

**POST-TRAUMATIC STRESS DISORDER EXPERIENCED BY
JONAS IN LOIS LOWRY'S *THE GIVER***

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK
IBRAHIM MALANG**

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THESIS

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2022

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry’s *The Giver***” 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, May 31st 2022

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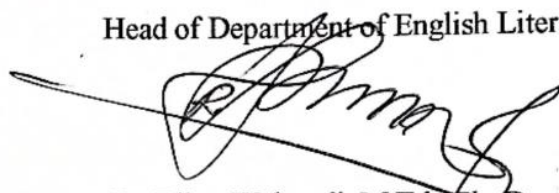
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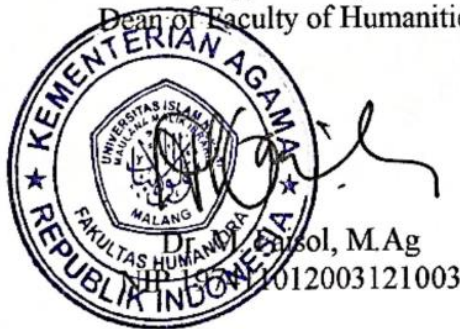
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MOTTO

Whatever happens in your life,
enjoy the process, you will find many lessons that
will keep you growing for the better.

DEDICATION

This thesis is dedicated to my father and late mother.

Parents who are very patient in educating me
and become the main motivation in my life.

ACKNOWLEDGMENTS

Bismillaahirrahmaanirrahiim

Praise be to Allah, the Almighty and the Most Merciful, the Lord of the world, the master of the day after, who always blesses this universe day and night. Praised be to Allah to help one of his servants finish this thesis titled *Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's The Giver*. His mercy and peace be upon the prophet Muhammad SAW, who has pulled us all from the darkness to the light of life.

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I do realize as an imperfect human. This thesis might have weaknesses in some ways. Therefore, I am happy and welcome any feedback, criticism, and suggestions. Hopefully, this thesis provides new insight for future researchers.

Malang, May 31st 2022

Silfia Afni

ABSTRACT

Afni, Silfia (2022). *Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's The Giver* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Syamsudin, M. Hum.

Key words : Post-traumatic stress disorder, trauma, stress

This study aim to identify and analyze the main character of Lois Lowry's *The Giver* novel using the theory of past-traumatic stress disorder by Gerald Davison. This research discusses about (1) What are the causes of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel, and (2) What are the impact of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel. This research uses qualitative research methods. This study uses a literary psychology approach with Gerald Davison's post-traumatic stress disorder (PTSD) theory. The data source of this research is the novel *The Giver* by Lois Lowry copyright 1993, published by Houghton Mifflin Company totaling 156 pages and consists of 23 chapters. The result of this study is Jonas experienced a mental disorder after undergoing mandatory training when he became the recipient. The bad experiences he received when he received memories from the giver often made him fear, pain, depression and stress. The impact is Jonas being a gloomy and anti-social person, he is also often haunted by thoughts about things that traumatize him when he receives memories from the giver.

ABSTRAK

Afni, Silfia (2022). *Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's The Giver* Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Syamsudin, M. Hum.

Kata kunci: Gangguan stress pasca trauma, trauma, stress

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis tokoh utama novel *The Giver* karya Lois Lowry dengan menggunakan teori gangguan stres trauma masa lalu oleh Gerald Davison. Penelitian ini membahas tentang (1) Apa penyebab gangguan stres pasca trauma yang dialami Jonas dalam novel *The Giver* karya Lois Lowry, dan (2) Apa dampak gangguan stres pasca trauma yang dialami Jonas dalam novel *The Giver* karya Lois Lowry. Penelitian ini menggunakan metode penelitian kualitatif. Penelitian ini menggunakan pendekatan psikologi sastra dengan teori post-traumatic stress disorder (PTSD) Gerald Davison. Sumber data penelitian ini adalah novel *The Giver* karya Lois Lowry hak cipta 1993, diterbitkan oleh Houghton Mifflin Company sebanyak 156 halaman dan terdiri dari 23 bab. Hasil dari penelitian ini adalah Jonas mengalami gangguan jiwa setelah menjalani pelatihan wajib saat menjadi penerima. Pengalaman buruk yang diterimanya saat menerima kenangan dari si pemberi seringkali membuatnya takut, sakit, depresi dan stres. Dampaknya Jonas menjadi orang yang murung dan anti sosial, ia juga sering dihantui oleh pikiran-pikiran tentang hal-hal yang membuatnya trauma saat menerima kenangan dari si pemberi.

مستخلص البحث

عائني، سلفيا، ٢٠٢٠، Post-traumatic Stress Disorder Experienced by Jonas in Lois

Lowry's *The Giver*. البحث الجامعي، قسم الأدب الإنجليزي، كلية العلوم

الإنسانية، جامعة موالزا مال ك إبراهيم السالمية الحكومية مالنح. المشرف :

الدكتور شمس الدين

المراجع سوير. اضطراب ما بعد الصدمة، الصدمة، ضغط : الكلمتان الأساسيتان

تستخدم هذا البحث بالمدخل الكيفي . و تستخدم هذا البحث بالمنهج علم النفس الأدبي مع نظرية جيرالد دافيسون اضطراب ما بعد الصدمة (PTSD). مصدر بيانات هذا البحث هو كتاب *Giver* للكاتب لويس لوري المحمية بحقوق الطبع والنشر لعام ٣٩٩١ ، والتي نشرت لها شركة Houghton Mifflin Company في ٦٥١ صفحة وتتكون من ٣٢ نصال. يهدف هذا البحث إلى تحديد وتحليل الشخصية الرئيسية للكتاب لويس لوري بموضوع "The Giver" باستخدام نظرية اضطراب الإجهاد في الماضي الذي كتب جيرالد دافيسون. نناق هذا البحث (١) ما هي أسباب اضطراب ما بعد الصدمة الذي عانى من جوناس في الكتاب لويس لوري "The Giver"، و (٢) ما هو تأثير اضطراب ما بعد الصدمة الذي عانى من جوناس في الكتاب لويس لوري "The Giver" نتائج هذا البحث أن جوناس عانى من اضطراب عقلي بهد خضوع تدريب إلزامي أثناء تلقي. التجارب السيئة التي يلقاها عزد تلقي ذكريات من المعطي غالبا ما تجعل خائفا ومريضا ومكتئبا وموترا. ونتيجة لذلك ، أصبح جوناس شخصا مزاجيا ومعاديا للمجتمع ، كما كان يطارده في كثير من الأحيان أنكار حول الأشياء التي صدمت عزد تلقي ذكريات من المانح.

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research questions, research objectives, research significance, scope and limitation, the definition of key term, and research method conducted in this study.

A. Background of the Study

In living life, humans are not free from problems. These problems include the problems of human life in its interaction with the environment and others, its interaction with oneself, and its interaction with God. These problems can lead to conflicts and psychological problems experienced by every member of the community regardless of age.

The psychological phenomena experienced by society today have inspired various artists, including writers. Inspiration that arises from writers on psychological phenomena experienced by society is expressed in the form of literary works such as short stories, dramas, and romances. According to Sumardjo(Nurgiantoro, 2022), literature is an expression of the human person in the form of experiences, thoughts, feelings, ideas, passions, beliefs, in the form of a concrete picture that evokes charm with language tools. Language in literature can be in the form of oral (oral literature) and in the form of writing (written literature such as short stories, novels).

Through the means of fiction, readers can subconsciously learn, feel, and also live various kinds of life problems that are deliberately offered by the author.

Various kinds of life problems and how each character responds to a problem is different. There are characters who can solve their problems calmly, but there are also characters who feel so burdened by what they are feeling that they feel stressed and traumatized. Through psychology, we can understand what causes a person to become stressed and traumatized due to the problems they face in their lives.

Literary works which are seen as psychological phenomena will display psychological aspects through their characters. Thus, literary works can be approached using a psychological approach. Literature and psychology are too closely related. This is acceptable because literature and psychology have an indirect and functional cross-relationship (Endraswara, 2018).

The research, entitled Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's *The Giver*, uses a psychological analysis of post-traumatic stress disorder (PTSD) as the main Theory to discuss. Literary works which are seen as psychological phenomena will display psychological aspects through their characters. Thus, literary works can be approached using a psychological approach. Literature and psychology are too closely related. This is acceptable because literature and psychology have an indirect and functional cross-relationship (Siswantoro, 2005).

The research, entitled Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's *The Giver*, wants to analyze the main character of Lois Lowry's *The Giver* novel using the theory of past-traumatic stress disorder by Gerald Davison. The researcher chooses the main character instead of another

character because the main character is easier to study than other characters. This can happen because the main character in Lois Lowry's novel *The Giver* experiences many new things, some of which make him traumatized and stressed. There is another character in the novel that can be studied, namely "The Giver" or people in the community often call him the recipient of memory. The researcher did not choose "The Giver" to study because in the storyline the recipient of the memory only gave Jonas his previous memories. There are also several other characters such as Jonas' family and friends, but they only appear for a few moments in Lois Lowry's *The Giver* novel.

Lois Lowry's novel *The Giver* tells about a child who has his own potential in him. Potential that is very rarely owned by people in the community. The child is named Jonas. During the twelve ceremonies he was chosen to be the recipient of the memories of the elders in the community. Recipient of memory is a job that is seen as extraordinary in the community. There will be many difficult things that Jonas will face after he is chosen as the recipient of the memory. No one knows exactly what the work of the memory owners in that community is. What they know is that the owner of memory has the advantage of managing the community with the wisdom they have.

The choice of Jonas as the recipient of the memory indicates that Jonas has extraordinary potential and is only owned by a handful of people in their community. He can see the past, various colors, feel love and many other things that people in that community cannot do. However, everything that happened after he became a recipient should not be shared with anyone. Whatever happened

during his training period to become a recipient until he officially became a recipient of the next memory is strictly confidential. Only Jonas and the giver can know.

Since Jonas officially became the recipient of the memory, he immediately received orders to attend mandatory training together with the previous recipient. There were so many previous memories that Jonas had just received. There are memories that are beautiful, exciting, fun, sad, and there are even memories that physically torture Jonas. Often Jonas felt like stopping to continue his mandatory training due to the excruciating pain in his body. Some memories made him feel anxious and made Jonas suddenly feel stressed by the mandatory training as a memory receiver. Sometimes unknowingly he suddenly hurts his family (Lowry, 1993).

The reason the researcher chose this study was because this research on post-traumatic stress disorder by the main character (Jonas) was so interesting. This novel depicts a child who has more potential than the people in his community, but with that potential he also feels many things that are both fun and painful. He feels stressed because there are many memories that make him feel stressed and traumatized.

Based on the explanations above, the researcher tries to examine the post-traumatic stress disorder (PTSD) experienced by the main character in Lois Lowry's novel *The Giver* named Jonas. The researcher examines these literary works using the theory of post-traumatic stress disorder (PTSD) by Gerald Davison. Post-traumatic stress disorder (PTSD) occurs or develops in individuals

who have experienced psychological problems such as shocking, frightening or dangerous things (G.C Davison & Neale, 2006).

B. Problems of the Study

From the explanation above, the researcher formulated two problems of the study.

1. What are the causes of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel?
2. How does the impact of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel?

C. Objectives of the Study

Based on the problems of the study above, the objectives of the study are:

1. To find out the causes of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver*.
2. To find out the impact of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver*.

D. Scope and Limitation

In this study entitled "Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's *The Giver*", the researcher focused on post-traumatic stress disorder suffered by the main character. This study uses a psychological approach. The researcher uses a psychological approach because it relates to post-traumatic stress disorder. Jonas as the main actor experiences painful things during his mandatory training, often he becomes moody after doing the mandatory training. From what Jonas has experienced, the researcher took the initiative to examine the

main character in Lois Lowry's *The Giver* novel using post-traumatic stress disorder (PTSD) theory by Gerald Davison.

This study was concentrated in two main parts in the discussion. The first is a traumatic cause, the second is what the impact of the post-traumatic stress disorder suffered by Jonas as the main actor in *The Giver* novel by Lois Lowry.

E. Significance of the Study

In this study there are two benefits. The first benefit is the theoretical benefit. Theoretically, this research is useful for adding insight into how to apply post-traumatic stress disorder theory to a novel. In addition, this research is also useful to add insight into the post-traumatic stress disorder theory of Gerald Davison. This study also provides new knowledge on the theory of post-traumatic stress disorder by using different objects.

The second benefit is the practically benefit. Practically, this research can help understand post-traumatic stress disorder theory so that it is easier to apply to other novels or everyday life. This research is also useful for students majoring in English literature to study and apply the theory of post-traumatic stress disorder in their daily assignments and thesis.

F. Definition of the Key Terms

- **Psychology:** the study of mind and behavior. It encompasses the biological influences, social pressures, and environmental factors that affect how people think, act, and feel (K, 2020).
- **Character:** the prime element of human personality. It is comprised of individual s attitudes, belief and values, (Pradhan, 2009).

- **Stress:** a medical condition of a person caused by various strong external stimuli and cause anxiety, which is also known as general adaptation syndrome (Selye, 1956)

G. Previous Studies

The first research is the research of Nor Islafatun from PTN Syahid Jakarta in 2017 entitled “Pergeseran Peran Anak Sebagai Agen Perubahan Struktur Dalam Ekranisasi”, Nor Islafatun examines the changes that have occurred in the ecranization of *The Giver* related to domination and resistance to changes in the structure of society. In his research, Nor Islafatun also explains the change in the role of children as agents of change. Children as agents of change start from their extraordinary potential. How can he realize the potential that exists in him and actualize himself so that he can change his life. What the main character experiences and does can be investigated with the theory of humanistic psychology (Islafatun, 2017).

For further research, namely the research of Randi Hanifa and Hat Pujiati from the University of Jember in 2018 entitled “Violence Beyond the Utopian Society in Lois Lowry’s *The Giver*. This research contains about violence in a utopian society constructed in the dystopian novel *The Giver*, Lois Lowry. Results of the analysis shows that the comfort facilities provided by the government in a society have the potential to hegemony and demean humans for power. Randi and Hat focus on Utopian society in the novel *The Giver*. Hat Pujiati focuses more on community governance in Lois Lowry’s novel *The Giver* (Pujiati, 2018).

The next research is Marlina's research from the Muhammadiyah University of Surakarta in 2018 entitled "Resistance to *The Giver* of Quartet Lois Lowry: Psychosocial Perspective". This research discusses the dystopian fiction in the novel *The Giver*. This research from Marlina focuses more on psychosocial perspectives. In adolescence, individuals will go through the stages of acquiring self-identity. The success of individuals in obtaining self-identity will affect their next life. The aim of the research conducted by Marlina was to find out what types of resistance the novel writer (Lois Lowry) described on *The Giver* Quartet in relation to obtaining identity from a psychosocial perspective (Marlina, 2018).

The next research is Ibnu Aziz from Semarang State University in 2017 entitled "The Rebellion Against conformity reflected on Lowry's *The Giver*". This study discusses rebellion in the novel *The Giver*. This study aims to explain the suitability described in *The Giver* and explain rebellion against conformity described in *The Giver*. This research is a descriptive qualitative research with a deconstruction approach by Jacques Derrida. This research focuses on the rebellion in Lois Lowry's novel *The Giver*. The rebellion is caused by each individual who does not want to follow the belief of the majority group which is called conformity. According to Ibnu Aziz, not all rebellion is bad, sometimes rebellion can also be good, (Aziz, 2017).

There are various theories and research focused on Lois Lowry's *The Giver* novel. Most of the research from *The Giver* novel focuses on the pattern of government, how the social aspects and deconstruction in the novel. There are no

researchers that have examined post-traumatic stress disorder (PTSD) in the novel. Research using post-traumatic stress disorder (PTSD) is no less important because by examining this post-traumatic stress disorder (PTSD) theory, we can find out about someone who experiences post-traumatic stress disorder caused by various things such as a painful past story.. Besides that, we can also add insights about the application of theory to literary works.

H. Research Method

This research method section describes the research design, data sources, data collection, and data analysis were discussed by the researcher.

This study uses a literary psychology approach with Gerald Davison's post-traumatic stress disorder (PTSD) theory. This study was concentrated in two main parts in the discussion. The first is a traumatic cause, the second is what the impact of the post-traumatic stress disorder experienced by Jonas as the main actor in *The Giver* novel by Lois Lowry.

This research uses qualitative research methods. The definition of a qualitative research method is a social science research method that can collect and analyze data in written form. This study used a qualitative research method because the objects and data used were quotations of words or sentences from the writings recounted in Lois Lowry's *The Giver* novel. The data is then analyzed according to the research context descriptively, (Afrizal, 2016).

1. Research design

In this thesis, the researcher interprets and analyzes a literary work and classifies it into literary criticism. This is because this research uses literary works

as an object of research of research related to the theory, this research is a kind of interpreting literary works. Literary criticism develops the reader's ability to think and read descriptively about literary works. This research focuses on the main character named Jonas by applying psychological theory. The researcher tries to analyze the post traumatic stress disorder experienced by the main character named Jonas. This study uses a literary psychology approach with Gerald Davison's post-traumatic stress disorder (PTSD) theory.

2. Data source

The data source of this research is the novel *The Giver* by Lois Lowry copyright 1993, published by Houghton Mifflin Company totaling 156 pages and consists of 23 chapters. This novel consists of relevant words, sentences and phrases that meet the objectives of this study. Secondary data sources then consist of related study sources that provide the same information. Several related studies were drawn from dissertations, journals, and student theory books that supported the questions, problems, and theories of this study.

3. Data collection

The documents used in this study were written in the form of stories, namely the novel *The Giver* by Lois Lowry, with the following data collection procedures; Researchers read the novel *The Giver* by Lois Lowry over and over again until they really understand the contents of this novel, read reference books related to research, determine the Post-traumatic stress disorder based on the personality or psychology of the main character according to Gerald Davison theory, grouping data based on analysis criteria , and enter data into research.

4. Data analysis

The researcher examined the psychological aspects contained in the novel. Researchers formulate several steps to conduct data. The first step, the researcher begins to conclude the psychological development of the main character, such as the classification of the causes and effects of post-traumatic stress disorder, which are described separately. To make it easier, the researcher made a list of the collected data. The aim is to select the necessary data that can be analyzed in this study. The next step is to classify the data based on the research problem. After sorting the data, describe and analyze according to the theory used in this study. Finally, the researcher concludes from the data found and analyzes and draws conclusions and determines whether the conclusions are appropriate to answer the research. The analyzed data was then presented in an informal, descriptive qualitative form, namely in the form of words and narratives.

CHAPTER II

REVIEW ON RELATED LITERATURE

This second chapter contains an explanation of the theoretical framework. The researcher will explain about the theory used in this research. In this study, researchers used Gerald Davison's post traumatic stress disorder theory.

Character theory and characterization is used to explain the protagonist's properties in an identity crisis. The theory is used to figure out how the characteristics of someone experiencing PTSD are then linked to the characteristics of the protagonist. Psychological theory and literature are used when the topic of psychology is mentioned in a literature study.

Related studies are used to help researchers gain a deeper understanding of literary works. Through the study of related theories, researchers can also solve problems mentioned in literary works. These issues also allow the researcher to gain a deeper understanding of the protagonist.

a. Psychology and Literature

Literary psychology pays attention to the problems associated with the mental elements of fictional characters that are contained in literary works. This side of humanity is the main object of literary psychology. Literary psychological research is carried out in two ways. First, through the comprehension of psychological theories, an analysis of a literary work is carried out. Secondly, by establishing a literary work as the object of study, and then identifying the psychological theories that are considered relevant for conducting research analysis (Ratna, 2007).

Literature is a name that is attached to the results of human creative work by using language as a material for its creation. Etymologically, the word literature comes from the Latin word *litteratura* which is actually created from the translation of the word *grammatical* (Greek). *Litteratura* and *grammar* are based on the word *littera* and *gramma*, which means letter (writing or letter) (Klarer, 2005). In its development in the world of language, the word literature has changed its meaning. In the Cambridge Dictionary the word literature is defined as written artistic works, especially those with a high and lasting artistic value. As stated in the Merriam-Webster Dictionary, the word literature has a special meaning, writings having excellence of form or expression and expressing ideas of permanent or universal interest.

Definitively, literature is understood as a creation, a creation, which is not merely an imitation of reality. Indeed, reality is a source of ideas for a writer in creating literary works (Luxemburg, 1985). However, it does not mean that a writer simply rewrites the reality he faces in his literary works. In the act of creating literary works, a writer also expresses his opinions and thoughts on something or the reality he faces by continuing to take into account the aspects of beauty that will later be contained in the literary work he creates.

Psychology comes from the Greek words *Psyche* which means soul, and *Logos* which means knowledge. So, psychology means the science of the soul which studies human behavior (Atkinson R. L., 1990).

Psychology and literature are very continuous in their role in life. This is because psychology and literature have a function in life. Psychology and

literature both deal with human problems as individual beings and social beings. Both use the same foundation, namely to make human experience as a material for study. Therefore, the psychological approach is considered important in its use in literary research (Endraswara, 2003).

Literary psychology research has a very important role in understanding literature, this is because there are several advantages, namely: the importance of literary psychology to examine more deeply about aspects of character, with this literary psychology approach researchers get feedback on issues of character developed, and no less important, research using literary psychology is very helpful for analyzing literary works that are thick with psychological problems (Endraswara, 2003).

Psychological analysis of literary works, especially fiction and drama, does not appear to be too much, because both literature and psychology talk about humans. The difference is, literature talks about humans created by the author, while psychology talks about humans created by God who actually live in the real world (Agustina, 2018).

b. Character

Characters in literary works are important because without characters, literary works will not run or become a story. Sayuti argues that the character has a "lifelike" degree of lifelikeness. However, the "lifelike" measure is not the only measure that is sufficient to judge a character in fiction. It is said so because the notion of lifelikeness is only a form of oversimplification (Sayuti, 2000).

Character can mean the actor of the story and can also mean character. Abrams argues that characters are people who are shown in a narrative or drama work which the reader interprets as having certain moral qualities and tendencies as expressed in speech and what is done in action (Dr. Burhan Nurgiantoro, 1998). Characters play an important role in presenting conflict according to the characters that have been arranged by the author. According to Aminuddin, the actors who carry the events in fiction stories so that the events are able to weave a story are called characters (Aminuddin, 2013).

According to Marquab, the characters, especially the main character, are always the center of attention of the readers. Their behavior and fate (at least when first read), is of greatest concern. A character is a person or persons depicted in a book, play, or any literary work. As Peck and Coyle put it "Those in novels are called characters. We judge them based on what the authors tell us and on what they do and say" (Coyle, 2002).

Based on the above understanding, it can be said that a character is a fictional individual in a story as an actor who experiences events in the story.

Characters in a fiction story can be divided into several types of naming based on the angle from which the naming is done. Based on different points of view and views, a character can be categorized into several types of naming at once (Dr. Burhan Nurgiantoro, 1998).

In book "a" by Dr. Burhan Nurgiyantoro M. Pd, Aminuddin said that the characters are divided into two types, namely:

1. Main Character

The main character is a character who has an important role in a story. This character is the character who is told the most, both as the perpetrator of the event and the subject of the event. Even in certain novels, the main character is always present in every event and can be found on every page of the storybook concerned (Dr. Burhan Nurgiantoro, 1998).

2. Supporting Character

A supporting character is a character who has an insignificant role in the story and the presence of this character is only to support the main character.

Based on their character, story characters can be divided into:

1. Simple character

A simple character is a character who has one certain personal quality, one certain character trait. The nature and behavior of a simple character is flat, monotonous, and only reflects one particular character.

2. Complex character

A complex character is a character who has and is exposed to various possible sides of his life, personality and identity. He can have a certain character that can be formulated, but he can also display a character and behavior that can be formulated variously, maybe even contradictory and unpredictable (Dr. Burhan Nurgiantoro, 1998).

Based on their role in a story, characters are divided into 2, namely:

1. Protagonist

The protagonist is a character we admire, one of which is popularly called a hero, namely a character who embodies norms, ideal values for us (Altenbernd and Lewis in Nurgiyantoro, 2002:178).

2. Antagonist

The antagonist character is the character that causes conflict and tension experienced by the protagonist.

Based on the criteria for developing or not a character is divided into:

1. Static characters

A static character is an essential story character that does not experience changes and or development of character as a result of events that occur (Altenbernd and Lewis in Nurgiyantoro, 2002: 188).

2. Character developing

Developing characters are story characters who experience changes and development of character in line with the development of character in line with the development (and changes) of events and plots told. Based on the possible reflection of the story characters on the (a group of) humans from real life, story characters are divided into:

1. Typical character

A typical character is a character whose individuality is only slightly displayed, and the quality of his work or nationality or something else is more representative.

2. Neutral Character

Neutral characters are story characters who exist for the sake of the story itself. He really is an imaginary character who only lives and exists in a fictional world. He is present (or presented) solely for the sake of the story, or even he is the one who actually owns the story, does the story, and is told.

c. Trauma

Trauma is an experience that destroys a sense of security, ability, and self-esteem, causing psychological wounds that are difficult to heal completely (A, 1995). So that if someone is traumatized by something, the sense of security and comfort becomes disturbed or even disappears in daily life. Trauma can also be a psychological wound that is difficult to completely remove, which means that even if the trauma level has subsided, it will continue for a lifetime.

Mendatu divides the mechanism into four main processes of trauma, namely (1) the occurrence of events, (2) trauma, (3) stress response to traumatic events, (4) PTSD (Post-traumatic stress disorder) (Mendatu, 2010). First, the mechanism of trauma begins with the event. Events interpreted as harmless will not trigger trauma. Events that are interpreted as dangerous and cannot be resolved can trigger trauma. Second, if the event is interpreted as dangerous, it will cause trauma. Trauma arises when a person is unable to cope with the events that occurred. Third, the emergence of a stress response to a traumatic event. If trauma occurs, stress responses will appear as a form of adaptation to the traumatic event experienced. In general, the response that appears will still be considered normal. However, if these responses are not handled properly, they can lead to a disorder called PTSD. Fourth, there is PTSD (Post-traumatic stress disorder). Post-

traumatic disorder or PTSD is a true disorder of trauma. As the name implies, PTSD is not normal. Usually the stress response to trauma will be referred to as post-traumatic disorder or PTSD if it is not managed properly after three months of the traumatic event. PTSD can appear after years of the traumatic event have passed (Mendatu, 2010).

In general, Mendatu (2010: 13-14) divides trauma into three groups, namely (1) physical trauma, (2) post-cult trauma, and (3) psychological trauma.

1. Physical Trauma

Physical trauma is a physical injury that is dangerous to safety due to physical changes, such as kidney removal, broken bones, severe bleeding, severed hands and feet, and others. Trauma in this sense is used in a limited way in the medical world and is relatively unknown to the general public. Physical trauma consists of two kinds, namely: penetrating trauma and blunt trauma. Penetrating trauma is a type of trauma in the form of filling the skin or other body parts by an object. Examples: filled with knives, hit by bomb fragments, shot by bullets, pierced by arrows, and others. Blunt trauma is a type of trauma caused by blunt objects. For example, hit by a fist, hit by a motorbike, and hit (Mendatu, 2010)

2. Post-cult trauma

Post-cult trauma is a severe emotional problem that arises when members of cults or new religious movements (e.g. the Garden of Eden sect, Ahmadiyah sect, and others) experience feelings of being uninvolved or uninvolved (Mendatu, 2010: 14). This trauma occurs when a person enters a cult group and does not experience the feeling of being involved or belonging to the group. So that the

person feels a conflict within himself between choosing to believe in his group or leaving the group because it is not in line with his thoughts.

3. Psychological Trauma

Psychological trauma is a psychological injury that usually results from facing an extremely stressful or life-threatening event. This is the most popular type of trauma and often occurs. Also, sufferers the most. When people say the word "trauma", people usually mean this psychological trauma (Mendatu, 2010: 14).

Trauma causes the nervous system to be overstimulated due to an unbearable fear or sense of being threatened. Therefore, the performance of the nervous system (including the brain) which controls the whole self is disturbed (Mendatu, 2010: 17).

Intellectually, brain nerves will lose 50-90% of brain capacity. Therefore, in trauma situations usually are not able to think to make decisions quickly and accurately. Emotionally, feel nothing. So, from a very strong emotional feeling suddenly changed to feeling nothing. Spiritually, not feeling connected to anything; everything seems meaningless to the traumatized person. Physically, experiencing disturbances for example, having headaches, migraines, shaking non-stop, etc., or being unable to do anything; the body is powerless, limp limp (Mendatu, 2010:17-18).

According to Mendatu (2010: 22) there are various kinds of events that can cause trauma. Based on a person's involvement with the event, traumatic events can be divided into three different levels or types, namely (1) impersonal trauma, (2) interpersonal trauma, and (3) attachment trauma.

1. Impersonal trauma

The traumatic event does not involve the sufferer's feelings for others. Not personally involved in it. The incident is completely impersonal to the sufferer. Here are some of its forms, namely, natural disasters for example: earthquakes, tsunamis, hurricanes, hurricanes, floods, etc., disasters related to humans and technology, for example: radiation leaks from nuclear power plants, gas stoves explode, and so on. in -other. Accidents, for example: traffic accidents, almost drowning, falling from trees, and others (Mendatu, 2010: 22-23).

2. Interpersonal Trauma

The traumatic event involves the sufferer's feelings, because it involves the sufferer or people close to the sufferer as a victim, perpetrator, or eye witness. The following are some forms of (1) dangerous or chronic illness or injury; for example, yourself or someone close to you suffers from cancer, broken bones, lost a leg, etc., (2) violence in all its forms; for example beatings, terror, torture, threats, etc., (3) loss or death of close people, such as parents, siblings, friends, spouse, or children, (4) betrayed by people they once trusted, (5) War, human rights violations, and political violence, (6) crimes, such as robbery and theft (Mendatu, 2010: 23-24).

3. Attachment Trauma

Attachment trauma, also known as developmental trauma, is the most emotional type of trauma. This trauma arises when an event is interpreted by the victim to threaten his or her need for attachment to others. Usually this trauma occurs in childhood. This trauma was caused by the treatment of one of the people

close to the victim. The following are some types of events that can cause attachment trauma, (1) physical and psychological violence by close people, (2) sexual violence against children by close people, (3) rejection of the presence of children or children being abused, (4) neglect their physical needs, for example not being fed until they are hungry, (5) being ignored for their emotional needs, (6) being forcibly separated from someone who is very close to them (Mendatu, 2010: 24-25).

After the trauma that occurs, stress response will appear as an adaptation to traumatic events experienced. Here's a general response to trauma which is divided into four general responses. When trauma occurs, sufferers will provide four responses namely (1) emotional response, (2) cognitive response, (3) behavior, and (4) physiological response (Mendatu, 2010: 28).

1. Emotional response

Emotional response that occurs when sufferers experience trauma, namely the difficulty of controlling emotions, easier to be offended and angry, easily diagnosed and easily heated-panasi, easy mood changes, panic, anxious, nervous and depressed, sad, grieving, and depression, feeling rejected and depressed, feeling rejected ignored, scared and worried about the effects of trauma events; Events will occur again; Will befall the closest people, provide an emotional response that is not appropriate, for example when the child dies instead laughing out loud (runny, 2010: 28-29). This emotional response is easily visible to others and influences in everyday life. The existence of this emotional response

influences thinking and inhibits activities so that patients cannot live life in general.

2. Cognitive response or mind

Cognitive response or mind includes frequent flashbacks, or remembering their traumatic incidents. When experiencing trauma as if the incident was experienced again, so it was unusual for increased heartbeat and sweating. Have a nightmare. Difficulty concentrating, making decisions, and solving problems. Difficulty remembering and forcing the forgetting event. Easy to confuse and blame yourself or stretch other people. Don't rarely blame and criticize everyone. See yourself negatively. Feel alone and lonely. It's hard to build intimacy and suddenly feels far from the others. It's hard for others. Lose attention to others. Want to hide myself. Think of suicide. Feel uncertain. Feeling desperate, feeling hoping for the future, feeling helpless. Loss of interest in ordinary activities. Shock is the time and place of disorientation, and sometimes people (forget people, places and time). Difficulties in recognizing objects or others. Given any traumatic incidents that encounter things that have to do with traumatic events (Mendatu, 2010: 29-30).

3. Behavior response

The behavioral response includes the difficulty of controlling action. More conflicts with others. Avoid old habits. Avoid people, places, or something related to traumatic events, and are reluctant to talk about it. Isolate ourselves from others. Daydream. Don't pay attention to yourself. Difficulties in doing daily activities. Acting aggressively to others and yourself. Often cry suddenly. Increase

consumption of cigarettes or drastic liquor. It's hard to work or learn. Experiencing sleep disorders, which cover insomnia or difficult to sleep, often wake up or wake up suddenly, sleep patterns, for example sleep very dissolved and wake up in the afternoon, and sleep excessively. Experience eating disorders, which among the construction; Lost appetite, always feel hungry so eat very much, changes in taste. How to communicate with other people changes. Easy to surprise. Humor is excessive or silent at all. Being super cautious or paranoid, difficulty resting. Disorders of sexual function, which includes: temporary impotence, decreased sexual desire, difficulties reaching orgasm, and others (Mendatu, 2010: 31-32).

4. Physiological or physical response

Physical response including headaches, pain, chest pain or tight chest. Hard to breathe. Stomach pain, excessive sweating, trembling, weak and lethargic. Tired. Tense muscles or cold skin. Women's menstrual disorders. Lost body balance or feel surprised. Activity becomes excessive or hyperactive. Paralysis or loss of body strength so it cannot move (Mendatu, 2010: 32-33).

d. Stress

Stress is part of the result of an imbalance between needs and resources owned by people, the higher the gap, the higher the stress that people experience and how it will threaten.

According to Sarafino and Timothy, stress is a condition in which a person feels that he or she does not fit into a situation physically or psychologically, and the sources of which come from biology and social systems (Smith, 2012). Stress

can also be said to be a state resulting from the inability of the person experiencing stress to cope with stressors, both real and unreal, between the biological, psychological and social condition and resources that the person has (Harjana, 1994).

Stress is a negative reaction of people who experience excessive pressure due to too many demands, obstacles, or opportunities (Robbins, 2010). Handoeko (2001:200) shows that stress is a state of tension that affects emotions, thought processes, and human states. Excessive stress can compromise a person's ability to cope with the environment (Handoko, 2001). Stress is based on the assumption that, stemming from physiological, behavioral, psychological and somatic symptoms and signs, is the result of a lack of compatibility between people (in terms of their personality, talents and abilities) and their environment, which leads to their inability to effectively resist various its requirements (Munandar, Psikologi industri dan organisasi).

Another view is presented by Lazarus and Folcman (1984), according to which stress is an interaction between a person and his environment that directly or indirectly exposes him to danger. This is in line with the understanding presented by Lukaningsih and Bandiyah (2011) that stress is a term describing the need to adapt from someone or something their response to the complaint (Lukaningsih, 2011). Thus, it can be concluded that stress is a human condition arising from the inability to overcome pressing problems, which can affect the biological, psychological and social functions of that person.

e. Post-Traumatic Stress Disorder

Based on research by the National Center for Post-Traumatic Stress Disorder (PTSD), it is explained that Post-Traumatic Stress Disorder (PTSD) is a mental disorder that can appear after a person experiences or witnesses a life-threatening event. Some examples of events that can affect lives are military battles, natural disasters, terrorist incidents, serious accidents or acts of individual violence, such as rape and physical violence. Post-Traumatic Stress Disorder (PTSD) is characterized by biological changes as well as psychological symptoms. When a person is diagnosed with Post-Traumatic Stress Disorder (PTSD), it means that the person has experienced or has experienced an event that causes physical and psychological harm, and the person responds to the event experienced with great fear and helplessness(ncptsd,2005). People with Post-Traumatic Stress Disorder (PTSD) will be someone who often even persistently remembers bad experiences that he had experienced through nightmares, flashbacks in thoughts, sleep disturbances, and feeling alienated or separated. These symptoms can get worse and last for a very long time so that it can damage the sufferer's daily life.

Most people with PTSD have abnormal hormone levels. Especially hormones associated with the body's response to stress. Thyroid function also appears to be excessive in PTSD sufferers. After experiencing trauma, people with PTSD experience neurohormonal changes that can cause the person to become constantly agitated, aggressive, and suddenly able to attack others. People with PTSD usually experience stress, persistent depression, generalized phobias, social phobias, and excessive fear.

During times of trauma, it is often an over experience. Some time after experiencing trauma, sometimes they will recall the trauma experience that had occurred mentally and physically. These things can make the sufferer feel uncomfortable and even awake. Therefore, the sufferer prefers to avoid the memories of the events that traumatized him. These trauma symptoms cause a problem called Posttraumatic Stress Disorder (PTSD). Based on the world of medicine and mental health experts, it is known that PTSD is a mental disorder that physically arises due to traumatic experiences (Ruzek., 2006).

Patients who have gone through their traumatic experiences. The meaning of the previous sentence is, PTSD sufferers will recall experiences and events that they have experienced mentally, emotionally and physically. They will continue to remember images and forms of events that have occurred, feel uncomfortable, and physically feel the sensations of the event that traumatized them. They feel themselves in danger, experience feelings of panic, want to run away from the traumatizing event, are irritable and sometimes subconsciously want to attack or hurt others. They find it difficult to sleep and concentrate, this happens because they always feel anxious and restless (Ruzek., 2006).

A traumatic event experienced by a person will respond to and be able to overcome it with the help of an individual mechanism of recovery so that it does not cause adverse consequences in the future. However, some people cannot control themselves and inflict wounds that permanently leave scars or illnesses and affect their behavior. These people have me PTSD in this condition. Have a risk of mental disorders such as anxiety, panic, phobias, depression, confusion and

obsessive-compulsive disorder. Someone who experiences post-traumatic stress disorder if they are still experiencing post-traumatic reactions more than six weeks later with intensity and duration, as well as disturbances in daily living (Hatta, 2016).

1. The Cause of Post-traumatic Stress Disorder

All kinds of risk factors cause PTSD. The development of PTSD also follows traumatic events that occur in some people. According to Gerald Davison (2006), he divided the causes of post-traumatic stress disorder into four types:

a. Brain Structure Causes

Davison believes that certain areas of the human brain that experience a traumatic event, regulate fear and emotion, and cause PTSD are different from those who experience a traumatic event but do not develop PTSD.

b. Genetic causes

Anxiety disorders tend to run in families; some people who struggle with significant levels of anxiety disorders have a higher risk of developing the disorder. While not a major cause of PTSD, it also makes survivors of a traumatic event more vulnerable to developing the disorder themselves.

c. Psychological causes

For people who struggle with certain conditions and have certain types of mental illness, such as depression and anxiety, there is an increased risk of developing post-traumatic stress disorder.

d. Environmental Causes

Some people with a history of horrific traumatic and stressful events are more likely to develop PTSD than others. The latter did not have a similar experience in the past. In addition, soldiers who have military experience and have had many traumatic experiences, such as loss of friendship, physical and psychological trauma, have a higher risk of developing post-traumatic stress disorder because of their history.

2. The Impact of Post-traumatic Stress Disorder .

Healthine (2016) says that people with PTSD have an increased sense of danger. This makes the sufferer feel nervous or anxious at any time or situation. This condition occurs because their natural response is disturbed after a traumatic event. He also claims that a person living with PTSD has a reduced anxiety disorder that occurs after witnessing or experiencing a traumatic event (Maureen Donoghue, 2016).

Much public attention is being drawn to the growing number of war veterans in the United States who suffer from post-traumatic stress disorder, a condition referred to as "combat fatigue". The disorder occurs as a reaction to an individual's memory arising from chemical changes in a person's brain after experiencing a threatening event.

Gerald Davison argues that the significant impact of PTSD will be for the changes that occur in people's feelings, behavior and consciousness, for example:

- a. Changes in people's behavior have seven consequences:
 - 1) Breathing problems.
 - 2) Appetite problems.

- 3) It is easy to be surprised under any circumstances.
- 4) Has a headache and suddenly loses consciousness.
- 5) isolation from society.
- 6) It is difficult to get a comfortable sleep.
- 7) Having problems with heart palpitations.

b. Changes in people's feelings have four consequences:

- 1) anxiety.
- 2) feelings of sadness.
- 3) feeling depressed.
- 4) Experiencing intense fear.

c. Changing people's minds has five consequences:

- 1) Often remembers traumatic events.
- 2) Often have nightmares.
- 3) scattered.
- 4) It is difficult for the patient to accept reality.
- 5) It is difficult to focus on many aspects.

CHAPTER III

FINDING AND DISCUSSION

The Giver is a 1993 American teen dystopian novel written by Lois Lowry. The action takes place in a society that at first seems utopian, but as the story progresses, it turns out to be dystopian. The novel tells about a 12-year-old boy named Jonas. Society removed the pain and strife by resorting to Sameness, a plan that also removed emotional depth from their lives. Jonas is chosen to inherit the position of Memory Receiver, the person who retains all past memories of the time before Sameness, as there may be times when wisdom gained from history must be used to help the community make decisions. Jonas wrestles with the concepts of all the new emotions and things that are presented to him: whether they are inherently good, bad, or in-between, and whether it is even possible to have one without the other. The community lacks color, memory, climate, or terrain, all to preserve structure, order, and a true sense of equality beyond personal identity.

The Giver won the 1994 Newbery Medal and as of 2018 has sold over 12 million copies worldwide. It has been the subject of extensive scholarly analysis, with scholars addressing the themes of memory, religion, color, and eugenics in the novel. In Australia, Canada, and the United States, it is on many high school reading lists, but it is also frequently questioned, and was ranked 11th on the American Library Association's list of books of greatest difficulty in the 1990s. A 2012 US poll named it the fourth best children's novel of all time.

In 2014, a film adaptation was released starring Jeff Bridges, Mary Streep and Brenton Thwaites. The novel forms a loose quartet with three other books set in the same future era known as *The Giver* Quartet: *Gathering Blue* (2000), *Messenger* (2004) and *Son* (2012).

The Giver is a moral and compelling story about a boy named Jonas who lives in a society free from evil and sadness. At the age of 12, children are assigned work that they will practice and do for the rest of their lives. Everything is selected; from parents to spouse. Jonas stands apart from the community as he is chosen as the new Guardian of Memory. Society has been shielded from all the negative aspects of life, because as long as society is formed, there is someone who keeps all the bad and good memories of the past. This is both bad and good for its inhabitants, because although they are protected from harm, they are also not exposed to the beautiful aspects of life.

So, in the ceremony of the Twelve, Jonas was chosen as the Receiver, the person who would be the next Giver. The Giver begins to give Jonas memories of the past. The warmth of a family, what it's like to have a whole family - after all, in the Community a person will only be chosen by the Committee as a husband or wife, then, when they are ready, they will ask the Committee for their children. . However, they can only ask for a child twice. One woman and one man. Once their children grow up and have partners, their parents will become Childless Adults who will never again be able to live with their children - that is, when Jonas remembers what it's like to be in a room full of family. big, there are grandfathers, grandmothers, etc. he feels the strength, comfort, warmth that wraps

the space in memory given by the giver. Love. This is how the giver calls the feelings that Jonas experiences in memory.

However, the giver does not just give memories of the joys of life, love, and so on. The giver also gave Jonas a memory of pain. The donor once gave Jonas the memory of the suffering of people during the war. These bad memories caused Jonas stress and depression.

Below are the causes of post-traumatic stress disorder that Jonas experienced while undergoing mandatory training in his community.

A. The Cause of Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's *The Giver*.

1. Psychological causes

During his mandatory Training, Jonas received many memories from the giver. Among those memories are some bad and painful memories. These memories make Jonas become stressed and depressed. These memories are the cause of Jonas experiencing post-traumatic stress disorder. Jonas' experience in mandatory training with many negative things, such as excruciating pain, death, war, and many painful things he received during his mandatory training caused depression and anxiety that interfered with his mental health. One of the training experiences that had a negative impact on his daily life was that he was stung by the hot sun. As he undergoes training he is given memories of climate. At first the giver only gave a memory of the warmth of the sun that they had never felt in

their community, but after a while Jonas felt pain because the giver gave the memory of being stung by direct sunlight.

The following quote shows how Jonas feels when he is reminded of what it feels like to be stung by the sun by the giver.

Jonas obeyed cheerfully. He closed his eyes, waiting, and felt the hands again; the he felt the warmth again, the sunshine again, coming from the sky of this other consciousness that was so new to him. This time as he lay basking in the wonderful warmth, he felt the passage of the time. His real self was aware that it was only a minute or two; but his other, memory-receiving self felt hours pass in the sun. His skin began to sting. Restlessly he moved one arm, bending it, and felt a sharp pain in the crease of his inner arm at the elbow.

"Ouch," he said loudly, and shifted on the bed. "Owww," he said, wincing at the shift, and even moving his mouth to speak made his face hurt. (Lowry, 1993, p. 73)

Jonas' experience of post-traumatic stress disorder in the quote above was caused by the intense pain that Jonas felt. At first he didn't know what term to describe the pain, but then the giver told him that what Jonas felt was sunburn. A very hot feeling like burning. The pain was so imprinted on Jonas' body, until when he returned home, he still remembered how painful it was to be stung by the direct sun.

Apart from getting a memory of the climate he also got another painful memory from the giver of that day. He had a memory of a sled sliding down a very steep hill. In that memory he hit a large snow mound that caused him to fall and even fall.

The quote below shows how Jonas receives memories of going downhill on the sled he rode.

It was much the same, this memory, though the hill seemed to be a different one, steeper, and the snow was not falling as thickly as it had before.

It was colder, also, Jonas perceived. He could see, as he sat waiting at the top of the hill, that the snow beneath the sled was not thick and soft as it had been before, but hard, and coated with bluish ice.

The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the invigorating air.

But the runners, this time, couldn't slice through the frozen expanse as they had on the other, snow-cushioned hill. They skittered sideways and the sled gathered speed. Jonas pulled at the rope, trying to steer, but the steepness and speed took control from his hands and he was no longer enjoying the feeling of freedom but instead, terrified, was at the mercy of the wild acceleration downward over the ice.

Sideways, spinning, the sled hit a bump in the hill and Jonas was jarred loose and thrown violently into the air. He fell with his leg twisted under him, and could hear the crack of bone. His face scraped along jagged edges of ice and when he came, at last, to a stop, he lay shocked and still, feeling nothing at first but fear.

Then, the first wave of pain. He gasped. It was as if a hatchet lay lodged in his leg, slicing through each nerve with a hot blade. In his agony he perceived the word "fire" and felt flames licking at the torn bone and flesh. He tried to move, and could not. The pain grew.

He screamed. There was no answer.

Sobbing, he turned his head and vomited onto the frozen snow. Blood dripped from his face into the vomit

"Nooooo!" he cried, and the sound disappeared into the empty landscape, into the wind.

Then, suddenly, he was in the Annex room again, writhing

His face was wet with tears.

Able to move now, he rocked his own body back and forth, breathin deeply to release the remembered pain. (Lowry, 1993, p. 92)

From the quote above it can be concluded that the memory is very painful. Jonas felt pain after receiving the memory. These memories not only hurt him mentally but also physically. This can be known when Jonas asked the giver for painkillers. As in the quote below.

Able to move now, he rocked his own body back and forth, breathing deeply to release the remembered pain.

He sat, and looked at his own leg, where it lay straight on the bed, unbroken. The brutal slice of pain was gone. But the leg ached horribly, still, and his face felt raw.

"May I have relief-of-pain, please?" he begged. It was always provided in his everyday life for the bruises and wounds, for a mashed finger, a stomach ache, a skinned knee

from a fall from a bike. There was always a daub of anesthetic ointment, or a pill; or in severe instances, an injection that brought complete and instantaneous deliverance.

But The Giver said no, and looked away.

Limping, Jonas walked home, pushing his bicycle, that evening. The sunburn pain had been so small, in comparison, and had not stayed with him. But this ache lingered. (Lowry, 1993, p 93)

We can see from the quote above that Jonas feels pain after receiving the memory of the sled. He tried to endure the pain until he arrived at his residence. He could not say anything to his family members at home because there was a rule from the giver that the recipient should not tell anyone about his training. But what is Jonas' power? He was confused about how to cure the pain. He wanted to tell his parents, but he was afraid of punishment from the giver because he broke the rules as a recipient of memories. He was in a lot of pain at that time but there was nothing he could do to lessen the pain. He chose to groan in pain himself without being noticed by others.

The quote below shows that the first training that Jonas underwent was very imprinted on his memory. The training made Jonas so anxious that he was carried away in a dream. When he wakes up in the morning he feels confused because the Jonas family has a habit when breakfast has to tell each other's dreams. Actually he wanted to tell him his dream last night, but the dream was about his experience skating on a snowy hill. Meanwhile, the experience of a snowy hill is an experience from the memory given by the giver. If he tells his dream, then indirectly he also tells the memory he got from the giver during compulsory training. He again remembered that there was no telling anything about training. Jonas was so confused that he decided to lie. Meanwhile, Jonas really knows that

lying is not allowed in his community, he even knows that if someone is caught lying, they will receive a very severe punishment.

"You slept soundly, Jonas?" his mother asked at the morning meal. "No dreams?"

Jonas simply smiled and nodded, not ready to lie, not willing to tell the truth. "I slept very soundly," he said.

"I wish this one would," his father said, leaning down from his chair to touch Gabriel's waving fist. The basket was on the floor beside him; in its corner, beside Gabriel's head, the stuffed hippo sat staring with its blank eyes.

"So do I," Mother said, rolling her eyes. "He's so fretful at night."

Jonas had not heard the newchild during the night because as always, he had slept soundly. But it was not true that he had no dreams.

Again and again, as he slept, he had slid down that snow-covered hill. Always, in the dream, it seemed as if there were a destination: a something he could not grasp what that lay beyond the place where the thickness of snow brought the sled to a stop. (Lowry, 1993, p. 74)

The quote above describes that Jonas kept on thinking about the first training he underwent until he was carried away into his dream. He became very anxious and confused when he woke up from his sleep. Jonas kept remembering how he went down a steep hill until he fell and was injured. The memory traumatized him.

The next training which also became the experience of post-traumatic stress disorder was the memory of the angry roar of an elephant in the forest. The giver reminded Jonas about hunting elephants in the forest. Jonas saw a hunter with a rifle in his hand and many elephants without tusks lying helpless. Jonas also saw hunters carrying tusks from the elephants. After the hunters left, suddenly came a herd of elephants who looked so sad while approaching another elephant who was lying helpless. After that Jonas heard one of the elephants roar very loudly.

The quote below shows how a giver gave his memory of the elephant hunter to Jonas.

Two of these men had dark brown skin; the other were light. Going closer, he watched them hack the tusks from a motionless elephant on the ground and haul them away, spattered with blood. He felt himself overwhelmed with a new perception of the colour he knew as red.

Then the men were gone, speeding toward the horizon in a vehicle that spit pebbles from its whirling tires. One hit his forehead and stung him there. But the memory continued, though Jonas ached now for it to end.

Now he saw another elephant emerge from the place where it had stood hidden in the trees. Very slowly it walk to the mutilated body and looked down. With its sinuous trunk it stroked the huge corpse; then it reached up, broke some leafy branches with a snap, and draped them over the mass of torn thick flesh.

Finally it tilted its massive head, raised its trunk, and roared into the empty landscape. Jonas had never heard such a sound. It was a sound of rage and grief and it seemed never to end.

He could still hear it when he opened his eye and lay anguished on the bed when he received the memories. It continued to roar into his consciousness as he pedaled slowly home (Lowry, 1993, p. 84).

From the quote above, it can be seen that Jonas felt very scared when he saw an elephant roaring very loudly in the middle of the forest. As he walked from the training ground to his home, he constantly remembered and imagined how tense the atmosphere was when the elephants in the forest roared.

A few days after that, Jonas receives memories of the massacre. He saw many corpses everywhere, people lying helplessly screaming in pain, blood splattered everywhere, and many people looking at Jonas with sad faces asking Jonas for help. He had never seen such a terrible murder before. The community is very peaceful without any major strife.

The quote below tells how the giver gave the memory of the horrific massacre to Jonas.

He was in a confused, noisy, foul-smelling place. It was daylight, early morning, and the air was thick with smoke that hung, yellow and brown, above the ground. Around him, everywhere, far across the expanse of what seemed to be a field, lay groaning men. A wild-eyed horse, its bridle torn and dangling, trotted frantically through the mounds of men, tossing its head, whinnying in panic. It stumbled, finally, then fell, and did not rise.

Jonas heard a voice next to him. "Water," the voice said in a parched, croaking whisper.

He turned his head toward the voice and looked into the half-closed eyes of a boy who seemed not much older than himself. Dirt streaked the boy's face and his matted blond hair. He lay sprawled, his gray uniform glistening with wet, fresh blood.

The colors of the carnage were grotesquely bright: the crimson wetness on the rough and dusty fabric, the ripped shreds of grass, startlingly green, in the boy's yellow hair.

The boy stared at him. "Water," he begged again. When he spoke, a new spurt of blood drenched the coarse cloth across his chest and sleeve.

One of Jonas's arms was immobilized with pain, and he could see through his own torn sleeve something that looked like ragged flesh and splintery bone. He tried his remaining arm and felt it move. Slowly he reached to his side, felt the metal container there, and removed its cap, stopping the small motion of his hand now and then to wait for the surging pain to ease. Finally, when the container was open, he extended his arm slowly across the blood-soaked earth, inch by inch, and held it to the lips of the boy. Water trickled into the imploring mouth and down the grimy chin.

The boy sighed. His head fell back, his lower jaw dropping as if he had been surprised by something. A dull blankness slid slowly across his eyes. He was silent.

But the noise continued all around: the cries of the wounded men, the cries begging for water and for Mother and for death. Horses lying on the ground shrieked, raised their heads, and stabbed randomly toward the sky with their hooves.

From the distance, Jonas could hear the thud of cannons. Overwhelmed by pain, he lay there in the fearsome stench for hours, listened to the men and animals die, and learned what warfare meant.

Finally, when he knew that he could bear it no longer and would

welcome death himself, he opened his eyes and was once again on the bed (Lowry, 1993, p. 101).

The illustration in the quote above shows how horrific the massacre was that day. Jonas was terrified. These memories made Jonas reflect and no longer want to be the recipient of memories in the community. He was constantly contemplating and anxious about the training he had to undergo as a recipient.

2. Environmental causes

Apart from psychological causes, environmental causes can also be the cause of post-traumatic stress disorder. During his training as the recipient of memories, Jonas was often under pressure from his surroundings. This is because there are many things that Jonas knows but is not known by people in his community. There are many things that people in the community where Jonas lives don't know. There are also many words that are no longer used in the community.

The quote below shows how much Jonas feels belittled, even by his own parents. This is because there is a memory given by the giver to Jonas which makes Jonas' heart feel happy after receiving the memory. But when they came home and talked about it to their parents, they laughed at the words Jonas had said.

"Father? Mother?" Jonas asked tentatively after the evening meal. "I have a question I want to ask you."

"What is it, Jonas?" his father asked.

He made himself say the words, though he felt flushed with embarrassment. He had rehearsed them in his mind all the way home from the Annex.

"Do you love me?"

There was an awkward silence for a moment. Then Father gave a little chuckle.

"Jonas. You, of all people. Precision of language, please!"

"What do you mean?" Jonas asked. Amusement was not at all what he had anticipated. "Your father means that you used a very generalized word, so meaningless that it's become almost obsolete," his mother explained

carefully. Jonas stared at them. Meaningless? He had never before felt anything as meaningful as the memory.

"And of course our community can't function smoothly if people don't use precise language. You could ask, 'Do you enjoy me?' The answer is 'Yes,'" his mother said.

"Or," his father suggested, "Do you take pride in my accomplishments?" And the answer is wholeheartedly 'Yes.'"

"Do you understand why it's inappropriate to use a word like 'love'?" Mother asked.

Jonas nodded. "Yes, thank you, I do," he replied slowly.

It was his first lie to his parents (Lowry, 1993, p. 108).

Based on the quote above, Jonas felt he was belittled by his parents. He is considered not to use the right language just because he uses words that are no longer used. In fact, before he got a memory from the giver about "love". He felt the warmth and happiness of a family filled with love at the memory that the giver

gave. He never felt it in his family. When he talked about "love", he was laughed at by his parents.

The environmental influence that is also the cause of Jonas' post-traumatic stress disorder is when he feels ostracized by his friends. At that time Jonas saw his friends playing together. He intends to join his friends to play together. At first he had no idea what they were playing. As Jonas approached, he heard his friends say "Boom...bang" while holding toy guns. At that moment Jonas immediately remembered the memories given by the giver of wars and terrible massacres.

The quote below shows how Jonas responded when he found out that his friends were playing war games.

He skidded to a stop and dropped his own bike beside the others. "Hey, Ash!" he shouted, looking around. There seemed to be no one in the play area. "Where are you?" "Psssheewwww!" A child's voice, coming from behind a nearby bush, made the sound. "Pow! Pow! Pow!"

A female Eleven named Tanya staggered forward from where she had been hiding. Dramatically she clutched her stomach and stumbled about in a zig-zag pattern, groaning. "You got me!" she called, and fell to the ground, grinning. "Blam!"

Jonas, standing on the side of the playing field, recognized Asher's voice. He saw his friend, aiming an imaginary weapon in his hand, dart from behind one tree to another. "Blam! You're in my line of ambush, Jonas! Watch out!"

Jonas stepped back. He moved behind Asher's bike and knelt so that he was out of sight. It was a game he had often played with the other children, a game of good guys and bad guys, a harmless pastime that used up their contained energy and ended only when they all lay posed in freakish postures on the ground.

He had never recognized it before as a game of war.

"Attack!" The shout came from behind the small storehouse where play equipment was kept. Three children dashed forward, their imaginary weapons in firing position.

From the opposite side of the field came an opposing shout: "Counter attack!" From their hiding places a horde of children-Jonas recognized Fiona in the group-emerged, running in a crouched position, firing across the field. Several of them stopped, grabbed their own shoulders and chests with exaggerated gestures, and pretended to be hit. They dropped to the ground and lay suppressing giggles

Feelings surged within Jonas. He found himself walking forward into the field. "You're hit, Jonas!" Asher yelled from behind the tree. "Pow! You're hit again!"

Jonas stood alone in the center of the field. Several of the children raised their heads and looked at him uneasily. The attacking armies slowed, emerged from their crouched positions, and watched to see what he was doing.

In his mind, Jonas saw again the face of the boy who had lain dying on a field and had begged him for water. He had a sudden choking feeling, as if it were difficult to breathe.

One of the children raised an imaginary rifle and made an attempt to destroy him with a firing noise. "Pssheew!" Then they were all silent, standing awkwardly, and the only sound was the sound of Jonas's shuddering breaths. He was struggling not to cry (Lowry, 1993, p. 113).

From the quote above, it can be concluded that Jonas was traumatized and frightened when he saw his friends playing war games. Before Jonas became the recipient of memories, Jonas also often played wars like children in general. He felt happy at that time, because he thought that it was just a game and never happened in his community. However, when Jonas became the recipient of the memory, he was very surprised that the game he often played with his friends had actually happened and it was very scary.

In the midst of the excitement of playing war, Jonas was silent while holding back his tears. Immediately his friends also fell silent and stopped their game. Jonas was still with very great fear standing among his friends who were confused by Jonas' attitude. What happened to the memory of the war and the massacre that Jonas experienced made Jonas very traumatized by the war. He kept remembering how people looked at Jonas for help, the blood was pouring out everywhere, and the commotion that happened at that time. Jonas has always been haunted by that memory.

The quote below shows how Jonas' friends responded to what Jonas did at that time.

Gradually, when nothing happened, nothing changed, the children looked at each other nervously and went away. He heard the sounds as they righted their bicycles and began to ride down the path that led from the field.

Only Asher and Fiona remained.

"What's wrong, Jonas? It was only a game," Fiona said.

"You ruined it," Asher said in an irritated voice.

"Don't play it anymore," Jonas pleaded.

"I'm the one who's training for Assistant Recreation Director," Asher pointed out angrily. "Games aren't your area of expertise."

"Expertise," Jonas corrected him automatically

"Whatever. You can't say what we play, even if you are going to be the new Receiver." Asher looked warily at him. "I apologize for not paying you the respect you deserve," he mumbled (Lowry, 1993, p. 114).

From the quote above, it can be concluded that the environment around Jonas, his friends, and even his close friend, Asher, cannot accept the changes that have occurred to Jonas. Asher looked very angry when Jonas stopped the war games they thought were very exciting that day. Jonas's friends think that Jonas is the one who messed up the fun game. They didn't know what Jonas was feeling and Jonas couldn't explain it to them because they wouldn't understand what Jonas was going through. This made Jonas even more depressed and stressed.

3. Brain Structure Causes

Brain structure is also the cause of post-traumatic stress disorder experienced by Jonas. In his community, there is a term "Detachment". The word is used for old community members, who are not wanted by the community members, Also who do not want to be in the community anymore. There is a ceremony in every "Release". But so far the release ceremony has always been carried out in secret, only attended by certain people who have been elected in the community.

This made Jonas curious about what was done during the release. All this time he had only heard of the term but he didn't really know what "release" was. Finally he decided to ask the giver. The giver finally told Jonas directly the process of releasing Jonas' own father to his adopted son, Jonas' adopted brother. It so happened that Jonas's father became the chosen one in the community for the release. But so far, Jonas' father has never told anyone how the release process took place.

The quote below shows how the process of releasing Jonas' father to his adopted sister took place. Jonas and the giver watch the release process through a camera connected to the giver's room.

Obediently Jonas concentrated on the screen, waiting for what would happen next. He was especially curious about the ceremony part.

His father turned and opened the cupboard. He took out a syringe and a small bottle. Very carefully he inserted the needle into the bottle and began to fill the syringe with a clear liquid.

Jonas winced sympathetically. He had forgotten that newchildren had to get shots. He hated shots himself, though he knew that they were necessary.

To his surprise, his father began very carefully to direct the needle into the top of newchild's forehead, puncturing the place where the fragile skin pulsed. The newborn squirmed, and wailed faintly.

"Why's he "

"Shhh," The Giver said sharply.

His father was talking, and Jonas realized that he was hearing the answer to the question he had started to ask. Still in the special voice, his father was saying, "I know, I know. It hurts, little guy. But I have to use a vein, and the veins in your arms are still too teeny-weeny."

He pushed the plunger very slowly, injecting the liquid into the scalp vein until the syringe was empty.

"All done. That wasn't so bad, was it?" Jonas heard his father say cheerfully. He turned aside and dropped the syringe into a waste receptacle.

Now he cleans him up and makes him comfy, Jonas said to himself, aware that The Giver didn't want to talk during the little ceremony.

As he continued to watch, the newchild, no longer crying, moved his arms and legs in a jerking motion. Then he went limp. He head fell to the side, his eyes half open. Then he was still.

With an odd, shocked feeling, Jonas recognized the gestures and posture and expression. They were familiar. He had seen them before. But he couldn't remember where.

Jonas stared at the screen, waiting for something to happen. But nothing did. The little twin lay motionless. His father was putting things away. Folding the blanket. Closing the cupboard.

Once again, as he had on the playing field, he felt the choking sensation. Once again he saw the face of the lighthaired, bloodied soldier as life left his eyes. The memory came back.

He killed it! My father killed it! Jonas said to himself, stunned at what he was realizing. He continued to stare at the screen numbly.

His father tidied the room. Then he picked up a small carton that lay waiting on the floor, set it on the bed, and lifted the limp body into it. He placed the lid on tightly.

He picked up the carton and carried it to the other side of the room. He opened a small door in the wall; Jonas could see darkness behind the door. It seemed to be the same sort of chute into which trash was deposited at school.

His father loaded the carton containing the body into the chute and gave it a shove (Lowry, 1993, p. 128).

From the quote above, it can be seen that Jonas was very surprised by what he saw. all this time he didn't know what release was. It turned out that the release

was terrible according to Jonas. intentional killing of community members who are old, no longer wanted in the community, and no longer wanting to be in that community. Immediately Jonas recalled the memories of the war and massacre he had received earlier. He felt a suffocating and suffocating sensation at that moment.

The quote below shows how shocked Jonas was when he found out the release ceremony was being carried out in secret.

*The Giver turned to him. "Well, there you are, Jonas. You were wondering about release," he said in a bitter voice.
Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry (Lowry, 1993, p. 130).*

From the quote above, it can be concluded that Jonas was really surprised, breathless and felt a very uncomfortable sensation when he saw the process of the release ceremony. He felt that it was very cruel and should not be done to people in the community.

B. The Impact of Post-traumatic Stress Disorder Experienced by Jonas in Lois Lowry's *The Giver*.

The researchers will focus on studying post-traumatic stress disorder, which Jonas faced as the protagonist of *The Giver* while undergoing compulsory education. The impact of post-traumatic stress disorder on Jonas' mental health has been linked to a traumatic event that contributed to his psychological breakdown. The impact was finally discovered after researchers understood the causes of the post-traumatic stress disorder that Jonas experienced. In this section, the researcher will focus on the impact of PTSD on Jonas, the protagonist of *The Giver*.

1. Behaviour Changes

The impact of post-traumatic stress disorder on Jonas's behavior change has a very massive impact on his mental condition. The behavior changed appeared he began to object to undergoing his mandatory training. This condition was lead by several bad experiences that happened in the mandatory training. His bad experiences have a negative impact on his life. The changes in Jonas behavior can be seen in the following quotation above :

The change of Jonas behavior as an impact of post-traumatic stress disorder after following his mandatory training as a memory recipient can be seen as mentioned below.

"Is something wrong, Jonas?" his father asked at the evening meal. "You're so quiet tonight. Aren't you feeling well? Would you like some medication?"
But Jonas remembered the rules. No medication for anything related to his training. And no discussion of his training. At the time for sharing-of-feelings, he simply said that he felt tired, that his school lessons had been unusually demanding that day.
He went to his sleepingroom early, and from behind the closed door he could hear his parents and sister laughing as they gave Gabriel his evening bath.
They have never known pain, he thought. The realization made him feel desperately lonely, and he rubbed his throbbing leg. He eventually slept. Again and again he dreamed of the anguish and the isolation on the forsaken hill (Lowry, 1993, p. 93).

From the quote above, we can see the behavior change in Jonas' life after undergoing his mandatory training. He felt depressed and very stressed with the rules he had to obey. His family also felt the changes in Jonas. Jonas couldn't help it with all of this. He decided to be alone in his room while hearing his family happy together while bathing his adopted sister, Gabriel, in his absence. Jonas felt very lonely and stressed by all this. Recalling these painful memories, Jonas chooses loneliness as an attempt to free himself from the memories that had a traumatic effect on him. The peaceful state he felt didn't last long, the traumatic

memories he even experienced seemed to always haunt his mind, and it was hard for him to get over what he had gone through so far. Exposure to this post-traumatic stress disorder caused him to avoid environments that could potentially exacerbate the disruption to his current psychological state.

The quote below also shows how Jonas withdrew from his surroundings. He felt that he could not stand his mandatory training.

Jonas did not want to go back. He didn't want the memories, didn't want the honor, didn't want the wisdom, didn't want the pain. He wanted his childhood again, his scraped knees and ball games. He sat in his dwelling alone, watching through the window, seeing children at play, citizens bicycling home from uneventful days at work, ordinary lives free of anguish because he had been selected, as others before him had, to bear their burden (Lowry, 1993, p. 103).

Jonas felt tired while undergoing his mandatory training. He felt he didn't need any of that. He wanted to stop the compulsory training. He wanted his childhood to return to that of a child his age. In addition, Jonas chose to stay away from the area where he grew up. As a behavioral intervention, it aims to avoid anything that could aggravate the post-traumatic stress disorder condition.

His behavior in life became even more different after undergoing compulsory training and receiving the memories of the donor. Before he was chosen as the recipient of the memories and passed the mandatory training, he was a good person who had many friends and usually spent time together playing games. Now Jonas prefers to avoid the environment he lives in, prefers to be alone and prefers to stay in his room. Hiya's poor memory during her compulsory education cannot seem to leave her mind, and she feels that her environment cannot accept her, who has been chosen as the memory recipient in her community. The behavioral changes he is experiencing are mostly related to post-traumatic stress

disorder: this will be the worst he will experience during his mandatory training as a memory recipient. The memories of the events he received from his compulsory training seemed to haunt his mind so that he could not live comfortably in his surroundings. Jonas preferred to stay alone in his room, feeling comfortable while training.

2. Feeling Changes

Post-traumatic stress disorder has impacted the change of Jonas's feelings. Feel change has impacted his life after he underwent mandatory training in his community which changed his mentality. such quickly being sad and depressed. This condition is a negative impact from the training he underwent during his time as a recipient of memory in his community. Many memories depress him and change his feelings. The changes in his feeling , such as:

Jonas's feelings of despair with what he lived when he became the recipient in his community. He feels incapable of living it because he lacks some aspects that the recipient should possess.

The quote below shows Jonas' feelings of despair over his election as the recipient.

For a moment he froze, consumed with despair. He didn't have it, the whatever-she-had-said. He didn't know what it was. Now was the moment when he would have to confess, to say, "No, I don't. I can't," and throw himself on their mercy, ask their forgiveness, to explain that he had been wrongly chosen, that he was not the right one at all (Lowry, 1993, p. 52).

From the quote above, it can be seen that Jonas felt despair when he was chosen to be the recipient in his community. He felt that the election was wrong. He felt he did not deserve to be the recipient of memory in his community.

After Jonas received some painful memories, he became frightened by some of the things he had taken for granted before. Things that in their community are considered as things that can even be called fun things. But Jonas actually felt afraid because the memories he received showed the ugliness of this pleasant thing.

There are several things that make you feel scared and depressed after receiving the memory of the giver. The first was after Jonas received a memory of an angry elephant because his friends were killed and had their tusks taken by the hunter. He felt scared and depressed. He kept remembering how the elephant roared very loudly and furiously towards the sky. The sound continued to haunt him until he came home from training and was at home. While he was at home, he found his little brother playing with an elephant-shaped toy, and he felt that fear again.

The quote below shows how Jonas felt terrified after receiving the memory of the elephant.

He could still hear it when he opened his eyes and lay anguished on the bed where he received the memories. It continued to roar into his consciousness as he pedaled slowly home.

"Lily," he asked that evening when his sister took her comfort object, the stuffed elephant, from the shelf, "did you know that once there really were elephants? Live ones?"

She glanced down at the ragged comfort object and grinned. "Right,"

she said, skeptically. "Sure, Jonas."

Jonas went and sat beside them while his father untied Lily's hair ribbons and combed her hair. He placed one hand on each of their shoulders. With all of his being he tried to give each of them a piece of the memory: not of the tortured cry of the elephant, but of the being of the elephant, of the towering, immense creature and the meticulous touch with

which it had tended its friend at the end. But his father had continued to comb Lily's long hair, and Lily, impatient, had finally wiggled under her brother's touch. "Jonas," she said,

"you're hurting me with your hand."

"I apologize for hurting you, Lily," Jonas mumbled, and took his hand away.

'Ccep your apology,' Lily responded indifferently, stroking the lifeless elephant (Lowry, 1993, p. 85).

From the quote above, it can be seen that Jonas felt very scared and depressed after receiving memories of hunting elephants in the forest which caused a herd of elephants to roar loudly with anger. He was constantly haunted by that fear until he felt depressed. This unwittingly made Jonas lose control. Unknowingly Jonas hurt his own brother. He felt like he was just holding his brother's shoulder, but his little brother suddenly whimpered and told Jonas that he felt pain from the touch. Jonas' depression caused him to lose control. This depression was caused by a post-traumatic stress disorder she went through and it caused her feelings to change. This depressive event was often experienced in the compulsory training he was undergoing at the time when he had post-traumatic stress disorder with varying degrees of depression.

3. Mind Changes

The mandatory training Jonas underwent while he was the recipient of the memories changed his mind. Changes in his mind have a bad effect that affects his mind, such as frequently remembering traumatic events that were previously

experienced. When bad things happen, Jonas often revives the bad memories the giver gave him. Because he was recording with a bad memory, he also felt what happened when he got the memory. The state of mind Jonas experienced here was influenced by a traumatic event he experienced while training as a memory recipient in his community. The changes in his mind will be described below, for example:

The data from the novel above explains how Jonas' mind has changed. The bad memories he had received were gone, as if he couldn't get it out of his head. These memories have always haunted him. as in the quote below.

Jonas stood alone in the center of the field. Several of the children raised their heads and looked at him uneasily. The attacking armies slowed, emerged from their crouched positions, and watched to see what he was doing. In his mind, Jonas saw again the face of the boy who had lain dying on a field and had begged him for water. He had a sudden choking feeling, as if it were difficult to breathe. One of the children raised an imaginary rifle and made an attempt to destroy him with a firing noise. "Pssheew!" Then they were all silent, standing awkwardly, and the only sound was the sound of Jonas's shuddering breaths. He was struggling not to cry (Lowry, 1993, p. 114).

The change in his mind appeared when he saw his peers playing war games during the holidays. Jonas suddenly felt a sensation when he was given memories by the giver of wars and massacres. He again imagined how people saw Jonas asking for help with a lot of blood dripping everywhere. He also lightened the commotion he felt when he received the memories of the war and the massacre. Jonas felt a suffocating sensation like he was having trouble breathing. Even though Jonas' friends were having fun together, but Jonas was reminded of the memories of the massacre and the war.

It didn't happen just once. Jonas also felt the same way when he and the giver saw how the process of releasing directly from the giver's room was. At that time, it was Jonas' own father and a young woman who assisted in carrying out the ceremony. The quote below shows how Jonas felt when he saw the release ceremony live through a hidden camera connected to the giver's room.

Jonas stared at the screen, waiting for something to happen. But nothing did. The little twin lay motionless. His father was putting things away. Folding the blanket. Closing the cupboard.

Once again, as he had on the playing field, he felt the choking sensation. Once again he saw the face of the lighthaired, bloodied soldier as life left his eyes. The memory came back.

He killed it! My father killed it! Jonas said to himself, stunned at what

he was realizing. He continued to stare at the screen numbly (Lowry, 1993, p. 129).

From the quote above, we can see that Jonas' mind began to change when he saw the baby in his father's arms suddenly weak and helpless after being injected by his father. He immediately concluded that his father killed the tiny baby. Instantly he felt a suffocating and suffocating sensation the same as when he received memories of wars and massacres. The memory was so imprinted in Jonas' mind that it traumatized Jonas. Jonas' change of mind can be described as the PTSD impact he received when he was chosen as a memory recipient in his community. The image of the painful traumatic event will disappear from his mind when he becomes infected with PTSD. Despite being among the conscious people, his change of mind makes him unable to become a healthy person both mentally and physically, as before he became the recipient of the memories.

After going through all the obstacles that Jonas had to go through while being a recipient of memories, he felt very depressed and was no longer able to

continue. He felt that what he had received so far was very heavy and unfair. He felt that in his community no one would be able to help ease the burden he was experiencing except The Giver. In the end he decided to leave the community with the baby who was about to be released from the community. The quote below explains how Jonas plans to leave the community:

Throughout the school day, as he did his lesson, Jonas went over the plan in his head. It seemed startlingly simple. Jonas and the giver had gone over it and over it. Late into the night hours.

For the next two weeks, as the time for the December Ceremony approached, The giver would transfer every memory of courage and strength that he could to Jonas. Hewould need those to help him find the Elsewhere tha they were both sure existed. They knew it would be a very difficuld Journey.

Then in the middle of the night before the ceremony, Jonas would secretly leave his dwelling. Thia was probably the most dangerous part, becaouse it was a violation of a major rule for any citizen not on official business to leave dwelling at night.

From the quote above, we can see that Jonas' desire to leave the community was very unanimous. He has also discussed what plans he will do with the giver. This was because Jonas was no longer comfortable with the mandatory training he was undergoing so he decided to leave the community and seek a more just life.

BAB IV

CONCLUSION AND SUGGESTION

In this chapter, the researchers will present conclusions and suggestions based on the research problems, research findings, and discussions. In particular, about how Jonas went through compulsory training as a recipient of his memory. The conclusions are intended to summarize the results of the analysis in the previous chapter, and the proposals are intended to provide information to future researchers who are interested in research in the same field.

A. Conclusion

This study was conducted to examine the main character in the novel *The Giver* by Lois Lowry from the perspective of Gerald Davison psychoanalysis theory of Post-traumatic Stress Disorder or which is usually separated from PTSD. This novel describes how Jonas struggles in undergoing mandatory training which is painful and makes him stressed and traumatized.

There are two findings in analyzing the Post Traumatic Stress Disorder experienced by Jonas, namely; (1) The causes of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel, which starts from psychological causes, environmental causes, and causes of brain structure; (2) The impact of post-traumatic stress disorder experienced by Jonas in Lois Lowry's *The Giver* novel, which is shown in three changes in behavior, feelings, and mind change.

The causes of Jonas's experience from post-traumatic stress disorder is psychological, environmental and brain structure condition when he undergoes

mandatory training as a memory recipient in his community. As the recipient, Jonas often receives bad memories that are painful and have a negative impact on his psychological health. The psychological causes when Jonas received memories that were very painful and made him stressed and traumatized, environmental causes about how his environment could not accept what Jonas was experiencing at that time, and the brain structure when he discovered new things that he had never thought of before. experiencing post-traumatic stress disorder. The second finding is the impact of post-traumatic stress disorder experienced by Jonas in Lois Lowry's novel *The Giver*. The researcher has already found three impacts; the first is the behavior impact that makes Jonas a gloomy person and likes to be alone, he prefers to withdraw himself from society. The second is feeling change which makes Jonas feel anxiety, hopelessness, fear, and depression in his life. The last is a mind change that makes Jonas often remember things that traumatized him. When Jonas remembered these things, he immediately felt the same sensation as a feeling of suffocation and shortness of breath.

B. Suggestion

Based on this research and discussion, Lois Lowry's novel *The Giver* can be used as an illustration of how a child who still loves to have fun with his peers must undergo compulsory education and go through a lot of bad experiences and suffering that makes him mentally healthy. disturbed. The post-traumatic stress disorder used by the researchers to study this novel can be used as a benchmark in other literary studies. In addition to describing post-traumatic stress disorder, this

novel also contains Abraham Maslow's hierarchy of needs theory. Using a different perspective, we can consider another way Jonas finds satisfaction in the hierarchy of needs experienced in this novel.

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