Words spoken by character:	“I don’t want this place on his permanent record, Martha,” Dad had said, ice clinking in his glass. “I don’t want every future employee looking at his resume to know that he’s a freak.” (Revis, 115)	Judgmental	From the quotation, it can be seen that Bo’s father talked to Bo’s mother about Bo’s future. He did not want Bo to have a bad record that influenced Bo’s career in the company where Bo would become an employee.
Thoughts	-	-	-
Other characters’ responses	Dad is an immovable force. He goes in one direction, straight ahead. He can’t handle a kid who doesn’t do that, who sees so many different paths, some of them going sideways or backward. Who doesn’t accept that things are the way they are. (Revis, 2016:227)	Determinant person	Bo’s father also was a determinant person for his children. Bo and Phoebe had to follow his rule if they did not make some trouble. Bo’s father thought the way he led his children would bring them success in the future life.

### Character Profile of Phoebe

Method of Characterization	Details in the story	Categorization	Explanation
Appearance	I never really figure out make up, and I	Beauty girl	It can be seen when Phoebe

	<p>feel most at home in T-shirt and jeans, but I like to look nice. Put together, my grandmother would call it, although she wouldn't say it about me now. Put together to grandma was a button-down blues and a skirt, not a navy blue T-shirt with a elephant on the front and jeans that are ragged at the bottom because my short legs have walked the hem off. (Revis, 2016:180)</p>		<p>used make up, she felt liked to look nice. She also put it together with blues and a skirt.</p>
Actions	<p>I know the way things work. Just like playing the notes to Bach on the cello, I can play the teachers and the classes. It's easy to see just how to act, how to be, how to get by in high school. I understand the patterns. (Revis, 2016:84)</p>	Smart person	<p>Phoebe knew how to act, how to be, how to get by in high school. She always got a good score in every lesson in her school.</p>
Words spoken by character:	<p>I'm so messed up. I'm so messed up, because right now, I'm sort of jealous. I don't have the luxury of allowing myself to break. Bo is Bo. He can do what he wants, be who he wants. But not me. I have to be the good daughter. I have to come home every night. I have to get good grades and have a decent appearance and goals</p>	Jealous	<p>Compared to Bo, Phoebe was an obedient. She felt her parents were unfair because for the first in Phoebe's life, she wanted to be like Bo who lived with his kinetic gift, break the rule</p>



	and ambitions that line up with my parents. (Revis, 2016:255)		of being good children's image, and free to do anything. She wanted the freedom to choose.
Thoughts	I want to scream. No. I'm doing everything I know how to do—pulling up AP courses and studying for the SATs while selecting extracurriculars that will look good on application. But I have no idea what to do after all this works pays off. I don't have any a major picked out, much less a college. I only hope that everything I'm doing means I get to get out of here. I don't care where. I just want to go. (Revis, 2016:44)	Being oppressed	She felt that she did what her parents wanted, but the truth was she wanted to escape as far as she could. She felt that her parents pushed her because at least there was one child in the house whose academic records was certain. She wanted to express herself on her own terms.
Other characters' responses	But Phoebe's the exact opposite. She just doesn't think in terms of us being brother and sister. I'm just a guy who grew up with her, and we happen to share the same parents. (Revis, 2016:61)	Stranger	Bo said that he and Phoebe was the exact opposite. They had relationship just because they grew up together and share the same parents, nothing more.

### Character Profile of Dr. Franklin

Method of Characterization	Details in the story	Categorization	Explanation
Appearance	<p>Dr. Franklin, my unit leader, hurries outside and down the brick steps. His gaze fall on me, and something in his face eases; the lines around his eyes soften, and his jaw unclenches. “Come on”, he says to me, his voice gentle. (Revis, 2016:4)</p>	Gentle man	<p>He as a teacher showed a good attitude and led his students as good as he could. He had tender eyes, calm manner, and gentle voice. He had given Bo the smarmy sympathetic smile as a person who knew Bo so well about Bo’s feeling when Sofia’s dead.</p>
	<p>A tall black man with a thin mustache and old fashioned waves in his hair approaches us. He holds out his hand for my dad to shake, and mom greets him a smile. (Revis, 2016:22)</p>	Kind person	<p>Dr. Franklin was a kind person and he greeted every student’s parents who came to Berkshire Academy. That appearance made parents feel that his children were</p>

			in the right hands.
Actions	He reaches over and puts his hand over mine. “I’m concerned about you, Bo. And I’m concerned that you’re not processing what happened to Sofia.” (Revis, 2016:294)	Care person	Dr. Franklin said that Bo had to change his medication and looked what it would be impact him. He was very concerned that Bo was not understanding what happened to Sofia. As he thought, Bo still could see the reality because Bo had <i>Asperger Syndrome</i> .
Words spoken by character:	“Control is something we talk a lot about here at Berkshire,” Dr. Franklin adds gently, trying not to break the flow of my words. (Revis, 2016:225)	Guidance	Dr. Franklin guided his student in the basics of controlling emotion. He tried to help Bo facing the truth that Sofia had died. He convinced Bo to understand that Bo could not save Sofia.
Thoughts	“I don’t think Bo ever means to hurt anyone.” (Revis, 2016:226)	Be Positive	He believed that Bo never hurt anyone.
Other characters’ responses	Berkshire is supposed to be our safe place. Sure, it’s	Being investigated	This event happened to Bo’ unit. The

	<p>in a crappy location, but it's safe. If the doctor is willing to work with the government, though... if he's willing to share our secrets, then we're in danger. Every student at the academy, most of the teachers—we'd all be put under a microscope. Tested. Used. Treated like freaks (Revis, 2016:101).</p>		<p>government now was investigating and keeping an eye on Bo's unit. They were going to listening to the session between Dr. Franklin and his unit. If there was a motive that effected other students to do the same things as Sofia, the school had to shut down.</p>
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## Appendix II

## Binary Oppositions between Main Character and Others

**Binary Oppositions between Bo and Bo's Father**

No	Citation	Dominant (Bo's Father)	Subordinate (Bo)	Interpretation
1	"Where has that boy gone off to?" Dad asks. He scowl at the dispersing crowd. (Revis, 2016:22)	Father	Son	In the quotation, Bo's father called him 'that boy' which is clear that his status in this novel is a father who had a superiority over his children. On the other hand, it is very clear that Bo's status in here was a child who was shaped by his parents to reach their goals that Bo became a good son. As the result of this binary opposition, Bo was subordinate to his father. He had to listen and follow the rule well.
2	"We have to keep an eye on you," Dad says, his attention on the hinge. The drill whirs, and one screw is out. (Revis, 2016: 118)	Ruling	Ruled	Bo's father took Bo's room door away, so everyone in the house could keep an eye on him for his safety. The thing that he had to do was to listen to his parents. The result from this binary opposition is that Bo lost his freedom and privacy.
3	Dad came into my room one day—remarkably easy to do when you only	Powerful	Powerless	Bo's father took his laptop in the middle of Bo was using it. It made Bo confused,

	<p>have to sweep aside a curtain—and took my laptop. He just took it. I was in the middle of using it, and he just lifted it out of my grasp and walked away. I’m not sure if that was during one of the moments when he could see me or not. (Revis, 2016:250)</p>			<p>but he could not do anything and had no power to fight against his father. The opposite, Bo’s father had power to confiscate Bo’s laptop with no conversation on it. He took Bo’s laptop because Bo was searching something that did not make sense to his father. While Bo’s father just lifted it out of Bo’s grasp and walked away, Bo thought that his father never noticed him. It is the common thing in family thing that parents have right to regulate their children. The rule in family is that each child who was born has to obey their parents.</p>
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### Binary Oppositions between Bo and Bo’s Sister

No	Citation	Dominant (Bo’s Sister)	Subordinate (Bo)	Interpretation
1	<p>Because I’m me and you’re you, I want to say. Because you get to have the unknown. That’s why everyone keeps asking me what I’m going to do when I graduate—because they want some level of certainty with at least</p>	Independent	Dependent	<p>Phoebe was an independent person because she knew what she did to obey her parents. Her parents did not need to worry about her future. She could take care of herself and could be trusted. In the statement above,</p>

	<p>one of us. No one knows what Bo's going to do, but everyone knows what my future holds, even if I keep pretending like I have a choice. A nice, respectable, in-state college; a reasonable major that will lead to a career with a salary and a 401(k) and a savings account; a retirement plan. I'm two years younger than Bo, and all I know is that whatever my future entails, there'll be a retirement plan. (Revis, 2016:279)</p>			<p>she compared her life with her brother, Bo. There was a big difference between both of them. Phoebe felt it was her job to become one of her parent's children who had a prosperous life. She was smart, had a good attitude, and knew how to live life. Meanwhile Bo, he had to get undecided life because he was not thinking and did not much care about future. No one knew what Bo was going to do to his life, since he also had <i>Asperger Syndrome</i>.</p>
2	<p>"I'm glad you're getting help. I was... I didn't think that school would change anything, but, I'm glad you're getting help." (Revis, 2016:288)</p>	Helpful	Helpless	<p>From the quotation, it can be seen that it was no easy living with someone who had special gifts like Bo. In this second binary opposition, Phoebe was treating his brother like he needed help. She talked to Bo that even Berkshire Academy was a horrible place, but it was for Bo's health and it was going to make Bo better again.</p>
3	<p>"It's not easy living with someone who has special needs, like your brother. Sometimes it can feel as if you're</p>	Asperger Syndrome	Normal Person	<p>The last binary opposition was Asperger Syndrome and normal person. Bo had issues called Asperger Syndrome</p>

	overshadowed,” Dr. Franklin says. (Revis, 2016:222)			that made him create the new reality. He even wanted the true reality not to be that. Meanwhile, Phoebe was a normal person who had a normal daily activity, had relationship with her friends and her parents.
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## Appendix III

## Reversion of Binary Oppositions between Main Character and Others

**Reversion of Binary Opposition between Bo and Bo's Father**

No	Citation	Dominant (Bo)	Subordinate (Bo's Father)	Interpretation
1	I have two threads in my hand. All I have to do is let go of one and hold on to the other. The one I keep will become my reality, the only truth I know. The one I let go of will be nothing more than a faded dream, an opportunity I never took (Revis, 2016:368)	Self-reliant	Respected	In this part, he as a subordinate became superior. His superior can be seen when he finally decided to choose black thread which was live in the real world without Sofia instead of the one with a connection with Sofia. This takes an effort to defeat one's egohood and also one's illusion to turn to a more certain foothold.
2	And Dad never, ever believed him. Because not wanting diploma-college-job was like not wanting to eat, not wanting to breathe, not wanting to live. (Revis, 2016:228)	Ruling	Ruled	In the statement above, it can be seen that Bo was not ruled again by his father. He did not think to go to college or was going to stick around. He had no idea what his father expected from him when he graduated. Sometimes, the way parents treat their children is not like what the children want, and of course the way children behave to their parents is not what the parents expect.

3	I play on my phone until well past midnight, but what I really want is a distraction. I want my laptop back, and I'm a little pissed at the way Bo took it. I mean, I don't really care, I wasn't using it, but he didn't even ask. He acted like I wasn't even in the room. And besides, it's mine. (Revis, 2016:271)	Powerful	Powerless	The act of what Bo's had done was represented as a superior person. First when his father took his laptop, he felt he could not do anything but kept quiet. Then, he took away his sister's laptop the same way as his father had done to him. That event made Bo who was powerless become powerful. He duplicated what his father did to him to show how he wanted to be treated. How he needed the laptop whoever laptop it was, made him not much care about the consequences.
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### Reversion of binary Opposition between Bo and Bo's Sister

No	Citation	Dominant (Bo)	Subordinate (Bo's Sister)	Interpretation
1	Sometimes, grow up with Bo, I feel like I'm invisible. How can my family notice me when they have to spend all their time watching him? These earrings remind me that I'm more than shadow. (Revis, 2016:182)	Independent	Dependent	From Phoebe's statement, it can be seen that even Phoebe was independent person, deep down in her heart, she wanted to be treated like Bo, who had been watched all the time. She became dependent person whose conscience wanted to be

				listened. She wanted her parents to care about her deeds, her activity, and also took a part to listen to her plan for the future.
2	I want to scream. No. I'm doing everything I know how to do—pulling up AP courses and studying for the SATs while selecting extracurriculars that will look good on application. But I have no idea what to do after all this works pays off. I don't have any a major picked out, much less a college. I only hope that everything I'm doing means I get to get out of here. I don't care where. I just want to go. (Revis, 2016:44)	Helpless	Helpful	She hated to become independent because even she did great in AP courses, she did not know yet what major she wanted to choose in college. She needed help from people surrounding her. From that binary opposition, it can be seen that Phoebe who was helpless wanted to become helpful. She needed her parents' help to listen when she had no idea about her major after graduating. She did not get help, so it made her want to get out of her house. She did not care where, as long as she could go.
3	I'm so messed up. I'm so messed up, because right now, I'm sort of jealous. I don't have the luxury of allowing myself to break. Bo is Bo. He can do what he wants, be who he wants. But not me. I have to be the good	Un-normal person	Normal person	Phoebe was jealous of Bo because she did not have right to break a rule. She as an ordinary one always did regular activities. She wanted to be like Bo whose life was not mixed up with the structure. She was

	<p>daughter. I have to come home every night. I have to get good grades and have a decent appearance and goals and ambitions that line up with my parents. (Revis, 2016:255)</p>		<p>tired of being a good daughter whose parents always treated her protectively. She was also tired of getting good grades and had a decent appearance and goals and ambitions that lined up with her parents. From the situation, it can be seen that Phoebe reversed the binary opposition from being dutiful person to being out of the ordinary one. She wanted her life to become full of so much surprise and not to humdrum.</p>
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## Appendix IV

## Power Relation Finally Bring Reconciliation

No	Quotation	Explanation
1	<p>“Glad to be here,” he says, but there’s still a little distance in his voice, as if he’s not really here, not all the way. His eyes are on Dad, drinking in the dark suit and carefully knotted tie. Bo’s not dressed up. He’s wearing a plain shirt with no holes in it, though, so I guess that counts for something. But the difference between Bo and my Dad is far better than the way they dressed. (Revis, 2016: 369)</p>	<p>After what happened to Bo at the Berkshire Academy, his father took him back home for recovery himself. The day of Phoebe’s graduation, Phoebe was happy because this was the first time, the relation between his father and his brother was far better than before. Finally Bo’s father accepted Bo as his normal son who did not need a special treatment as if he was a prisoner in the house. Furthermore, his father was so proud of Bo because then he could control his emotion and had good behavior.</p>
2	<p>I grin at him. “Don’t tell Mom and Dad,” I say, leaning toward him and lowering my voice. “I did get accepted to NYU, and I’m going there, undecided major for now, but...” I draw out the last word. (Revis, 2016:371)</p>	<p>In the quotation above, it can be seen that Phoebe talked to Bo about her future. Bo knew that his little sister’s future seemed a little undecided. When Bo asked to Phoebe about her future, Phoebe grinned at him and told that she did get accepted at NYU, even though she still did not know what major she wanted to choose. Phoebe’s relation with her parents finally brought reconciliation. It was seen at the events when she got accepted at NYU with undecided major, but she was going to defer a year. Her parents supported her with all her decision because she did graduated and was accepted at NYU as her parents’ wanted.</p>

