THE IMAGE OF DISABILITY IN LYNNE KELLY'S NOVEL

SONG FOR A WHALE

THESIS

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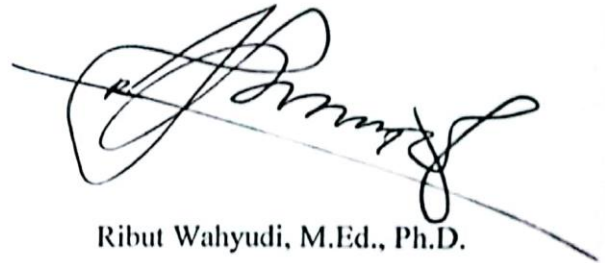
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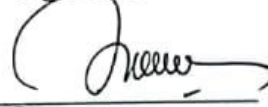
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MOTTO

"You can't teach a man anything; you can only help him discover it within himself."

-Galileo Galilei

DEDICATION

This thesis is proudly dedicated to my beloved parents who always pray and support me, Edi Sucipto and Iis Yuliatin, and also my beloved sister, Lutfia Damayanti.

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Finally, I welcome any criticisms and suggestions from readers for the betterment of my thesis. Hopefully, this thesis will give advantages to all people.

Alhamdulillahirabbil'Alamin

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ABSTRACT

Atifurrohim, Ahmad (2022) *The Image of Disability in Lynne Kelly's Novel Song For A Whale*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Agung Wiranata Kusuma, M.A.

Keywords: Disability, Image of Disability

The image of disability or disability itself has frequently appeared in various literary works. Ever since the dawn of literature, characters with disabilities have been prominently incorporated in works of literature which including short tales, poetry, novels, and writings. Even so, the image of disability in modern literary works is still rare. Even if there are characters with disabilities in a literary work, the depiction of them is still stuck with bad stereotypes that have spread widely. This research is important to do since it provides awareness that the image of disability in a literary work does not always have to be negative but also positive. This study aims to identify the image of disability in Lynne Kelly's novel entitled *Song For A Whale* by applying Alice Hall's literary disability studies. The data in this study were taken from the novel *Song For A Whale* by Lynne Kelly. The researcher collects data, searches for data that is following the research objectives, analyzes the data related to the image of disability by employing literary disability studies by Alice Hall, and classifies them based on the development of the story in the novel into three parts. The result of this research shows that the novel *Song For A Whale* by Lynne Kelly represents disability from a negative image to a positive image of disability. The research discovers that: 1) the beginning of the story represents disability as a negative image with the data indicating Iris as shy, aloof, sensitive (easily offended), and pessimistic. 2) The middle of the story represents disability as a transition from a negative image to a positive image with the data Iris being pessimistic and envious, but then also trying new things. 3) The ending of the story represents disability as a positive image with the data of Iris who is confident, courageous, sociable, and optimistic.

مستخلص البحث

عطف ارهيم ، أحمد. (٢٠٢٢). صورة الإعاقة في رواية لين كيلي "أغنية لحوت". أطروحة جامعية. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، جامعة الإسلام نيجري مولانا مالك إبراهيم مالانج. المستشار: اغوع ويرانتا كوسوما ، الماجستير.

الكلمات المفتاحية: الإعاقة ، صورة الإعاقة

الإعاقة ليست شيئًا غير عادي في الأدب. تم تشبع شخصيات الأشخاص ذوي الإعاقة بالعديد من الأعمال الأدبية مثل القصص القصيرة والشعر والكتب والروايات منذ بداية الأدب. ومع ذلك ، لا تزال صورة الإعاقة في الأعمال الأدبية الحديثة نادرة. حتى لو كانت هناك شخصيات ذات إعاقة في العمل الأدبي ، فإن تصويرهم لا يزال عالقًا بالصور النمطية السيئة التي انتشرت على نطاق واسع. هذا البحث مهم لأنه يوفر الوعي بأن صورة الإعاقة في العمل الأدبي لا يجب أن تكون دائمًا سلبية بل إيجابية أيضًا. تهدف هذه الدراسة إلى التعرف على صورة الإعاقة في رواية لين كيلي بعنوان Song For A Whale من خلال تطبيق دراسات الإعاقة الأدبية بقلم لين كيلي. تقوم Song For A Whale لأليس هول. البيانات الواردة في هذه الدراسة مأخوذة من رواية الباحثة بجمع البيانات ، والبحث عن البيانات التي تتبع أهداف البحث ، وتحليل البيانات المتعلقة بصورة الإعاقة من خلال توظيف دراسات الإعاقة الأدبية من قبل أليس هول ، وتصنيفها بناءً على تطور القصة في الرواية إلى ثلاثة أجزاء. تظهر نتيجة هذا البحث أن رواية Song For A Whale تمثل الإعاقة من الصورة للكاتبة لين كيلي السلبية إلى الصورة الإيجابية للإعاقة. يكتشف البحث أن: 1) بداية القصة تمثل الإعاقة كصورة سلبية مع بيانات تشير إلى أن قزحية العين خجولة ، منعزلة ، حساسة (سهلة الإهانة) ، ومتشائمة. 2) يمثل منتصف القصة الإعاقة على أنها انتقال من صورة سلبية إلى صورة إيجابية حيث تكون قزحية البيانات متشائمة وحسدًا ، ولكن أيضًا تجربة أشياء جديدة. 3) تمثل نهاية القصة الإعاقة كصورة إيجابية مع بيانات القزحية الواثقوالشجاعة والمؤنسة والمتفائلة.

ABSTRAK

Atifurrohim, Ahmad. (2022). *The Image of Disability in Lynne Kelly's Novel Song For A Whale*. Skripsi Literature. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Agung Wiranata Kusuma, M.A.

Kata Kunci: *Disability*, *Image of Disability*

Citra disabilitas atau disabilitas itu sendiri sudah sering muncul dalam berbagai karya sastra. Sejak awal sastra, karakter penyandang disabilitas telah secara mencolok tergabung dalam karya sastra yang meliputi cerita pendek, puisi, novel, dan berbagai macam tulisan lainnya. Meski begitu, citra disabilitas dalam karya sastra modern masih jarang ditemui. Sekalipun ada tokoh difabel dalam sebuah karya sastra, penggambaran mereka masih terjebak dengan stereotip buruk yang telah menyebar luas. Penelitian ini penting dilakukan karena memberikan kesadaran bahwa citra disabilitas dalam sebuah karya sastra tidak selalu harus negatif tetapi juga positif. Penelitian ini bertujuan untuk mengidentifikasi citra disabilitas dalam novel Lynne Kelly berjudul *Song For A Whale* dengan menerapkan studi disabilitas sastra oleh Alice Hall. Data dalam penelitian ini diambil dari novel *Song For A Whale* karya Lynne Kelly. Peneliti mengumpulkan data, mencari data yang sesuai dengan tujuan penelitian, menganalisis data terkait *image of disability* dengan menggunakan studi disabilitas sastra oleh Alice Hall, dan mengklasifikasikannya berdasarkan perkembangan cerita dalam novel menjadi tiga bagian. Hasil penelitian menunjukkan bahwa novel *Song For A Whale* karya Lynne Kelly merepresentasikan disabilitas dari citra negatif menjadi citra positif disabilitas. Hasil penelitian menemukan bahwa: 1) Awal cerita merepresentasikan disabilitas sebagai citra negatif dengan data yang menunjukkan Iris sebagai pemalu, penyendiri, sensitif (mudah tersinggung), dan pesimis. 2) Pertengahan cerita merepresentasikan disabilitas sebagai transisi dari citra negatif ke citra positif dengan data Iris yang pesimis dan iri, tetapi kemudian juga mencoba hal baru. 3) Akhir cerita merepresentasikan disabilitas sebagai citra positif dengan data Iris yang percaya diri, berani, mudah bergaul, dan optimis.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents the background of the study, research problems, objectives of the research, scope, and limitation, research significance, definition, key terms, previous study, and research method.

A. Background of the study

Disabilities are not something unusual in literary works. Around 15 percent of the human populace around the world, live with some type of disability (World Health Organization, 2001). Stories have been infused with deformed or disabled characters since the origin of literature, be it written or oral, fiction or folk, fantasies or mythologies (Banik, 2016). Yet, according to Goldman (1990), "any impairment or disability in children's literature usually represents a monster or an antagonist character." Goldman (1990) also stated that the representations of the disabled in children's literature are such as a one-eyed Cyclops or sometimes a one-armed pirate truly identified as evil, simply because they are physically different than the beautiful good people.

In the study conducted by Irwin and Moeller (2010), 12 of the 13 graphic novels they have read and explored at least one has a character with a disability in one of them. However, individuals with disabilities who are included in graphic novels for the young are still regularly depicted in a negative light. While in

comics, individuals with disabilities are uncommon. If the chance that a character exists and is shown, females with disabilities were introduced as objects of pity while males with disabilities are villains (Berglund, 2018).

A character with disabilities in literature is in some cases, still depicted as a pitiable character and needs assistance from others who are non-disabled. Characters of people with disabilities might in any case practical in their traditional role as victims, as they are regularly depicted unrealistically and seen as objects of pity (Mcleod, 2014). Martha Stoddard Holmes (2004) found that male characters with disabilities in Victorian fiction frequently show up as "innocent yet enduring children, deserving kindness, pity, and undoubtedly in need of financial support." The research above shows that illustrators and authors alike still do not give a reasonable portrayal of disability and impairments in literary works.

There are also some famous disabled characters in books. There are characters such as Hawkeye in *Marvel* comics who is a deaf hero, Hiccup from *How Train Your Dragon* who lost a leg, and many more. Murphy (1995) more or less explained that another aspect of the appearance of people with disabilities, besides the portrait of evil, is to allow non-disabled people to deal with their prejudices. For instance, Hiccup from *How To Train Your Dragon* has his pride despite having to lose one of his legs as a testament of courage to save his dragon friend.

There is a correlation between disabilities and literature. In literature, researchers generally look at writing as a type of understanding the image of disability itself. Disability studies generally try to depict the image of disability, prejudice against people with disability (ableism), and narrative methods of identifying with disabilities (OWL, 2021). Yet, pretty much every culture sees disability as an issue that needs an answer, and this conviction is as entrenched in history for individuals with disabilities (Mitchell &Snyder, 2000). This might be because of the prevailing view of disability in western culture which still utilizes the casing of misfortune, inadequacy, and loss (Cheyne, 2019).

People with disabilities within literary works are frequently shown as characters who must be avoided, stereotyped, and viewed negatively. (Beauchamp, 2009). Then again, writing mirrors the realities and dreams of the researcher, or you could say ourselves. It gives us information on what is viewed as bad or good, just as what is not fit with social beliefs. In this sense, studies further into the image of disability in literature, or the representation of disability in literary works, is essential. Literature becomes an instrument that may well aid in this change since it has the power to raise understanding, tolerance, and respect for this diverse society (Young, 2020).

Literary disability studies is a subfield of cultural disability studies that focused on literature. Alice Hall (2016) stated in her book that literary disability studies works attempt to contribute toward both literary studies and disability studies. According to Cheyne's (2019) research, the study of literary disability is influenced by two academic customs: the tradition of identifying disability in

literary studies and the social or representational aspects in disability studies. Researchers Delvin & Pothier (2006) also stated that "disability isn't generally an issue of medication or well-being; nor is it simply an issue of sensitivity and sympathy but a political inquiry of power(lessness), power over, and power for." By applying the literary disability study to literary works, we can discover the image of people with disabilities in writing where past representations were not extremely well known (Findley, 2020).

In the novel *Song For A Whale* (2019) written by Lynne Kelly, where the main character, Iris, is a person with impairments who is a people usually called deaf and mute. Iris's experience in the novel as a person with disabilities can be implemented in the scope of literary disability studies. Iris is mostly misunderstood, whether by her friends in school or teachers even with the help of Mr. Charles, her interpreter. As a 12-year-old child, she is easily frustrated and as a result, she gets into trouble. Through some kind of video documentary in her class, she learns about the Blue55, a whale that is unable to communicate with all the other whales throughout the oceans. So begins her journey towards becoming a better person, strengthening the connection with her grandmother, and trying to get in contact with Blue55 in an attempt to let it understand that the whale is not alone.

In this research, the researcher decided to use literary disability studies in analyzing the novel by Lynne Kelly which focuses on analysis in the fields of literature. The researcher focuses on identifying the image and representations of

disability in the scope of literary disability studies. The researcher feels it is fitting to apply Iris' life experience in the novel to all the more comprehend the image of disability in literary works. The topic was selected given Iris is frequently misunderstood and dismissed as incompetent as a result of her disability, she attempts to become a better person and remain strong while simultaneously attempting to connect with the whale, Blue 55. The researcher suggests that conducting this research is necessary to demonstrate that portraying individuals with disabilities in literary works does not have to be a tragedy for them, which can have the opposite result, particularly when it comes to self-happiness in achieving life's desires.

The researcher finds some previous studies that related to this research. The first previous study is *Disability As Epistemic Experience: Autofictional Representations Of Disability In German And American Literature* by Kaitlin Roquel Yeomans (2020). She researched further into the German narrative titled *Psycholapse oder das Warten auf Fu*. While the American narrative she researched was titled *Pain Woman Takes Your Keys and Other Essays from a Nervous System*. Yeomans mentioned how her study writings were centered upon disability as a real-life experience instead of just a metaphorical instrument to be used for fiction. However, in her research, she also emphasized that making broad claims that only authors with disabilities can effectively portray the character of individuals with disabilities would be inaccurate.

The next is *Representation of Characters with Disabilities in Children's Literature in English* by Radka Lhotská (2013). The motivation behind Radka's

study is to investigate the chosen stories, namely *Big Ben* by Rachel Anderson, *The Secret Garden* by Frances Hodgson Burnett, *The Curious Incident of the Dog in the Night-Time* by Mark Haddon, *I Can Jump Puddles* by Alan Marshall, and *Face* by Benjamin Zephaniah. The study centered on three important aspects: the representation of impaired characters, the function and role of the family, and society's view of disabled characters. There are conclusions such as identifying the character with a disability, the functionality and role of the family, society and its perspective of the character with a disability, and lastly, a conclusion that blends all of the previous findings into one.

The last one is *Agency, Power, And Disability: A Textual Analysis Of The Silence Between Us* by Erin M. Faeth (2021). The three principles of critical disability theory from David L. Hosking's research are the topic of her study, which examines how writings may comprehend disability. She argues that somehow a lack of representation may silence individuals, indicating that they don't have to be evaluated in the current culture. The result is that in addition to increasing the clear representations of people with disabilities as in literature, social changes first must be implemented to improve their portrayal in society. The majority of her study focuses on how the main character portrays the connection or interrelationships among impairments, responses, and the environment. The environment in her research is the situation, in which the lead protagonist's circumstances are seen and how he interacts with those around him.

In light of the previous studies over, the researcher finds some information. The first study centers on how authors with disabilities make diverse

information about the experience of disability in literary works. The second study centers around three aspects: the representation of impaired characters, the function and role of the family, and society's view of characters with disabilities. Then the last, the third study examines how the text she analyzed conceptualizes disability, particularly on the three principles of critical disability study. The researcher can conclude that what the above studies share in common is that their attention lies on the image and representation of disability in literature.

Focusing on the explanations above, the researcher desired to analyze the image of disability in Lynne Kelly's novel *Song For A Whale* following the previous studies. The researcher concludes what these studies have in common is their focus on the representation or the image of disability in literature. The researcher decided to apply Alice Hall's literary disability studies in her book *Literature and Disability* (2016). This research discusses the novel's image of disability and how it is portrayed. Even though perhaps the previous studies had the same subject, the researcher would want to present some new conclusions and discoveries in this one.

B. Research question

Based on the background of the study, the researcher states the following research problems:

1. How is the image of disability represented in the novel *Song For A Whale* by Lynne Kelly?

2. What are the factors that cause image changes in Lynne Kelly's novel *Song For A Whale*?

This research concerns focusing on Iris's experience in the novel, in line with the objectives formulated as follows:

1. To identify the image of disability represented in the novel *Song For A Whale* by Lynne Kelly.

2. To identify the factors that cause image changes in Lynne Kelly's novel *Song For A Whale.*

C. **Significance of the Study**

The significance of the research is relied upon to theoretically and practically contribute to the reading. The researcher brings on Alice Hall's literary disability study in her book *Literature and Disability* (2016). Theoretically, this research can contribute to the study of disability in literature, particularly the representation of disability in literary works. Practically, this research will enable the reader better grasp how disability is portrayed in works of literature. The researcher, therefore, expects that this study can contribute to researchers and help future research about how the subject of disability is represented in literary works, specifically on the same object.

D. **Scope and limitation**

The researcher examines how the image of disability is shown in Lynne Kelly's novel *Song For A Whale*, based on the previously mentioned objectives. The researcher analyzes it based on the novel's words, phrases, and interactions

that can be found in the novel. Alice Hall's literary disability studies, which she explains in her book *Literature and Disability* (2016), are used in this research. The research focuses primarily on defining the novel's image of disability represented in the mentioned literary work.

E. Definition of Key Terms

1. Disability: disability is defined as a condition that limits or is believed to restrict at least one activity of daily life. Disability is not a particular issue of the individual problem, but rather a question of societal stereotyping and cultural representations issue that we all share (Hall, 2016).

2. Image of disability: the image of disability is used to characterize and organize disability as the study of understanding and constructing new narratives. The image of disability is a cultural image (Hall, 2016).

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter discusses the essential theory and related study that is used in this research. These sections will thoroughly discuss disability studies, literature and disability study, the image of disability in literature, and intrinsic elements to assist the analysis of this research.

A. Disability Studies

Disability studies emerged in the 1970s and quickly spread in the final decades of the twentieth century (Meekosha & Shuttleworth, 2009). Meekosha and Shuttleworth (2009), also stated that disability studies developed throughout much of Western countries as a newly emerging area of critical sociological and academic studies from the recent disability rights movement. Disability has traditionally been seen as a bodily deficit, imbalance, or weakness, a human tragedy; and a medical problem (Garland-Thomson, 2011). Meanwhile, modern disability studies have focused on principles that improve the well-being of people with impairments in society (Convention on the Rights of Persons with Disabilities, 2006). Goodley (2017) stated, "disability studies encourage all of us to normatively conceptualize how we perceive our bodies, thoughts, relationships, communities, and economic challenges in a normal or normative way."

According to Lennard J. Davis (2017), the issue with a disability is not really about people with disabilities, but about how normalcy is established. For Davis (2017), the normal body is a concept or hypothesis centered on "regular people," a term that unfortunately conceals the vast variations among people within society. According to disability studies experts, the devaluation of "abnormal" bodies is a barrier to disabled people's social inclusion and the establishment of an identity framework that focuses on bodily abnormalities (Zola, 1991). While so, Rosemarie Garland-Thomson (1997) defines the normative as, "a created identity of people who, by their presumed physical configuration and cultural influences, may walk into leadership positions and wield the power bestowed upon them." Meanwhile, Pfeiffer (2003) states in its study that the disability study paradigm's implications include progressive societal transformation.

Disability, both currently and historically, aims to serve as a classification to distinguish between both deserving and undeserving poor, while medicine plays an important part in determining this difference (O'Brien, 2001). Even though disability studies reject this same traditional biological view of disability as a personal weakness (Sigurjónsdóttir & Rice, 2022). A typical example is what occurred in the 1980s and early 1990s, while disability studies were not entirely about class struggle, the guilt for the oppression of people with disabilities was explicitly placed at the end of economic connections in capitalist societies (Finkelstein, 1980). It also implies that disability becomes a measure of worthiness, which is used to differentiate between individuals who are unable to

work and those who can (O'Brien, 2001). As a result, disability studies, like Women and Black Studies, are emerging as a new multidisciplinary discipline of scholarly inquiry (Meekosha, 2004).

B. Literature and Disability Study

The study of disability was dominated by a social science viewpoint in the 1970s and 1980s, it was not until the very late 1980s and 1990s that disability studies were conducted in a systematic and organized way by humanities experts. (Davis, 1999). Helen MacMurphy in her book *The Almosts* (1926) stated that "sometimes, poets may perceive something beyond scientists, even while they are playing their own game. Novelists may offer sociologists a few points, while playwrights to the settlement workers." Therefore, disability studies here do not attempt to treat, cure, or even avoid illness or disability in people with disabilities; rather, it investigates the social meanings, symbols, and stigma associated with disability identity in systems of exclusion and oppression, which challenge the widely held belief that having an able mind and body determines whether an individual is a qualified human being (Siebers, 2008).

According to Goodley (2017), disability is a sociocultural, personal, embodied physiological or psychological phenomenon. Meanwhile, literary disability studies reshape the idea of 'disability' as a sociological perspective where meaning is primarily determined by language, power, and knowledge (Linton, 1998). Tobin Siebers in his book *Disability Theory* (2008) stated that "literary disability studies challenge the social model theory's traditional deviation

between impairment and disability." According to Siebers (2008), these social identities, cultural critics, as well as bodily materiality cannot happen before it or apart from the language and culture system. Disability Studies then, as a discourse, play an essential contribution (Davis, 2017).

The subject of self-identification as a person with a disability is a widely discussed topic in literary disability studies. Several related authors discuss the years or even decades-long process of finding an appropriate method of self-identification as a person with a disability (Grue, 2015). In the context of literature, Davis (2017) writes, "the novel's structure tends to be normative, ideologically highlighting the universal features of such a primary character whom normative framework compels us to relate with her or him." As a result, disability within literary narratives functions as a disruptive factor when dealing with cultural facts (Mitchell & Snyder, 2000). This differs from the classifications of race, gender, and sexual preference in which every interpretation of disability in literary disability studies emphasizes inherent deficiencies (Grue, 2015).

In identifying the representation of disability in literature, the literary disability studies can be classified into 6 debates including empathy, disability and metaphor, intersectionality, disability with feminism, queer theory, and disability with postcolonial theory explained in the book *Literature and Disability* by Alice Hall (2016):

1. Empathy

   Debates over the ethical and aesthetic of empathy, as well as the significance of literature, might serve in the identification process, is essential to literary and current cultural studies "ethical" or "affective" transition (Attridge, 2004). This issue takes on greater importance in the field of literary disability studies, where themes like sympathy, guilt, fears, and rejection are politically contentious and politicized.

2. Disability and Metaphor

   Debates regarding empathy as well as the focus on difficulties and potential narratives as mediation, a way of comprehending the presumably "unexplained" in terms of anything else, are heavily linked to debates over the ethics of using disability as a metaphor. According to its origins, metaphor is a device for "carrying" meaning from one location to another, and it is often viewed as a mediation device with the capacity to bridge the gap in understanding or sympathetic communication.

3. Intersectionality

   Debates over several contemporary metaphoric works of literature discussions raised in the study of disability concerning philosophy, politics, languages, and literary studies. This intersectionality is a characteristic of much of the contemporary literary and cultural criticism of disabilities, both methodologically and in terms of characteristics of identity emphasized in the criticism.

4. Disability and Feminism

Debates concerning intersecting activist viewpoints are important, especially for women with disabilities, who are more likely to be jobless, live in poverty, and sexually abused than non-disabled and disabled men (Goodley 2011). Feminism and disability studies are both rights-based movements dedicated to improving attention to power systems and cultural norms that reinforce sexism and ableism.

5. Queer Theory

"To cripple" or "to queer" means to debate and challenge prevailing cultural assumptions regarding heteronormativity and/ or able-bodiedness in new directions. According to McRuer (2006), there is a definite link between queer theory and critical disability studies: "queering means resisting cultural significance and modifying heterosexual standards, whereas claiming disability means bearing several differences required to coexist under the same sign."

6. Disability and Postcolonial Theory

Issues with silenced minorities are shared by both disability studies and postcolonial theory. Some of these silences have been addressed in critical race studies, postmodern criticism, and disability studies. Postcolonial theory debates critical discourse as well as the theoretical framework of disability studies, frequently as a method of presenting to

spotlight the ethical and aesthetic issues of "speaking for the others" (Alcoff, 1991).

C. Empathy and the Image of Disability

There are several approaches to researching the representation or the image of disability in works of literature. Alice Hall's study of literary disabilities can be of assistance in this research. Anne Waldschmidt (2017) described literary disability studies as "A humanities study field that is both creative and productive. It is in contrast to the social model of disability, which is associated with high coherence." Alice Hall (2016) categorized the debates or analyses that usually appear in literary disability studies as empathy, disability metaphor, intersectionality, disability with feminism, queer theory, and disability with postcolonial theory.

The empathy study of literary disability studies can be used to help identify the image of disability represented in Lynne Kelly's novel *Song For A Whale*. Empathy is the capacity to understand another person's experiences and thoughts by representing oneself in that person's situation (Online Cambridge Dictionary, 2022). According to Rebecca Garden (2007), in the nineteenth century, the words empathy and sensitivity represented the ability to connect with someone else's sufferings and act to help relieve them (within limits). Empathy debates are frequently represented in the context of the reader-text connections, or the connections of people with disabilities and non-disabled people. (Hall, 2016).

The novel *Song For A Whale* is narrated by Iris herself as a child with disabilities and is told from the first point of view. The story shows her shortcomings as a child with disabilities, her struggles with dailies, and in the end the hardships to overcome her problems.

D. The Image of Disability in Literature

The image is a mental picture of thoughts formed in the brains of readers or listeners as a result of what they read or hear (Online Cambridge Dictionary, 2022). Then the image of disability can be interpreted as the reader's or listener's thoughts towards disability, formed as a result of what has been read about disability in a literary work. It appears that every image of disability conveys cultural knowledge and people's ideas that the author has organically weaved into the narrative (Yokota, 1993). Meanwhile, the representation of people with disabilities is shown through categories such as "discrimination against people with disabilities," "integration of people with disabilities," "social assistance for people with disabilities," and "active lifestyles of people with disabilities" (Barnes & Mercer, 2001).

In the late 1970s, cultural representation of disability studies emerged as a distinct series of disability studies (Hall, 2016). According to Ria Cheyne (2019), literary disability studies and cultural disability studies emerged as distinct fields in the late 1990s, following the publication of three major academic papers: Davis's *Enforcing Normalcy* (1995), Garland-Thomson's *Extraordinary Body* (1997), and Mitchell and Snyder's *Narrative Prostheses* (2000). Cultural disability studies represent the struggle to break the disability barrier, as well as

the study of the impact of disability in writings in terms of understanding the literature and the proper functioning of the disabling community (Hall, 2016). The literature study branch identifies disability to comprehend the literature, whereas the cultural disability study branch analyzes literature to comprehend the disability (Cheyne, 2019).

Representation is seen as a gauge of cultural perspectives and academics employ an explicit evaluation method to identify positive images or, frequently, negative images of disability (Hall, 2016). It is also necessary to examine the representation of disability in various types of cultural development to comprehend why certain representations might assist or challenge disability society (Cheyne, 2019). Ria Cheyne (2019), also concluded that experts recognize if there could be issues with image classification, or even that images may also be beneficial in some ways but unfavorable in others, the underlying urge is to categorize and analyze. Positive representations of disability are interpreted as benefits to the struggle against disability, whereas negative representations of disability are likely to result in an increased marginalization of people with a disability (Hall, 2016).

Representations of disability and impairment are rarely acknowledged in literature and also are typically perceived negatively. According to Rosemarie Garland-Thomson in *Extraordinary Bodies* (1997), literary fiction essentially turns characters with disabilities into as monstrous because the portrayals "exaggerate the bodily differences already emphasized." The representation of characters with disabilities as "monstrous" and its unlawful characterization also

communicate to various degrees the concept that disability includes the loss of an essential feature of one's humanity (Longmore, 1987). Although the monster in fiction demonstrates the insidious nature of abnormality with a disability as a cultural metaphor in contemporary society and culture, its application as the "primary metaphor" for social problems helps to minimize the social and individual implications of disabilities (Stagg & Turner, 2006).

Many disability studies critics of literature conduct studies to examine how the image of disability and the "normal" bodies change over history (OWL, 2021). Garland-Thomson (2009) stated that "the image and disabilities have been grouped to highlight the distinctive features of a physique, without consideration for or concern for the person represented, according to disability researchers. However, in literary works, the characterization of people with disabilities is used mostly as metaphorical potential." The story leans on disability as a form of prostheses for narrative function (Mitchell & Snyder, 2000). Disability, therefore, offers to fill the gap between representation and morality, allowing us to see the connection between both the esthetic field and the social standing of people with disabilities in the actual world (Quayson, 2007).

In observing the image of disability, it is necessary to recognize the common problems experienced by the disabled. Frank Bowe in *Handicapping America* (1978), stated that there are six major barriers to the social inclusion of people with disabilities: infrastructure, prejudices, education, employment, legal and personal, as well as daily issues extending from a lack of resources to the stigma of having disabilities. Understanding the barriers to inclusion of people

with disabilities can help research the image of disability. One of the approaches to identifying the representation or the image of disability in the work of literature is to decide on the negative and the positive image that is represented in the novel.

In the disability studies, there was a debate on the issue of staring as in Haraldsson's (2021) study of disability, in which individuals of varied physical features receive the stare from another person's eyes having distinct reactions, unfamiliar, despised, or feared. This kind of treatment is also mirrored in the works of literature on the character with disabilities. Not only do the disabled characters receive an odd stare, but characters with disabilities also receive marginalization and also rejection from the non-disabled. In the study which is conducted by Hodkinson & Park (2017), they stated that "characters with disabilities are most marginalized and thrown into the background of the plot. Making exclusionary attitude that demonstrates how the characters' physical appearance limits them from being socially accepted."

Physical distinctions associated with disability are potential forms of the negative image that may be found in a story (Hodkinson & Park, 2017). Although other types of culture took over when the grotesque performances diminished in the early twentieth century, it maintains and reinforces negative perceptions and gives ample justification for labeling people with disability as "imperfect" (Campling, 1981). People with a disability also struggle to interact or even communicate with those around them who is a non-disabled. Paul Hunt launched his edited collection book, *Stigma: The Experience of Disability*, in 1966 with a bold statement: "The issue with a disability resides of not just a loss in function

and its impact on us personally, but, more crucially, in our struggle with 'normal people' to interact to" (Hunt, 1966).

Although the positive image of disability has often emerged in recent literature, the positive image is still far lacking compared to the negative image that can be found in the literature. A recent study on curricular materials has also indicated a lack of positive representation of disability (Hodkinson & Beigi, 2016). According to Wall and Crevecoeur (1991), negative stereotypes of people with disabilities depictions develop negative attitudes toward persons with disabilities. Thus, it is also affecting authors to make works of literature that depict more of the negative image over the positive image of disability in literature.

CHAPTER III

RESEARCH METHOD

The research method section is classified into four parts. The section covers research design, data source, data collection, and data analysis. This section discusses the method and techniques to collect and analyze the data.

A. Research Design

This research falls within the category of literary criticism. Literary criticism is the study of how to understand, analyse, and evaluate works of literature. Therefore, this research aims at understanding the image of disability depicted in the novel *Song For A Whale*, a work of literature in a psychological approach. Fictional characters, according to Peter van Inwagen, are 'conceptual entities of literary criticism,' equivalent in plot status, meter, and rhyme scheme (Inwagen, 1977). Hence, this research aims at understanding the image of disability while examining the characters' words, phrases, and dialogues between the characters in a fictional novel. The researcher employs literary criticism as the design, concentrating on Alice Hall's literary disability study in her book *Literature and Disability* (2016) to analyze literary works.

B. Data Source

The main data of this study is the novel written by Lynne Kelly, *Song For A Whale*. The novel consists of 235 pages, and 48 chapters, and was published in 2019 by Delacorte Press, New York. The data are as dialogue, monologue, expressions utilized by the characters, and how the main character was seen by others in the novel. Different sources are taken from articles and journals which examined the item or hypothesis which is applied to this kind of novel.

C. Data Collection

The researcher resulted in numerous steps in the collection of data information, each of which is divided into several phases. First, the researcher proceeds by attentively reading the novel. A definite read of Lynne Kelly's novel *Song For A Whale* as well as a thorough comprehension of the main character, how the main character places herself within society, as well as the main character's interactions with one another. The researcher's next step is to obtain and record the information needed to assist research that is relevant and useful to answer the research question, the data related to the representation and image of disability. Within that last step, the researcher concentrates on the data that is obtained to analyze the data related to the image of disability in the novel *Song For A Whale* by dividing it into three parts in the story, along with implementing a literary disability study by Alice Hall.

D. Data Analysis

The study of the data is carried out from the novel *Song For A Whale* by Lynne Kelly. The processes of data analysis in this study include first, organizing the data from the novel that has been written and collected. Next, the data verification process follows, which again is based on Alice Hall's literary disability studies. As one of the few interdisciplinary fields in disability studies, the researcher focuses on the image of disability. The last step is for the researcher to complete the research on literary disability studies and make the conclusions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

As previously indicated, this research concentrates on one research question, which is addressed in the first chapter. The research question that is used in this research is the image of disability represented in Lynne Kelly's novel *Song For A Whale*. The data analysis will follow the development of the story with the main character named Iris starting from the beginning of the story, the middle of the story, and the ending of the story in presenting the image of disability.

A. The Image of Disability Represented in the Novel *Song For A Whale*

This section analyzes the image of disability represented in the novel *Song For A Whale* by Lynne Kelly. The main character Iris is a 12-year-old child with disabilities known as deaf and mute. The research is aided using the empathy study of literary disability studies in Alice Hall's book *Literature and Disability* (2016). It is decided to identify the image of disability represented in the novel by examining the development of the story from the beginning of the story, the middle of the story, and then the ending of the story by applying the empathy reading of literary disability study.

1. **Beginning of the Story**

The image of disability at the beginning of this story can be classified as negative. The negative meaning related to the image is a fact, situation, or

experience that is unpleasant, troublesome, or detrimental (Online Collins Dictionary, 2022). At the beginning of the story, Iris is described as a problem child who has bad behavior. More precisely, Iris is described as shy, a loner, sensitive (easily offended), and also pessimistic. In the following section, the image of disability at the beginning of the story can be found in the novel *Song For A Whale* shown by the main character Iris.

In Lynne Kelly's novel *Song for a Whale*, the main character Iris is a child with a deaf and mute disability. At the beginning of the story, Iris is described as someone shy. She is portrayed as a shy child who tries to avoid communicating with others. The reason why she is a shy person is that she feels shy about her disability, affecting her mindset and sensitivity. She is also afraid of what other people see and think about her. Another reason is that Iris is pessimistic that conversing with other people might draw weird stares from them. The data of Iris portrayed as a shy person is as follows:

> *"But by "talk," I mean "write notes back and forth." I hated the way people looked at me when they didn't understand my Deaf accent. Since I didn't know if I talked very well, I'd rather not do it."* (Page: 29)

The data above shows that Iris is a shy person. It was shown that Iris wanted to talk, but here she prefers to write notes. This indicates that Iris is a shy person who is afraid that her way of speaking will sound strange because she has never heard the sound she creates before. Iris here is also portrayed to be afraid of other people's gazes. The most visible impact of Iris' shyness is that it affects the choices and actions that Iris will take. Because of this shy attitude, in the end, Iris

became a loner. Therefore, this kind of attitude of Iris at the beginning of the story can be considered a negative image.

At the beginning of the story, aside from being a shy person, Iris is also portrayed as someone who prefers to be alone instead of socializing with others. The reason for this attitude is due to the tendency of Iris's shy attitude toward her disability. She prefers to avoid contact with other people than try to socialize with others, as a result, she becomes a loner. The data of Iris being a loner is as follows:

> *"We have to do something to get your attention. Maybe you'll take us seriously when we say you have to learn to get along with people and follow the rules. That girl's parents are upset with the school."* (Page: 34)

Another data of Iris being a loner is:

> *"No. He's been swimming around by himself for a long time, so I think if he could talk to other whales, he would."*
>
> *"Or he's a loner and doesn't want to." Wendell nudged my shoulder. I didn't ask him why."* (Page: 63)

The first data shows that Mom scolds Iris more sociable and to get along with other people instead of offending them. Meanwhile, the second data shows that Iris' friend Wendell nudges and insinuates that the whale Blue55 is a loner just like Iris. This data indicates that Iris is depicted as a loner from the perspective of others, especially those who are close to Iris. The impact of Iris being a loner is that she becomes a sensitive person. Iris becomes easily offended by others due to a lack of socialization as she is afraid of other people's views of her. This data also shows that Iris is depicted as a problem child as she is scolded

by Mom and upset Nina's parents. Therefore, it can also be categorized as a negative image.

What comes after being a loner is that Iris becomes sensitive and easily offended. She is portrayed as a child who is quite sensitive to a talk about herself or the disability she has. This reason she becomes easily offended was due to the nature of Iris who prefers to be alone. Iris rarely communicates and socializes with others, resulting in creating relationship gaps between them. The data of Iris being sensitive is as follows:

> *"After Mr. Charles interpreted that, he added that it might be distracting to have two people signing at the same time.*
>
> *After a few minutes, Ms. Conn came by to ask Nina, "Are you doing okay, helping Iris?" "Yes, I think she's catching on," she answered.*
>
> *Catching on. I looked back down at my work so I wouldn't turn into one of those cartoon characters with steam shooting out of their ears. After I scribbled down the last answer in the workbook, I slammed it closed and signed, "Finished."*
> (Page: 14)

The data shows that Iris slammed her workbook right after she overheard the conversation between her teacher Ms. Conn and her classmate Nina. This data indicates that Iris is sensitive to a talk about herself along with being misunderstood, even when what she hears comes from her interpreter Mr. Charles told her. The impact of Iris being easily offended is that she becomes a pessimistic person, where Iris has difficulty communicating and has low trust in others. The data above also shows that the image of disability at the beginning of the story can be categorized as a negative image since Iris is easily offended which causes low trust in others.

Another proving incident about Iris as she is easily offended and is a problem child occurred at the beginning of the story, along with the following data:

> *"I couldn't take it anymore. My face burned hotter. Everyone looked at me like I was the dumb one for not understanding.*
>
> *I pushed her away and signed, "Leave me alone!" I didn't mean to push her so hard, but she ended up crashing into the people at the next table and landing on the floor. Nina's mouth was open wide as if she were yelling."* (Page: 25)

The data above shows that Iris felt heat running down her face, whereas she also felt that she was seen as an idiot. It can be seen that Iris couldn't contain her anger and irritation. The reason for that was because Iris was a loner child, causing Iris to have low trust in others which made her think that she was viewed with a strange gaze. She feels that what other people say about her is insulting. The impact of Iris's easily offended attitude here affects the others, where Iris ultimately pushes Nina to the ground.

At the beginning of the story, Iris is also described as a person who is pessimistic about the situation that befell her. The reason was that Iris thought that people would not understand her. Iris who has a deafness condition does not allow to communicate normally with other people, whereas the way Iris communicates with other people is using sign language. In other words, Iris also has low trust in other people. It becomes a barrier to communication and the reason Iris is a pessimist. The following is the data that describes Iris as pessimistic:

> *"Whenever I spelled something back, they didn't catch it anyway, unless I slowed down so much that by the time I got to the end of the sentence, they'd forgotten the beginning."* (Page: 23)

According to the data above, it showed that Iris thought that other people wouldn't understand her deaf accent or what she was saying, even if she spoke slowly. It seems like he once tried to communicate by way of speaking, but stopped doing so because other people would forget what he said before. This first data indicates that Iris is pessimistic about other people who will not understand what she is saying. Which she finally gave up on honing her deaf accent speaking skills.

There is also the second data at the beginning of the story that portrayed Iris as pessimistic as follows:

> *"Even though the bell hadn't rung, I headed to the principal's office. That was where they were going to send me anyway."* (Page: 25)

The second data shows that Iris immediately went to the principal's office right off the bat. She felt pessimistic about being sent there even if she waited for the bell or waited after entering the classroom. The second data indicates that Iris is pessimistic toward herself and about something that is happening. Based on the two data above, the impact of Iris being pessimistic is that she becomes a shy person. Despite Iris becoming a shy person because she felt shy about her disability, she is also affected by her pessimistic attitude. Iris thought that other people would never understand her feelings and the circumstances she was in, were the reason Iris was embarrassed to talk or reveal her feelings to others. Iris being pessimistic also shows that it is a negative image at the beginning of the story.

2. **Middle of the Story**

In the middle of the story, it is described as a period of transition for Iris. The image of disability in the middle of the story is still presented as negative, yet there is also shown begins to show a change in the image of disability in a more positive direction. Iris in the middle of the story is described as a person who is still pessimistic and jealous. Yet, Iris is also described as starting to try new things and also getting along with other people. In the following section, the image of disability in the middle of the story can be found in the novel *Song For A Whale* shown by the main character Iris.

Just as at the beginning of the story, Iris in the middle of the story is still described negatively as she is a pessimistic individual. She is portrayed as a child who is a pessimist in the life she lives. The reason for this pessimistic attitude is that she is afraid of others' opinions and is also worried if it doesn't match what iris expected. This includes the nature of Iris as a shy person, and also the lack of environmental support from her family for Iris. The data of Iris portrayed as a pessimistic person in the middle of the story is as follows:

> *"I'd thought about asking Mom again if I could go to school at Bridgewood. She'd probably say no. I hadn't brought it up for a long time, because I didn't like the way her face changed when I did. Kind of like when we visited Grandma, and she held me a little longer and looked at me like I was going somewhere far away."* (Page: 81)

From the data above, the first data shows that Iris had thought about asking to change schools, but was afraid rejected by Mom. The first data also shows that she didn't like the way Mom's face changed for some reason when Iris mentions changing school. This portrayed that Iris' expectations and other people's opinions

are contradictory, which is the reason why she becomes a pessimist. This data indicates that Iris is pessimistic about what her mother will say, which ends with her stopping asking or voicing her desire to change schools until recently.

There is also the second data in the middle of the story that portrayed Iris as pessimistic as follows:

> *"I flinched like he was slapping me. The other students laughed with him. Wendell stopped when he saw my face, then gave the others a small head shake. "Sorry," he signed. "It's okay," I told him, even though it wasn't true. I put the ASL history book back on the shelf. Maybe I wouldn't fit in here after all."*
> (Page: 82)

The second data of Iris being pessimistic in the middle of the story shows that Iris thinks she will not fit in with the new people she meets where Wendell went to school. This indicates that iris is pessimistic that she will not be able to get along and joke with people she just met even if she changed schools later. Based on the two data about Iris being pessimistic in the middle of the story, her pessimistic attitude did not do any direct impact on others. Instead, it makes quite a toll on Iris since she refrains from expressing an opinion. This data shows that Iris in the middle of the story is still portrayed as a negative image.

In the middle of the story, not only is Iris still described as pessimistic but she is also described as being envious. Iris is jealous of Wendell's friends, fellow disabled children that are identified as deaf and mute. The reason for this jealousy was because Iris felt deceived by Wendell, the only child her age Iris considered as a friend who had a situation like hers. The following is the data that describes Iris as being envious of others:

> *"It's okay," I signed again. It wasn't okay, but it also wasn't his fault. We didn't see each other every day, and I wasn't around other Deaf people our age like he was. Most of my conversations had been with my grandparents or with Mr. Charles. So I wasn't mad at Wendell for signing differently for me than he did with other kids. I was mad that he had to do it at all.* (Page: 82)

The data above shows that Iris lied to Wendell about her feelings. Iris thought that it wasn't Wendell's fault, but Iris still felt disappointed and wanted Wendell to hang out with Iris like when Wendell hung out with the other kids. The data indicated that Iris feels disappointed in Wendell, but Iris also feels jealous of the other children because they know a side of Wendell that he has never shown to Iris. The impact of Iris being envious was that she began to think of the difference between her life and that of her neighbor Wendell.

In the middle of the story, Iris, who was previously still portrayed negatively, also showed a positive image. Iris is depicted here trying new things, which she does to change. The reason Iris did this was that she had the belief that Iris could meet and communicate with the whale Blue55, a solitary whale that couldn't communicate with other whales. The following data describes Iris starting to try to do things she's never done before:

> *"Even though Grandma wasn't looking at me, I picked up my hands and poured out everything I'd been holding on to, all that I'd tried to do and failed at. I told her about Blue 55, the song I'd created, the trip I'd planned, the radios I'd sold, and the money in the bank I couldn't touch. Maybe it was so easy to let all that out because Grandma wasn't watching anyway, or because she'd understand how I felt. Maybe it was some of both."* (Page: 103)

The data above shows Iris and Granny communicating using sign language to discuss Iris's plan to meet the whale Blue55. Iris seems to be trying to convince Grandma to go on a trip with her to meet the whale Blue55, hoping that Grandma can be cheerful again like before. The data shows that Iris is trying to

communicate and establish a lost relationship with her grandmother who is away from the family. Iris, who previously acted passively towards her grandmother's condition, tried to convince Grandma not to be a loner like Iris and try to change together. As a result, Iris managed to convince Grandma and started planning together to travel and how they could meet the whale Blue55. Another impact is that after experiencing that she can interact and maintain a relationship with Grandma, Iris begins to become more confident and bolder in making decisions.

3. **Ending of the Story**

The image of disability at the ending of the story is described positively. The ending in Lynne Kelly's novel *Song For A Whale* is described as the culmination of Iris' development. Iris as a person with a disability is shown here as someone who is more mature and begins to see the world from a new perspective. Iris in the ending of the story is portrayed with a positive image such as sociable, courageous, confident, and optimistic. In the following section, the image of disability in the ending of the story can be found in the novel *Song For A Whale* shown by the main character Iris.

At the ending of the story, Iris is described in a positive way where she is a sociable individual. Iris, who was originally described as a loner, begins to try to make friends with other people. The reason for this attitude stems from the incident with Nina that previously made Mom scold Iris and suggest she get along with other people. Another reason comes from Iris' journey in trying to meet the whale Blue55, where Iris who had previously started wanting happiness, decided

to become a better person by being sociable. The data regarding Iris who is described as getting along with other people at the ending of the story is as follows:

> *"I'm Iris. I'm Deaf, I wrote on the notepad.*
> *I laughed when I read what she wrote back. I'm Bennie. Not Deaf. Good, so she*
> *wasn't afraid of me.*
> *Do you like whales? I asked her. Or other animals?*
> *Most animals. Especially sharks. I'm going to be a shark biologist.*
> *Working with sharks? Maybe this girl wasn't afraid of anything."* (Page: 130)

The data above shows Iris trying to communicate using notes with a person she met on the ship. Iris is shown trying to be acquainted with a non-disabled girl named Bennie, where Iris is surprised that Bennie doesn't seem afraid that Iris is disabled. The data indicate that Iris has a willingness to socialize and make friends with other people. Meanwhile, the impact of Iris being friends with Bennie is that Iris begins to gain courage and confidence that she can also make friends with other people if she wants to. The depiction of iris trying to get along and befriend other people at the ending of the story can be categorized as a positive image.

What follows after becoming a sociable person is also becoming more courageous. At the end of the story, Iris, who is described as an easygoing child, is also described as a more courageous child. One of the reasons is that Iris has become more courageous after successfully communicating well and befriending Bennie, a person she has just met. While the reason that started Iris becoming more courageous was her determination to find happiness, where Iris wanted to be able to communicate with people with disabilities like her even though she had to

meet new people. The data of Iris as a person who became more courageous is as follows:

> *"As I wrote about whale communication, I kept thinking about Grandpa and what he'd told me about the Sei whale that day on the beach. A whale can't find its way through a world without sound….But it's different for us…."*
>
> *"I didn't like the way my stomach felt when I thought about going to a new school with new people, even though we'd share a language. Grandpa had told me I would find my way, even though it might take time to figure things out. Maybe finding your way sometimes means you can't stay where you are."* (Page: 211)

The data above shows Iris thinking about Grandpa's advice about the differences between humans and whales in living in a world without sound. Iris decided that Grandpa's words earlier were to suggest Iris find her way rather than having to let herself do nothing. The data indicated that Iris had finally decided to become a more courageous person to decide her path than let her condition hold her back.

There is also a second data at the end of the story which depicts Iris as courageous in the following dialogue:

> *"After a deep breath, I told Mom, "I do want to go. I want to be around other Deaf kids like Wendell. People who speak my language."*
> *"I speak your language," she answered.*
> *"I know, and I'm really happy you do. And that Dad…sort of does. But you don't have to unless you decide to. You know it's different for Deaf people. I can't keep going through the school day all alone."*
> *"I think it'll be hard for you, starting over with so many new people."*
> *"Every day is hard."* (Page: 214)

The data shows that Iris began to have a dialogue with Mom about wanting to go to school where other deaf children were, even though she had not talked about it for a long time because previously she was shy and afraid of her mother's opinion. It is also shown that Iris is ready and brave enough to take risks

to meet new people she doesn't know if she goes to a new place. The data indicates that Iris has turned into a person who dares to express her opinion. From the two data regarding Iris being courageous, the impact is that Iris becomes brave in speaking, expressing her opinion, and facing problems. This becomes a positive image of disability where Iris who was previously shy at the beginning of the story becomes brave at the ending of the story.

At the ending of the story, Iris is also described in a positive way where she becomes a more confident individual than before. Iris, who was originally described as a shy person, began to be brave and became a confident person. The reason for this confidence stems from Iris who not only managed to meet the whale after going through many obstacles, but also managed to befriend Bennie and convince Mom to transfer schools. The data about Iris who is described as being a confident person at the ending of the story is as follows:

> *"The thought of going to a school where I'd know hardly anyone was scary, but it was better than the dread I'd feel about spending my next years of school like the last ones. If Blue 55 could find happiness hanging out at the sanctuary with animals he'd never met, I could be happy at a new school."* (Page: 214)

The data above shows Iris thought that starting school in a new place must be scary. However, it is also shown that Iris is confident that she can find happiness in her new school, just as the whale Blue55 can be happy by making friends with other animals in the sanctuary. The data indicates that Iris is confident that she can socialize and make friends with other people at her new school. Meanwhile, the impact of Iris becoming confident is that Iris also becomes an optimistic person. Then, the depiction of the iris who becomes a confident person at the ending of the story can also be categorized as a positive image.

What follows after being confident is being optimistic. At the end of the story, Iris who becomes confident is also described as being an optimistic person. Iris, who was originally described as a pessimist at the beginning of the story, has turned into an optimist at the end of the story. The reason Iris is optimistic is that Iris has become more confident and dares to speak her mind. Iris who became more confident saw the world more positively and had more optimistic thoughts about what was to come. The data about Iris who is described as an optimistic person at the end of the story is as follows:

> *"She parked at the curb and waited while I sat there looking out the window at all the students heading into the school. Was this what I wanted? I didn't know any of those people.*
>
> *But I could. I hadn't known anyone at my old school either, not really. Here, I'd have a chance."* (Page: 220)

The data shows Iris is wondering if she can make friends at her new school. However, Iris is optimistic that she will have a better chance of getting to know her new friends better because they share the same language, sign language. The data indicates that Iris thinks she will face problems at her new school, but she is optimistic that she will get through it well. The impact of Iris being a person who thinks optimistically is that Iris can cope with stress. Because optimistic thoughts can automatically help in reducing anxiety over the problems at hand. Therefore, Iris who is described as an optimistic person at the end of the story can be categorized as a positive image.

B. The Change of The Image of Disability in the Novel *Song For A Whale*

In the novel *Song For A Whale*, the identification of the image of disability utilizes story development which is divided into three, namely the beginning of the story, the middle of the story, and the end of the story. In the development of the story, there is also a change or transition in the image of disability where the initially negative image becomes a positive image at the end of the story. The question arises of why this could have happened in the first place. In this section, the researcher identifies the reasons why there is a change in the image or transition of the image of disability in Lynne Kelly's novel *Song for a Whale*.

The change in the image of disability in the novel *Song For A Whale* begins with Iris, who is described as an envious person. Iris at that time is portrayed as being jealous of her neighbor named Wendell after visiting and knowing his school. From Iris's point of view, Wendell has a very different life from Iris even when they share the same disability condition. The following is the data that describes Iris being envious of Wendell's life as the stem of the change in the image of disability:

> *"After the visit to the junior high, I'd wondered every day what Wendell was doing at his school. Maybe he was learning the same things I was, but from a Deaf teacher, or he was signing with a bunch of friends at lunch, or joking with another student he passed in the hallway. If I were with them every day, I could be part of that. Even if we did sign a little differently, I'd sign more like the other kids after hanging around them more."* (Page: 108)

The data above shows that Iris is thinking and contemplating Wendell's daily school life. Iris thinks how much she wants to hang out and sign more with other kids if she goes to school there. The data indicates that Iris begins to reflect

more on the difference between her life with Wendell, where Iris feels jealous and has a desire to have everyday life like him. Wendell can interact with friends who also have a disability like him in his school. However, Iris can only talk with Wendell, the person Iris regards as her sole friend. Fortunately, Iris's jealousy has resulted that Iris also indirectly contemplating herself, where she also wants to have a life just like her neighbor Wendell.

As explained above, this then became a trigger for Iris to reflect on her life so far. The origin of why Iris did this was because Iris was invited by Ms. Jackson, Wendell's mother, to visit the school where Wendell and his mother attended. Iris, who had never interacted with other people with disabilities before, was able to chat with the same person like her. This change is reinforced by the following data:

> *"A new language. From groups who couldn't understand one another at first. Why hadn't I known about that? Maybe Blue55 and I would understand each other, just a little. Just one sound. Wendell was signing with the other students and the teacher, telling them about Blue55. They looked over at me and signed things like "Really?" and "That's great!" The teacher asked, "Will you let us know how it works out?"* (Page: 80)

The data above shows Iris and Wendell communicating using sign language with other children in the class. Iris who initially wondered if she could communicate with the whale Blue55 got a good response from the other kids and asked Iris. The data shows that Iris, who can socialize well with other children, encourages Iris to also be able to meet and communicate with the whale Blue55. This became the reason for Iris to be more confident in meeting the whale Blue55.

From Iris's meeting with other children with disabilities, her jealousy towards Wendell, thinking about the differences between her life with other people and thinking that she also wants to have a life just like Wendell, and aims to be a better person. All of those transitions became the beginning of a change in the image of disability in the novel *Song For A Whale*. This development can be categorized as a transition period where Iris starts to think that she also wants to change, to have a better life. This development is also proof that from this point onwards, the image of disability is shifted in a different direction from the negative image to the positive image of disability.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter is split up into two parts in this section: conclusions and suggestions. The conclusion part includes a summary of the analysis from the third chapter. Additionally, the second part is a suggestion, which includes comments and suggestions for those other researchers who are conducting studies on the same novel or topic in the future.

A. Conclusion

This research contains an analysis of how the image of disability is represented in the novel entitled *Song For A Whale* by Lynne Kelly (2019). This research uses empathy study in Alice Hall's literary disability studies as a research approach. In the previous chapter, an analysis was presented of how the main character Iris as a child with a disability is portrayed in Lynne Kelly's *Song For A Whale*. The purpose of this research is to find out how the image of disability is represented in the novel *Song For A Whale*.

The image of disability at the beginning of the story is categorized as a negative image. At the beginning of the story, the research found that Iris, a deaf and mute child, was portrayed negatively. The first is that Iris is described as a shy person who wants to talk, but prefers to write notes. The second is that Iris is described as a loner. She prefers to avoid socializing with others because she feels

shy. The third is that Iris is described as a sensitive and easily offended person. Iris once slammed her workbook, furious, after overhearing the conversation between teacher and classmate about herself. The last one is that Iris is described as a pessimist who thought that other people wouldn't understand her.

The image of disability in the middle of the story is described as a change from a negative to a positive image. The study found that Iris, who was initially portrayed negatively, was slowly portrayed positively in the middle of the story. The first is that Iris is still described as a pessimist who was afraid that Mom's opinion doesn't match what Iris expected. The second is that Iris is described she feels jealous of the other children because they know a side of Wendell that he has never shown Iris. The last is that Iris is portrayed positively by starting to try new things who was previously passive about her grandmother's condition, tries to convince Grandma not to be a loner like Iris, and tries to change together.

The image of disability at the ending of the story is categorized as a positive image. The study found that Iris was portrayed positively at the end of the story, which is a development of the depiction of disability from being initially portrayed as a negative to a positive one. The first depiction is that Iris is described as a sociable person who tries to be acquainted with strangers. The second is that Iris is described as courageous as being brave to take risks. Third, Iris is depicted as a confident person that can socialize and make friends with other people. Lastly, Iris who was previously described as pessimistic is described as optimistic and thinks she will face problems at her new school but is optimistic that she will get through it well.

In the novel, there is also a change in the image of disability from negative to positive. This is suspected to be a psychological factor experienced by the iris. It starts with Iris starting to question the difference in her life with her neighbor Wendell. Iris here began to ponder the difference between her life and Wendell's, feeling jealous and having the desire to have an everyday life like him. After reflecting on herself, Iris tries to change into a better person, where she starts by trying to communicate with other deaf children at Wendell's school and the non-disabled children she has just met on a trip. This indicates that Iris is not only jealous of other people's disabled lives or just trying to be better, but also shows that the image of disability shifts from a negative to a positive image of disability from the moment Iris wants to change.

B. Suggestion

There are so many negative images of disability that occur in literature, causing a lack of positive images. This has led to more and more negative stereotypes about persons with disabilities written in literature. Therefore, this thesis aims to provide information to readers that people with disabilities also have the right to have more positive images in every media. As a result, this study seeks to aid future research that employs the same theory or object. Lynne Kelly's *Song For A Whale* may be interpreted in many ways, including psychological, social, and so on. It is advised that future scholars perform studies utilizing other factors that have not yet been investigated and features that have already been analyzed. Analyzing many elements will motivate future scholars to identify research needs.

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CURRICULUM VITAE

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A. The Image of Disability Represented in the Novel *Song For A Whale*

1. Beginning of the Story

Corpus	Page
"After Mr. Charles interpreted that, he added that it might be distracting to have two people signing at the same time. After a few minutes, Ms. Conn came by to ask Nina, "Are you doing okay, helping Iris?" "Yes, I think she's catching on," she answered. *Catching on*. I looked back down at my work so I wouldn't turn into one of those cartoon characters with steam shooting out of their ears. After I scribbled down the last answer in the workbook, I slammed it closed and signed, "*Finished*."	14
"Whenever I spelled something back, they didn't catch it anyway, unless I slowed down so much that by the time I got to the end of the sentence, they'd forgotten the beginning."	23
"Even though the bell hadn't rung, I headed to the principal's office. That was where they were going to send me anyway."	25
"I couldn't take it anymore. My face burned hotter. Everyone looked at me like I was the dumb one for not understanding. I pushed her away and signed, "Leave me alone!" I didn't mean to push her so hard, but she ended up crashing into the people at the next table and landing on the floor. Nina's mouth was open wide as if she were yelling."	25
"But by "talk," I mean "write notes back and forth." I hated the way people looked at me when they didn't understand my Deaf accent. Since I didn't know if I talked very well, I'd rather not do it."	29
"We have to do something to get your attention. Maybe you'll take us seriously when we say you have to learn to get along with people and follow the rules. That girl's parents are upset with the school."	34
"No. He's been swimming around by himself for a long time, so I think if he could talk to other whales, he would." "Or he's a loner and doesn't want to." Wendell nudged my shoulder. I didn't ask him why."	63

2. Middle of the Story

Corpus	Page
"A new language. From groups who couldn't understand one another at first. Why hadn't I known about that? Maybe Blue 55 and I would understand each other, just a little. Just one sound. Wendell was signing with the other students and the teacher, telling them about Blue 55. They looked over at me and signed things like "Really?" and "That's great!" The teacher asked, "Will you let us know how it works out?"	80
"I'd thought about asking Mom again if I could go to school at Bridgewood. She'd probably say no. I hadn't brought it up for a long time, because I didn't like the way her face changed when I did. Kind of like when we visited Grandma, and she held me a little longer and looked at me like I was going somewhere far away."	81
"It's okay," I signed again. It wasn't okay, but it also wasn't his fault. We didn't see each other every day, and I wasn't around other Deaf people our age like he was. Most of my conversations had been with my grandparents or with Mr. Charles. So I wasn't mad at Wendell for signing differently for me than he did with other kids. I was mad that he had to do it at all."	82
"Even though Grandma wasn't looking at me, I picked up my hands and poured out everything I'd been holding on to, all that I'd tried to do and failed at. I told her about Blue 55, the song I'd created, the trip I'd planned, the radios I'd sold, and the money in the bank I couldn't touch. Maybe it was so easy to let all that out because Grandma wasn't watching anyway, or because she'd understand how I felt. Maybe it was some of both."	103

3. Ending of the Story

Corpus	Page
"*I'm Iris. I'm Deaf*, I wrote on the notepad. I laughed when I read what she wrote back. *I'm Bennie. Not Deaf.* Good, so she wasn't afraid of me. *Do you like whales?* I asked her. *Or other animals?*	130

Most animals. Especially sharks. I'm going to be a shark biologist. Working with sharks? Maybe this girl wasn't afraid of anything."	
"As I wrote about whale communication, I kept thinking about Grandpa and what he'd told me about the Sei whale that day on the beach. A whale can't find its way through a world without sound….But it's different for us…." "I didn't like the way my stomach felt when I thought about going to a new school with new people, even though we'd share a language. Grandpa had told me I would find my way, even though it might take time to figure things out. Maybe finding your way sometimes means you can't stay where you are."	211
"After a deep breath, I told Mom, "I do want to go. I want to be around other Deaf kids like Wendell. People who speak my language." "I speak your language," she answered. "I know, and I'm really happy you do. And that Dad…sort of does. But you don't have to unless you decide to. You know it's different for Deaf people. I can't keep going through the school day all alone." "I think it'll be hard for you, starting over with so many new people." "Every day is hard."	214
"The thought of going to a school where I'd know hardly anyone was scary, but it was better than the dread I'd feel about spending my next years of school like the last ones. If Blue 55 could find happiness hanging out at the sanctuary with animals he'd never met, I could be happy at a new school."	214
"She parked at the curb and waited while I sat there looking out the window at all the students heading into the school. Was this what I wanted? I didn't know any of those people. But I could. I hadn't known anyone at my old school either, not really. Here, I'd have a chance."	220