

**DISABILITY PREJUDICE AND DISCRIMINATION IN RACHEL
SIMON'S *THE STORY OF BEAUTIFUL GIRL***

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023**

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SIMON'S *THE STORY OF BEAUTIFUL GIRL***

THESIS

Presented to
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In Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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MALANG
2023**

STATEMENT OF AUTHORSHIP

The thesis entitled “**Disability Prejudice and Discrimination in Rachel Simon’s *The Story of Beautiful Girl***” is my original work. I do not incorporate content others have authored or published, except for materials duly referenced and included in the bibliography. Consequently, any potential dissent or assertion rests solely with me as the accountable party.

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APPROVAL SHEET

This is to certify that Luqyana Mardhiyah's thesis entitled **Disability Prejudice and Discrimination in Rachel Simon's *The Story of Beautiful Girl*** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

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MOTTO

“There is no obstacle for the blind, not (also) for the crippled, not (also) for the sick, and not (also) for yourself, eat (with them) in your house or your father’s house, in the house of your mothers....”

-Surah An-Nur: 61-

“No matter how many reasons there are, there are always more reasons why not.”

-13 Reasons Why-

DEDICATION

This thesis is proudly dedicated to the following:

My dearest parents, L. Wisnu Murtiaji (Alm) and Nur Aini, and my most cherished grandparents, Uti and Akung. Thank you for taking me in for all of your prayers, love and support, and for cheering me up. Furthermore, I thank my lecturer, who guided me to conduct and complete this research.

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Finally, despite the weaknesses and imperfections of this thesis. Therefore, to make this thesis better, comments and suggestions are welcomed. I hope this thesis can be beneficial for literary criticism study, particularly in the disability study field.

Malang, 2023

Luqyana Mardhiyah

ABSTRACT

Mardhiyah, L. (2023). *Disability Prejudice and Discrimination in Rachel Simon's The Story of Beautiful Girl*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Agung Wiranata Kusuma, M.A.

Keywords: Disability Studies, Discrimination, Prejudice, Sociology of Literature

Disability is one of the topics that are often discussed on social media and in the real world. One of the discussions that are often discussed on disability is the form of experiences and problems in the social environment experienced by persons with disabilities related to prejudice and discrimination. This issue is described in Rachel Simon's novel *The Story of Beautiful Girl*. This study analyzes the portrayal of the prejudice and discrimination that the disabled characters experienced and their actions to overcome that problem. Julie Smart's theory on disability prejudice and discrimination because of people without disabilities (PWOD) is used in analyzing this study by taking data from the novel *The Story of Beautiful Girl*. The results found from this study are the portrayal of the disabled characters experiencing three prejudices, namely stereotypes, lowered expectations, and hypervisibility; and they also experience three discriminations, namely paternalism, marginality, and viewing PWD as objects because of people without disability (PWOD). There is an overview of the significant efforts of the disabled characters to overcome the prejudice and discrimination they receive, namely building social relationships with other people and showing their productivity as individuals.

ABSTRAK

Mardhiyah, L. (2023). *Prasangka dan Diskriminasi Disabilitas dalam The Story of Beautiful Girl karya Rachel Simon*. Tesis Sarjana. Jurusan Sastra Inggris, Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Agung Wiranata Kusuma, M.A.

Kata Kunci: Studi Disabilitas, Diskriminasi, Prasangka, Sosiologi Sastra

Disabilitas menjadi salah satu topik yang sering diperbincangkan di media sosial maupun dunia nyata. Salah satu pembahasan yang sering dibicarakan mengenai disabilitas adalah bentuk pengalaman dan permasalahan di lingkungan sosial yang dialami oleh penyandang disabilitas terkait prasangka dan diskriminasi. Masalah ini dijelaskan dalam novel *The Story of Beautiful Girl* karya Rachel Simon. Penelitian ini menganalisis gambaran prasangka dan diskriminasi yang dialami tokoh penyandang disabilitas serta tindakan mereka untuk mengatasi permasalahan tersebut. Teori Julie Smart tentang prasangka dan diskriminasi disabilitas karena penyandang disabilitas (PWOD) digunakan dalam menganalisis penelitian ini dengan mengambil data dari novel *The Story of Beautiful Girl*. Hasil yang ditemukan dari penelitian ini adalah penggambaran karakter penyandang disabilitas mengalami tiga prasangka, yaitu stereotip, ekspektasi rendah, dan hipervisibilitas; dan mereka juga mengalami tiga diskriminasi yaitu paternalisme, marginalitas, dan memandang PD sebagai objek karena orang bukan penyandang disabilitas (PWOD). Gambaran mengenai upaya signifikan para karakter difabel dalam mengatasi prasangka dan diskriminasi yang diterimanya, yakni membangun hubungan sosial dengan orang lain dan menunjukkan produktivitasnya sebagai individu.

المستخلص

لراشيل سيمون. البحث *The Story of Beautiful Girl* المرضية، لقيانة. (2023). دراسات الإعاقة في قصة، الجامعي. قسم الأدب الإنجليزي كلية العلوم الإنسانية جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشرف: أجونج ويرناتا كوسوما ، الماجستير.

الكلمات الرئيسية: دراسات الإعاقة، التمييز ضد الإعاقة، التحيز ضد الإعاقة، علم اجتماع الأدب

تعد الإعاقة أحد الموضوعات التي يتم مناقشتها غالبًا على وسائل التواصل الاجتماعي وفي العالم الحقيقي. ومن المناقشات التي كثيرا ما تناقش حول الإعاقة هو شكل التجارب والمشكلات في البيئة الاجتماعية التي يعيشها الأشخاص ذوو الإعاقة والمتعلقة بالتحيز والتمييز (سمارت، 2001). (تم وصف هذه المشكلة أيضًا في رواية راشيل سيمون قصة الفتاة الجميلة) (2011). (تحلل هذه الدراسة صورة التحيز والتمييز التي عاشتها الشخصيات المعوقة وأفعالهم للتغلب على تلك المشكلة. تم استخدام نظرية جولي سمارت حول التحيز والتمييز ضد في تحليل هذه الدراسة من خلال أخذ بيانات من رواية قصة الفتاة الجميلة) (2011). (النتائج التي (PWOD) الأشخاص ذوي الإعاقة توصلت إليها هذه الدراسة هي أن هناك تصوير للشخصيات ذات الإعاقة التي تعرضت لثلاثة تحيزات، وهي الصور النمطية، والتوقعات المنخفضة، وفرط الرؤية، وثلاثة تمييزات، وهي الأبوية، والتهميش، والنظر إلى الأشخاص ذوي الإعاقة كأشياء بسبب الأشخاص غير ذوي كما توجد لحظة عامة عن الجهود الكبيرة التي تبذلها الشخصيات ذات الإعاقة للتغلب على التحيز والتمييز الذي . (PWOD) الإعاقة يتلقونه، ألا وهو بناء علاقات اجتماعية مع الآخرين وإظهار إنتاجيتهم كأفراد

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CHAPTER I

INTRODUCTION

This first chapter contains an introduction to the main topic of this study. It has several sub-chapters: the study's background, the problem of the study, scope and limitations, the significance of the study, and definitions of key terms. All of the subchapters above will be explained in the following part.

A. Background of the Study

Disability is one of the topics that is often discussed on the social media and in the real world. One of the discussions that are often discussed on disability is the form of experiences and problems in the social environment experienced by persons with disabilities related to prejudice and discrimination (Smart, 2001). One example of discussion about this is the news on CNN Health, which says that individuals with disabilities can often not take advantage of telemedicine and other broad medical advances due to accessibility barriers, which is one form of experience experienced by persons with disabilities in the form of an objection. People with disabilities in the United States had and still have limited rights. This is because state laws and courts do not understand the rules correctly. They always face losing essential rights that people without disabilities have (Pfeiffe, 2006).

This can happen because many people without disabilities (PWOD) consider themselves “normal” and judge people with disabilities (PWD) as “other people.” The

term 'normal' is defined as what it is not, specifically the lack of deviation, disease, or disability (Smart, 2001). On the other hand, persons with disabilities are often called the 'other' because they are considered different from ordinary people and are called strange and different (Smart, 2001), which is indecent because it discriminates based on a person's ability and non-ability so that there is something called prejudice and discrimination towards persons with disabilities. As a result, persons with disabilities may be seen as non-human or as a source of shame, which has severe repercussions for the way they are treated (Rohwerder, 2018).

One of the sociologists who discusses this issue is Julie Smart (2001) in her book *Disability, Society, and The Individual* (2001). In her theory, Smart (2001) discusses that PWDs often experience prejudice and discrimination caused by people without disabilities (PWODs) (Smart, 2001). She further mentioned that stereotypes, hypervisibility, and lowered expectations are examples of prejudice. Meanwhile, the form of discrimination is paternalism, viewing persons with disabilities as objects, marginalization, and many more. Therefore, the researcher decided to use this theory because it is suitable for the topic of this study.

Not only in the real world, the existence of prejudice and treatment of persons with disabilities also has the opportunity to be discussed and used as a topic for literary works, such as novels, poetry, plays, and even short stories. However, most of the literary works that like to discuss the topic of disability are novels. A novel that discusses persons with disabilities may present characters who face various obstacles

and difficulties because of their disabilities, such as being discriminated against, experiencing limited accessibility, and being excluded from social events (Cheyne, 2019). In general, a novel that examines the theme of persons with disabilities can offer valuable insight into their experiences and emphasize the importance of greater inclusion and accessibility in society.

One novel that discusses people with disabilities and their societal experiences is *The Story of Beautiful Girl* (2011) by Rachel Simon, published in May 2011. This novel tells about the main characters's experiences as disabled people: Linnie, who has a learning disability, and Homan, a character who has a hearing disability. This novel explains how Linnie and Homan, as characters who have a disability, live in a society where others underestimate them because they are considered incapable due to their condition, even with their own family. Moreover, those who have a disability have to live in an institution, one of them called the School. In the School, the attendants always take advantage of them, Linnie and Homan, and the residents because of their disability. However, those things do not easily sway the characters, and they can prove that they are capable like any others, which makes them finally not be discriminated. Overall, this novel describes the experiences of people with disabilities (PWD), which are taken for granted and underestimated by people without disabilities (PWOD), and the author said at the back of her novel that this novel is inspired by an actual incident that happened back then.

There are several journals related to this research from the published journals and theses, most of which used the same topic, namely disability. Several researchers discuss this topic, and the first researcher is Prasetyo (2020), who discusses disability in the film *Taare Zaamen Par*, which focuses on depicting the struggles of selected characters during learning. Then there is Atifurrohim (2022) in his research, which discusses disability studies regarding the depiction of disability in the Novel *Song for A Whale* Lynne Kelly and finds a novel that tells the image of a change in disorder from negative to positive. At the end of the story, the character is became confident and optimistic, showing remarkable progress. Then Bakırcı (2021), in his research Novel *The Order of Things*, illustrates that society tends to narrow its views on groups of people with disabilities, as seen through examples in the lives of characters with disorders.

Lhotská's research (2013) then focused on three crucial aspects of disability representation in the novel *The Secret Garden*: the depiction of disabled characters, family roles and functions, and people's perceptions of individuals with disabilities, all of which have a relationship. The fifth is Bustanji (2019), who analyzes the representation of people with disabilities (PWD) in *Wonder* and *Out My Mind* and finds that both experience irritation problems in the school and warehouse environment. Then, the next one is Hameed (2018), who discusses how the book *Trying to Grow* by Firdaus Kanga illustrates how social stigma associated with disability can affect someone, even if they dare to face it. Then P-Ibrahim (2022) discusses where character

problems in Nigerian prose also experience a prejudicial attitude. However, he sees a positive impact, namely being empowered for persons with disabilities in prose.

Abdelmonem (2021) discusses positive things apart from the struggles of the character prejudices from the novel *Wonder* and finds that characters with disabilities can change their friends' perceptions of their disabilities. Next is Mendez (2019), who focuses on the hegemonic and subordinate masculinities and disability and how they are portrayed in *You*. Moreover, the last one is Uslifah (2019), who uses the topic of disability in the novel *Out My Mind* and employs a psychological approach to the disordered character and finds that the psychology is more towards the ego.

From all the previous studies mentioned above, it can be concluded that some have discussed characters with disabilities in the novel. What makes this research different from some of the journals mentioned earlier is that this research focuses on kinds of people with disabilities (PWDs) prejudice and discrimination experiences in the novel and how the disabled character overcomes those experiences. Therefore, the primary purpose of this study is to provide an update on existing research and fill in the gaps.

In addition, it is beneficial to address the kinds of prejudice and discrimination experienced by people with disabilities (PWDs) so that researcher and readers can gain insight into how this impacts individuals and society. Moreover, analyzing this topic in a novel can encourage empathy and understanding that not much has been discussed about disability. By providing readers with engaging narratives that explore the

complexities of disability, novels can inspire readers to engage with this issue more thoughtfully and compassionately, both in their personal lives and in the broader community. After all, literary works reflect events in the real world (Wiyatmi, 2013); therefore, bringing up this topic can help increase knowledge about disability.

B. Problem of The Study

The researcher creates a problem of the study for this study by making a connection between the topic of this study and Julie Smart's theory of kinds of disability prejudice and discrimination experienced by people with disabilities (PWDs). Additionally, the problems of the study are posed in the form of a question.

1. What kinds of prejudice and discrimination are experienced by the disabled characters in *The Story of Beautiful Girl* novel by Rachel Simon?
2. How do the disabled characters overcome this issue in *The Story of Beautiful Girl* novel by Rachel Simon?

C. Scope and Limitations

This research focuses on portraying the kinds of prejudice and discrimination that the primary the disabled characters experience and how they overcome it in *The Story of Beautiful Girl*, a novel by Rachel Simon. Furthermore, when reading the novel, the researcher is paying attention to both the dialogue and the narration which essential to identify the character's experiences as people with disabilities correctly. According to Julie Smart's theory, people with disabilities (PWDs) often experience

discrimination and prejudice because of people without disabilities (PWODs) (Smart, 2001).

D. Significance of The Study

The primary objective of this research is to provide an update to the previous study that has already been conducted, as well as to close a gap in knowledge by analyzing *The Story of Beautiful Girl* (2011) novel by Rachel Simon through the lens of the disability studies using Julie Smart' theory. Specifically, this study focuses on analyzing the portrayal of the prejudice and discrimination that the main character experiences and their action to overcome those issues. The advantage of focusing on the subject of the experience of people with disabilities is that it enables both the researcher and the reader to have a deeper comprehension of the concepts and the application of Smart's theory to literary works. Moreover, this study might be helpful for those who discuss the same topic since it can serve as a reference for those individuals.

E. Definition of Key Terms

- a. **Disability**, a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities (Smart, 2001).

- b. ***Discrimination*** is an action or practice that excludes, disadvantages, or merely differentiates between individuals or groups of individuals based on some ascribed or perceived trait (Pager & Shepherd, 2008).
- c. ***Prejudice*** is “an unfair negative attitude toward a social group or a member of that group” (Dovidio & Gaertner, 1999 in Smart, 2001).

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter contains relevant theoretical studies with the literature and the research topic. For this part, the researcher takes sources from books, journals and other literary works related to this study.

A. Sociological Approach in Literary Criticism

The sociological approach in literary criticism is an approach to analyzing a literary work, be it novels, poetry, drama, or other literary works with social aspects, using the point of view of sociology (Wiyatmi, 2013). This approach uses humans as its study, how the relationship between humans occurs, and the consequences of this relationship. Sociology carries out the objective and scientific study of man and society, the study of social institutions and processes, finding out how society is made possible, how it exists, and how it persists. Meanwhile, literature infiltrates and penetrates the surface of social life and shows how humans live in a society with their feelings and conduct subjective and personal studies (Wiyatmi, 2013).

From the sociological perspective, literary works are viewed as cultural forms, socio-cultural formations, or, to put it another way, as a product of society. According to Wiyatmi (2013), the sociology of literature suggests that literary works can be understood, among other things, as a product of society and as a means of re-illustrating (representing) reality in society when viewed from the perspective of the sociology of

literature. When viewed from this perspective, the novel is regarded as a medium for explaining ideological or social values. This indicates that the reader understands and is influenced by the social or ideological principles beneath the tale in the novel they are reading. Proclaiming humanist ideals is another potential use for literature, which makes it a potential weapon in the fight against barbarism and injustice (Wiyatmi, 2013).

Azizah Anthony (2022) mentioned in their research that literary works could be viewed from a sociological perspective by considering social aspects. These aspects involve humans and their environment, social class conflicts, community structures, and social processes. Significant social developments and the issues they raised strongly disturbed Marx, Weber, Durkheim, and Simmel, the four key figures in the early history of sociological theory (Aniek, 2016). The sociology of literary criticism views literary works as a reflection of the community's social life, such as the author's or society's social problems at that time. Wiyatmi (2013) mentions that, in addition, readers might be exposed to a particular ideology or set of beliefs through the use of literature as an educational instrument.

According to Wellek and Warren (1993), this approach has three divisions: the sociology of the author, the sociology of the reader, and the sociology of literature. First, in this sociology of the author, what is analyzed is focused on the social condition of the author of his literary work because it affects the results of the author's literary work. In the sociology of the author, the author, as the creator of literary works, is

considered a social being whose existence is bound by his social status in society, the ideology he adheres to, his position in society, and his relationship with the reader (Wiyatmi, 2013). After all, the sociological approach believes that literary works result from a combination of reality and the author's social thoughts. Another reason writer create literary works is their social backgrounds (Hafizi, Basid, Anshory, & Sarah, 2017).

The second divisions called the sociology of readers. It focuses more on the interaction between a piece of literature and the people who read it. It is the one in which the researcher studies how the general public reacts to various pieces of literary work (Rismayanti, Martha, & Sudiana, 2020). What is being referred to here is the sociological response of readers to this piece of creative work.

The final divisions, the sociology of literature, an area of study that looks at societal issues reflected in literary works. According to what Wiyatmi (2013) writes in her book called *Sosiologi Sastra* (2013), the sociological analysis of literary works concentrates on the meaning behind the work, its substance, and other aspects connected to social issues. Therefore, this divisions focuses entirely on the literary works themselves.

From the three divisions of the sociological approach, this study examines the sociological approach of literary works because the novel being studied has social problems. Furthermore, by choosing to use the point of sociology of literature approach, the researcher and the reader can understand the social values that exist in

the novel, which is used as an object, *The Story of Beautiful Girl* (2011) novel by Rachel Simon, such as the understanding of the opinion of the sociology of literary criticism that has been described above regarding the depiction of social values in literature novel.

B. Disability Studies

Disability studies are broad studies that essentially use pre-existing theory to help determine how society perceives disability. That include psychology, sociology, humanities, education, philosophy, etc. From the several theories that have been mentioned, the theory that is often associated with disability studies is the sociological theory. Disability studies does not treat disease or disability, hoping to cure or avoid them; it studies the social meanings, symbols, and stigmas attached to disability identity and asks how they relate to enforced systems of exclusion and expression (Hall, 2016), which means that disability studies are a study that addresses everything related to disability, not as a cause disability but rather to social life or the phenomenon of disability associated with sociological theory.

The function of this disability study is not only to assist in the academic field and to become a theoretical study in research, but this study can help people in their way of thinking about disabilities and treating them more equally. This is because disability study is based on dedication to dealing with the marginalization or social exclusion of individuals with disabilities (Hall, 2016), where this marginalization is a

form of inequality. So, by alluding to this form of inequality, this study hopes that society is aware and can treat disabilities fairly.

The study of people with disabilities has piqued the interest of many philosophers. One of the theorists who discuss this study is Julie Smart. Therefore, this study uses Julie Smart's disability study because, in that study, she discusses explicitly the experiences and struggles that people with disabilities frequently face in society and also in literary works such as novels. This allows this study to understand better the experiences and struggles that people with disabilities commonly face.

C. Julie Smart's Theory on Disability

Julie Smart (2001) connects the study of disability and sociological theory that addresses disability in society as a phenomenon. Smart argues that the two fields should be studied in tandem. According to her hypothesis in her work, people with disabilities frequently have harmful interactions with members of society. People with disabilities (PWDs), which is the objective of people without disabilities (PWODs) reaction, are negatively and damagingly affected by those who are members of the racial, ethnic, or cultural minority group; this person without disabilities (PWODs) reaction is aimed at people with disabilities (PWDs) (Smart, 2001). Prejudice and discrimination are two examples of these. Her book states that people with disabilities (PWDs) frequently face many types of prejudice and discrimination, by people without disabilities (PWODs), some of which are listed below.

1. Prejudice

Prejudice is complicated and can harm people and groups. Abrams (2010) defines prejudice as “bias that devalues people because of their imagined membership in a social group.” This definition implies that prejudice is a societal issue that can have far-reaching effects. Prejudiced people often feel enmity or animosity. This can cause anxiety, fear, and insecurity as people fret about being ostracized, discriminated against, or mistreated due to their imagined social group membership. Disabled people are especially vulnerable to bias (Abrams, 2010).

Disabled people face many types of bias, according to Smart (2001). Ageism, ableism, and other types of prejudice based on race, gender, and sexual orientation are examples. These types of prejudice can range from overt hostility to subtle bias and exclusion. Furthermore, disabled people have power and resilience despite prejudice and discrimination. There are many types of prejudice, according to Smart (2001): stereotypes, hypervisibility, and lowered expectations.

1.1 Stereotypes

Stereotypes are a form of prejudice against a group because of the group's condition, and in disability studies, stereotypes are a form of prejudice against PDWs from people without disabilities (PWODs). For example, physical disabilities, such as disabled legs, are considered lazy. After all, they do nothing because they cannot walk, or people with dyslexia must be stupid because they cannot read and write, even

stereotypical beliefs including the perception of them as dependent, incompetent, unemployable, passive, and weak (Rohmer & Louvet, 2018). Assuming that stereotypes are the only factor influencing people's attitudes and behavior is disastrous (Smart, 2001). Moreover, this stereotype is a form of prejudice that often occurs in society and is experienced by persons with disabilities and becomes a struggle for them; persons with disabilities may believe this stereotype is true just because they have heard it so often and from reputable and trustworthy sources (Smart, 2001).

1.2 Hypervisibility

This hypervisibility occurs when persons with disabilities become objects of stares from persons with disabilities, but this is not part of the worst thing; the worst thing is that when questions arise that are disturbing and insulting, which will never be asked to persons without disabilities, they are often asked to persons with disabilities (Smart, 2001). Therefore, PWODs often ask things that impress, not knowing the limitations of PWDs.

1.3 Lowered expectations

What is meant by lowering expectations here is related to stereotyping and role entrapment that triggers treatment (Smart, 2001). A suitable description is when people with disabilities (PWDs) do something, people without disabilities (PWODs) consider that people with disabilities (PWDs) cannot do the same thing as people without disabilities (PWODs) and decide to simplify or lower the standard work done by people

with disabilities (PWDs). These actions, which at first glance appear to be kindness and generosity, can be detrimental to the person because he or she does not receive helpful and honest feedback (Smart, 2001). Lowering these expectations often occurs. For example, when people with disabilities (PWDs) administer school exams, their test standards are lowered. The consequence is that people with disabilities (PWDs) are more unconfident, consider themselves incompetent, and think that they have different opportunities than people without disabilities (PWODs).

2. Discrimination

Discrimination is an action or practice that excludes, disadvantages, or merely differentiates between individuals or groups of individuals based on some ascribed or perceived trait (Pager & Shepherd, 2008). It is a condition in which a group treats another group differently simply because they, the group that is discriminated against, are not the same in terms of class or circumstances as the group that is discriminating. There are several types of discrimination, including discrimination against disabilities (Fulthoni, Arianingtyas, Aminah, & Sihombing, 2009). In disability studies, it is people without disabilities (PWOD) who discriminate and people with disabilities (PWD) who receive such discriminatory treatment. This is an experience that is often experienced by people with disabilities (PWDs) (Smart, 2001). There are type of discrimination that is often experienced by people with disability (PWD) such as paternalism, marginality, and viewing PWD as object that caused by people without disability (PWOD) (Smart, 2001).

2.1 Paternalism

Paternalism has been defined as “acting upon one's own idea of what is best for another person without consulting that other person” (Marchewka, cited in Anderson, 1987, p. 177, in Smart 2001). This means that when someone takes over another person’s decision-making, the other person does not have the right to decide. In this case, it relates to stereotypes, which means that people without disabilities (PWODs) often feel that people with disabilities (PWDs) are dependent, cannot make their own choices, and feel that they have the right to choose people with disabilities (PWDs) decisions (Smart, 2001). According to Smart (2001), there are types of paternalism in society. The first and most obvious is to impose paternalism when individuals can make their own decisions. The second and less obvious imposes paternalism when individuals are unable to make decisions but make decisions based on incorrect information and false stereotypes (Smart, 2001), one of the struggles they face.

2.2 Viewing PDWs as Object

Viewing PDWs as objects is a form of discrimination experienced by people with disabilities (PWDs) and people without disabilities (PWODs). This happens when a prejudice considers PWDs as the “other.” They fascinate those perceived as objects rather than humans (Smart, 2001). For example, PWODs consider PWDs as examples of objects that are used as lessons for the community about the disability that PWDs have. Those who make PWD objects are considered examples of societal problems and are included as discrimination.

2.3 Marginality

Marginality is a condition in which a large group in society excludes a minority group. When an individual is marginalized due to his or her participation in a devalued group, also known as “defining status,” he or she is denied the opportunity to thoroughly engage in the life of society based on his or her interests and abilities (Smart, 2001). In Smart’s (2001) disability studies, the people without disabilities (PWODs) group excludes people with disabilities (PWDs). This happens because we return to the concept that considers PWDs as the “other” so that the treatment of PWDs is considered as other people and isolates PWDs.

3. The Efforts to Overcome Prejudice and Discrimination

In efforts to reduce these problems. In this context, there are several methods that have proven effective in helping individuals, especially people with disabilities, face prejudice and discrimination according to Smart (2001). One relevant method is self-advocacy. Self-advocacy allows individuals to take an active role in fighting for their rights, educating others about relevant issues, and advocating for positive change. Apart from that, social support also plays an important role. This includes support from family, friends and the community, who can provide emotional support, information and practical help in dealing with prejudice and discrimination. Apart from these two methods, there are still various other methods that can be used to stimulate public awareness, promote inclusion, and minimize prejudice and discrimination against people with disabilities. With this diversity of approaches, we can hope that society

will become more inclusive and fair to all individuals, regardless of their background or circumstances.

CHAPTER III

RESEARCH METHOD

The researcher details the methodology used in this study in the chapter included in this study. Information regarding the type of research, data sources, data collection methodologies, and data analysis techniques may be found in this part.

A. Research Design

This study uses literary criticism because, as Thamarana (2015) stated, literary criticism is an analysis, study, and evaluation of individual works of art or literature and the formulation of general methodological or aesthetic principles for examining such works. Therefore, literary criticism can be used to examine literary works and their issues more broadly. In addition, this study also used a disability study by Julie Smart (2001). The disability study portrayed in *The Story of Beautiful Girl* (2011) novel by Rachel Simon is the main topic of discussion in this research because the subject matter of this study is related to the book.

B. Data sources

As experiencing prejudice and discrimination in disability is the primary focus of this investigation, the book *The Story of Beautiful Girl* (2011) novel by Rachel Simon serves as the primary source of information for this investigation. This book was published by Grand Central Publishing, Hachette Book Group in New York, and

was made available to the general public in May 2011. This book is available in print with parts containing 24 chapters and 341 pages.

C. Data Collection

In this study, the researcher wanted to explore the theme of prejudice and discrimination against people with disabilities in *The Story of Beautiful Girl* (2011) novel by Rachel Simon. The researcher used a multi-step process to collect and analyze data related to the topic. The first step is to read *The Story of Beautiful Girl* novel by Rachel Simon. Then, the second step is to mark or highlight the data corresponding to this study's topic. Last but not least, the third is to enter data that has been marked and sort the data according to the group, which is prejudice or discrimination, and then analyze it.

D. Data Analysis

In this study, the researcher undertook several steps to produce their findings. The researcher first read *The Story of Beautiful Girl* (2011) novel by Rachel Simon to understand the themes and messages, then highlighted the sections related to prejudice and discrimination against persons with disabilities. Then, the researcher made specific questions about prejudice and discrimination in the book and how the characters with disabilities face this challenge. Then, carefully analyze the data that has been collected and draw upon Smart's (2001) knowledge of disability studies. Finally, the researcher draws conclusions based on what has been found in the book. A research study is a

complex process that requires attention to detail and a deep understanding of the subject. By following these steps, the researcher can produce thoughtful and informative studies that provide new insights into the experiences of persons with disabilities in the literature.

CHAPTER IV

FINDING AND DISCUSSION

This chapter of the study contains the answers to the research problems in the first chapter, which are 1) what kinds of prejudice and discrimination are experienced by the disabled characters in *The Story of Beautiful Girl* novel by Rachel Simon, and 2) how do the disabled characters overcome this issue in *The Story of Beautiful Girl* novel by Rachel Simon.

A. Prejudice and Discrimination Experienced by The Disabled Characters in *The Story of Beautiful Girl* by Rachel Simon

In Rachel Simon's novel, *The Story of a Beautiful Girl* (2011), a prominent theme revolves around depicting prejudice and discrimination experienced by characters with disabilities. This theme aligns with the portrayal of disability discrimination discussed in Theory Smart's theory (2001). According to Smart, people with disabilities (PWDs) often encounter various forms of prejudice and surveillance from people without disabilities (PWODs) (Smart, 2001).

The novel portrays disabled characters experiencing prejudice and discrimination due to their disability, perpetuated by characters who do not have disabilities or society. This issue aligns with the observations made by Smart (2001) regarding the experiences of PWDs in facing prejudice and discrimination. By drawing similarities between the novel's portrayal and Smart's theory, this part addresses the

first research problem, which centers on examining the prejudice and discrimination experienced by disabled characters in *The Story of Beautiful Girl* (2011).

1. Prejudice Experienced by The Disabled Characters Caused by People Without Disability (PWOD)

Prejudice is a wrong preconception that arises when a person judges another person only because of the condition and physical condition of the other person. Many minority groups in society experience this issue, and according to Smart (2001), people with disabilities (PWDs) also belong to some of these minority groups who experience prejudice. As the researcher mentioned in chapter two, people with disabilities (PWDs) experience prejudice because people without disabilities (PWODs) think that PWDs are different from the majority group, namely PWODs (Smart, 2001). Moreover, the novel *The Story of Beautiful Girl* (2011) by Rachel Simon describes characters who have disabilities and often experience this issue of prejudice due to other characters who do not have disabilities. In the novel, there are three types of prejudice, namely stereotypes, hypervisibility, and lowered expectations, which Smart (2001) mentioned in his theory.

1.1 Stereotypes

The first type of prejudice experienced by characters with disabilities is stereotypes. Stereotypes are a form of prejudice against a group of people because of the group's condition. In disability studies, stereotypes are a form of prejudice against

people with disabilities (PDWs) from people without disabilities (PWODs). In *The Story of Beautiful Girl* (2011), disabled characters often experience types of prejudice, especially the main character, Linnie.

The first prejudice in the form of stereotypes was experienced by Linnie, who had a developmental learning disability, the stereotype was caused by Dr Collins, one of the attendants working at the School.

Martha winced. The attendant, noticing her reaction, said, "You got to do this. They don't learn anything; they don't understand anything. This is the only way to get them in line." "But it must hurt." "They don't feel pain. They're not—Look if she knew right from wrong, she wouldn't have stolen these clothes from you." "I gave her the clothes." (Simon, 2011, p. 21)

In this Datum, Linnie, as people with a disability (PWD) who has learned developmental learning disability, gets a stereotype from Dr Collins as people without a disability (PWOD). In datum, when Linnie is caught at Martha's house after successfully escaping from The School, Dr Collins says to Martha about Linnie that *"they do not learn anything; They do not understand anything,"* and *"Look, if she knows right from wrong, She Would not have Stolen These clothes from you."* In this dialogue, Dr Collins stereotypes Linnie, saying that she does not understand anything and does not distinguish right and wrong due to her developmental learning disability, which is one example of stereotyping.

Further, at the same time, after Linnie gets stereotyped by Dr Collins, Linnie also gets stereotyped by Clarence. Clarence was one of the attendants from the School.

This action occurs in Martha's house when Lynn timer gets caught after running away from the School; Clarence was talking to Martha.

A hundred thoughts landed inside her, then scattered until only one remained. She asked the woman, "What's your name?" The young mother met her eyes, then blinked back down. "She's an idiot," the attendant said. "A low grade. Her only word is 'no.' It's as far as her little brain goes." (Simon, 2011, p. 22)

In this datum, there is a description that Lynn timer experiences prejudice due to Clarence. It can be seen in the data after Martha asks Lynn timer's name; Clarence tells Martha, "*She's an idiot*" and "*a Low Grade. Her only word is 'no. 'It is as far as her little brain goes.*" This statement is where Clarence's words include prejudice against Lynn timer, as Smart (2001) said, where people with disabilities (PWDs) often experience stereotypes due to their disability conditions. In this novel, Lynn timer experiences stereotypes from Clarence, who says that Lynn timer is "an idiot" and "a low grade" due to her developmental Learning Disability, which makes her have trouble in learning something.

The following stereotypes that Lynn timer experienced were when she was with her own family when Lynn timer was a child before being sent to the School by her parents. Lynn timer got stereotypes from her father. In the novel, there is a narrative:

Lynn timer didn't know about dining cottages then. She knew about dining rooms and the underside of the table, where she and her sister kept Betsy Wetsy dolls and looked at Mommy's and Daddy's shoes when they were sitting with serious voices, saying things like "accepting this tragedy" and "her hopeless future" and "we've done nothing to deserve a retarded child," (Simon, 2011, p. 30)

This datum shows that when Linnie was a child and still lived with her parents, her father gave her prejudice. In the datum, her father said that “*we’ve done nothing to deserve a retarded child*” because of her disability condition Linnie which made Linnie slow in learning something. This is where the words of her father, who called Linnie a “*retarded child*” just because Linnie's learning disability is a form of prejudice in the stereotypes, which assumes that stereotypes are the only factors that affect the attitudes and behavior of people are disasters (Smart, 2001).

1.2 Lowered Expectation

The form of prejudice often experienced by disabled characters number two in *The Story of a Beautiful Girl (2011)* is lowered expectations. According to Smart (2001), lowered prejudice occurs when people with disabilities (PWD) being judges cannot do the same thing as people without disabilities (PWOD). Then, they lower the standard for people with disabilities because of this prejudice. This lowered expectation is often experienced by people with disabilities (PWD), as in *The Story of Beautiful Girl (2011)*, especially the character of Linnie and the residents in the School as people with disabilities (PWD) from people without disabilities (PWOD), namely the attendants.

The first depiction of the issue can be seen in *The Story of Beautiful Girl (2011)* when Linnie was still a child. The first lowered expectation that Linnie received was from her father, which can be seen in the following datum:

Lynnie didn't know about dining cottages then. She knew about dining rooms and the underside of the table, where she and her sister kept Betsy Wetsy dolls and looked at Mommy's and Daddy's shoes when they were sitting with serious voices, saying things like "accepting this tragedy" and "her hopeless future" and "we've done nothing to deserve a retarded child," (Simon, 2011, p. 30)

In this datum, not only did Lynnie experience prejudice in the form of stereotypes from her father, but she also experienced lowered expectations from her father. It can be seen in the datum in the quote "*her hopeless future,*" which is meant here by her father saying that Lynnie's future is hopeless because he assumed that Lynnie is "retarded" because of Lynnie's disability. After all, Lynnie's disability has given lower expectations of her by her father. This kind of prejudice happens in real life, as Smart (2001) said, because people with a disability (PWD) like Lynnie are often seen as incapacitated. Hence, people without disabilities (PWOD) lower the standards for people with disabilities (PWD) just because of their disability, just like Lynnie's father.

Next, Lynnie also experienced lowered expectations again. The prejudice that Lynnie received was not from her father but from her aunts. This lowered expectation was experienced by Lynnie when she was six years old, as in the following datum:

"She still doesn't crawl?" Aunt This One said from behind. "She's already six." Aunt That One said, "It's been obvious for years that Dr. Feschbach was right." Mommy said, "She'll crawl. She'll walk." "She'll never go to school," Aunt This One said. Aunt That One said, "And think of the shame"—here she whispered—"that her sister will feel once she can understand." (Simon, 2011, p. 31)

On this datum, Lynnie's aunts as people without disability (PWOD) give her lowered expectations. They believed that Lynnie, as a person with a disability (PWD),

was incapable of doing the same things as people without disabilities (PWODs) (Smart, 2001). The provided information states that when Linnie was six years old, she could not walk due to her developmental learning disability. Her aunts held lowered expectations for her, as indicated by the quote, "*She'll never go to school,*" reflecting their prejudice. They believed Linnie was incapable and would never be able to attend school due to her disabling condition which cannot learn the same way as PWODs would, which would bring shame.

Then Linnie also experienced lower expectations from her older sister, Hannah, as a person without disability (PWOD). Linnie experienced This lowered expectation again when she was little and lived with her parents and sister. When Linnie was still young and living with their family, her father often scolded her. In these situations, Hannah would sometimes defend Linnie, as in the following datum:

Sometimes, Nah-nah would come to her side, saying, "She doesn't understand." Only Linnie did understand. The way to get rid of crying was to kick sadness back into the air. (Simon, 2011, p. 31)

On this datum, Hannah defended Linnie by saying, "*She does not understand.*" Hannah's words were not intended to hurt Linnie but to defend and protect her in front of their father. However, this statement from Hannah reflects lowered expectations, assuming that Linnie does not understand anything due to her learning disability, even though Linnie does understand, as mentioned in the provided data, "*only Linnie did understand.*" Therefore, Hannah has placed lowered expectations on Linnie because of her disability.

The next lowered expectation that Linnie experiences is when she is an adult. Linnie experienced it after reuniting with her family following her departure from The School. The lowered expectations that Linnie experienced at that time were given again by her father, as in the datum below.

She sat back from the table and closed her eyes. They began fighting after that, saying, "This was a stupid idea," and, "You never forgave the temple for turning you away because of her, and suddenly we're devout?" and, "You can't make up for lost time. What's done is done. I bet she doesn't even know what God is." "I know," Linnie said, her voice in a tone Andrea would call too soft so they never heard. (Simon, 2011, p. 234)

According to the data provided, Linnie was gathered with her family when she made a reading mistake. Although she had recently improved her reading skills, she still did not understand some words. In response, her father became angry and said the quote mentioned in the data, *"I bet she doesn't even know what God is."* His words demonstrate prejudice through lowered expectations because Linnie has a developmental learning disability. Due to her disability, she is unfairly judged and assumed not to know what God is where she knows it. This example aligns with Smart's (2001) theory, which suggests that people without disabilities (PWODs) often believe that people with disabilities (PWDs) cannot perform the same tasks as those without disabilities (PWODs). Linnie's experience in the provided data reflects this form of lowered expectations.

The lowered expectations described in *The Story of Beautiful Girl* (2011) are then experienced by residents, including Linnie, people with disabilities (PWD) living in an institution called The School. This lowered expectation occurs in an institution,

the School, caused by Clarence, who works at the School as the attendant. This description can be seen in the following datum:

If only Kate dared to confront Clarence. Not that Clarence would be forthcoming; he once laughed at Kate when he learned she'd been trying to teach a few of the more dexterous residents to use the weaving loom. "Like that'll fix them," he'd said. (Simon, 2011, p. 128)

In this particular datum, the residents faced lowered expectations from Clarence. This happened when Kate taught the residents various things. Clarence commented, *"Like that will fix them,"* implying that even if Kate teaches the residents anything, it will not make a difference for them. Clarence's actions represent lowered expectations, assuming that the residents cannot learn due to their disabilities. This example aligns with Smart's theory (2001) as a form of prejudice called lowered expectation.

Not only that, but the residents also experience lower expectations from another attendee at the School, namely Smokes. Clarence here narrates what Smokes said to Kate, which Smokes' words later contain lowered expectations of residents, as contained in the following datum.

Clarence wasn't keen on working around, as Smokes put it, "a bunch of eeg-its," though Smokes said it was a cakewalk as long as you let them know who boss, which was easy was: They couldn't think or feel, Smokes said, and were obedient, and you could get a few laughs out of them. Plus, with his brother being the director, "no one's ever gonna say boo." (Simon, 2011, p. 268)

According to the provided data, Smokes spoke to Clarence about the residents, referring to themselves as or should be the bosses. Smokes mentioned it was easy because *"They couldn't think or feel, Smokes said, and were obedient."* Smokes'

statement represents prejudice in the form of lowered expectations towards the residents. Due to their disabilities, including learning disabilities like Linnie's, Smokes assumes they are incapable of thinking and feeling. This lowered expectation bestowed upon the residents by Smokes reflects a problem often faced by people with disabilities (PWDs).

1.3 Hypervisibility

Hypervisibility occurs when people with disabilities (PWD) become objects of stares from people with disabilities (PWOD) and get asked a lot of disturbing questions from PWOD (Smart, 2001). This issue experienced by people with disabilities (PWD) is experienced by the disabled characters in *The Story of Beautiful Girl* (2011), especially the main characters. The first character who experiences it is Linnie. She experienced this problem a lot, one of which was when she was a child. It happens when she goes out with her family, and people around her give her this prejudice, as seen in the data below.

And Linnie could still see a restaurant. She could walk by then, and they went inside and sat at a booth, and her parents asked what she wanted. "Burger!" she squealed, one of the most significant words she knew by then, and people stared. They stared again when the food didn't all make it into her mouth and dribbled like fingerpaint down her face. (Simon, 2011, p. 23)

In the provided data above, when Linnie was young, she was taken to a restaurant by her family. When asked what food she wanted, she shouted, "Burger." The people around her stared at her. Furthermore, she experienced hypervisibility again when she struggled to eat the food, and when it dribbled down her face like finger paint,

they stared at her again. This heightened attention towards Lynn timer was due to her actions from the people around her, which were influenced by her developmental learning disability.

Next, Lynn timer experienced hypervisibility again from a stranger when she grew up. The form of hypervisibility that Lynn timer received was slightly different from what she had experienced before; here, people without disabilities (PWOD) asked offensive questions to Lynn timer and the other residents' people with disabilities (PWD) who were with Lynn timer at that time. In addition to being stared at, according to Smart's theory (2001), PWODs asking offensive questions insensitive to PWDs also fall under the category of hypervisibility, which Lynn timer also encountered. This hypervisibility occurs when Lynn timer and the other residents learn to practice daily activities such as shopping, and then an unknown person who is shopping also gives them hypervisibility.

Once, when an aide named Carmen was training Lynn timer and other BridgeWays consumers to buy groceries, a lady came up and said, "What are they doing here?" and all Lynn timer could think to say was, "We're shopping." One of the biggest reasons self-advocates spoke to legislators was that whenever a new group home was set to open, some neighbors would put up a fight, and Lynn timer was always too shy to go to those meetings. (Simon, 2011, p. 282)

In the provided data, when Lynn timer and the other residents learn how to shop, PWODs, the people around Lynn timer, see her engaged in grocery shopping training and say, "What are they doing here?" This question given by the people around them remark indicates that, at that time, PWDs were still viewed with prejudice by society. Moreover, asking this question is offensive and makes Lynn timer, as a person with a disability, feel uncomfortable.

Not only did Linnie experience hypervisibility, but Homan, as people with disabilities (PWD), also experienced this problem because people without disabilities (PWOD). He experienced this hypervisibility when Homan lived with the family that hosted him. The family often gives it Hypervisibility, as in the following datum example.

Just one thing gave him the willies. Sometimes, when he'd come inside, he'd catch the Silvers making a look at each other. There was also talking at dinnertime, with eyes flickering in his direction. It seemed the price he was paying for this luxury life was letting himself be talked about. (Simon, 2011, p. 140)

In this datum, it is described that Homan was living with the Silvers, a family who provided accommodation for him. During his stay, the author narrates that Homan sometimes felt the staring when he entered a room where the Silvers were present. They would look at Homan: *“There was also talking at dinnertime, with eyes flickering in his direction.”* As Homan is deaf, they would discuss him while he was present, making him the object of stares. This action falls under hypervisibility, where Homan is excessively noticed and observed due to his disability.

2. Discrimination Experienced by The Disabled Characters Caused by People Without Disability (PWOD)

Not only experiencing prejudice, but the disabled characters in *The Story of Beautiful Girl* (2011) also experience discrimination from people without disabilities (PWOD). Align with Smart's theory (2001) that people with disabilities (2001) experience exclusions and disadvantages or merely differentiate between individuals

or groups of individuals based on some ascribed or perceived trait called discrimination (Pager & Shepherd, 2008) happens in this novel. There are various forms of discrimination experienced by PWDs, according to Smart (2001), including paternalism, marginality, and viewing PWD as an object; these three things are experienced by characters with disabilities in *The Story of Beautiful Girl* (2011).

2.1 Paternalism

Paternalism occurs when people without disabilities make decisions for people with disabilities and limit their options (Smart, 2001). People without disabilities (PWOD) consider that people with disabilities (PWD) cannot make their own choices due to their disabilities, so PWODs feel the need to help by making choices for PWDs. However, this action makes PWDs unable to choose for themselves because their freedom is taken away. In *The Story of Beautiful Girl* (2011), disabled characters experience paternalism, especially Linnie, as shown in the datum below.

Then Clarence shoved her, and it all came back. Everything had been taken away. After three days of freedom, she had nothing, not even the choice of where to put her feet. (Simon, 2011, p. 26)

On this particular datum, Linnie experienced paternalism, where she was denied the freedom to make choices due to Clarence's actions. In this case, Clarence took Linnie back to the institution, limiting her choices because of her disability. As described by the author in the provided quote, "*After three days of freedom, she had nothing, not even the choice of where to put her feet.*" Due to Linnie's developmental disability, she is seen as incapable of being independent and making her own choices,

as mentioned in Smart's theory (2001). This problem is often encountered and experienced by people with disabilities (PWDs), where their autonomy and decision-making abilities are disregarded.

After returning to the School, Linnie and the other residents experienced paternalism again. The paternalism that they receive comes from the institution, more specifically the attendants, as can be seen in the following datum:

Linnie didn't know that when the School opened in 1905, residents wore uniforms for visits, the boys resembling military cadets, the girls domestic workers. Now, they wore clothes from home, which were inevitably lovely because they were kept in lockers for which the residents had no keys. Even so, sometimes clothes vanished. "No one has anything of his own here," Tonette told her that first night. "Not even a toothbrush." She was right. The lavatory had a line every morning as they all waited to use the one toothbrush. (Simon, 2011, p. 41)

On this datum, Linnie and other residents experienced paternalism discrimination from the attendants at The School, where their choices were limited. The provided data mentions that *"No one has anything of his own here,"* as Tonette told Linnie on her first night, *"Not even a toothbrush,"* and *"Every morning the lavatory had a line as they all waited to use the one toothbrush."* This quote demonstrates that the residents were not allowed to have their belongings or make choices, as the attendants restricted their options. The attendants-imposed prejudices such as stereotypes and lowered expectations on the residents, including Linnie, by referring to them as "idiots" or "retarded," which further limited their choices. According to Smart's theory (2001) on paternalism, one of the reasons why PWDs often experience paternalistic treatment is due to the over-generalization or perceived impact

of disability, which leads to the erroneous belief that individuals with disabilities lack the mental capacity to make decisions on their behalf.

Not only does Linnie experience paternalism, but the depiction of paternalism is also experienced by the residents, one of whom is Doreen, a person with disability (PWD) who lives at the Shcool with Linnie caused by the attendants as people without disability (PWOD) in datum below.

Linnie nodded. She'd heard that Doreen had famous parents—a glamorous actress and a renowned playwright—who brought her here at one week old. They never visited, so even Doreen didn't know if this was true. One day, after seeing the photo of Linnie's family, Doreen got the courage to ask Maude if she had a family photo in her file. Maude told her the files were none of the residents' business. (Simon, 2011, p. 103)

In this datum, the author narrates that one of the residents, Doreen, wanted to inquire about seeing her family photo, which should be her own choice. However, the attendant responded with the quote, “*Maude told her the files were none of the residents' business.*” Maude's action in this instance can be considered paternalistic, as Doreen's choice to see her family photo was not given the opportunity due to the institution's belief that it is not the residents' right to access their files.

2.2 Marginality

The second form of discrimination experienced by disabled characters in *The Story of Beautiful Girl* (2011) is marginality. Marginality occurs when people without disabilities are excluded from society with disabilities (Smart, 2001). Moreover, in *The Story of Beautiful Girl* (2011), the residents, including Linnie, often experience this

form of discrimination in the School. The first instance in the novel is when Linnie returns to the School. The residents as people with disabilities (PWD) experience marginalization while at The School because of the attendants, as can be seen in this datum below.

Linnie felt the dress drop to her ankles. "Honestly," Kate said, "I wish you'd gotten away." She unhooked the old lady's bra, noting it with admiration; it was the first bra Linnie had ever worn. The state recently approved funds to fix a hole in the barn roof, though once again rejected the request for brassieres. (Simon, 2011, p. 41)

In this datum, the author narrates that when Linnie is returned to The School after successfully escaping and being recaptured, it is mentioned that *"The state recently approved funds to fix a hole in the barn roof though once again rejected the request for brassieres."* This action indicates that the request of the residents in need of brassieres, which should be considered a basic necessity for them, was denied, and instead, the funds were allocated to fix a hole in the barn. The state's action in prioritizing the barn over the residents' basic needs represents a form of marginalization that sidelines the needs of the residents as people with disabilities. This decision reflects the prejudice faced by the residents, such as the belief that *"they can't feel or think."* The state ultimately discriminates against them due to the prejudice surrounding their disabilities.

Then, there is another depiction of the attendants experiencing marginality in the School because of the attendees. In the novel, it is described that one of the residents, named Tonette, is experiencing this marginality, as shown in the datum below.

After Linnie's nose cleared, Tonette whispered, "See that nurse?" She pointed. Tonette said, "She just came over from the hospital in Scranton. She's not sick in the soul like Clarence and them. I'm gonna tell her what I've seen." This went against Tonette's advice. "Why?" Linnie asked—a word long since lost to her lips. Tonette said, "'Cause things happen here that shouldn't."

And when Tonette was caught talking to the nurse, she was put in solitary, too—in the same cell where Wanda was waiting to tear anything and anyone to pieces. (Simon, 2011, p. 107)

In the provided information, one of the characters, Tonette, who has a disability, is seen talking to an attendant. As a result, “*Tonette was caught talking to the nurse, and she was put in solitary.*” The treatment received by Tonette represents the marginalization experienced by PWDs from People without Disabilities (PWODs). This occurs due to the concept described by Smart (2001) that considers PWDs as the “other,” resulting in their treatment being seen as separate and isolating PWDs. The residents at The School experience this marginalization and reflect the discriminatory treatment PWDs face in society.

The next ones who experience this form of marginalization discrimination are all people with disabilities (PWD) because of society. PWDs are marginalized by society because of their disability conditions, as stated in the following data.

Her readings took her through the history of institutions, from their origins as almshouses where people with disabilities were housed with other social rejects, like orphans and criminals, to the ghastly places they'd become: enormous facilities where thousands of individuals had nothing to do and where a chronic lack of funding meant decrepit buildings, minimal staff, weak medical care, filthy conditions, and abuse. (Simon, 2011, p. 190)

This datum states that in the history of institutions, PWDs were housed with other social rejects, such as orphans and criminals, in ghastly places. This implies that

PWDs were considered social rejects and were subsequently isolated in institutions and other marginalized groups. Without proper support from the state, as mentioned in the quote, “*where a chronic lack of funding meant decrepit buildings, minimal staff, weak medical care, filthy conditions, and abuse,*” the state's actions contribute to marginalization. PWDs face social rejection due to their differing conditions compared to People without Disabilities (PWODs) or society at large, leading to their exclusion from mainstream society and being considered as second-class citizens, as Smart (2001) discusses in their theory that PWODs often perceived PWDs as second-class citizens.

A character who also experiences marginality is one of the main characters of *The Story of Beautiful Girl* (2011). In the novel, Linnie experiences marginality from her family, namely her father and mother. Hannah describes Linnie's experience, as seen in the following datum.

My parents never talked about her. We even moved so that when my brothers got older, no one around them could spill the beans. Can you believe that? And can you believe I didn't question that for years? The things you accept.” She walked silently for a minute and added, “Twice I asked my mother why we did it. The first time, after the twins were born, she said we'd confuse Linnie if we visited. The second time, when I was in college, she said my father had wanted to spare us the shame. Moreover, I had to promise not to tell my brothers.” (Simon, 2011, p. 212)

In this datum, Hannah reveals that their parents never talked about Linnie since their mother gave birth to their twin brother. They even chose to move houses to prevent anyone from revealing the existence of Linnie. This implies that Linnie is considered nonexistent by her family due to her disability, an act of marginalization.

In the datum, Hannah also said, *“The second time, when I was in college, she said my father had wanted to spare us the shame.”* From Hannah's statement, it can be inferred that Linnie's parents avoid discussing Linnie and marginalize her to avoid feeling ashamed of having a child like Linnie. As mentioned in Smart's theory (2001), marginality is a form of discrimination in which people without disabilities (PWOD) marginalize and exclude people with disabilities (PWD) from society. In Linnie's case, she experiences marginalization from her own family.

Another character who experiences marginality is Doreen, Linnie's friend at the School. In the novel, there is a portrayal of marginality experienced by Doreen as a person with a disability (PWD). Her parents cause the marginalization Doreen experiences as people with disabilities (PWD), which can be seen in this datum below.

The cabinet with Doreen's folder was near a window. Kate pulled the chart and held it up to the light of the tower clock. Sure enough, there were the names in the rumors. Poor Doreen. Here, she had a family that owned four houses, two Oscars, and a Pulitzer. All Doreen owned was a broken telephone that she'd found in the trash and hidden under her bed. (Simon, 2011, p. 127)

In this datum, the author states that Doreen has been living in the School for a long time, abandoned by her parents at the School due to her disability. It is mentioned that having a child with a disability was considered shameful back then, leading Doreen's parents to leave her. The datum describes, *“Here she had a family that owned four houses, two Oscars, and a Pulitzer. Doreen owned a broken telephone she had found in the trash and hidden under her bed.”* This experience of Doreen represents

marginalization as she is pushed to the margins by her parents, being left at the School without any visits, simply because she has a disability.

2.3 Viewing PWD as An Object

The last but not most minor type of discrimination is viewing PWDs as objects. What is meant here is that this form of discrimination occurs when people without disabilities consider people with disabilities as objects for them. In *The Story of Beautiful Girl* (2011), the characters experience this form of discrimination. The first example is Linnie and the other residents at the School. This discrimination was caused by attendants, especially Uncle Luke, who saw the resident as an object. This form can be proven on the following datum.

That first night so many years ago, the receiving nurse had said Linnie could keep her clothes for special occasions, which turned out to mean whenever Uncle Luke showed officials around, bragging about how wisely the public's money was being spent. (Simon, 2011, p. 40)

Here, Linnie and the other residents, as PWD, is seen and regarded as an object by the attendants at the School. In the quote, “*whenever Uncle Luke showed officials around, bragging about how wisely the public's money was being spent,*” there is a depiction of the attendants instructing the residents, including Linnie, to wear their best clothes to showcase that the public's money is being well spent on them when in reality, it is not. This problem falls under the category of viewing PWDs as objects, as the attendants use Linnie and others as objects to gain money and cover up the misappropriation of funds by the institution.

Not only at that time, but they also experienced viewing as an object by Smokes, a PWOD. This situation happened when Clarence, one of the attendees, told Kate, the other attendee, that Smokes was treating the residents and considered the resident to be the object of a joke, according to the following datum:

Clarence wasn't keen on working around, as Smokes put it, "a bunch of eeg-its," though Smokes said it was a cakewalk as long as you let them know who boss, which was easy was: They could not think or feel, Smokes said, and were obedient, and you could get a few laughs out of them. Plus, with his brother being the director, "no one's ever gonna say boo." (Simon, 2011, p. 268)

In the data from the novel, Clarence says to Kate that *"they could not think or feel, Smokes said, and were obedient, and you could get a few laughs out of them,"* where "they" refers to the residents. Smokes perceive the residents as objects of amusement due to their disabilities, believing they cannot think or feel. This incident aligns with Smart's theory (2001), which states that people with disabilities (PWD) are often not seen as fully human but as objects. In this datum, PWDs are treated as objects of amusement that can *"make a few laughs out"* for Smokes.

After Clarence said that Smokes thought that the residents experienced discrimination by being viewed as an object, Clarence also admitted that he had the same action as Smokes. So it can be said that the residents as people with disabilities (PWD) experience discrimination as they are seen as objects by Clarence, a person without disabilities (PWOD), as seen in the provided datum below.

Kate felt herself become nauseated. "You're really disgusting." "Yes." He nodded. "I could blame my drinking, or how common it was for the residents to get taken advantage of. I could blame my need to be liked by my... friend—" (Simon, 2011, p. 271)

In the datum above, Clarence admits that he takes advantage of the residents who have disabilities, stating, *“I could blame my drinking, or how common it was for the residents to get taken advantage of. I could blame my need to be liked by my... friend.”* This reveals that Clarence acknowledges that he exploits the residents and views them as objects that he can benefit from. This situation can be attributed to prejudice, as Clarence holds prejudiced beliefs about the residents, perceiving them as gullible and easily deceived.

The subsequent depiction in the novel is when Homan joins an association where Homan is required to join, in which the Preacher views people with disabilities (PWD) as objects of performance, as shown in the datum below.

Then Preacher Bouncing Hair flung his arms back from the girl and made a massive Yell Face. Furthermore, the girl stood up from the chair! Homan couldn't believe his eyes. The girl took a step toward the preacher. Her mother set her hand on her breast, folks were crying all over the room, and then—and then—the girl kicked her wheelchair away and skipped across the stage! The audience was beaming, crying, clapping, praying. The girl spun around like a dancer. Preacher Bouncing Hair was raising his arms. The crowd was on its feet. (Simon, 2011, p. 142)

In the datum, Homan sees a girl in a wheelchair who goes up to the stage to approach the Preacher, who then heals her disability as described in the quote, *“Hair flung his arms back from the girl and made a huge Yell Face,”* and *“the girl stood up from the chair”* and *“the girl kicked her wheelchair away and skipped across the stage! - The girl spun around like a dancer.”* This incident represents a form of discrimination carried out by People without Disabilities (PWD) who view people with disabilities (PWD) as objects for performance. Moreover, according to Smart (2001), with shows

like this, these PWDs were exploited and objectified to entertain eager audiences to make money for others.

B. How The Disabled Characters Overcome The Prejudice and Discrimination in *The Story of Beautiful Girl* (2011)

Characters who experience prejudice and discrimination from People without Disabilities (PWOD) do not just give up after accepting the problems they are experiencing. According to Smart (2001), self-advocacy, social support, and other methods have helped many disabled people deal with prejudice and inequality. There is a depiction of how the main characters, Lynn timer and Homan, make some effort to overcome those problems with the help of other good characters like Kate and Malone to overcome it. Their efforts are building social relationships with other individuals and showing that they, as people with disabilities (PWDs), can be as productive as people with disabilities (PWODs). The prejudice they received before was not actual.

The first depiction of the effort Lynn timer takes to overcome the discrimination she receives from people with disabilities because of people without disabilities (PWODs) is to build social relationships with other characters in the novel or according to smart is having a social support, which with Kate and Malone, by doing an interview together, as described in the following datum.

“Do you?” John-Michael Malone said again. “Do you like living here?” She didn’t need to squeeze her fists together for this word. “No.” John-Michael gave her a sorrowful look and said, “If you could walk out that gate right now and never come back, would you?” She

shot her eyes toward Kate. Kate turned toward Linnie, and her eyes said it was all right to respond. Linnie nodded. (Simon, 2011, p. 204)

Taxpayers were now demanding changes, so there were fewer residents. Newly concerned officials were poking around, too, so the stench had been blanketed with Lysol. Even Doreen was no longer close enough to lay her hand on Linnie's bed because the cottages had gotten partitions that created sleeping rooms for six, with each resident having lots of room beside her bed and a chest of drawers—for her very own clothes. The drawers weren't locked, either, and the toothbrushes weren't shared, the food wasn't mushed, and the work treatments were supplemented by honest-to-goodness classes. In Linnie's art class, she'd learned painting, etching, and even mosaics. (Simon, 2011, p. 228)

It was so odd to do so much for the final time: walk to the dining cottage, see attendants—there were no working boys or girls anymore, and attendants no longer wore uniforms—feeding residents who needed help. (No one said “low grade” anymore. They said “severe,” or “profound,” or “low-functioning.”) (Simon, 2011, p. 228)

At this datum, Linnie made an effort to overcome the discrimination she received because the attendants at the School had mistreated her because disability. Linnie overcame prejudice by building social relationships with the people around her, Kate and Malone, who interviewed her. *Social relations* are relationships owned by an individual with other individuals in society. She has this social relationship with Kate, who finally helps Linnie during the interview with Malone by answering Malone's questions such as “Do you like living here?” and “If you could walk out that gate right now and never come back, would you?” Linnie indirectly participates in seeking justice and overcoming the prejudice and discrimination experienced by herself and the other residents within the institution of the School. With that, Malone manages to help Linnie by uncovering the truth about what happened at the School where the residents, including Linnie, experience prejudice because of the attendants there.

With Lynn timer conducting this interview, which was then broadcast on national television, reaching a wider audience, those who know the truth through the interview are motivated to work to create better institutions and close schools or any institutions that mistreat persons with disabilities, such as those mentioned in the datum above. The social relationship that Lynn timer, Kate, and Malone had played an essential role in overcoming the prejudice and discrimination experienced by PWDs in the novel. Contribute to raising awareness and promoting change.

The second portrayal of Lynn timer trying to overcome the discrimination she experienced in building social relations and social supports with communities that support justice for people with disabilities (PDWs) is in the following datum. Lynn timer also tries again to share the prejudice and discrimination against herself and other people with disabilities around her a couple of years later after being interviewed by Malone in a community giving a speech. In her speech, she describes the bad things that happened to her and other residents and the mistreatment they endured because of their disability in the Capitol building. Lynn timer's action is described in the following datum:

Finally: "Lynn timer Goldberg." She rose, flashed a smile at Kate, and went to the front of the room. There, she sat in the big wooden chair and faced the legislators. "I am Lynn timer Goldberg," she said, taking care with every word. "From 1957 to 1980, I lived in the Pennsylvania School. I want to tell you my story, and I brought something to help me." She unrolled her drawings and held the first one up. "This is how the School looked to me when my parents took me there. I was scared. I didn't know what it was. Bad things happened, and I will not tell you them all. But I will tell you some." And she showed them through her art. Meeting Tonette. Mopping the dayroom. Getting shoved around by angry residents. Eating mush. Folding laundry. Stepping over floor

puddles to use the lavatory. Hiding her art in a file cabinet. Being afraid of attendants with dogs. She did not mention Buddy or... Julia. She did not say she looked out her window at night even now, imagining where, under the stars of Cup and Feather, her husband and her child might be. The legislators listened with serious expressions. One woman got wet eyes. One man held his fist to his chin. "That's why we have to close all the institutions," Lynnne said when she finished. She stood up and was aware that the other advocates were applauding her. She smiled at them, relieved she'd found the courage to speak for herself—and for so many others, too. (Simon, 2011, p. 288)

From this datum, it can be seen through her efforts that Lynnne builds social relationships with communities that support justice for PDWs. Lynnne grows her self-confidence by speaking up about prejudice and discrimination she received at the School, such as being considered objects, marginality and stereotypes mentioned in the first research question analysis above. The results of Lynnne's speak-up have a broader impact on other individuals with disabilities who have experienced similar treatment due to their disabilities. The idea emerges that institutions like the School, which houses people with disabilities, should be closed down to free individuals with disabilities from the prejudice and discrimination perpetuated by such institutions. Lynnne's actions catalyze change and raise awareness about the need to dissolve harmful institutions and create a more inclusive society for people with disabilities like her.

Not only by building social relationships, on this datum, Lynnne made efforts to show that the prejudice she received was wrong by showcasing a productive attitude as an individual. In the datum below, Lynnne organizes an exhibition for her paintings to display her abilities in art. This action can help overcome her prejudice, as shown in the following datum.

“I want to sell my drawings so I can do this.” “Are you sure?” Lynn timer nodded. “How do you want to do this?” Carmen asked. “On sweatshirts?” “No,” Lynn timer said. “I have a better idea.” On the day of the opening at the gallery in Ithaca, the crowds whirled around. “I just love your work,” said a tall woman with triangular earrings. “I was expecting primitivism,” added a man with a kerchief in his suit jacket. “Yet it reminds me of Howard Pyle, N. C. Wyeth, Frank E. Schoonover.” (Simon, 2011, p. 308)

Not only by building social relationships, on this datum, Lynn timer also made efforts to show that the prejudice she received was wrong. In the novel, it is stated that people without disability say that people with disabilities like Lynn timer, who has a learning disability, are “retarded, can't think or feel anything, and can't do the same thing as PWODs,” which is wrong. In this datum, Lynn timer is trying to prove that she can also carry out activities that are also carried out by PWODs, namely productive and economical. On datum, Lynn timer shows her productive activities by showing her art and setting up exhibitions to display her works and show she is productive from an economic point of view; namely, she sells her art at the exhibition. Furthermore, due to this productivity, Lynn timer can prove that people with disabilities (PWD) can be as productive as others without disabilities (PWOD) who do not need prejudice and discrimination. Her artistic talents serve as a means to challenge the stereotypes and negative perceptions associated with her disability, allowing others to see her in a new light. Her artistic talents serve as a means to challenge the stereotypes and negative perceptions associated with her disability, allowing others to see her in a new light.

Not only can Lynn timer overcome the prejudice and discrimination that she experienced, but Homan also manages to overcome the prejudice he experienced at the

School. Homan can overcome it by showing he can be productive too by helping one of the attendants, Big-Bellied Handyman, fix a window and assisting him in other tasks, as stated in the datum below.

One day, Homan helped Big-Bellied Handyman set a window straight. Soon, he started getting privileges. Giving, he found, made him proud. And pride made him bolder with doing what he had a knack for—unclogging pipes, oiling hinges, driving the tractor. And doing a good job made him get more privileges. Finally, he was almost as free as a Stuck-for-Life could get. (Simon, 2011, p. 118)

In this datum, Homan helps one of the attendants, Big-Bellied Handyman, become productive, fix a window, and assist him in another task. Homan begins to receive privileges and feels almost free, as stated in the quote, “*he was almost as free as a Stuck-for-Life could get.*” By becoming productive and helping the attendant, Homan no longer faces prejudice that he is useless due to his hearing and learning disabilities. He can also overcome the discrimination he experienced, especially in the form of paternalism, as he can make his own choices and feel “*almost free.*”

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the results and analysis of the study. Not only that, but the researcher included suggestions for further research using the same topic, namely prejudice and disability discrimination.

A. Conclusion

The results obtained from this study are that there is a depiction of prejudice and discrimination experienced by the characters of people with disabilities (PWD) show that there are six forms of prejudice and forms of discrimination, which are stereotypes, lowered expectations, hypervisibility for forms of prejudice, then paternalism, marginality, and viewing PWDs as objects for categories of discrimination against PWDs. The character that most often experiences prejudice and discrimination is Linnie, who has a developmental learning disability.

The novel *The Story of Beautiful Girl* (2011) portrays the character's attempts to overcome these problems. The actions undertaken by the characters with disabilities are a form of effort to overcome the problem they face. Linnie, in particular, is the most visible and significant character in this regard. In the novel, the characters can overcome their problems by building social relationships with others and showing productivity. Firstly, Linnie builds social relations with Kate and Malone to speak up about the conditions experienced by the residents at the school. Second, she builds a

social relationship with communities that support justice for PWDs so that they can spread awareness of discrimination. Lastly, they prove that they can be productive by showing that they can perform the same activities as people without disabilities (PWOD) can do.

B. Suggestion

From analyzing the disability study in the novel *The Story of Beautiful Girl (2011)*, the researcher found that in this novel there was not much research on disability studies. This study provides many benefits in scientific research in literary works, especially for future researchers who conduct research with the same approach. Then, for further researchers, it is recommended to analyze the novel *The Story of Beautiful Girl (2011)* because there are still many other aspects, both in disability studies or other sociological approaches to literature, which may not have been discussed by the researcher in this study because this the novel still has various other problems that can be studied.

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