THE VIOLENCE SUFFERED BY BETH IN ANGELA MORRISON'S *SING ME TO SLEEP*

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK

IBRAHIM MALANG

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THESIS

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2021

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I state that the thesis entitled **"The Violence Suffered by Beth in Angela Morrison's** *Sing Me to Sleep***"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 9 December 2021

The researcher

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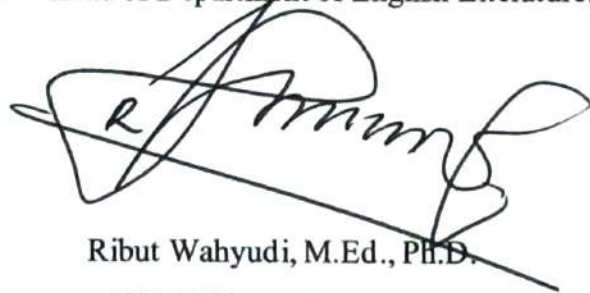
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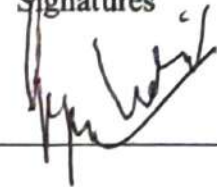
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MOTTO

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وَانْصَبْ فَإِنَّ لَذِيْذَ الْعَيْشِ فِي النَّصَبِ

إِنِّيْ رَأَيْتُ وُقُوْفَ الْمَاءِ يُفْسِدُهُ # إِنْ سَالَ طَابَ وَإِنْ لَمْ يَجْرِ لَمْ يَطِبِ

(الإِمَامُ الشَّافِعِيُّ)

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Berusahalah, karena nikmatnya hidup itu ada dalam usaha

Sesungguhnya aku melihat diamnya air itu membuatnya menjadi buruk.
Air itu menjadi baik jika mengalir, dan menjadi buruk jika tidak mengalir.

"IMAM SYAFI'I"

DEDICATION

Alhamdulillahirabbil'alamin, all praise, and thank Allah.

This thesis is proudly dedicated to:

My beloved parent,

Ahmad Yani and Ai Kartini who never stop giving me support and pray

the best for me.

Thank you so much for your love, patience, and everything.

My sisters, Nur Az-Zahra and Nur Khalisa, I'm sincerely grateful

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Finally, I hope this thesis will benefit the readers, and as a human being, the researcher realizes that there are still many theses writing weaknesses and mistakes.

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ABSTRACT

The issue of violence against women has become an essential issue for the international community. Violence is often perpetrated by men who think that they are stronger, more superior, and higher in degree when compared to women. The researcher took data from the novel Sing Me to Sleep by Angela Morrison. In studying and analyzing this novel, the researcher uses the theory of violence from Johan Galtung. In this study, the researcher made a research question: What is the violence experienced by the main character in the novel Sing Me to Sleep? The researcher uses the theory of violence from Johan Galtung to identify the violence. Johan Galtung (1990) divides violence into direct violence, structural violence, and cultural violence.

The result of this study is that there is a lot of violence experienced by Beth, especially in her school environment. There are many direct physicals, psychological or sexual violence against Beth, such as beating, pushing, bullying and humiliation, and being sexually harassed. Apart from direct violence, there was also structural and cultural violence. Structural violence occurs in a school environment which should be an institution where lessons and etiquette are taught. Meanwhile, cultural violence stems from values and norms that place men as decision-makers and have power. Beth became the object of violence from men because, in general terms, women were deemed to be weak and inferior.

ABSTRAK

Isu kekerasan terhadap perempuan menjadi isu penting bagi dunia internasional, kekerasan kerap dilakukan oleh kaum laki-laki yang menganggap bahwa mereka lebih kuat, lebih superior lebih tinggi derejatnya jika dibandingkan dengan kaum perempuan. Dalam mengkaji dan menganalisis novel ini, peneliti mengunakan teori violence dari Johan Galtung. Peneliti mengambil data dari Novel *Sing Me to Sleep* oleh Angela Morrison. Dalam penelitian ini peneliti membuat sebuah research question yaitu: Apa sajakah kekerasan yang dialami tokoh utama dalam novel *Sing Me to Sleep*? Peneliti menggunakan teori kekerasan dari Johan Galtung untuk mengidentifikasi kekerasan yang terjadi. Johan Galtung (1990) membagi kekerasan kedalam tiga bentuk yaitu kekerasan langsung, kekerasan struktural dan juga kekerasan kultural.

Hasil dari penelitian ini yaitu terdapat banyak sekali kekerasan yang dialami oleh Beth terutama dalam lingkungan sekolahnya. Kekerasan langsung secara baik secara pisik, psikologi ataupun seksual banyak terjadi terhadapnya seperti pemukulan, pendorongan, pembulian dan hinaan dan juga dilecehkan secara seksual. Selain kekerasan secara langsung didapatkan juga terjadi kekerasan secara struktural dan kultural. Kekerasan struktural terjadi di lingkungan sekolah yang mana harusnya menjadi sebuah Lembaga tempat diajarkannya pelajaran dan tata krama. Adapun kekerasan kultural bermula dari nilai-nilai dan norma yang menempatkan laki-laki sebagai pihak pengambil keputusan dan dianggap memiliki kekuasaan atau power. Beth menjadi objek kekerasan dari kaum laki-laki karena dalam anggapan umum perempuan dianggap lemah dan lebih rendah.

مستخلص البحث

حسنى، كريا إ بن. (2021). العنف الذي عانت منه الشخصية الرئيسية في *Sing Me to Sleep* **بقلم أنجيلا موريسون**. قسم الأدب الإنجليزي. كلية العلوم الإنسانية، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج.

المشرفة: **Dr. Hj. Istiadah, M.A.**

الكلمات المفتاحية: عنف، عنف مباشر، هيكلي وثقافي.

أصبحت قضية العنف ضد المرأة قضية مهمة للمجتمع الدولي، وغالبا ما يرتكب العنف من قبل الرجال الذين يعتقدون أنهم أقوى وأكثر تفوقا وأعلى درجة بالمقارنة مع النساء. في دراسة وتحليل هذه الرواية، استخدم الباحث نظرية العنف من يوهان جالتونج. أخذ الباحثون بيانات من رواية *Sing Me to Sleep* بقلم أنجيلا موريسون. في هذه الدراسة قامت الباحثة بطرح سؤال بحثي وهو: ما هو العنف الذي تعرضت له الشخصية الرئيسية في رواية *Sing Me to Sleep*؟ يستخدم الباحثون نظرية العنف من يوهان جالتونج لتحديد العنف الذي حدث. يقسم يوهان غالتونغ (1990) العنف إلى ثلاثة أشكال، وهي العنف المباشر والعنف الهيكلي وكذلك العنف الثقافي.

نتيجة هذا البحث أن بيث تعرضت للكثير من العنف، خاصة في محيطها المدرسي. هناك العديد من أشكال العنف الجسدي والنفسي والجنسي المباشر ضده مثل الضرب والدفع والتنمر والإذلال وكذلك التحرش الجنسي. وبصرف النظر عن العنف المباشر، كان هناك عنف هيكلي وثقافي. يحدث العنف الهيكلي في بيئة مدرسية يجب أن تكون مؤسسة حيث يتم تدريس الدروس وآداب السلوك. وفي الوقت نفسه، ينبع العنف الثقافي من القيم والأعراف التي تضع الرجال في صُنع القرار ويُعتبرون أصحاب السلطة. أصبحت بيث سائقة تاكسي للدراجات النارية بسبب العنف من الرجال لأن النساء بشكل عام يعتبرن ضعيفات وأقل شأناً.

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CHAPTER I

INTRODUCTION

This chapter covers eight points. Those are: background of the study, the problem of the study, objective of the study, scope and limitation of the study, the significance of the study, definitions of key terms, previous studies, and the last point is research method; research design, data source, data collection, and data analysis.

A. Background of the Study

Violence occurs almost every day in the life around us. The violence that occurs in society is often considered the main solution to solving problems. Although many already know the losses incurred are greater than the benefits that will occur, reality does not show a decrease in the number of events. Violence appears in various areas, with various methods and motives of violence being carried out. The word 'violence' is commonly used to describe several issues related to treatment or actions that are considered unpleasant, inhumane, challenging to certain norms/values or laws, or something that is against our will. This word is then predicated or associated with other words to explain the problems of treatment or action above in certain contexts, such as political violence, economic violence, state violence, domestic violence, violence against women, violence against children, etc. Violence against women is an international issue because up to 70% of women experience violence in their lives (WHO, 2009). This means that violence has occurred in every country globally—across races, cultures, and ethnicities.

Although many studies study violence, this cannot reduce the amount of violence that occurs in the case of women.

Violence is a term that is familiar to our ears, and when we hear the word "violence", most of us will direct it to a terrible, frightening, painful, or even deadly event (Martono, 2012:1). Violence is a violation of human rights. Every day more and more media are reporting cases of violence. Both print media and electronic media. In cases of violence, anyone can become a victim.

Human Rights (Human Rights) are rights owned by every person solely because he is a human being regardless of nationality, nationality, race, ethnicity, language, gender, sexuality, and ability (Heroepoetri, 2011). But in many cases reported, the victim is a woman, while the perpetrator is a man. Violence against women is the most heinous of human rights violations. Therefore, it is not wrong if acts of violence by the United Nations (UN) organization are crimes against humanity (Hasanah, 2013: 160).

Acts of violence that occur in the community are increasingly disturbing. In resolving a conflict or problem accompanied by acts of violence. In general, acts of violence can be interpreted as the intentional use of physical force or force, threats or actual violence against oneself, another person, or against a group or community, which results in injury or is likely to injure, kill, harm psychologically, abnormal growth or loss. There are many forms of violence, including physical violence, verbal violence, psychological violence, economic violence, symbolic violence, and neglect. Violence can be carried out by individuals or groups, haphazardly (in

conditions of urgency), or organized. Violence can occur in the household environment, public environment, office environment, and even school. Violence happens in education, which is a safe place for students to get an education. There has been a lot of violence in the educational environment lately. A school environment is a place for children to get education guidance, a safe and comfortable home with the help of direct supervision by parents, teachers, and the surrounding community.

Women are interesting to talk about. The female figure is often discussed and used as an image object in literature. The woman is a figure who has two sides. Women are beautiful. Her charm can drive boys crazy. On the other hand, she is considered weak. Strangely, that weakness is used as an excuse by evil men to exploit its beauty (Sugihastuti, 2010). According to Susilastuti (2010), whatever its flow and wherever it is appears due to its existence. Gender prejudice tends to subordinate women. Women are put on the second number because they are universally different from women because of the assumption that they are universally distinct. The differences are limited to biological criteria and social and cultural criteria.

One of the novels that raise the issue of women is the novel *Sing Me to Sleep* by Angela Morrison. This novel, which was published in 2010, tells of the much violence experienced by Beth, especially in their school environment. In Angela Morrison's novel, there is a lot of mistreatment and violence against the main female character. Such as ridicule, bullying, physical violence, and so on.

Violence is a behaviour that aims to injure someone physically and psychologically. Violent behaviour can be done verbally, directed at oneself, others, and the environment (Keliat, 2012). As a result of violence, it can cause wounds or scars on the body, and there can be minor injuries or severe injuries and even lifelong disability due to non-functioning body parts and even paralysis, and this can lead to death (Eleanora, 2018). Violence against human rights is an act that is contrary to human rights because violence impacts the victim in the form of physical, psychological, and social injuries. The impact of violence against children will traumatize the victim, thereby disrupting social functioning in daily life activities. According to Suhandjati (2004), a person is said to be a victim of violence if he suffers physical harm, injury or psychological violence, emotional trauma, seen from the legal aspect and socially and culturally. Along with these sufferings, there can also be loss of property.

Johan Galtung became one of the critical thinkers in this century related to his writings on peace and violence. His work has become a reference for academics, NGOs, policy makers, and even politicians in many countries. Galtung's thoughts, which Mahatma Gandhi inspired, contributed to efforts to realize peace, which according to him, was not only negative peace but also positive peace. Johan Galtung's concept of violence, which includes direct violence, structural violence, and cultural violence, is essential to identify the sources of violence and their impacts, making it possible to find a more comprehensive solution. Johan Galtung's concept of violence has been widely accepted in Peace Studies (Bufacchi,

2005:193-204). His theory will analyze the violence experienced by Beth in *Sing Me to Sleep*.

Angela Morrison is a novelist who was born and raised in Washington. She is a graduate of Brigham University. Her published work is outstanding. *They slipped, Unbroken Connection, Taken by Storm, Cayman Summer*, and *Sing Me to Sleep*. All of her works tell love stories. She wrote several literary works because she was inspired by her previous readings, such as Jane Austen, Actors and Housewives by Shannon Hale, and many other works and life factors that she experienced. Besides writing novels, Morrison is also interested in writing poetry and some lyrics. Morrison put some of his beautiful lyrics into this Sing Me to Sleep novel to embellish the story. Apart from being a writer and lover of literature, she is also active as a singer in a choir.

Sing Me to Sleep tells the story of a 17-year-old girl named Beth undergoing grade 2 studies at Port High School, Michigan. Beth was born with red and purple patches on her face, so she looks different from her friends. Beth is often humiliated by her friends at school. Her friends called Beth the beast because of her scary face. They constantly harass and attack Beth at school. Nobody wants to be friends with Beth except Scott.

Scott is Beth's only schoolmate who accompanies and looks after Beth. Behind her ugly face, Beth has a beautiful voice. Because of that, she was able to join the choir. Along with her debut in the choir, she volunteered to be a soloist and participated in the choral Olympics in Lausanne, Switzerland. On her way to the choir, Beth gets close to a young man named Derek, but the closer Beth gets to

Derek, the more distant she seems. Then Beth discovers that Derek has been hiding a dark secret from her. That's roughly a piece of explanation about this novel. It tells about the imperfection of the main character, who gets a lot of violence in his school environment.

The researcher uses Johan Galtung's Theory to analyze Beth as the main character in this study. Beth got many unpleasant treatments that could damage her mentally as a human who should receive the same treatment. The researcher tries to describe and see what treatment Beth got. Human rights apply anytime, anywhere, and to anyone to be universal.

Several studies discuss the novel Sing Me to Sleep, which most researchers discuss and examine in terms of the main character's struggle and her existence as a woman. The previous research that the researcher used as research material was Choices in Life Reflected in Angela Morrison's Sing Me to Sleep Novel (2010): An Existentialist Criticism in this study (Yantiningsih, 2013), the researcher focused on Beth's life choices as the main character. This will be used as additional material to broaden the researcher's perspective in seeing and examining the main female character in living her life.

The previous research discussed this novel was a study entitled Struggle of Woman in The Novel *Sing Me to Sleep* by Angela Morrison, the Analysis of Feminism (Sudarni, 2017). This study aims to discover women's struggles to get their love in the novel *Sing Me to Sleep*. This study uses a qualitative descriptive method and focuses on Johan Galtung's theory. The researcher finds that there are

three kinds of women's struggles. Namely, the first is the struggle to accept the reality of life, the second is the struggle to achieve the dream, and the last is the struggle in the form of affection and the struggle to get his love. The implication of this research is to provide further information.

The researcher conducted this study because it is interesting to examine the violence in the main character Beth. Meanwhile, this research tries to analyze it from a different angle to get a different perspective. Both direct and indirect violence using Johan Galtung's theory.

As previously stated, the researcher used Johan Galtung's theory of violence to examine the novel Sing Me to Sleep. This is considered a suitable theory to analyze Sing Me to Sleep because this theory discusses violence clearly and can find the root of the violence. According to Galtung, there are two types of violence: visible and invisible violence. Direct violence is visible violence, while invisible violence is separated into two categories: cultural violence and structural violence. The assumption is that direct violence is the only type in the environment. Direct violence is, in reality, a combination of structural and cultural violence. That is why violence is often presumed as a common thing experienced toward women in the world.

B. Problem of the Study

Based on the background of the study, the researcher proposes one problem: what kind of violence is experienced by Beth in *Sing Me to Sleep*?

C. Objective of the Study

In relation to the study problem, the researcher defines the analysis objective to know the violence experienced by the main character in the *Sing Me to Sleep*.

D. Scope and Limitation

The study intends to answer the problem of the study. Therefore, the researcher makes limits to prevent research from becoming a topic or leading to broader and more vague discussions. It also gives a distinct direction where the analysis goes to. In collecting the data for this study, the researcher focuses on the violence suffered by the Main character in *Sing Me to Sleep* by Angela Morrison in facing the realities of life that occur to her by using an approach following the study. The study is helped by Johan Galtung's theory, which mentions acts of violence have three typologies.

E. Significance of the Study

The results of this study are expected to be useful for the researcher himself and for readers of literary works who are interested in reading literary works that raise issues of violence, especially against women. The results of this study aim to contribute the thoughts of researchers to a large audience of thinkers and academics.

F. Definition of Key Terms

1. Violence is any physical, emotional, verbal, institutional, structural, or spiritual behaviour, attitude, or policy that weakens, controls, or destroys oneself or others. (Galtung, 1990)

2. Direct violence is violence that is carried out openly to hurt certain parties, referring to actions that are related to physical or psychological. Examples of this violence are murder, torture, rape, hostage-taking, bullying, and other violence.

3. Structural Violence: Hidden in a system of institutions or social structures. Both between personalities, between groups of people (societies), between groups of people. Injustice is one of the characteristics of recognizing this type of violence (Galtung, 1996).

4. Cultural Violence: This means the direct and structural legitimacy of violence. almost unrecognizable because the actor or society is committed to making some act a culture. (Galtung, 1990)

G. Previous Studies

There are some previous studies related to this research. The first is a thesis written by Like the first previous study entitled *Violence Suffered by Women in Zana Muhsen and Andrew Crofts "Sold"* (2016) by Dhinoor, is a study about women characters who become the object of human trafficking then felt suffer many times due to slavery. Using the feminism approach and supported by Galtung's theory, this study shows the readers the critical violence supported by

gender perspective, in this case, patriarchy. Man has superiority in the family, whether father or son. They have t h e right to do things for themselves and make decisions. It explains that violence is divided into physical, psychological (verbal and non-verbal), cultural, and structural violence (Dhinoor, 2016). While it focuses on violence suffered by the women's character, for this time, the researcher engages about the causes of violence towards queer characters and how the characters overcome the suffering by using the same theory.

The following previous study is Case of Violence in Education According to Johan Galtung's Perspective by Eny Susilowati which, discusses cases of violence in education. This study aims to see the roots of violence in education using Johan Galtung's theory. This study uses a historical factual research model regarding the character. The object of this study is cases of violence, especially in education. Meanwhile, the formal thing of this study is the main ideas of Johan Galtung. This study indicates that violent cases in education are crisis violence formed because of the structural imbalance in society. As a solution, peace education exists to reduce violence. This study is used as the previous study in this research because it relates to what will be studied, namely the violence experienced by the main character of the novel Sing Me to Sleep, which also occurs a lot in the school environment.

The following previous study was conducted by Risa Anjelitha Ashar with the title Violence Against the Main Character in The Novel *Perempuan Kamar* by Agus Subakir. The novel tells a lot about violence. The novel makes a woman the main character who gets violence. The researcher describes the main character's

violent events from the story's beginning to the end. This study also uses Galtung's theory by focusing on structural violence. This research is used as materials and studies relevant to the violence experienced by the main character in the novel *Sing Me to Sleep*. There are similarities in the Galtung theory, but this *Sing Me to Sleep* research also discusses direct violence and cultural violence.

The next is a study by Marcellina Ungti Putri Utami titled Structural and Personal Violence in *Candik Ala 1965* Novel by Tinuk R. Yampolsky. This study aims to (1) describe the structure of the story builder, which includes the characters, characterizations, and setting in the *Candik Ala 1965* novel by Tinuk R. Yampolsky, and (2) to describe the structural and personal violence contained in the novel. According to Johan Galtung, the analysis of this novel also uses structural and personal violence using the theory of violence. This study found several structural violence and personal violence. This study is used as a study relevant to the *Sing Me to Sleep* study because it has similarities in analyzing a work using Galtung's theory.

And the last study is a study conducted by Tuti Alawiyah with the title Violence in the Novel *Maluku Kobaran Cintaku* Ratna Sarumpaet's. The background of this research is that there is a lot of violence in the novel *Maluku Kobaran Cintaku* by Ratna Sarumpaet. The formulation of this study's problem is how violence is in the novel *Maluku Kobaran Cintaku* by Ratna Sarumpaet. The research object is focused on physical violence, symbolic violence, and structural violence in this novel. This study also uses Galtung's theory to analyze the violence in this novel. This study has similarities in the use of theory and several aspects

studied, so the researcher uses this study in analyzing violence in the novel *Sing Me to Sleep.*

H. Research Method

This includes discussing research design, data sources, data collection, and data analysis.

1. Research Design

This study uses the literary criticism method. The data is discovered by repeated reading and interpretation of a literary work. As an academic activity, criticism is the expression of the reader to work. In other words, literary criticism is only a research design directly related to literary work as the research object. It means an appropriate approach and theory are needed. According to Laurenson and Swingewood (1972). This study is a literary criticism concerned with defining, classifying, analyzing, and evaluating works of literature (Abrams, 1981 cited in Siswantoro, 2005). In other words, literary criticism refers to any kinds of limitless comments from the point of view of structuralism, sociology, philosophy, politics, psychology, cultural studies, and many more.

Violence leaves deep wounds, traumas, which are difficult to heal. In analyzing this novel, the researcher uses the theory of violence and the sociological approach. In this study, the researcher focused his analysis on Johan Galtung's theory of violence to dissect and examine the types of violence experienced by Beth

in Sing Me to Sleep. Galtung classifies violence into three types: direct, structural, and cultural violence.' (Galtung, 1990).

2. Data Source

The data source in this study was Angela Morrison's Novel *Sing Me to Sleep,* published in 2010. The novel is arranged for 33 chapters and has 310 pages. This novel was published by Razorbill, an imprint of Penguin Young Readers Group.

3. Data Collection

In collecting the data, the researcher collected data and classified crucial information from the novel *Sing Me to Sleep* by Angela Morrison. The first element is studying and understanding the novel and its objectives to recognize the content material of the novel. In those steps, the researcher concentrates on obtaining the most purpose of the novel's story. In the second step, take note of sentences or phrases deemed applicable to the study's problem. In the next step, the researcher identifies the data utilized by linking the principle used in the study by searching for data related to violence in the novel and analyzed and classified using Johan Galtung's theory of violence.

4. Data Analysis

After the researcher comprehends and collects the data, the subsequent stage is to examine the data that has been collected. In breaking down this data, the researcher deciphers the data by concentrating on the theory of violence. The researcher categorizes the data according to the research questions. After that, the researcher proceeds to analyze the data utilizing viewpoint by Johan Galtung. The researcher uses a sociological approach because it is appropriate to the title of this study to analyze the violence suffered by the main character in her life. The researcher classifies the types of violence in direct violence, such as physical violence, psychological violence, and last, is sexual violence. In addition, the researcher classified violence based on the root of the violence. Whether including structural violence or cultural violence.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses more the theory used to analyze this novel. The main object of this study is related to Johan Galtung's theory in analyzing the main female character. The Researcher enters previous research related to current research to facilitate and connect as a reference and comparison in the study.

A. Sociological Approach

The sociological theory of literature is an approach that focuses on the relationship between social studies and literary studies. A literary work created by the author certainly has the intention to mention social problems simply. Wellek and Warren (1956) add that literature has a social function of "benefit" that is not entirely personal. Literature is associated with certain situations or specific political, economic, and social systems. The research was conducted to describe the influence of society on literature and its position in society. According to Faruk (2010: 2), the sociology of literature is a multi-paradigm science. That is, in science, several paradigms compete with each other.

Sociology of literature is an approach that departs from an orientation to the universe but can also depart from the author and the reader. According to the sociology of literature approach, literary works are seen concerning reality, the extent to which literary works reflect reality. The fact here contains a relatively broad meaning, namely everything outside the literary work and is referred to by

the literary work. Thus, the sociology of literature approach pays attention to the documentary aspect of literature, with the basis of a view that literature is a picture or portrait of social phenomena. In essence, social phenomena are concrete, occur around us every day, can be observed, photographed, and documented. By the author, the phenomenon is brought back into a new discourse with a creative process (observation, analysis, interpretation, reflection, imagination, evaluation, and so on) in the form of a literary work.

Endraswara, in *Metode dan Teori Pengajaran* Sastra, explains that the sociology of literature is research that focuses on human problems because literature often reveals the struggles of humanity in determining their future, based on imagination, feelings, and intuition (2003: 79). Meanwhile, Faruk (1994: 1) understands that the sociology of literature is a scientific and objective study of humans in society, social institutions, and processes. Furthermore, it is said that sociology seeks to answer questions about how the community is possible, how it works, and why it survives.

The social, religious, economic, political, and family institutions form social structures. Sociology is said to derive ideas about adapting and being determined by a particular society, a review of the mechanisms of sociality, the process of cultural learning in which individuals are allocated and accepted specific roles within that social structure.

Since studies using the theory of structuralism have stagnated, the sociology of literature has developed rapidly. Driven by the awareness that literary works

must function the same as other aspects of culture, literary works must be understood as an inseparable part of the overall communication system. According to Nyoman Kuta Ratna (2003: 332), several things must be considered why literature has a close relationship with society and thus must be investigated about community, as follows.

1. Literary works are written by authors, told by storytellers, copied by copyists. All three are members of society.

2. Literary works live in society, absorb aspects of life that occur in a society that turn, is also functioned by the community.

3. The medium of both oral and written literary works is borrowed through community competence, which naturally contains social problems.

4. In contrast to science, religion, and other customs and traditions, literary works contain aesthetics, ethics, and even logic. The community is very interested in these three aspects.

5. Similar to society, literary works are the essence of intersubjectivity. Humanity finds its image in work.

Sociology of literature can examine literature through at least three perspectives. First, the perspective of literary texts means that the researcher analyzes as a reflection of people's lives and vice versa. The text is usually cut up, classified, and explained its sociological meaning. The second is the biographical perspective, where the researcher analyzes the author. This perspective will relate to the life history of an author and his social background. Third, the receptive

perspective, namely, the researcher analyzes public acceptance of literary texts (Rismayanti, 2020).

The sociology of literature has developed widely. Sociology of literature always appears later, after people study literature structurally. Sociology of literature emerged after structuralism felt saturated or at least had reached a dead end (Suwardi, 2011).

B. Concept of Violence

The word violence comes from Latin, which means force (violence). In terminology, violence is defined as the behaviour of parties involved in a conflict that can injure the opponent of the conflict to win the conflict. Violence means power. According to John Hagan (1981), Violence is a form of one person's action against another party that results in pain and changes physically and psychologically. According to Robert Audi (2001), Violence is an attack or abuse of physical force against a person or animal; attack or destruction, very violent, cruel, and vicious destruction of property or something that has the potential to become someone's property.

Violence indicates the existence of pressure beyond the object's ability to be affected by violence and can result in physical, psychological, or psychological damage. Violence is an expression, whether done physically or verbally, which reflects acts of aggression and attacks on one's freedom or dignity that can be carried out by individuals or groups of people (Junaidi, 2017). Individuals' forms

of violence include violent treatment using physical, psychological, sexual violence (harassment) by someone in their environment (Simon, 2006).

Galtung theory is a concept that is often used to learn about violence, namely Johan Galtung's Triangle of Violence (1990), namely direct violence, cultural violence, and structural violence, to identify forms of violence. Direct violence can take many forms. Its classic form involves physical force, such as murder, torture, rape, and sexual assault. In addition to direct violence, Galtung emphasizes another form of violence, namely structural violence, which is not perpetrated by individuals but is hidden within a smaller or larger structure. Furthermore, Galtung defines cultural violence as the prevailing attitudes and beliefs taught about power and violence since childhood in people's daily lives.

Violence is any physical, emotional, verbal, institutional, structural, or spiritual condition, as well as behaviour, attitudes, policies, or conditions that weaken, dominate or destroy ourselves and others (Galtung, 1971). Conceptually, Galtung's triangle of violence is related and influences each other. Cultural violence and structural violence lead to direct violence. Direct violence also strengthens or exacerbates structural and cultural violence. Direct violence is physical or verbal appears as behavior that does not change because its roots are culture and structure culture (Galtung, 1990).

Galtung presents a theoretically significant aspect of violence that can lead to reflection, research, and, potentially action, on specific issues. He then proposed the following dimensions:

A. First dimension: physical and psychological violence.

It is essential to discuss these differences because Galtung has stated that violence focuses not only on the physical but also on the psychological. This can be called a fundamental distinction between violence affecting the body and violence affecting the soul. In physical violence, one may find that the victim's ability to perceive truly is reduced or even lost in actual perception (death). At that time, psychologically, the victim is threatened with reduced mental potential. The latter case will include lies, brainwashing, spreading about various types of threats

B. Second dimension: positive and negative approaches.

Regarding Galtung, society can be affected by introducing punishments and rewards. Punishment is something that is given to influence people when they are guilty, while the reward is something that is given to influence them without realizing it. Influencers with a specific goal are implicitly rewarded. People are controlled, not free, and empowered to manipulate.

C. Third dimension: Object side

Galtung argues that all violence needs an object. To explain this statement, Galtung gave an example that if someone throws a stone or tests a nuclear weapon, there may be no violence in the sense that someone will hit or injure themselves, including emotional abuse resulting from the impact of the throwing. Stone. or nuclear tests that may damage the property of others and indirectly destroy property between the owner and the property he owns.

D. The Fourth Dimension: The Subject Side

In this dimension, Galtung emphasizes his argument for the possibility of violence with and without a subject. The case of seeing and knowing the target of violence that occurred directly is called 'direct violence', and conversely, indirect violence is called 'indirect violence'. and cases where the target cannot be seen because the violence belongs to a particular system or structure. called 'indirect violence'.It's called 'violence'. Simply put, the target of direct violence is specific, and the violence is indirect.

E. The fifth dimension: intentional and unintentional.

This fifth dimension provides a broader view of structural violence with little considered and unintended elements. This is because Galtung prefers to view the consequences of an already occurring result of sin rather than the concept of sin associated with Judeo-Christian ethics and Roman jurisprudence. For them, guilt will be determined by the purpose, not the result. There are no random factors. Galtung allows for intentional or unintentional justice from the victim's point of view.

F. The sixth dimension: manifest and latent violence.

There is actual violence, both personally and structurally. Because this is seen indirectly, the theoretical essence of potential realization also goes into the picture. Also, hidden violence is invisible and hidden, but it is quickly revealed at any time. However, this covert violence occurs when circumstances are so volatile that actual enforcement rates rapidly decline. Galtung calls this an "unstable equilibrium" situation.

Mahatma Gandhi inspired Galtung's thoughts on violence. A figure from India who fights for peace. In his thoughts on violence, Johan Galtung describes violence, including direct violence, structural violence, and cultural violence.

1. Direct Violence

Direct violence is carried out openly to hurt certain parties physically and mentally. Direct violence can take many forms. In its classic form, it involves the use of physical force, such as murder or torture, rape, and sexual assault, as well as beatings. Verbal violence, such as insults, is also widely recognized as violence (Galtung, 1971). With basic human needs, the need to live decently lowers the satisfaction of fundamental needs below the existing potential. The threat of using violence is also violence. (Galtung, 1990). A form of violence is carried out directly against the party who wants to be injured or injured. This form of violence tends to be in actions, such as intentionally injuring others, killing others, molesting, and raping.

Galtung offers four basic human needs, which if disturbed, called violence, and people will get negation. By combining direct and structural violence differences, basic needs will help explain more about specific types. It automatically brings man's actual somatic realization as human life under his potential bodily realization. The first is the necessities of life; if people cannot get the conditions of life, they will resort to negation – death. Second, welfare needs, whose negations are misery and comfort. The third is the need for identity. The negation is penetration and segmentation, which are commonly encountered in the

environment. Then the last one, the need for freedom, people will get repression if it is not fulfilled.

a.   Physical Violence

In the case of physical violence, people are physically injured until the murder (Galtung, 1969). According to Carlson, Worden, Ryn & Bachman (2000), stab, grab, jab, kick, bite, hit, hit, choke, threaten, use knives and weapons with fists and objects. Doing is an example of physical violence. Physical violence involves body members as both the perpetrator and the victim. Physical violence causes pain and injury to the victim's body, both minor and serious.

b.   Psychological Violence

Psychological violence refers to harm caused to a victim by acts, threats, or coercive tactics. According to Galtung (1969), psychological abuse is violence that affects the soul, including lies, brainwashing, indoctrination of various kinds, and threats to diminish mental potential. Psychological/emotional harassment may include but is not limited to embarrassing the victim, controlling what the victim can and cannot do, withholding information from the victim, doing something intentionally that makes the victim feel humiliated, isolating the victim from friends, and family. Emotional abuse includes verbal abuse such as yelling, name-calling, blame, shame, establishing, threatening, threatening violence, and controlling behavior. The deprivation of an individual or group of items that are very valuable to what is known as a consumer or owner can be a threat, mentally and psychologically attacking the victim or limiting the movement of people. This

type of violence leaves a hidden mark that is manifested in several forms, such as lack of self-confidence, difficulty building friendships, destructive behavior, withdrawal from the environment, drug and alcohol abuse, or suicidal tendencies.

c.   Sexual Violence

Sexual violence is any act in words or actions by a person to control or manipulate another person and make them engage in unwanted sexual activity. Sexual violence forces or induces another person to engage in unwanted sexual activity without consent. Anyone can experience sexual violence, including children, adolescents, adults, and the elderly. Sexual violence is an act of degrading, insulting, attacking, or other actions, against the body related to a person's sexual desire by force, against someone's will, or other actions that cause a person to be unable to give consent in a free condition. This occurs due to inequality in power relations, gender relations resulting in physical, psychological, sexual suffering or misery, and economic and social harm. Sexual abusers can be acquaintances, family members, people you trust, or strangers. The reasons a person may disagree are fear, age, illness, disability, and the effects of alcohol or other drugs. Sexual violence is defined as any sexual act, attempt to perform sexual acts, comments or suggestions for unintentional sexual behavior or vice versa, acts of violation to have sexual relations with force against someone. (WHO, 2017)

The impact of sexual violence can be broadly divided into three, namely physical impact, psychological impact, and social impact. The physical effects of sexual violence include bruises, cuts, and even tears in the sexual organs. For

women, the most severe impact is pregnancy. The impact of contracting sexually transmitted diseases can also occur. Psychological impacts include suspicion and fear of other people and certain places or situations. The social impact experienced by the victim, especially as a result of stigma or discrimination from other people, causes the victim to want to isolate himself from society. This feeling arises due to low self-esteem because he is a victim of sexual harassment, so he feels worthless, unworthy, and unworthy of hanging out with his friends.

2. Structural Violence

In addition to direct violence, Galtung emphasizes another form of violence, namely structural violence, which is not perpetrated by individuals but is hidden in smaller and broader structures. As part of exploitation, penetration, marginalization, and fragmentation reinforce the structure that hinders formation and mobility from fighting against exploitation. First, penetration imparts a particular view to the weaker group, combined with segmentation, giving a very partial view of what is happening. Further, marginalization keeps the more vulnerable groups out of bounds, combined with fragmentation to keep the underdogs at a distance from one another. All four operate within a gendered context, even when women do not necessarily have higher rates of death and misery. And in fact, women may have a higher life expectancy than men if they can avoid abortion due to sex selection, infanticide, and vulnerability to death in childhood (Galtung, 1990). Aspects of culture, the symbolic environment in which we live, such as religions and ideologies, language and art, empirical sciences, and

formal sciences (logic, mathematics), can be used to justify or legitimize direct violence or structural violence (Galtung, 1990).

Structural or indirect violence is much less obvious to know. Because according to Galtung, this type of violence is hidden in a particular system with no specific actors – no one can be held directly responsible for the causes behind it. Although it can be more deadly or even more harmful than direct violence, it is expressed by feelings of insecurity emanating from certain institutions. Galtung said that structural violence is an unequal distribution of power. Here he defines "power" as equal to "imperialism" concerning exploitation and repression, which consists of a system of imbalances that has implications for subject and object violence. Galtung stated that the unity of the system gave birth to structural violence. A system that causes humans to be unable to meet human-based needs.

Galtung put forward in his theory about the existence of structural violence and direct violence. It will happen when specific actions affect the four basic needs classes due to extensive dialogue in many parts of the world. Exploitation can be carried out in small relationships – two people, to broader associations – groups, communities, and countries. In general, exploitation occurs when the costs and benefits of economic exchange activities are in a different group. Some groups (top dogs) benefit more than others (underdogs). Likewise, exploitation occurs if there is a disharmony of interests between the exchange partners.

Then, penetration. Galtung defines it as embedding the top dog within the underdog. The top-dog (influencer) here has a significant influence on the

underdog. The top dog takes more advantage and masks the outcome of the power — this idea is overlaid with limiting segmentation seeded with a partial view of what's going on. The last is about marginalization, which keeps oppressed on the outside. Combined with fragmentation, this action drives the oppressed away from one another. The top dogs try to destroy the underdogs. However, all four must also be seen as structural violence in their own right and more specifically as variations of the general theme of structurally constructed repression. (Galtung, 1990)

3. Cultural Violence

In Galtung's perspective, the last type of violence is cultural or symbolic violence. Cultural violence basically cannot be observed through the five senses. Cultural violence is very, very subtle violence. Cultural violence is often considered natural, legitimate, even an obligation to be fulfilled. Cultural violence plays a role so that direct violence and structural violence look right and even seem right to be done. Meanwhile, cultural violence refers to aspects such as religion and ideology, language and art, empirical knowledge, and formal knowledge that can justify or directly legitimize structural violence and direct violence (Galtung, 1990).

Cultural violence is attitudes and beliefs taught in childhood and everyday life about power and the need for violence. This cultural violence leads to direct violence, and structural violence is seen as something that must be done. Meanwhile, structural violence injures basic human needs, but no direct perpetrators can be held responsible. (Galtung, 1990).

Cultural violence studies highlight how direct and structural violence is legitimized. It works by making reality blurry, so people don't see reality as action or fact, not even as violence. It also means the work of cultural violence is to change the moral color of action from red/wrong to green/right or at least to yellow/acceptable; (Galtung, 1990). Cultural violence can hurt other cultural groups. The impact of cultural violence is the same as that of racism. People who experience cultural violence may lose faith in the culture they have adhered to so far. And they began to make themself an uncultured person or become an atheist. And people who used to use the culture as a way of life may have no guidelines for life and lose their direction. Even this can trigger victims to commit suicide. Cultural violence can also come from ethnicity, religion, or ideology.

CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher discusses the violence suffered by Beth in the Novel *Sing Me to Sleep* by Angela Morrison using the theory described previously. The researcher will analyze by entering appropriate data and theory to produce a research result.

A. The Types of Violence in *Sing Me to Sleep*

According to Galtung, violence is any physical, emotional, verbal, institutional, structural, or spiritual behavior, attitude, or policy that weakens, controls, or destroys oneself or others. (Galtung, 1990) In his thoughts on violence, Johan Galtung describes several types of violence: direct violence, structural violence, and cultural violence. Violence in Galtung's perspective focuses or is more determined in terms of the consequences of violence itself and its effects on humans. Violence against women, namely any act of violence based on gender that causes or can cause physical, sexual, or psychological harm or suffering to women, including threats to carry out such actions in public and private life. Galtung sees the problem of violence as a universal humanitarian problem. However, Galtung does not deny that many women are victims of violence, either in the form of direct, cultural, or structural violence, although that does not mean that men have never been victims of violence.

In this study, the researcher uses the Galtung theory to analyze Sing Me to Sleep written by Angela Morrison. There is much violence against Beth in this novel, namely direct violence, structural, and cultural violence. Violence against the main character Beth is often experienced, especially in school. This problem will be discussed and investigated using the Galtung theory of violence.

1. Direct Violence

Violence takes many forms. Its classical form included murder or torture, rape, sexual assault, and beating. Verbal violence, such as insults and profanity, is increasingly recognized as violence. Peace and conflict expert Johan Galtung describe outright violence as an unavoidable disturbance of basic human needs or life, making it impossible or difficult for people to meet their needs or reach their full potential. Threats of use are also considered violent (Galtung, 1990).

Direct violence is divided into several types: physical violence such as beatings, persecution, and others of a material nature, psychological violence, both verbal and non-verbal, and sexual violence, which refers to the orientation of degrading, attacking, and other actions. Against the body related to sexual desire, one's sexual desire, and reproductive function, by force, against one's will. As a woman who has imperfections, Beth often gets directly abused at school. Colby and his friends carried out the violence, which made Beth the object of violence both physically and non-physically. This direct violence will be discussed using the Galtung concept of violence.

a. Physical Violence

In *Sing Me to Sleep*, many types of physical violence are committed in this novel. Physical violence is a type of violence visible. Anyone can see it because there is a physical touch between the perpetrator and the victim. Examples are: slapping, slapping, stepping on the foot, tripping, spitting, cursing, throwing with objects, etc. There are several indications of Physical violence in this novel that the researcher tried to analyze, namely with the following evidence:

> *He blocks me grabs my arm. "That's no way to treat my present." I struggle to wrench my arm out of his grip. He squeezes hard. I look up at him. He's laughing, loving this. His eyes go past me, signaling. (C:4, P:44)*

From the data above, we can see that there is violence that occurs to Beth as the main female character. Her male friends made her an object of violence. Beth was blocked and gripped by her hand so hard she was helpless and unable to let go. This was the direct physical abuse that Beth experienced. As Galtung (1990) states, violence against people hurts and harms the body, mind, and soul. If one of them is injured or damaged, it usually affects the other two through psychosomatic communication.

> *Travis and Kurt appear—grab my arms with their clammy hands and pull them back, hold me pinned, smashed against them. (C:4, P:44)*

In addition to being grabbed and held to avoid moving away. We can know from the evidence above that the perpetrators of physical violence consisted of several people, so she was beaten and pushed from various directions.

Travis and Kurt force me to bend down—hold me there until I open my clenched fist and curl my fingers around the mask. The vinyl is slick and cool—elicits an urge to scream and run. They force me to my feet.
Colby, who is the only guy in school taller than me, takes the mask from my hand and forces it over my head, knocking my glasses and pinning them crooked underneath it. "Wear it until your hair grows back." I can't breathe in there. Can't see. My glasses are jamming into my face. I'm dying to rip the mask off, but my arms are still pinned. (C:4, P:44)

They forced Beth to look down by holding back and pushing her head down so that Beth would come down so they could put on the mask they wanted. It is clear from this text that it identifies that pushing the head gripping is physical violence because the violence is visible and involves the limbs, as described by Galtung.

b. Psychological Violence

Psychological violence refers to harm caused to a victim by acts, threats, or coercive tactics. Psychological harassment may include but is not limited to embarrassing the victim, controlling what the victim can and cannot do, holding information from the victim, doing something intentionally that makes the victim feel humiliated, isolating the victim from friends and family. Emotional abuse includes verbal abuse such as yelling, name-calling, blame, shame, establishing, threatening, threatening violence, and controlling behavior. Through the analysis of psychological violence occurring in the novel *Sing Me to Sleep*, the researcher divided it into two types, namely verbal violence, and non-verbal violence.

1). Verbal Violence

It is a form of psychological violence expressed in words. The conditions of verbal abuse are name-calling, shouting, blaming, insults, humiliation, threats, isolation, threats of violence, and behavioral control. The researcher will discuss verbal abuse in the following data:

> *Sniggering behind me. I don't turn. That's what they want. The sound multiplies. Amplifies. Magnifies into an audience. "Take cover. The Beast is loose." No dying animal moans echoing off the lockers as I walked by. Only silence. Deadly silence. I thought I'd escaped this morning. I should have known. The hunters are on the attack. (C:1, P:11)*

From the evidence of the text above, we can see, and we conclude, that Beth often gets ridiculed by her friends, especially men, and becomes the object of laughter from them, which is pressure for Beth's psychology as a woman. She always feels afraid and uncomfortable about these actions because Beth is depressed. Verbal violence does not leave visible scars. This form of violence is as painful as physical violence. Many studies have shown that victims of verbal abuse can experience severe psychological trauma. Verbal violence: violence that is done through words. For example: yelling, cursing, insulting, labelling, yelling, slandering, spreading gossip, accusing, rejecting harsh words, humiliating in public verbally, etc. Verbal violence is also included in direct violence. Galtung (2013) stated that direct violence is intentional, directed at a specific group or individual, and involves hurting or killing someone, including verbal abuse.

They laugh at that. "Don't worry, Beast. You're too ugly to want to mess with." Colby backs off, and the guys behind let me go. (C:1, P:11)

As explained above, Beth is often a laughing stock as if it were their entertainment material, but on the other hand, Beth is the one who is affected. From the evidence above, we can categorize it as verbal violence because Colby called Beth with words he shouldn't have said, namely, don't worry, Beast. You're too ugly to want to mess with. A word was said to a corner and embarrassed Beth. A word that equates humans to monsters uttered by Colby hurts Beth verbally and humiliates Beth in front of many people. And this belongs to direct violence as described and categorized by Galtung in his theory.

They start to sing, and a nasty voice whisper inside me, He didn't promise you anything. He just wants to see you again. No commitment. The thought consumes me. I barely hear the two numbers they perform. (C:13, P:127)

When Beth finds someone who loves her, namely Derek, a handsome man who has a golden voice like Beth's, Derek is a singer in a famous choir. He has many female fans. So, Beth's friends think Derek is just messing with her. The evidence above explains that his friends told Beth that Derek didn't love and didn't want Beth. Derek was just playing games and didn't want to commit with Beth. Her girlfriend's words against beth are accusing/spreading slander against Beth. Hearing these words made Beth shatter and confused her mind. This can also be referred to as psychological violence in verbal because it causes Beth to be afraid, anxious, and confused.

Damn, she's ugly. My bio-dad's first words when he saw me. It's my only image of him. A shadowy figure bending over Mom wearing a hospital gown, holding a flannel-wrapped bundle in her arms.

Mom didn't hate him enough to tell me that story. She doesn't talk about him—not to me. He played in a rock band. Not a big one. That's all I know. I've seen the picture, though. It's in our family album with the rest of my baby pictures. The only one that survived with him in it. (Prolog, P:9).

Psychological violence that hit her the most is what is written in the text evidence above, which explains the verbal abuse committed by his biological father against her. Damn, she's ugly. Her father said that because he saw Beth was born imperfect, but actually, these words don't have to come out of someone's mouth, especially considering there is a blood bond between him as a father and his daughter, Beth. It affected Beth's psychology as a child. One of the punishments that sometimes parents don't realize is blaming the child with sentences that hurt the child's heart and feelings. The error is repeated until it mentions all the shortcomings of the child. This condition is the beginning of the occurrence of verbal abuse in children. You do this by shouting, scaring, and threatening children. When the child gets this treatment, all of that will be stored in his memory and will shape his character to hinder the child's development. And this is what happened to Beth. Those words made an impression on her, which made her psychologically disturbed.

2). Non-Verbal Violence

It is a type of psychological violence expressed in actions or body language. Examples of emotional abuse include withholding information from the victim, knowingly doing something to make the victim feel humiliated or humiliated, isolating the victim from friends and family, and denying the victim access to money or primary resources. The researcher will discuss nonverbal violence in the following evidence:

> *Crap. There's a naked freshman chained to my locker. No. Not naked. Briefs. Not a good look, kid. Spindly white legs, wimpy chest, shaking arms. Black socks. Maybe his mom didn't do the laundry all spring break, and that's all he's got today. A bike chain encased in lime-green plastic goes through my locker's handle down the poor kid's underwear and out a leg, loops up, locked tight. He could escape if he wanted to streak.*
>
> *Sniggering behind me. I don't turn. That's what they want. The sound multiplies. Amplifies. Magnifies into an audience. (C:1, P:11)*
>
> *The kid's talking again. The press behind me seethes in close enough to hear. "They said the Bea—you—require a sacrifice." He shudders again and looks down at the floor. "Every full moon." The crowd behind us roars. Laughter is supposed to be healthy, uplifting. Not in Port, Michigan. (C:1, P:12)*

The text evidence shows the forms of non-verbal violence experienced by Beth by her male friends. This violence includes non-verbal violence, which also includes psychology. Beth came to her school and found a classmate tied with chains in his locker as if Beth would eat him like an absolute monster. It strikes at Beth's psychology for being treated that way. The text above shows that it is used

as a spectacle and a laughing stock by friends. A laugh is a sense of sadness at school, and she considers it an insult to her. Happiness and laughter should be joy and uplifting, but not for Beth.

> *Squirrel Face. Viper. Boys stealing my glasses every recess. Four pairs got broken. The lenses were so heavy— always popping out. Scott rescued one pair from the boys' bathroom and got beat up for his trouble. "It still haunts my mom." (C:7, P:70)*

From the data above, we can see that Beth is often psychologically disturbed at school because of treatments that interfere with her school activities. As we know above, her glasses are often stolen and damaged, so she has difficulty learning. This treatment happened once and so many times that it bothered her mind. And this includes psychological violence because Beth feels disturbed and uncomfortable. As Galtung explained, threats are also violence, an insult to the mind and soul, creating distortion and despair through fear (Galtung, 2013). Threats of physical violence and indirect threats of mental violence can be characterized as several types of psychological violence because they limit human action (Galtung, 1969).

> *I don't leave my safe stall until the bell rings. I venture out only when I'm sure the restroom is empty. I splash cool water on my face and stare at my blotched, hideous reflection. Meadow and her mom are so delusional. As if a haircut and her cast-off makeup can even make a dint on my ugly.*
>
> *All morning the mask keeps reappearing. Taped to my locker. Slid onto my chair before econ. When it drops on my lunch tray, Scott picks it up and wipes off the chocolate pudding. "They've got to be*

kidding." He folds the mask up and shoves it in his sweatshirt pocket.
(C:4, P:45)

Further evidence indicating that Beth was psychologically abused was that she felt afraid and anxious in the school environment. All the events at her school made her uncomfortable and emotionally disturbed. She is afraid to meet people, especially Colby and her friends, who always make her the object of ridicule and ridicule. The sound of the bell to go home was the thing she was most waiting for. Before class, Colby also put the monster mask on the locker and his classroom chair. This is non-verbal violence that Colby did to Beth, and it can also attack Beth mentally and psychologically.

c.   Sexual Violence

Sexual violence forces or induces another person to engage in unwanted sexual activity without consent. Reasons a person doesn't want to include fear, age, illness, disability, and the effects of alcohol or other drugs. Anyone can experience sexual violence, including children, adolescents, adults, and the elderly. Sexual abusers can be acquaintances, family members, people you trust, or strangers. Sexuality is related to the biological, psychological, sociological, and spiritual variables of life that affect the development of personality and interpersonal relationships. This includes self-perception, self-esteem, personal history, character, concepts of love and intimacy, body image, etc. Sexual violence is a form of forced sexual intercourse against someone. Sexual violence is often found by

coercion by giving promises or lures. Various modes are carried out by criminals to achieve their goals.

All cases of sexual violence experienced by the main character Beth were carried out by men, which is not what Beth wanted. Here the researcher tries to analyze sexual violence with several cases and evidence in the novel, namely as follows:

> *I run toward the girls' restroom—crash into a wall of people watching. Laughter. A hand grabs my butt. I rip the mask off, grab my glasses, and let it fall. Head down, arms wrapped around myself as if that will keep me from falling apart, I scuttle down the hall.*
>
> *My face is wet. Crap. I'm not supposed to let them do that. I crash through the restroom door—startle some smokers. I lock myself in a stall. Colby's truth beats inside me. (C:4, P:45)*

From the statements and evidence above, we can know that Beth was sexually assaulted at school, where Beth was prevented by a group of men, one of whom hit or touched a woman's sensitive area, namely Beth's butts on purpose included in sexual violence. Which is done by men in groups so that Beth can't even fight back because Beth feels scared and helpless. Touching a woman's sensitive area without consent or coercion is an act of harassment because it disturbs and makes the victim uncomfortable and even harassed. This is what happened to Beth at school. She felt annoyed and even felt she was not respected as a woman and even a human who should not get that kind of treatment.

He leans in closer. "I just asked you, stupid." I stare at him. "You want to go with me?" My head shakes back and forth at how impossible that is. "I'm too tall." "And I'm too short." He grins. Crap, this is for real. "Will you make me dance?" "Can you?" His hand, with arm attached, moves to my far shoulder. "I doubt it." He squeezes a hug into a split second. "I can teach you if you want." Scott dances? "I've been to loads of family weddings." (C:7, P:71)

Scott grabs my elbow and pushes me onto the dance floor. He puts his arms around my waist again. I rest my hands lightly on his shoulders, barely touching him. He's staring straight at my cleavage.

"Stop looking at that." "Didn't you wear this dress so I could look at it?" "I wore this dress because Meadow made me." "Thank you, Meadow." "You're creeping me out. Knock it off." "Where should I look?" "How about my face?" He tilts his head back, and we move around in a slow circle. "This isn't going to work. My neck's getting stiff." His eyes drop back to my cleavage. I step on his toes—hard. "Look to the side then." "Whoa. Everybody's staring at us." "Crap." Heat pours up through my body and out through my face. "Just keep dancing." "No, let's sit down. I'm thirsty." (C:8, P:76)

From the data above, we know that this is in the context of dancing, namely between Beth and her best friend, Scott. They compete with each other and sometimes hug each other to the rhythm of the dance song. Still, in the second proof, Beth feels uncomfortable and irritated because Scott's gaze begins to point towards Beth's sensitive part. Namely breasts. This made Beth reprimand him, but Scott's mischievous look remained fixed on Beth's breasts. This includes Scott's intentional and conscious non-verbal sexual assault, and Beth feels so uncomfortable that she stops dancing with him. This sexual act can not only be done by strangers. This case is an example where Scott is a good friend of Beth, but he does things that lead to

sexual harassment. Beth refused by rebuking him for not looking at her breast area. But Scott did it anyway, so Beth got angry and stopped dancing.

> *"She drank one beer too many before the dance." Colby nods toward a girl sleeping at the table beside ours. "So, I can rescue you." He moves his chair closer to mine. I pull away from him. "You're supposed to be grateful." "Get over it, Colby. Let's have the punch line." "How do you know my name?" I stare at him. My brain finally processes what's going on. "You don't know mine?"*
>
> *"If we'd met before, doll"—he rakes me up and down, and I want to slug him— "I'd remember you. Legs like that—a guy doesn't forget." His voice is low. He's trying so hard to be sexy. He leans forward, stares down my dress. "My parents are members here. I can get into the pool." He looks back at my face and raises his eyebrows. "Do you want to go check out the hot tub?" (C:8, P:79)*

The data above shows that Beth also experienced verbal sexual acts, which Colby carried out. Beth felt uncomfortable and disturbed by the actions of Colby, who suddenly came and leaned closer to Beth. Beth has begun to feel uncomfortable and disturbed by Colby's efforts in this context. Then Beth became uncomfortable when Colby invited her to go to the pool by saying that this place belonged to her father to make Beth feel cornered and follow Colby's will in this context to do sexual things that can satisfy Colby's sexual desires. Before previously, he looked at the body of Beth and stuck his body.

Summarizing some of the data related to sexual violence above, we can see that Beth received several treatments that were classified as sexual violence. The first treatment was being touched in the buttocks area by one of her male friends. The second is the indecent treatment of his own best friend, Scott, who always looks

at Beth's breasts with lust. And the last thing Colby did to Beth was to look at Beth as a whole, press her body against Beth, and invite Beth to do harmful things in the pool. All of that is classified as sexual violence because it leads to women's sensitive areas and against Beth's will.

2. Structural Violence

Structural violence is a term commonly given to Johan Galtung, who introduced "Violence, Peace and Peace Research" (1990). It refers to violence where some social structure or social institution can harm people by preventing them from meeting their basic needs. An example is the limitation of women's social roles. Structural violence is not the result of coercion but a direct or indirect consequence of human institutions. in particular, these human institutions are engaged through structures that reflect the unequal distribution of power.

Meanwhile, according to Purwoko (2008), says that structural violence is an action that utilizes the values (views of life, social structure, or cultural norms) of specific groups who are holding the hegemony of power to discredit others. For example, unemployment is due to the system not receiving human resources in its environment, then poor people due to not getting health facilities.

The following are some data indicating structural violence that the researcher is trying to discuss and analyze:

> *I didn't see it coming while I slumped into the hall traffic, sinking lower into my baggy sweatshirt and loose Levi's, my eyes tracing the regular lines in the floor tiles, as I hid behind my long brown frizzed-out mane, face rigid just in case. (C:1, P:11)*

I hold up my hands and back off. "They got you, okay." My eyes sting. They got me, too. "You're safe." I turn and try to push through the wall of unyielding bodies to find the custodian. My eyes are blurry. Crap. (C:1, P:13)

From the data above, we know that where Beth studied, namely at school, violence attacked Beth mentally and psychologically. In a school that should be a place where people are educated and become more civilized. Schools as institutions that educate children and do not distinguish one another must provide justice to students, including teaching attitudes and behavior. An educated person should know what is right and wrong. Colby and his friends often abuse Beth verbally, physically, and psychologically. This makes Beth feel uncomfortable, and there is always a sense of fear and anxiety when in the school environment. This reflects that Beth's school does not have a good system. So, violence often occurs in schools. According to Galtung (1990), structural violence occurs when some groups, classes, genders, or nationalities, are perceived to have more access to goods, resources, and opportunities than these groups, classes, genders, ethnicities, and inequalities. Profit is built into the social, political, and economic systems that govern societies, states, and the world.

"That's enough, people. Don't you have classes to go to?" Mr. Finnley glares, and the masses scuttle off back to the cracks and drains they came from. The Finnster shakes his head and gets busy cutting the chain. "I'll have to report this." That's all I need. Another session in the office. Questions I can't answer.

"Who did this?" Silence. "Who do you think did this?" Who do you think did this? We all know. Colby and his clones are behind everything nasty that goes on here. Nobody names them. We have another assembly about bullying. Nothing changes. (C:1, P:13)

The data above strengthens the previous analysis, indicating structural violence in schools. There has been a report of this case to the school, but no one has spoken about the perpetrators. Even though everyone knows that Colby and his friends did it. They had some kind of agreement not to talk about the oppression, and the school didn't care and investigate the issue. School agencies should play an active role in school order and events because this is an obligation. Violence is created by a system that causes humans not to meet their basic needs. There is a system within the students and the school that has the power because of the majority so that Beth cannot get to meet her needs as a student who should receive lessons and education safely and comfortably.

A day later I'm lurking in the shadows, trying to get from the front door of the school to my locker. I tamed my new hair cut with an elastic this morning. We have to wear our hair up when we perform, so the stylist left the layers long enough for updos and ponytails.

"Hey, Beast." Colby steps in front of me. "What happened to your mane?" I don't answer, keep my eyes down. I study the new Nikes he's wearing. They zip. No laces. Hideous, but on Colby, they're cool. Everyone will want a pair. (C:4, P:43)

We know from the data above that Beth is in an environment that she considers uncomfortable and even scary. Beth seems to avoid meeting people and her friends at school for fear of being verbally and physically abused. The violence

traumatized and disturbed her mind. Back again, the school should be a place to learn to become educated and civilized. But the fact is the opposite, and Beth often gets physical, verbal, and psychological violence. Beth is considered a woman who is weak and has no power or can be referred to as inferior, so she becomes the object of unfair treatment. Schools that should be a place for a child to get an education are where a child gets violent treatment, which could endanger his life. Schools should provide a sense of security and comfort for a child in learning, but often violent incidents occur in schools. This incident indicates that it is included in the category of structural violence. The victim becomes unable to fulfill his basic needs as a human being, which is education/lessons with a sense of security in the school environment.

3. Cultural Violence

The violence that has been understood so far is when human life is influenced by something that causes mental and physical disturbances. In this definition, violence is only related to losing or damaging another person's bodily parts. However, as Galtung said, violence is not limited to that. One of the types of violence described by Galtung is cultural violence, where this type of violence is often not realized by those who commit or are victims of the violence because its nature is not visible compared to direct or structural violence. Cultural violence is defined as an aspect of culture, a symbolic space of our being. you can use examples of religion, worldview, language, art, empirical science, and formal science to use violence or justify direct or structural violence. (Galtung, 1990). Cultural violence

is a trigger for structural violence and direct violence. Because the nature of culture can appear in the two types of violence, cultural violence can come from ethnicity, religion, or ideology.

Here is the data identify the cultural violence that occurs in *Sing Me to Sleep* novel:

> He gets a clean napkin and wipes off the pudding drops splashed on my neck. He doesn't try to joke about it. An awful weight presses on my chest. "This isn't going to work—is it?" Colby made it clear today. I'll always be the Beast *(C:4, P:45)*

These data indicate that Beth often experiences physical, verbal, psychological, and sexual violence. Cultural violence due to acts of violence perpetrated by Colby, Travis, and Kurt. They are men who generally view and become a stereotype in society that men are superior to women. Beth as a woman, is often the target and object of violent treatment by her male friends at school. According to Galtung (1990), cultural violence is those aspects of culture, symbolic spaces of our existence that are exemplified by ideology, religion, language, art, empirical science, and formal science that can be used to justify or legitimize direct or structural violence. As already explained, culture is the legitimacy of structural violence and direct cultural violence.

This cultural violence makes direct and structural violence visible as something right or at least not wrong because of this stereotype that has been attached to us since we were small and is embedded in us. Which here views women

as lower-level human beings and has no power, so they are often used as objects of violence for men.

The quote above shows that culturally, people like to categorize things and create social values. This formation is called hegemonic masculinity, which is always considered by society as a form of holding power over women. However, it also establishes unwritten rules for being human regarding stereotypes and discrimination between men and women.

CHAPTER IV

CONCLUSION AND SUGGESTION

After analyzing Angela Morrison's novel, *Sing Me to Sleep*, Using Galtung's Theory. In this section, the researcher will provide conclusions and suggestions regarding the violence suffered by Beth. In addition, The researcher also offers guidance to readers and further researchers who are related to this research.

A. Conclusions

As for the results of the analysis of the data that has been collected, it can be concluded that Beth, as a woman, has experienced a lot of direct violence, especially at school, such as physical violence, sexual violence, and psychological violence. She received violence, such as being grabbed, forced, pushing, hitting, and others. She also feels verbal and nonverbal violence like being called a monster, a laughing stock, inappropriate words, and psychological threats. Her items are often stolen, so she feels uncomfortable when she is in the school environment and is psychologically disturbed. All actions and violence that Beth experienced were included in direct violence as described and categorized by Johan Galtung.

The results of the structural violence contained in this novel also occur in Beth's school system, where a lot of violence occurs both physically and psychologically. The school was supposed to be a place to teach science, etiquette, and manners, but Beth felt a lot of violence, so she felt uncomfortable and often felt afraid. There has been no concrete action from the school against this violence.

Beth's friends have agreed not to talk about violence, and the school doesn't care and investigates the issue. Structural violence occurred against Beth so that Beth could not fulfill her needs, namely to study comfortably and safely at a school that should provide all these things.

Beth which as a woman, is considered inferior, and they are men as superior, so they feel free and oppress Beth. The result of cultural violence is the subordination of Beth by her male friends who regard Beth as a weak woman and are under their position. In the community's view, they think that women are below the level of men, so women are often the object of male violence. Women and men are the same and have the same opportunities and roles in various aspects of life. This stereotype has been attached and taught since childhood which places that men have more power than women so that women are often used as objects of physical, psychological, and sexual violence.

B. Suggestion

In this study, the researcher only focuses on analyzing the violence suffered by Beth, which is divided into three types of violence according to Johan Galtung, namely, direct violence, structural violence, and cultural violence. In this section, the researcher wants to give suggestions based on the analysis results and data to the reader and the next researcher. What is expected is to analyze more clearly and be more creative in data analysis by presenting text evidence relevant to what is being discussed.

The researcher also hopes that this research can contribute and benefit the academic world and be used as a reference that adds insight to readers and other researchers. The researcher also hopes that further study that will examine this novel will discuss it from an exciting direction and angle by using various theories and perspectives. It becomes a unique attraction in doing research and for readers in general.

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CURRICULUM VITAE

Karya Ibnul Husna was born in Hulu Sungai Tengah, South-Kalimantan, April 24, 1998. He graduated from Islamic Modern Boarding school Al-Ikhlash Kuningan, West Java, in 2017. He continued his studies at the State Islamic University of Maulana Malik Ibrahim Malang with a major in the Department of English Literature at the Faculty of Humanities. Besides speaking English, he is also active in communicating in Arabic. Has an interest in traveling and new things.

APPENDIX

The following are some of the data in the novel that are included in the violence discussed in this study:

NO	The Kinds of Violence	Data
1	Direct Violence	Physical Violence 1. *He blocks me, grabs my arm. "That's no way to treat my present." I struggle to wrench my arm out of his grip. He squeezes hard. I look up at him. He's laughing, loving this. His eyes go past me, signaling. (C:4, P:44)* 2. *Travis and Kurt appear—grab my arms with their clammy hands and pull them back, hold me pinned, smashed against them. (C:4, P:44)* 3. *Travis and Kurt force me to bend down—hold me there until I open my clenched fist and curl my fingers around the mask. The vinyl is slick and cool—elicits an urge to scream and run. They force me to my feet. Colby, who is the only*

guy in school taller than me, takes the mask from my hand and forces it over my head, knocking my glasses and pinning them crooked underneath it. "Wear it until your hair grows back." I can't breathe in there. Can't see. My glasses are jamming into my face. I'm dying to rip the mask off, but my arms are still pinned (C:4, P:44)

Psychological violence

4. *Sniggering behind me. I don't turn. That's what they want. The sound multiplies. Amplifies. Magnifies into an audience. "Take cover. The Beast is loose." No dying animal moans echoing off the lockers as I walked by. Only silence. Deadly silence. I thought I'd escaped this morning. I should have known. The hunters are on the attack. (C:1, P:11)*

5. *They laugh at that. "Don't worry, Beast. You're too ugly to want to mess with." Colby backs off, and the guys behind let me go. (C:1, P:11)*

		6. *They start to sing and a nasty voice whisper inside me, He didn't promise you anything. He just wants to see you again. No commitment. The thought consumes me. I barely hear the two numbers they perform. (C:13, P:127)*
		7. *Damn, she's ugly. My bio-dad's first words when he saw me. It's my only image of him. A shadowy figure bending over Mom wearing a hospital gown, holding a flannel-wrapped bundle in her arms.* *Mom didn't hate him enough actually to tell me that story. She doesn't talk about him—not to me. He played in a rock band. Not a big one. That's all I know. I've seen the picture, though. It's in our family album with the rest of my baby pictures. The only one that survived with him in it. (Prolog, P:9).*
		8. *Crap. There's a naked freshman chained to my locker. No. Not naked. Briefs. Not a good look, kid. Spindly white legs, wimpy chest, shaking arms. Black socks. Maybe his mom didn't do the*

laundry all spring break, and that's all he's got today. A bike chain encased in lime-green plastic goes through my locker's handle down the poor kid's underwear and out a leg, loops up, locked tight. He could escape if he wanted to streak.

Sniggering behind me. I don't turn. That's what they want. The sound multiplies. Amplifies. Magnifies into an audience. (C:1, P:11)

The kid's talking again. The press behind me seethes in close enough to hear. "They said the Bea—you—require a sacrifice." He shudders again and looks down at the floor. "Every full moon." The crowd behind us roars. Laughter is supposed to be healthy, uplifting. Not in Port, Michigan. (C:1, P:12)

9. *Squirrel Face. Viper. Boys stealing my glasses every recess. Four pairs got broken. The lenses were so heavy— always popping out. Scott rescued one pair from the boys' bathroom and*

got beat up for his trouble. "It still haunts my mom." (C:7, P:70)

10. I don't leave my safe stall until the bell rings. I venture out only when I'm sure the restroom is empty. I splash cool water on my face and stare at my blotched, hideous reflection. Meadow and her mom are so delusional. As if a haircut and her cast-off makeup can even make a dint on my ugly. All morning the mask keeps reappearing. Taped to my locker. Slid onto my chair before econ. When it drops on my lunch tray, Scott picks it up and wipes off the chocolate pudding. "They've got to be kidding." He folds the mask up and shoves it in his sweatshirt pocket. (C:4, P:45)

11. I run toward the girls' restroom—crash into a wall of people watching. Laughter. A hand grabs my butt. I rip the mask off, grab my glasses, and let it fall. Head down, arms wrapped around myself as if that will keep me from falling apart, I scuttle down the hall. My

face is wet. Crap. I'm not supposed to let them do that. I crash through the restroom door—startle some smokers. I lock myself in a stall. Colby's truth beats inside me. (C:4, P:45)

12. *He leans in closer. "I just asked you, stupid." I stare at him. "You want to go with me?" My head shakes back and forth at how impossible that is. "I'm too tall." "And I'm too short." He grins. Crap, this is for real. "Will you make me dance?" "Can you?" His hand, with arm attached, moves to my far shoulder. "I doubt it." He squeezes a hug into a split second. "I can teach you if you want." Scott dances? "I've been to loads of family weddings." (C:7, P:71) Scott grabs my elbow and pushes me onto the dance floor. He puts his arms around my waist again. I rest my hands lightly on his shoulders, barely touching him. He's staring straight at my cleavage. "Stop looking at that." "Didn't you wear this dress so I could look at it?"*

"I wore this dress because Meadow made me." "Thank you, Meadow." "You're creeping me

out. Knock it off." "Where should I look?"
"How about my face?" He tilts his head back,
and we move around in a slow circle. "This isn't
going to work. My neck's getting stiff." His eyes
drop back to my cleavage. I step on his toes—
hard. "Look to the side then." "Whoa.
Everybody's staring at us." "Crap." Heat pours
up through my body and out through my face.
"Just keep dancing." "No, let's sit down. I'm
thirsty." (C:8, P:76)

13. *"She drank one beer too many before the*
dance." Colby nods toward a girl sleeping at the
table beside ours. "So, I can rescue you." He
moves his chair closer to mine. I pull away from
him. "You're supposed to be grateful." "Get
over it, Colby. Let's have the punch line." "How
do you know my name?" I stare at him. My
brain finally processes what's going on. "You
don't know mine?" "If we'd met before, doll"—
he rakes me up and down, and I want to slug
him— "I'd remember you. Legs like that—a guy
doesn't forget." His voice is low. He's trying so

		hard to be sexy. He leans forward, stares down my dress. "My parents are members here. I can get into the pool." He looks back at my face and raises his eyebrows. "Do you want to go check out the hot tub?" (C:8, P:79)
2	**Structural Violence**	14. *I didn't see it coming while I slumped into the hall traffic, sinking lower into my baggy sweatshirt and loose Levi's, my eyes tracing the regular lines in the floor tiles, as I hid behind my long brown frizzed-out mane, face rigid just in case. (C:1, P:11)* *I hold up my hands and back off. "They got you, okay." My eyes sting. They got me, too. "You're safe." I turn and try to push through the wall of unyielding bodies to find the custodian. My eyes are blurry. Crap. (C:1, P:13)* 15. *"That's enough, people. Don't you have classes to go to?" Mr. Finnley glares, and the masses scuttle off back to the cracks and drains they came from. The Finnster shakes his head and gets busy cutting the chain. "I'll have to report this." That's all I need. Another session in the*

office. Questions I can't answer. "Who did this?" Silence. "Who do you think did this?" Who do you think did this? We all know. Colby and his clones are behind everything nasty that goes on here. Nobody names them. We have another assembly about bullying. Nothing changes. (C:1, P:13)

16. *A day later I'm lurking in the shadows, trying to get from the front door of the school to my locker. I tamed my new hair cut with an elastic this morning. We have to wear our hair up when we perform, so the stylist left the layers long enough for updos and ponytails.*

"Hey, Beast." Colby steps in front of me. "What happened to your mane?" I don't answer, keep my eyes down. I study the new Nikes he's wearing. They zip. No laces. Hideous, but on Colby, they're cool. Everyone will want a pair. (C:4, P:43)

3	**Cultural** **Violence**	17. presses on my chest. "This isn't going to work— is it?" Colby made it clear today. I'll always be the Beast *(C:4, P:45)*