

**MAIN CHARACTERS'S CONFLICTS DESCRIBED IN TESS
WAKEFIELD'S *PURPLE HEARTS***

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

2024

MAIN CHARACTERS'S CONFLICTS DESCRIBED IN TESS

WAKEFIELD'S *PURPLE HEARTS*

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

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

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I state that the thesis entitled "**Main Characters's Conflicts Described in Tess Wakefield's *Purple Hearts***" 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, August 9th, 2024

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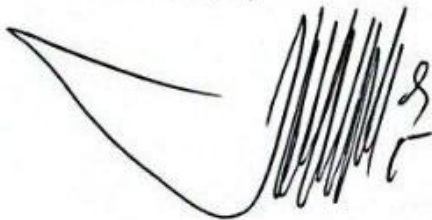
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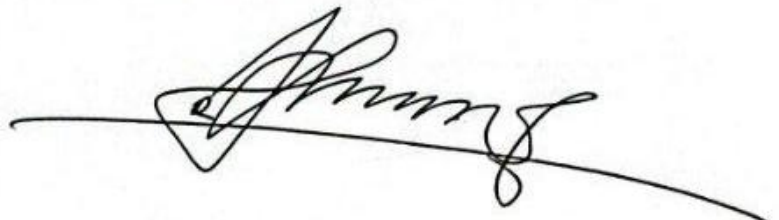
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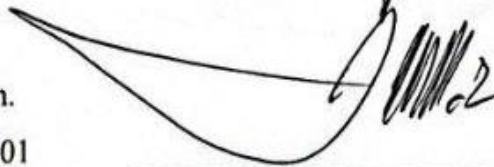
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MOTTO

You will be tired in your life if you always try to have what was never written to
be yours.

(Ustadzah Halimah Alaydrus)

DEDICATION

This thesis is dedicated with pride to the following:

My beloved parents, older brother, and younger sister who always pray and support for me as I struggle through my education.

Parties who have helped and supported in the preparation of this thesis.

My friends in arms, who always support each other and accompany me during my education, are Inge, Anisya, Faradilla, Amytasya, Illa, Lovenia, and Nina.

I want to thank all my family and friends, whom I cannot mention individually, for their support and prayers so I can complete my thesis well.

ACKNOWLEDGEMENTS

Praise and gratitude are due to Allah SWT because the researcher can complete this thesis well with Allah SWT's blessings, grace, and guidance. Secondly, sholawat and salam are continuously poured out to the Prophet Muhammad SAW, who has brought all humans from the dark ages to the brightly lit ages with the light of Islam. The preparation of this thesis aims to fulfil some of the requirements for obtaining a bachelor of literature degree at Universitas Islam Negeri Maulana Malik Ibrahim Malang.

While planning and preparing this thesis, the researcher received many helps, guidance and direction from various parties. So, on this occasion, the researcher would like to express her deepest gratitude to Dr. Siti Masitoh, M.Hum, as the supervisor who has provided material guidance and input to the researcher for the perfection of this thesis. I would also like to thank Dr. Hj. Mundi Rahayu, M.Hum, as the guardian lecturer and all lecturers of the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, and provided knowledge to the researcher during the lecture period.

The researcher would also like to thank her beloved parents, older brother, and younger sister, who constantly pray for the researcher's success and have become a source of enthusiasm for life in undergoing education. Thanks also to all family and friends who cannot be mentioned individually. May Allah SWT always protect and reward you all.

The researcher has tried her best to complete this thesis task, but the researcher realizes there are areas for improvement in both content and language.

Therefore, the researcher expects constructive criticism and suggestions from readers for the sake of the perfection of this thesis. The researcher hopes this thesis can contribute to the science of literary criticism, especially in the objective approach that focuses on the conflicts faced by characters in a novel.

Malang, August 9th, 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Nurfaizah Muna', written in a cursive style with a long horizontal line extending to the right.

Nurfaizah Muna

ABSTRACT

Muna, Nurfaizah (2024) Main Characters's Conflicts Described in Tess Wakefield's *Purple Hearts*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Siti Masitoh, M. Hum.

Key words: Conflict, destructive, constructive, forms.

The phenomenon of conflict can occur in every human, and it is various between one individual and another. The emergence of conflict is significant and needs to be understood by every human being. By understanding and identifying various forms of conflicts that occur in individuals, individuals can resolve these conflicts effectively. This study aims to describe the forms of conflicts and conflict resolution strategies that focus on the characters Cassie and Luke in the novel *Purple Hearts* by Tess Wakefield. The analysis in this study is divided into two parts. The first part describes the forms of conflict Cassie and Luke experience in the novel *Purple Hearts* by Tess Wakefield. Then, the second part describes the conflict resolution strategies faced by Cassie and Luke in the novel *Purple Hearts*. This research uses literary criticism as the research design. This research examines literary criticism with an objective approach. In addition, this research uses the concept of conflict theory proposed by David and Frank Johnson. The researcher identified that the forms of conflict experienced by Cassie consisted of six forms of destructive conflict and four forms of constructive conflict. Furthermore, the researcher identified that the forms of conflict experienced by Luke consisted of five forms of destructive conflict and three forms of constructive conflict. The most dominant type of conflict experienced by Cassie and Luke is destructive conflict. In addition, the researcher found that Cassie handled conflicts with teddy bear, shark, and turtle styles. Then, the researcher found that Luke handled conflict using fox, owl, and shark styles.

مستخلص البحث

منى، نورفايزة (2024) صراع الشخصية الرئيسية كما هو موصوف في رواية *Purple Hearts* للكاتبة تيس ويكفيلد. البحث الجامعي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة موالنا مالك إبراهيم السالمية الحكومية مالنيج. المشرفة: سيتي ماسيتوه الماجستير

الكلمات المفتاحية: الصراع، الهدم، البناء، أنواع.

إن ظاهرة الصراع يمكن أن تحدث عند كل إنسان وتختلف من فرد إلى آخر. إن ظهور الصراع أمر مهم ويجب أن يفهمه كل إنسان. ومن خلال فهم وتحديد الأنواع المختلفة من النزاعات التي تحدث لدى الأفراد، يمكن للأفراد حل هذه النزاعات بفعالية. تهدف هذه الدراسة إلى وصف أنواع النزاعات واستراتيجيات حل النزاعات التي تركز على شخصيتي كاسي ولوك في رواية *Purple Hearts* للكاتبة تيس ويكفيلد. وينقسم التحليل في هذا البحث إلى قسمين. يصف الجزء الأول أشكال الصراع الذي عاشه كاسي ولوك في رواية *Purple Hearts* للكاتبة تيس ويكفيلد. يصف الجزء الثاني استراتيجيات حل الصراع التي يواجهها كاسي ولوك في رواية *Purple Hearts*. يستخدم هذا البحث النقد الأدبي كتصميم للبحث. ويدرس هذا البحث النقد الأدبي بمنهج موضوعي. بالإضافة إلى ذلك، تستخدم هذه الدراسة مفهوم نظرية الصراع التي اقترحها ديفيد جونسون وفرانك جونسون. وقد حدد الباحث أن أشكال الصراع التي اختبرها كاسي تتألف من ستة أشكال من الصراع المدمر وأربعة أشكال من الصراع البناء. وعلاوة على ذلك، حدد الباحث أن أشكال الصراع التي اختبرها لوك تتألف من خمسة أشكال من الصراع الهدام وثلاثة أشكال من الصراع البناء. وكان أكثر أشكال الصراع التي اختبرها كاسي ولوك هي الصراع الهدام. بالإضافة إلى ذلك، وجدت الباحثة أن كاسي تعاملت مع الصراعات بأسلوب الدب والقرش والسلمة. ثم وجدت الباحثة أن لوك تعامل مع الصراع بأسلوب الثعلب والبومة وسمك القرش.

ABSTRAK

Muna, Nurfaizah (2024) Konflik Para Karakter Utama yang Digambarkan dalam Novel *Purple Hearts* karya Tess Wakefield. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Siti Masitoh, M. Hum.

Kata kunci: Konflik, destruktif, konstruktif, bentuk-bentuk.

Fenomena konflik dapat terjadi pada setiap manusia dan berbeda-beda antara individu yang satu dengan individu lainnya. Kemunculan konflik merupakan hal yang signifikan dan perlu dipahami oleh setiap manusia. Dengan memahami dan mengidentifikasi berbagai bentuk-bentuk konflik yang terjadi pada individu, maka individu dapat menyelesaikan konflik tersebut secara efektif. Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk konflik dan strategi penyelesaian konflik yang berfokus pada tokoh Cassie dan Luke dalam novel *Purple Hearts* karya Tess Wakefield. Analisis dalam penelitian ini dibagi menjadi dua bagian. Bagian pertama mendeskripsikan bentuk-bentuk konflik yang dialami Cassie dan Luke dalam novel *Purple Hearts* karya Tess Wakefield. Bagian kedua mendeskripsikan strategi penyelesaian konflik yang dihadapi oleh Cassie dan Luke dalam novel *Purple Hearts*. Penelitian ini menggunakan kritik sastra sebagai desain penelitian. Penelitian ini mengkaji kritik sastra dengan pendekatan objektif. Selain itu, penelitian ini menggunakan konsep teori konflik yang dikemukakan oleh David dan Frank Johnson. Peneliti mengidentifikasi bahwa bentuk-bentuk konflik yang dialami oleh Cassie terdiri dari enam bentuk konflik destruktif dan empat bentuk konflik konstruktif. Selanjutnya, peneliti mengidentifikasi bahwa bentuk-bentuk konflik yang dialami oleh Luke terdiri dari lima bentuk konflik destruktif dan tiga bentuk konflik konstruktif. Jenis konflik yang paling dominan dialami oleh Cassie dan Luke adalah konflik destruktif. Selain itu, peneliti menemukan bahwa Cassie menangani konflik dengan gaya beruang, hiu, dan kura-kura. Kemudian, peneliti menemukan bahwa Luke menangani konflik dengan gaya rubah, burung hantu, dan hiu.

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CHAPTER I

INTRODUCTION

This chapter provides an explanation from the researcher about several important aspects. Some of these important aspects include an explanation of the background of the study, problems of the study, significance of the study, scope and limitation, and the definition of key terms related to the research topic.

A. Background of the Study

Humans are often faced with conflicts in the course of their lives. Conflict is an unavoidable part of human life. However, some humans can avoid conflicts that occur to them (Efferi, 2013, p. 22). The phenomenon of conflict can occur in every human, and it is various between one individual and another (Mustamin, 2016, p. 185). Some of the causes of conflict experienced by humans are differences of opinion between individuals, cultural differences between individuals, disrespect between individuals, injustice to each individual, and problems in communication in individuals that can cause misunderstandings (Chomsah, 2023).

The emergence of conflict is essential for every human being to understand. By understanding and identifying various forms of conflicts that occur in individuals, individuals can resolve these conflicts effectively before the situation are worsen. In addition, understanding the various forms of conflict that occur in human life can cause individuals to increase their awareness and form a sense of empathy for the suffering of conflict experienced by others. They can also form a

sense of tolerance to respect differences of opinion between individuals so as not to cause a conflict.

In general, conflict has an extensive scope. The World Dictionary explains that conflict is a fight, battle, struggle, dispute, disagreement, or quarrel. Conflict occurs because there is a conflict between the desires and goals of individuals or groups that differ in opinion, resulting in conflict that interferes with achieving these desires (Johnson & Johnson, 2014, p. 373). Furthermore, Johnson & Johnson (2014, p. 375) divides conflicts based on the nature of conflicts that occur in individuals or groups into two forms, namely destructive and constructive. However, it should be considered that the emergence of various kinds of conflicts experienced by humans can be resolved well without violence. This needs to be done so that the conflict resolution situation can produce better results for all parties involved and does not cause adverse impacts for all parties involved (Fisher, 2001, p. 142).

Furthermore, the emergence of conflicts that occur in life around society is often a highlight for writers to include a conflict in their literary works. The existence of destructive and constructive conflict phenomena in real life, which writers then pour through their works to make a literary work more interesting to read. In a literary work, conflict is one of the essential parts that support the content of the story, and conflict can also create emotional tension that makes readers involved in the story (Sayuti, 2000, p. 41-42). However, a literary work becomes less attractive if it does not bring up the conflicts experienced by the characters in the plot. The absence of conflict in the story causes the reader to feel no emotional

tension. In addition, the reader's interest in reading the literary work decreases. The emergence of conflict in literary works often accurately represents human life. This shows that literary works reflect the complex lives of people expressed by writers in their literary works. Writers describe the reality of human life in their works with the aim that readers can enrich their understanding of the literary world and interpret literary works as something that can be useful for the development of readers' lives (Ilham, 2017).

Representation of the conflict phenomenon can be found in the novel *Purple Hearts* (2017) by Tess Wakefield. This novel has two main characters who dominate. The two main characters are Cassie and Luke. The novel tells the story of Cassie's life struggle, who works as a band musician and waitress in a bar to make ends meet. Cassie did this because she did not want to burden her mother. However, Cassie's mother did not like seeing Cassie have to do this. Cassie's mother hoped that she could fulfill her mother's wish to attend law school. Later, a problem arose that caused Cassie to be diagnosed with acute diabetes. The condition required Cassie to consume medication and healthy food. Cassie had to spend more money because of the increasing needs. Cassie was forced to decide to marry a soldier she hated in order to get her life insurance. The soldier's name was Luke. Likewise, Luke was forced to marry Cassie to get a severance pay from the government that he could use to pay off his past debts. However, Luke's friend John is upset with Luke because Luke does not pay his debt immediately. This annoyance made John reveal their attempt to become fake husbands and wives. Then Luke and Cassie had to deal with the government to explain their lies.

The researcher chose to analyze the conflicts in Tess Wakefield's *Purple Hearts* because this novel brings out destructive and constructive conflicts in the characters of Cassie and Luke. Cassie and Luke are forced to experience various conflicts in their lives because they have to try to live better by getting severance pay from the government. The emergence of various conflicts experienced by Luke and Cassie is interesting to study. The researcher used this novel as a research object to find out more about the conflicts that occurred in the main character and describe the resolution strategies of conflict in the main character in the novel. In conducting a literary criticism analysis of the novel *Purple Hearts* (2017) by Tess Wakefield, the researcher focuses on the theory of conflict proposed by David Johnson and Frank Johnson.

The researcher has identified several relevant previous studies using David and Frank Johnson's theory. The first is *External Conflicts Faced by Anne Shirley as the Main Character in Anne of Green Gables Novel by Lucy Montgomery* by Hana Nuraziza (2022), *Inner Conflict Faced by Frodo Baggins in J.R. Tolkien's The Fellowship of The Ring* by Febrian Dwi Andriana (2021), *The Conflicts Experienced by The Main Characters in Jennifer Niven's Novel: All The Bright Places* by Fatimah Zahra Winra Saputri (2021), *The Conflict of Main Characters in Harper Lee's Go Set A Watchman* by Sarifah (2022), *An Analysis of Internal Conflict Faced by John Paul in Liane Moriarty Novel The Husband's Secret (2013)* by Clarita Iswandari (2020). The results of these previous studies show the internal and external conflicts faced by each main character in the novel object using William Kenney or Kurt Lewin's theory. In addition, these previous studies also

analyzed the main character's way of resolving conflicts using the theories of David and Frank Johnson. The similarity between the previous study and the research to be conducted lies in the theory of conflict resolution strategies proposed by David Johnson and Frank Johnson. This research also explains the literary object in the form of a novel. However, the novels used are different. In addition, the difference in this research lies in the conflict theory.

The following previous studies are *External Conflicts Faced by Raya in The Raya and The Last Dragon Movie* by Devi Nurkumalasari (2022), *Analysis of The Main Character's Conflict in The Movie Dolittle* by Dewa Gede Widiya Putra (2022), and *The Conflict of Characters in Joyce's Selected Short Stories* by Sri Ayu Merdekawati (2021). The results of these previous studies show the existence of internal and external conflicts faced by each main character in the movie and short story objects using the theories of William Kenney, M.H Abrams, and Kurt Lewin. In addition, the results of these previous studies also show how the main characters resolve conflicts using the theories of David and Frank Johnson. The similarity between the previous study and the research to be conducted lies in the theory of conflict resolution strategies. In addition, the difference between this research lies in the conflict theory. Another difference also lies in the object of literary works. In previous researchers have used movie and short story objects. However, the researcher used the novel in this research.

Furthermore, the research entitled *An Analysis of Language Style Used in Purple Hearts Movie* by Ni Nyoman Eno Arini (2023). The results of this previous study show that language styles and social factors influence all characters to use

their language styles in the *Purple Hearts* movie. Then the last previous research is *An Analysis of Subtitling Slang Expressions and Readability in Purple Heart Movie from English into Indonesian* by Amalia Ayu Savitri and Sriyono (2023). The study results showed the existence of slang types, the subtitling strategies applied, and the readability rating in translating slang expressions in the subtitle of *Purple Heart* movie. The researcher included the two previous studies because the research objects are still interrelated, and the *Purple Hearts* novel has been developed into a movie. The story's plot in the novel and the movie are still interrelated, telling the journey of Cassie and Luke's relationship. In addition, the researcher also has yet to find several previous studies that explain the object of the *Purple Hearts* novel.

Some of these previous studies show that analyzing conflict and conflict resolution strategies is interesting because conflicts that occur in literary works are often real problems humans face. Therefore, the researcher believes that research on conflict is still relevant. In addition, the researcher found that previous researchers tended to analyze the *Purple Hearts* movie rather than the *Purple Hearts* novel. In some of these previous studies, no one previous researcher needs to be someone who reveals more about the discussion of conflict analysis in the *Purple Hearts* novel. Therefore, the researcher is interested in examining the forms of conflicts and conflict resolution strategies in the characters Cassie and Luke in the novel *Purple Hearts* by Tess Wakefield based on the theories of David and Frank Johnson.

B. Problems of the Study

Based on the background of the study, the researcher focuses on analyzing the conflict faced by the main characters in this novel, Cassie and Luke. Therefore, in analyzing this study, the researcher developed the following problems of the study:

1. What are the forms of conflicts faced by the main characters described in Tess Wakefield's *Purple Hearts*?
2. How do the main characters' resolution strategies overcome their conflicts in Tess Wakefield's *Purple Hearts*?

C. Significance of the Study

Based on the topic of conflict taken from the novel *Purple Hearts* by Tess Wakefield, the researcher formulates several objectives of this study in the hope that this research can provide theoretical and practical benefits for readers. Theoretically, this research can contribute to the science of literary criticism, especially in the objective approach that focuses on conflict and resolution strategies of conflict faced by characters in a literary work.

Practically, this research makes it easier for readers to understand the forms of conflict faced by the main characters and how they resolution strategies overcome their conflicts described in a literary work, especially in the novel *Purple Hearts* by Tess Wakefield. In addition, the results of this study are expected to help future researcher by providing a valuable source of reference for

examining the topic of conflict and conflict resolution strategies using different literary objects.

D. Scope and Limitation

In providing clarity in this study, the researcher provides a scope and limitation to prevent discussion outside the research topic. This study examines the conflicts faced by Cassie and Luke, who are the main characters in the novel *Purple Hearts* (2017) by Tess Wakefield. The researcher uses David and Frank Johnson's theory to discover forms of conflicts faced by the main characters in the novel. Then, the researcher also explored their conflict resolution strategies using David and Frank Johnson's theories.

E. Definition of Key Terms

1. Conflict

Conflict occurs when there are problems between the desires and goals of individuals or groups with different opinions. These differences of opinion can give rise to conflicts that interfere with achieving these desires (Johnson & Johnson, 2014, p. 373). Furthermore, Johnson & Johnson (2014, p. 375) divides conflicts based on the nature of conflicts that occur in individuals or groups into two forms, namely destructive and constructive.

2. Destructive Conflict

Destructive conflict is a conflict that individuals do not appropriately manage, and the conflict leads to negative actions that can harm individuals or

groups. These negative actions create uncontrollable anger, ongoing hostility, and even violence (Johnson & Johnson, 2014, p. 375).

3. Constructive Conflict

Constructive conflict is a conflict that has the opportunity to produce a positive decision that is important for the individuals or groups involved (Johnson and Johnson 2014, p. 376).

4. Conflict Resolution Strategies

Conflict resolution strategies are ways that individuals use to handle and resolve conflicts that occur in their lives. David and Frank Johnson (2014, p. 380) identify five conflict resolution strategies that can be used: owl style, teddy bear style, shark style, fox style, and turtle style. Each style has its approach and characteristics in resolving conflicts.

CHAPTER II

LITERATURE REVIEW

In chapter two, the researcher explores the literature related to the subject matter studied in this research. This chapter centers on various references regarding the definition of conflict and conflict resolution strategies proposed by David Johnson and Frank Johnson.

A. An Objective Approach

Analyzing literary works is something that readers commonly do to examine the hidden meanings in literary works. Another term for this process is concretization (Mustika, 2012). Some literary scholars have outlined various approaches to analyzing the depth of meaning of a literary work. Abrams (1971) revealed that the various theories used to analyze literary works can be understood and appropriately researched if the researcher pays attention to the literary work's situation. In Abrams' book (1971, p. 3-29) entitled *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*, Abrams identifies four main approaches in analyzing or studying literary works, namely: expressive approach, pragmatic approach, mimetic approach, and objective approach. Each of these four approaches has advantages and disadvantages. However, these advantages and disadvantages can complement each other. Understanding the various approaches can provide a more in-depth framework for literary researchers.

Furthermore, the researcher focuses on one of the approaches initiated by Abrams (1971), namely the objective approach. This approach is the oldest in literary theory. This approach also triggered the birth of modern literary theories

widely recognized today. The objective approach in Europe is as old as *Poetica*. *Poetica* is a branch of science initiated by Aristotle in 384-322 BC. This approach sees literature as independent of external factors, such as the historical or social context in which it was created. In this approach, literary works are analyzed as entities that are shaped by the elements within them, such as style, theme, technique, and structure. This approach emphasizes the importance of understanding and assessing literary works based on their internal characteristics. Therefore, this approach leads to the analysis of literary works in a structuralist manner. Then, the objective approach is also called the structuralist approach (Semi, 1993, p. 67).

The objective approach has the same meaning as the intrinsic approach. To understand the meaning of a literary work using an objective approach, the researcher must analyze literary works based on their structure, regardless of their historical background, regardless of the author's intention in writing the literary work, and regardless of the influence on readers. Hasanuddin (1996, pp. 110-111) revealed that the objective approach prioritizes studying literary works based on the reality of the literary text. Although some things outside the literary work still need to be related to literature, it is considered unnecessary to analyze the external elements of the literary work. The objective approach is also synonymous with the synchronic approach that began to grow and develop in the early 20th century (Senestri, 2020, p. 13).

An objective approach to analyzing literary works focuses on the literary work as an independent entity. This approach is detached from factors external to the literary work, such as the author's history of writing the literary work or the

reader's interpretation. This approach refers to a form of literary convention based on rules or norms established in the literary tradition. Some literary conventions include intrinsic aspects of literary works such as roundness of meaning, word choice (diction), rhyme, sentence structure, theme, plot, setting, characterization, etc. The assessment of a literary work is based on the strength or value of the literary work based on the harmony between all the elements that make up the literary work.

Some researchers favor the objective approach in researching a literary work (Pasaribu, 2020, p. 75). The reasons they use the objective approach in their research are:

- a. There is an assumption that literary works are independent of the influence of extrinsic elements after they have been created. This assumption makes literary works fully considered to have their world formed separately from the author's influence and other external elements.
- b. Literary works are considered objects of research that do not have to rely on the principles of other sciences when researching them. This makes literary works a more independent object of research.
- c. The author has the primary role in the creation process, but it turns out that many authors need help explaining their background and motives in writing. In addition, the author's explanation of his work often contradicts the reader's perception. Then, the reader's perception also varies in explaining the external elements of literary works.

The steps in applying the objective approach in analyzing literary works are as follows: First, the researcher describes the structural elements of the literary work. Second, the researcher explores the meaning of the relationship between these elements. Third, the researcher describes the functions and relationships between intrinsic elements in the literary work under study. By following these steps, the objective approach provides a systematic and objective framework, allowing readers to understand and interpret the meaning contained therein better and more deeply (Mustika, 2012).

The objective approach was chosen because this approach focuses more on analyzing literary works based on intrinsic elements. As for applying the objective approach in this study, the researcher chose intrinsic elements that focus on literary works. The objective approach applied in this study was able to help the researcher understand the forms of conflict and conflict resolution strategies faced by the main characters in the plot of the *Purple Hearts* novel more thoroughly and deeply. By using the objective approach, we can learn more deeply that there are forms of conflict reflected in society interpreted by authors in their literary works. In addition, there are also conflict resolution strategies faced by the main characters interpreted by the authors in their literary works. The analysis of conflict can enrich the reader's understanding of the forms of conflict faced by the characters and how do the main characters' resolution strategies overcome their conflicts described in a literary work.

B. Johnson and Johnson's Theory of Conflict

In general, conflict has an extensive scope. The World Dictionary explains that conflict is a fight, battle, struggle, dispute, disagreement, or quarrel. Conflict can be an ordinary disagreement or a dispute of war-like proportions. The word "*conflict*" originates from the Latin "*conflictus*", which means "*to strike together with force.*" Conflict occurs when there are problems between the desires and goals of individuals or groups with different opinions. These differences of opinion can give rise to conflicts that interfere with achieving these desires (Johnson & Johnson, 2014, p. 373). Furthermore, Johnson & Johnson (2014, p. 375) divides conflicts based on the nature of conflicts that occur in individuals or groups into two forms, namely destructive and constructive.

1. Destructive Conflict

Destructive conflict is a conflict that individuals do not appropriately manage, and the conflict leads to negative actions that can harm individuals or groups. These negative actions create uncontrollable anger, ongoing hostility, and even violence (Johnson & Johnson, 2014, p. 375). Destructive conflict that is not resolved correctly can lead to feelings of deep hurt, sadness, hatred, and resentment towards the individuals or groups involved. In addition, conflicts that are managed destructively can also lead to legal action, divorce, or physical actions such as war that can take the life of someone involved in the conflict.

The impact of this destructive conflict is to create losses for the group, destroy group effectiveness, damage relationships between group members,

sabotage the work of others, and destroy individual commitment to group goals, security, and personal feelings (Janz & Tjosvold, 1985). One application of destructive conflict occurs when there is a conflict between couples. When couples experience destructive conflict that brings up high emotions, the condition can lead to more frequent and intense arguments. The anger, sadness, and hostility that occur can lead to relationship breakdown and even divorce.

2. Constructive Conflict

Constructive conflict is a conflict that has the opportunity to produce a positive decision that is important for the individuals or groups involved. Johnson and Johnson (2014, p. 376-377) revealed that there are things that are produced in constructive conflict, such as:

- a. Constructive conflict can help individuals or groups to direct their attention to problems that need solving. It allows individuals or group members to focus on finding effective solutions without disputes. The search for a solution will result in an agreed outcome mutually beneficial to everyone and in accordance with the interests of all parties.
- b. Constructive conflict can energize and motivate individuals or group members to overcome challenges in resolving their conflicts.
- c. Constructive conflict can help individuals or group members clarify their patterns of conflict resolution that need to be changed. Dysfunctional patterns of behavior are highlighted and clarified by conflict.

- d. Constructive conflict can help individuals or group members clarify their values and commitments.
- e. Constructive conflict helps maintain positive relationships between group members by encouraging them to resolve conflicts constructively, avoiding aggravation and resentment between group members.
- f. Constructive conflict can be a place to release negative emotions such as anger, anxiety, insecurity, and sadness. If individuals or groups experience these negative emotions, they can have negative mental and physical impacts on individuals.

One application of constructive conflict can occur in relationships between couples. When couples are faced with a difference of opinion or goals, the actions of couples in constructive conflict will endeavor to communicate openly and honestly about their feelings, needs, and desires. They will listen to each other without judgment and seek solutions together. In addition, they will also consider each other's opinions and respect each other's decisions on the outcomes they find together. Constructive conflicts that couples face can strengthen their relationship and create a more profound relationship closeness.

C. Conflict Resolution Strategies

Conflict resolution strategies are ways that individuals use to handle and resolve conflicts that occur in their lives. Johnson and Johnson (2014, p. 379) explain that handling a conflict faced by individuals can be likened to facing a situation of swimming in a cold lake. Some individuals can test themselves by

getting used to putting their feet gradually into a cold lake. This shows that some individuals who face conflict tend to be more cautious and resolve it gradually. Meanwhile, some individuals tried to run and jump into the lake water more quickly to overcome the cold water. This shows that some individuals tend to be more quick and direct in dealing with a conflict.

In addition, individuals perform several goals in resolving a conflict. Johnson and Johnson (2014, p. 379) argue that two main goals must be considered in handling a conflict. The first goal is to reach an agreement to get the desires and goals of each individual. The difference in goals is what causes the emergence of a conflict. Therefore, each individual must set goals ranging from important goals that contain the nature of common interests to less important goals. Then the second is that each individual must maintain good interactions and relationships with others. This needs to be maintained to prevent conflict between individuals. Furthermore, David and Frank Johnson, in their book *Joining Together Group Theory and Group Skills*, identify five conflict resolution styles that can be used: owl style, teddy bear style, shark style, fox style, and turtle style. Each style has its approach and characteristics in resolving conflicts.

1. The owl style

The Owl style is also known as the problem-solving negotiation style. The style shows an owl that values goals and social relationships. Individuals who use this style tend to have goals and social relationships that are very important to them. Therefore, individuals must negotiate problem-solving with other parties to resolve

a conflict. The solution that needs to be done in overcoming conflict is to ensure that individuals and other parties fully achieve the goals that individuals expect. In addition, individuals must also resolve tensions and negative feelings between the individual and the other party. The style tends to require a risky resolution because the individual needs to express his or her goals and expects the other party to do the same (Johnson and Johnson, 2014, p. 381).

2. The teddy bear style

The teddy bear style is also known as smoothing style. This style tends to prioritize social relationships with others and considers individual goals to be less important. Individuals are better off letting go of their goals to maintain harmonious social relations between other parties. In addition, individuals are more concerned with the goals of others who are considered stronger than their interests. So that it can facilitate and assist other parties in achieving their goals, conflict resolution using this style can be resolved peacefully, and all parties can accept goals (Johnson and Johnson, 2014, p. 380-381).

3. The shark style

The shark style is also known as forcing or win-lose negotiation style. This style does not consider social relations important and is more concerned with individual goals for themselves without regard to the goals and solutions of the other party. Therefore, this style gives rise to individual traits that tend to defeat the goals of others by making threats to others, forcing others to give in, giving physical or verbal aggression to others, and making demands that are considered far beyond

what others can accept. The shark style suggests that conflicts tend to be resolved by one party winning and the other losing (Johnson and Johnson, 2014, p. 381).

4. The fox style

The fox style is also known as compromising style. The style shows a fox that is concerned with its members' goals and social relationships. If the individual's goal cannot be obtained, the individual must give up part of the goal or try to interact with the other party to reach an agreement. In this style, individuals tend not to prioritize their interests and prefer to maintain better social relationships with other parties. So, in this case, individuals and other parties can produce a common goal that is acceptable to each other (Johnson and Johnson, 2014, p. 381).

5. The turtle style

The turtle style is also known as the withdrawing style, is similar to the way a turtle avoids conflict by going into its shell. This style is characterized by the attitude of individuals who avoid conflict by not valuing social relationships between individuals and considering the importance of a goal. This makes individuals assume that resolving a conflict is futile. Therefore, in the turtle style, individuals are more likely to choose to avoid social relationships from situations that have the potential to cause conflict (Johnson and Johnson, 2014, p. 381).

CHAPTER III

RESEARCH METHOD

In chapter three, the researcher explains the methods used in this research. The several parts of the method described in this study are research design, data source, data collection, and data analysis. Explaining this research method is expected to allow readers to learn about the researcher's research process.

A. Research Design

This research falls into the category of literary criticism. Literary criticism is a branch of literary science that deals specifically with defining, classifying, describing, and evaluating literary works (Abrams, 1971, p. 36). The application of literary criticism in this research aims to understand the context and scope of the literary work under research. In using literary criticism studies, the researcher focuses on understanding the conflicts and conflict resolution strategies experienced by the characters in the novel *Purple Hearts* written by Tess Wakefield. This novel was chosen because it shows an interpretation of the destructive and constructive conflicts faced by Cassie and Luke in living their lives. Then, the primary data of this literary criticism study research is the literary work itself. The researcher used the conflict theory proposed by David and Frank Johnson to analyze the data. Furthermore, the researcher uses an objective approach to discuss the conflict in the plot.

B. Data Source

The data source in this research is a novel entitled *Purple Hearts* by Tess Wakefield. The novel *Purple Hearts* is a first printed novel published on April 25th,

2017. The novel's publisher is Emily Bestler Books in the United States. The researcher obtained the novel as a hard file consisting of 345 pages. The data to be analyzed by the researcher is obtained from quotations in the novel, which consist of phrases, sentences, paragraphs, and dialogues. Some of the quotes in these sentences contain elements of conflict the main characters face and how they deal with conflict in their lives.

C. Data Collection

In the data collection process, the researcher took data from the novel *Purple Hearts* by Tess Wakefield, which explores the forms of conflict and conflict resolution strategies faced by the novel's main characters. The steps taken by the researcher in the data collection process to obtain accurate data are as follows: The first step was to read the entire novel carefully and thoroughly to understand the novel's plot. In the second step, the researcher read repeatedly until she understood the content of the novel and focused on finding data related to the research topic. In addition, the researcher also carefully marked some data from each phrase, sentence, paragraph, or dialogue related to the forms of conflict and resolution strategies of conflict faced by the main characters.

Furthermore, the researcher recorded and categorized the data from reading excerpts related to the forms of conflict and resolution strategies of conflict faced by the main characters. Then, in the last step, the researcher incorporated the data into the research using the theory. The collection of these data is used to answer the research problem so that the researcher can find the research results and provide conclusions.

D. Data Analysis

After the researcher had conducted the data collection process, she analyzed it in several steps. In the first step, the researcher sorted the data according to the topic of discussion. In the second step, the researcher analyzed and interpreted the data in the novel based on an objective approach that focuses on conflict theory and conflict resolution strategies proposed by David and Frank Johnson. In the third step, the researcher categorized the data into various forms of conflict experienced by the main characters in the novel *Purple Hearts* and the efforts made by the main characters in dealing with conflicts in their lives. In the last step, the researcher made conclusions based on the data that had been found. Then, the researcher reassessed the adequacy of the conclusion in describing the conflict and conflict resolution strategies faced by the main characters.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the results of the analysis of the data that has been collected to find answers to the problems of the study. The data collected in this study include the conflict between Cassie and Luke. They are the main characters in the novel *Purple Hearts* by Tess Wakefield. The researcher classifies the forms of conflict in the data analysis based on David and Frank Johnson's theoretical perspectives, namely destructive conflict and constructive conflict. In this chapter, the researcher also discusses the conflict resolution strategies used by Cassie and Luke based on David and Frank Johnson's theories.

A. The Forms of Conflict Faced by The Main Characters

Conflict occurs when there are problems between the desires and goals of individuals or groups with different opinions. These differences of opinion can give rise to conflicts that interfere with achieving these desires (Johnson & Johnson, 2014, p. 373). Furthermore, Johnson & Johnson (2014, p. 375) divides conflicts based on the nature of conflicts that occur in individuals or groups into two forms, namely destructive and constructive.

1. Destructive Conflict

Destructive conflict is a conflict that individuals do not appropriately manage, and the conflict leads to negative actions that can harm individuals or groups. These negative actions create uncontrollable anger, ongoing hostility, and even violence (Johnson & Johnson, 2014, p. 375). The researcher found that the destructive conflict that occurred in the novel *Purple Hearts* was experienced by the characters Cassie and Luke.

a. Cassie's Destructive Conflicts

The destructive conflict Cassie experienced can be seen in the first datum below, when she told her mother that she had been fired from work due to a reduction in employees.

Datum 1:

*"Hi," I said. "I was fired."
Silence. The traffic inched forward. "You got fired?"
I blew out a breath and smiled. "Yes."
"You got fired?" she repeated.
"Yes, Mom," I confirmed.
"For what?"
"They said that business was down, and they were combining my job with Stephanie's, and Stephanie had been there longer, so, wah-wah." I made a sad-horn sound. "Good-bye, Cassie." (Wakefield, p. 2)*

The datum shows that Cassie experienced destructive conflict at her workplace. The destructive conflict occurred when Cassie had to be fired from her workplace. Based on the theory of Johnson and Johnson (2014, p.375), destructive conflict is one of the conflicts that individuals or groups do not appropriately manage, leading to negative actions that can harm individuals or one of the group members. Cassie's dismissal at work was due to the financial decline of the company she worked. This condition provided benefits to the company where Cassie worked. However, the conditions of employee dismissal that occurred to Cassie could harm her. Cassie became one of the employees who had to be expelled from the company.

Then, the datum also shows the impact of the destructive conflict between Cassie and the company she works. The impact of the destructive conflict was that Cassie's job had to be taken over by Stephanie. Stephanie is Cassie's friend who had worked at the company for a long time. Cassie's termination made her feel

dissatisfied and sad. Cassie vented this by making a sad horn sound. In addition, Cassie's mother worried that Cassie's termination could harm her because her financial income would be reduced.

The second datum shows a destructive conflict occurs when Cassie is working at the bar and she meets a group of soldiers. In the group of soldiers, there is one of Cassie's old friends named Frankie. While Cassie and Frankie were chatting, Armando and a blonde soldier named Davies suddenly appeared. They wanted to join Cassie and Frankie. However, unexpectedly, Davies uttered inappropriate words to Cassie. The forms of data that show the existence of destructive conflict can be seen in the second datum below:

Datum 2:

Armando had joined us again, this time accompanied by a ginger guy in an unfortunate striped shirt and glasses. "Soldiers not your type, huh," the guy slurred, gesturing to me as he slumped on the bar. "We can fight for your ass, but we can't touch it?"

"Davies," Frankie said. "Dude."

I took a deep breath. Asshole number 2,375 of my two-year bartending career. I filled a glass. "Have some water, buddy."

"Not water, come on!" the redhead said, and pushed away the cup with force, spilling it.

I picked up a rag and soaked up the puddle, my face burning. "I think you're good."

"Oh, come on," he called. Then, lower, to Frankie, "Your friend's being a bitch." In a second, my belly was against the bar, my nose two inches from his.. "Get out," I said. A lopsided smile grew on his skinny face. His lips were chapped, his eyes wet and red.(Wakefield, p. 15-16).

The datum shows the destructive conflict Cassie experienced while working as a bartender at The Handle Bar. The evidence that the conflict is destructive because Davies has uttered inappropriate words that demean Cassie. The sentence *"We can fight for your ass, but we can't touch it?"* emphasizes that Davies uttered a sentence that seemed to demean Cassie as a woman. Davies' words also

disrespected Cassie's job as a bartender at the bar. As a result of Davies' words, Cassie felt disturbed and angry because she had to face the disrespectful behavior of her customers again.

Furthermore, Cassie patiently endured her anger by serving Davies by giving him a drink but Davies refused the drink from Cassie. He continued to harass Cassie. This made Cassie even more emotional, so Cassie ordered Davies to leave the bar. This conflict is in accordance with Johnson and Johnson's theory. Johnson and Johnson (2014, p.375) revealed that the emergence of angry attitudes that occur in individuals toward other individuals is one form of negative action from destructive conflict. Therefore, the emergence of Cassie's emotional attitude toward Davies' disrespectful words can be classified as a destructive conflict.

The third datum shows a destructive conflict occurred when Cassie was suddenly visited by a friend of Frankie's named Luke. At first, he told Cassie that Cassie's treatment of Davies had gone too far. However, suddenly, Luke said that all of Cassie's belongings were given to her by her parents. The datum evidence that has been obtained is as follows:

Datum 3:

Luke waved his hand toward me, dismissing. "Tattoos, bumper stickers, indie rock, blah blah. Probably a Prius your parents pay for."
"All right. Number one, you don't know me. Number two, I wasn't shitting on you, personally. Or your choice to do whatever it is you do in the military. All I was doing was stating my right to not be called a bitch by your friend."
Luke jumped on the end of my sentence. "You're right, we don't know each other, and what we do know is that you didn't give a scared kid a chance to sober up, apologize, and spend the night with his buddies, because, what? You want world peace?" He tapped the bar. "Correct? Just so we're clear." (Wakefield, p. 17-18)

The datum shows that Cassie experienced destructive conflict because the words spoken by Luke made Cassie even angrier at the soldiers. The sentence "*Tattoos, bumper stickers, indie rock, blah blah. Probably a Prius your parents paid for.*" emphasizes that Luke's words also seem to underestimate Cassie. The words Luke said did not match Cassie's life. Cassie also emphasized that Luke didn't need to say that. Cassie just wanted her to earn the right not to be called a bitch by Davies. However, Luke still blames Cassie for not giving Davies a chance to apologize and have fun with his army buddies at the bar. Johnson and Johnson's theory of destructive conflict is appropriate in this situation because it creates a difference in goals between Cassie and Luke. However, the difference in goals caused them to have emotionally solid attitudes to defend each goal. This is what gives rise to destructive conflict. In addition, the destructive conflict showed that Cassie was the aggrieved party because she was hurt and blamed by Luke after expelling Luke's friend.

The fourth datum shows a destructive conflict occurs when Cassie explains to her mother that she is married to a soldier. Cassie also explained that her marriage was temporary and would end when Luke returned overseas. However, Cassie's mother suddenly said, "*This is insane.*" The sentence shows that Cassie's mother was shocked and angry with Cassie's decision. Cassie then tried to explain to her mother that she wanted to try to do something different in her life. In addition, Cassie also wanted her mother to support her decision. However, the anger and disappointment over Cassie's decision continued in Cassie's mother.

Then, the sentence *“I will absolutely not support this.”* She buried her face in her hands, and then looked up at me. *“You’re crazy. You need to get real.”* emphasizes that Cassie's mother does not support Cassie's decision at all. Cassie's mother also called Cassie crazy and said she needed to get real. After that, Cassie's mother left Cassie without providing a solution to Cassie's decision. This conflict is in accordance with Johnson and Johnson's theory. Johnson and Johnson (2014, p.375) revealed that the emergence of angry attitudes that occur in individuals toward other individuals is one form of negative action from destructive conflict.. Cassie's decision about her fake marriage with Luke angers Cassie's mother, and she calls Cassie crazy for her actions. In addition, the destructive conflict was poorly managed. This happened because Cassie and her mother did not try to understand each other. Cassie's mother also did not provide support or solutions to Cassie's decision to enter into a fake marriage. The datum evidence that has been obtained is as follows:

Datum 4:

Mom sat down at the kitchen table. “This is insane.”

“Well, so is drowning in debt,” I said, shrugging her off. “Even when I was a paralegal. Even when I wasn’t sick. You can’t blame me for trying something different.”

Mom shook her head, breathing deeply, like she was trying to cleanse herself of what she just heard. “Not if it lands you in jail.”

“It’s not going to.” I tossed the polishing rag on the table, realizing I had been twisting it into a rope. “I just need a little help right now. I won’t waste this time, Mom. I will make it. I just need a little support to get there.

“I will absolutely not support this.” She buried her face in her hands, and then looked up at me. “You’re crazy. You need to get real.”

I set my jaw. “Well, I did it.”

She rolled her eyes and stood. “Then you’ll have to fail on your own.” (Wakefield, p. 86)

The fifth datum shows a destructive conflict occurs when Cassie calls her mother. Cassie received cold and unfriendly treatment from her mother. Cassie's mother would also make excuses to hang up on Cassie before Cassie told her about Luke. This indicates an ineffective interaction between Cassie's mother and Cassie. Cassie's mother's attitude tended to show a deep sense of hurt towards Cassie's decision to marry Luke. Therefore, Cassie's mother was seen hanging up on Cassie when Cassie talked about Luke. This condition also shows that Cassie still does not get support from her mother about her relationship with Luke. This conflict is in accordance with Johnson and Johnson's theory. Johnson and Johnson (2014, p.375) revealed that destructive conflicts that are not well resolved can lead to feelings of deep hurt, sadness, hatred, and resentment towards individuals. The emergence of an attitude of deep hurt feelings that occurred to Cassie's mother was one form of negative action from destructive conflicts that had not been resolved properly. The datum evidence that has been obtained is as follows:

Datum 5:

Mom would have known what to say to lift my spirits, but she had no sympathy for me. When I called, her voice was strained, a cold kind of friendly, like a how are you to the guy who delivers her mail. She would make an excuse to get off the phone before I could tell her much about Luke. She knew just that he was home, and injured. Nothing about how hard it was, how bad things were with him. I'd gotten myself into this mess, I could almost hear her say, and I could get myself out. (Wakefield, p. 209)

The sixth datum shows a destructive conflict between Cassie and Luke. Cassie is prejudiced against Luke because Luke has not told her fully about his past with his dealer friend. Cassie also suspected that Luke or Luke's friend had disturbed her mother. This made Cassie very angry with Luke. Then, in the

sentence “*Don’t come any closer.*” *I felt my hands form fists. I resisted the urge to hurl them at his chest.*” shows that Cassie's anger caused Cassie to forbid Luke to get close to her. In addition, Cassie had to restrain her emotions so as not to abuse Luke physically. Luke also admitted that the one who had disturbed Cassie's mother was Johno's friend, who served as a drug dealer. This made Cassie scream at Luke. This conflict is in accordance with Johnson and Johnson’s theory. Johnson and Johnson (2014, p.375) revealed that destructive conflict can lead to negative actions that can create uncontrollable anger, ongoing hostility, and violence. The emergence of an angry attitude that occurs in Cassie toward Luke is one form of negative action from destructive conflict. The datum evidence that has been obtained is as follows:

Datum 6:

I could feel him stepping closer. “Cassie.”

“Don’t come any closer.” I felt my hands form fists. I resisted the urge to hurl them at his chest. “Did your dealer fuck with my mom? Did you bring that on my mom? Tell me the truth.”

Luke tried to hold my gaze, but couldn’t. He lifted his hands to his face.

“Yes, that was him,” he said, hollow.

“My mother!” I shouted. My beautiful mother, my heart, my only family, huddled on the ground near her car. Her pajama pants getting dirty in the street. Shifting into Spanish when she spoke to the cops, because that kind of fear was too deep for her second language. (Wakefieldd, p. 297)

b. Luke’s Destructive Conflicts

The destructive conflict experienced by Luke can be seen in the seventh datum below when Luke invites his brother Jake to chat together before Luke's leave expires. Luke wants to explain his past mistakes and show his brother that he has changed into someone better.

Datum 7:

I took another step in their direction, gesturing toward the house. "Can we just sit down and—talk or something? Hang out? I'm only on leave for another week."
"I'm not ready," Jake said, immediate.
"What can I do?"
"Nothing!" Jake raised his voice. "I covered for you when you went out and got messed up. I didn't report you. I make you best man at my fucking wedding, you don't show. We try to help you, you don't show. I'm done giving you chances.
(Wakefield, p. 34)

The datum shows a destructive conflict where Luke wants Jake to give him a chance to chat together and repair their good relationship. However, Jake feels disappointed and hurt by Luke's past actions. Jake is Luke's older brother. Jake had given Luke a chance in the past, but Luke betrayed that chance. Jake once helped Luke to avoid being reported by the police due to Luke's chaos. In addition, Jake had also helped Luke to get out of the drug environment, but Luke was more concerned about inhaling OxyContin than his family. Jake's attempt to help Luke failed him. This made Jake betrayed by Luke. Finally, Jake refuses Luke's invitation to chat together because Jake is still disappointed with Luke. Johnson and Johnson's theory of destructive conflict fits this condition because of Jake's deep hurt towards Luke's past behavior. Jake still feels disappointed by Luke's past behavior and cannot allow Luke to chat with him.

The eighth datum shows a destructive conflict arose when Luke was a student at Austin Community Language. At that time, Luke was good friends with Johnno. However, Johnno unexpectedly brought a bad side to Luke's life. Johnno was joking at the time and suddenly intimidated and threatened Luke by pointing a gun at Luke. Johnno did this so that Luke would not go to class and could play with him. In addition, Johnno also asked Luke to take pills or drugs. Johnson and Johnson's

theory (2014, p. 375) revealed that destructive conflict leads to negative actions that can harm individuals or groups. The threats and intimidation Johnno makes to Luke are some negative actions that harm Luke and lead to a destructive conflict. In accordance with Johnno's wishes, Luke was finally intimidated not to go to class, and Luke joined Johnno in using drugs. This action harms Luke because his goal to attend class is hampered. On the other hand, Luke's life also became terrible as a result of using drugs. The datum evidence that has been obtained is as follows:

Datum 8:

He'd never asked for money, only that I ride with him to someone's house, or play him in Fallout, or answer the door when cops came. Our friendship had turned sour when I tried to go back to school. He'd pull his gun on me when I told him I was going to class, then joke about it later, after we'd snorted more pills. (Wakefield, p. 41)

The ninth datum shows a destructive conflict between Luke and Johnno. After a long time, Johnno looked for Luke, and finally, Johnno managed to meet Luke. Johnno was upset with Luke because Luke did not immediately pay the debt to Johnno. Finally, a destructive conflict arose where Johnno's uncontrollable emotions made him physically abuse Luke. Johnno patted Luke on the head and hit him with the butt of a gun. This made Luke have to feel the pain of physical violence committed by Johnno. Johnson and Johnson's (2014, p. 375) revealed that conflicts managed destructively can lead to legal action, divorce, or physical action. Therefore, the physical violence committed by Johnno to Luke is included in the destructive conflict. The datum evidence that has been obtained is as follows:

Datum 9:

Instead of answering, Johnno reached for the cup holder, grabbed a bottle of Sprite, and took a swig. Johnno had always drunk Sprite like it was water. With a jerk he palmed my head and whacked it with the butt of the gun, Sprite spreading in the air like a fountain. Pain streaked through my nerves, my teeth, my spine. (Wakefield, p. 43)

The tenth datum shows a destructive conflict between Luke and Johnno. Luke has paid half his debt to Johnno. However, Johnno still felt dissatisfied with half of the debt that Luke had not paid him. Later, Johnno learnt that Luke had returned from his military duty. Johnno took this opportunity to collect his debt, and he went to Luke's house. At Luke's house, Luke threatens Johnno if he tries to do something to him. However, Johnno ignored the threat. Johnno also physically abused Luke by pressing Luke's aching leg. This caused Luke to feel deep pain. The conflict is included in the destructive category because there is an argument that causes physical violence committed by Johnno to Luke. The datum evidence that has been obtained is as follows:

Datum 10:

*Then Johnno looked behind him at the open door, strode to it, and calmly pushed it shut.
"If you fucking try anything, I swear to God-" I started, my teeth clenched.
But my reflexes were slow. With one hand, he moved the call button out of reach, and with the other, he pressed on my leg. Softly at first, then harder, until the stabbing pain blotted out every other sensation. I tried to reach for him again, but he had moved to the end of the bed, hands moving up my shin. (Wakefield, p.166)*

The eleventh datum shows a destructive conflict between Luke and his father. A year before Jake and Hailey's wedding, Luke's father told Luke to return everything that Luke had stolen in the garage with Johnno. Luke's father threatened Luke by calling the police if Luke did not return the stolen items. Then, Luke's

father tried to take the corded phone and pressed the button. However, this made Luke run away from his father. This also made Luke's father angry, and he spoke harsh words to Luke. Luke also received verbal violence from his father.

In addition, the sentence “*Dad had thrown the phone, hard, breaking the skin at the back of my head. I still have a scar*” shows that Luke also experienced physical violence from his father. The physical violence caused a scar on Luke's head. This conflict is in accordance with the theory of Johnson and Johnson. Johnson and Johnson (2014, p.375), revealed that the emergence of angry attitudes that occur in individuals toward other individuals is one form of negative action from destructive conflict. Luke's father is angry with Luke's attitude, who has stolen his belongings in the workshop. This anger is a destructive conflict that results in Luke getting verbal violence and physical violence from his father. The datum evidence that has been obtained is as follows:

Datum 11:

The last time I was here, Dad had walked in while I was microwaving a frozen burrito. He had told me to repay what Johnno and I had stolen from the garage, or he'd call the cops. It was only one or two hundred bucks. Cloud head had laughed. Dad had reached for the cordless and dialed. I'd dropped the burrito and started to run. That's right, he'd said. Get out. You coward. Johnno had already started down the block. When Dad saw that I was running to get in the Bronco, he ran after me, cordless phone in hand. Luke! You've failed me. You've failed your mother. You've failed Jake. Dad had thrown the phone, hard, breaking the skin at the back of my head. I still have a scar. That was about a year before Jake and Hailey's wedding. It was the last time I'd heard him say my name. (Wakefield, p. 257)

2. Constructive conflict

Constructive conflict is a conflict that has the opportunity to produce a positive decision that is important for the individuals or groups involved (Johnson and Johnson 2014, p. 376). The researcher found that the constructive conflict that occurred in the novel *Purple Hearts* was experienced by the characters Cassie and Luke.

a. Cassie's Constructive Conflicts

One form of constructive conflict that happened to Cassie was when she dared to tell the truth and asked Frankie to fake a marriage. Cassie did this to get health insurance benefits and money from the military government. Frankie is Cassie's childhood friend who works as a soldier. Cassie also explained to Frankie that she planned to divorce Frankie after Frankie completed his military duties overseas.

Based on Johnson and Johnson's (2014, p.376-377) theory, one of the characteristics of constructive conflict is that it helps maintain positive relationships between group members by encouraging them to resolve conflicts constructively, avoiding aggravation and resentment among group members. Cassie's request was difficult for Frankie to accept because it did not follow her wishes. However, Frankie tried to speak openly and honestly to Cassie without violence and arguments to keep the constructive conflict positive. Frankie also said that he was already committed to someone he loved, Ellena. Cassie and Frankie's attitude of speaking honestly and openly to each other is one of the elements of constructive conflict that maintains a good friendship between them. They can clarify their

desired goals and understand the differences in goals between them. The datum evidence that has been obtained is as follows:

Datum 12:

“Cassie,” he said, then pushed air out of his mouth, shaking his head. “I want to help you. I really, really do. You’re like blood. I would do anything for you.”
“Those are things people say when they’re about to say no.” I could hear it in the air, his refusal. I was already thinking of ways I could pull it off as a joke. But if it were a joke, I wouldn’t be getting tears in my eyes. Damn it. I just asked someone to commit fraud so I could afford to have a disease.
“If things were different, I would,” he said, reaching a hand out to touch my arm.
“I’ve got Elena to think about now.”
“My girlfriend,” he said, jerking his head toward the house. (Wakefield, p. 51)

The thirteenth datum shows a constructive conflict occurs when Cassie has a difference of opinion with her mother. The difference of opinion was about Cassie's leisure activities after she was fired from her workplace. Cassie's mother advised Cassie to use her free time by studying at LSAT for law. However, the sentence *“My gut flared again, and I avoided hitting the bumper of the Honda in front of me by an inch. I wanted to slam my head against the steering wheel.”* emphasizes that Cassie was unhappy with her mother's words. The words also made Cassie almost lose control of her driving.

In addition, the sentence *“Now she could bring it back into the sun, water it, talk it into growing until it strangled me.”* emphasizes that Cassie's mother's request for Cassie to take the LSAT seemed to make Cassie feel pressured. Cassie also explained to her mother that she wanted to play music with her bandmates during her free time. Johnson and Johnson (2014, p.375) revealed that one of the characteristics of constructive conflict is helping individuals or group members to clarify their values and commitments. In this case, Cassie dared to explain to her

mother that she did not want to use her free time to study at LSAT. Cassie would rather spend her free time playing music with her bandmates. Cassie's attitude of clarifying the value she wants is one of the characteristics of constructive conflict.

The datum evidence that has been obtained is as follows:

Datum 13:

*Then she said, "You can use your free time to study for the LSAT."
My gut flared again, and I avoided hitting the bumper of the Honda in front of me by an inch. I wanted to slam my head against the steering wheel.
With her accent, anyone who wasn't me would have thought she said "El Sot."
The dreaded El Sot. It wasn't as if Mom were going to smash my Yamaha and force me to enroll in UT Austin by gunpoint, but ever since I graduated prelaw four years ago, the law school seed had grown roots. Now she could bring it back into the sun, water it, talk it into growing until it strangled me. I wanted to play music. Not just any music, but my music with my bandmates, Nora and Toby, somewhere between Elton John and Nina Simone and James Blake. It was the only thing that made me happy. But you can't eat happiness.
My mother reminded me of that every chance she got, and now that I'd lost the paralegal job, I had nothing to point to in order to distract her. (Wakefield, p. 4)*

The fourteenth datum shows a constructive conflict occurred when Nora was upset with Cassie's decision to have an affair with Toby. In addition, Nora asked Cassie whether it was appropriate for an army wife to make out with a band member in her spare time. This made Cassie remember that she cheated on Luke.

The datum evidence that has been obtained is as follows:

Datum 14:

*She straightened, raising her eyebrows at me. "I don't know," she said, sarcastic. "Is it pretty common for army wives to make out with Gumbylooking hipsters in their spare time?"
She had a point. Technically, legally, I was cheating on Luke.
"I've considered that," I said. Of course I'd considered that. For a few disparate minutes between putting on and taking off my clothes and checking my blood sugar and all the other shit I was supposed to do, I'd thought about how I probably should be more careful. And then I thought about the conversation we'd had by the playground before Luke shipped out and wondered if it would help the divorce look real once he got back. If there was a way to spin it if we did get caught. (Wakefield, p. 137)*

The fourteenth datum describes a situation where Nora reminds Cassie of her affair with Toby. Nora did this because she seemed worried about Cassie's decision. In addition, Nora also emphasized the risks that Cassie might ignore if others reported her. However, Cassie felt that she had considered the affair. The difference of opinion between Cassie and Nora caused a conflict. However, Nora was not too emotional about Cassie's decision. Nora tended to warn Cassie rather than scold her. Later, Cassie also tried to calm Nora's concerns by saying that she would be more careful with her decisions. This is by the theory put forward by Johnson and Johnson (2014, p.375), which states that constructive conflict helps clarify values and maintain positive relationships between group members. Therefore, the conflict between Cassie and Nora falls into the constructive conflict category.

The fifteenth datum shows a constructive conflict between Cassie and Luke. Luke spoke honestly to Cassie that he actually had a debt to a drug dealer. Luke also apologized to Cassie. In addition, Luke is also honest with Cassie that he was once addicted to using OxyContin. However, his addiction to OxyContin stopped when he joined the army. Then, in the words, *"I'm not happy, but hell . . ."* *I shrugged'* shows that Cassie was not happy with Luke's past experiences. However, Cassie understands Luke's situation in the past. Johnson and Jonson (2014, p.375) revealed that one of the characteristics of constructive conflict is to help maintain positive relationships between individuals to avoid aggravation or hatred between individuals. In this case, Luke tried to speak honestly to Cassie. Luke's efforts allowed Cassie to understand Luke's past situation. This shows that Cassie tends to

avoid resentment after hearing Luke's explanation. In addition, Cassie also tends to maintain a positive relationship with Luke. The datum evidence that has been obtained is as follows:

Datum 15:

Luke searched for words, and when he couldn't find them, he looked me straight in the eyes. "He was my dealer."

I felt my eyes widen. "Dealer of what?" I said.

"OxyContin. Or any other opiate I could get my hands on. Vicodin. But mostly Oxy."

I'd known in the back of my mind that his mood swings weren't natural. He'd been struggling to stay sober this whole time, tempted by the very drugs that'd been meant to help him through. I remembered that day he had given me earplugs, how his head had lolled on his shoulder.

"How long?"

His face contorted, trying to keep back tears. I reached out to squeeze his arm, his shoulder.

"Sorry." He pushed on his eyelids. "This is hard. It was just recreational when I was a teenager. Then two years ago I realized I was addicted. But I couldn't stop. So I got clean and joined the army, and . . . here we are.

"Well." The jumping-gut feelings returned. "I wish you'd been honest with me . . ."

He smiled back, reluctant, then bigger. "You're not upset?"

"I'm not happy, but hell . . ." I shrugged. "I was no stranger to recreational drug use in college. It could happen to anyone. Especially with opiates. That stuff . . ."

I sighed. "I don't envy you." I swallowed (Wakefield, p. 295)

b. Luke's Constructive Conflicts

Luke's first constructive conflict occurs when he wants to convey his wish to Cassie to fake a wedding. However, Luke shows a tense demeanor when uttering the wish. Eventually, Cassie learns of Luke's intention and offers Luke a fake wedding. Luke accepted Cassie's offer. Cassie also replies to Luke by convincing him again to become Cassie's fake husband. Finally, feeling heavy and tense, Luke tells Cassie that he wants to accept Cassie's offer of a fake marriage. Luke and Cassie expressed their wishes to each other if they were to accept being fake husbands and wives. The existence of the same desire or goal between Cassie and Luke can lead to constructive conflict. This is in accordance with the theory put

forward by Johnson and Johnson (2014, p.376) that constructive conflict is a conflict that can produce a positive decision that is important for the individuals or groups involved. Therefore, the conflict between Luke and Cassie falls into the constructive conflict category because the common goal can benefit them and prevent them from fighting. The datum evidence that shows the form of constructive conflict experienced by Luke is as follows:

Datum 16:

We stood in silence. My heart pounded. Finally, she gestured at me. "Are you recommending yourself, or are you just making vague, positive statements?" Before I could think, I pushed out the words. "I think I am." She raised her eyebrows. She stepped out from behind the car door, and shut it, muscles visible in her legs from her Converse all the way up to the edge of her cutoffs. "I'm very serious about this." "Me, too." I felt my chest tighten. I was saying the words before I could comprehend what they meant. But it felt scary and correct at the same time, like in an animal way, a primal way, like sprinting down a hill or waking up suddenly after a long, sober sleep. We were both trapped in a corner of our lives, snarling and biting until we got out. (Wakefield, p. 56)

The seventeenth datum shows a constructive conflict experienced by Luke occurs when he is honest with Jake about what he did in the past. Luke told Jake that his bad behavior in the past was caused by the devastation Luke felt when his mother died. Jake also knew that the effect of their mother's death could change Luke's behavior. In addition, Jake did not scold Luke after listening to his explanation. Jake showed a calming attitude towards Luke by putting his hand on Luke's shoulder. Johnson and Johnson's theory (2014, p. 376-377) revealed that one of the characteristics of constructive conflict is that it helps maintain positive relationships between group members. Jake's attitude of not scolding and calming Luke shows one of the characteristics of constructive conflict which focuses on maintaining positive relationships between group members.

Then, in the sentence *“My relief had weight, had substance. “I won’t do that to you again,” I said, my voice uneven.”* emphasizes that Luke feels relieved after explaining the cause of his bad behavior to Jake. In addition, Luke also explained his commitment to Jake not to repeat his bad behavior as in the past. Luke's attitude of commitment is one of the characteristics of constructive conflict in accordance with Johnson and Johnson's theory. Johnson and Johnson's theory (2014, p. 376-377) revealed that one of the characteristics of constructive conflict is helping individuals or group members to clarify their values and commitments. Therefore, the conflict between Luke and Jake falls into the constructive conflict category. The datum evidence that shows the form of constructive conflict experienced by Luke is as follows:

Datum 17:

My throat tensed up. I looked at my shoes. The game started up again.

“And when you began to pull away, and do shit, and act out, it was like losing another parent.”

The force of what he was saying was about to knock me over. I had two choices. I could try to escape through some other route, some other feeling, or I could take it. I remembered knocking on Johnno’s door the day after I’d taken OxyContin for the first time. I had almost backed away before he could open it. I had almost gone back.

I turned and looked at my brother. I saw my mother’s eyes in his eyes.

“I think—” I paused, choosing my words. “This isn’t an excuse, but I think Mom’s death hit me later. It sideswiped me.”

“I know it did,” Jake said, looking out on the game. He put his hand on my back for a second.

My relief had weight, had substance. “I won’t do that to you again,” I said, my voice uneven.

“You better not,” Jake muttered. (Wakefield, p. 243-244)

The eighteenth datum shows a constructive conflict experienced by Luke occurs when Luke refuses help from a nurse who will help him climb the stairs to Cassie's apartment. Then, in the sentence *“Cassie threw up her hands. “What do*

you mean, 'we got it covered'?” shows that Cassie feels disbelief over Luke's decision to refuse help from the nurse. Luke also explained to Cassie that he did not want to be carried like a wet noodle. Furthermore, the sentence *“I didn't want his hands on me, carrying me like a wet noodle. And maybe this was what I needed to start walking. No choice.”* shows that Luke's decision to refuse help from the nurse can be used to train his legs by walking alone. The refusal of help from the nurse and Luke's desire to train his legs show that Luke commits to recovery on his legs.

Luke's attitude of commitment is one of the characteristics of constructive conflict in accordance with Johnson and Johnson's theory. Johnson and Johnson's theory (2014, p. 376-377) revealed that one of the characteristics of constructive conflict is helping individuals or group members to clarify their values and commitments. In addition, the refusal of help from the nurse and Luke's desire to exercise his leg showed the motivation Luke gave Cassie to help her deal with her physical recovery.

On the other hand, Luke's act of motivating Cassie is also one of constructive conflict. Johnson and Johnson's theory (2014, p. 376-377) revealed that one of the characteristics of constructive conflict is that it energizes and motivates individuals or group members to overcome challenges in resolving their conflict. Therefore, the conflict between Luke and Cassie falls into the constructive conflict category. The datum evidence that shows the form of constructive conflict experienced by Luke is as follows:

Datum 18:

The nurse nodded toward the second floor. "You gonna need my help to get him up there?"

"Nope, we got it covered," I said.

"Suit yourself," he said, and pulled the lever to bring the platform back into the vehicle. Cassie looked at me, incredulous, and back at the nurse, but he closed the van door, turned the ignition, and drove away.

Cassie threw up her hands. "What do you mean, 'we got it covered'?"

I didn't want his hands on me, carrying me like a wet noodle. And maybe this was what I needed to start walking. No choice. (Wakefield, p. 190)

B. Cassie and Luke's Conflict Resolution Strategies

Johnson and Johnson (2014, p. 379) explain that handling a conflict faced by individuals can be likened to facing a situation of swimming in a cold lake. Some individuals can test themselves by getting used to putting their feet gradually into a cold lake. This shows that some individuals who face conflict tend to be more cautious and resolve it gradually. Meanwhile, some individuals tried to run and jump into the lake water more quickly to overcome the cold water. This shows that some individuals tend to be more quick and direct in dealing with a conflict.

In the novel *Purple Hearts*, the main character deals with conflict in several ways. David and Johnson, in their book "*Joining Together Group Theory and Group Skills*," identify five conflict resolution styles that can be used: owl style, teddy bear style, shark style, fox style, and turtle style. Each style has its approach and characteristics in resolving conflicts.

1. Cassie's Conflict Resolution Strategies

Resolution strategies of conflict described by David and Frank Johnson can be applied to Cassie's character in *Purple Hearts*. In this novel, the researcher found that Cassie handled conflicts with the turtle style (withdrawing style), teddy bear

style (smoothing style), and, shark style (win-lose negotiation style). Each of these styles can be seen in the data below:

a. Turtle style (withdrawing style)

The turtle style is also known as the withdrawing style, is similar to the way a turtle avoids conflict by going into its shell. Cassie demonstrated conflict resolution strategies using the turtle style occurs when she fired from her workplace.

Datum 19:

“I’m sorry, mija.” I could picture her face, her lips smashed together, her brows knit. “I’m very sorry this happened. What are you going to do?” I thought of Nora’s smoky basement, of Toby swiveling on the stool behind his drum set, of pressing my ear to the wood of the old upright piano I got off Craigslist, of never having to end band practice at ten p.m. so I would be awake enough for a daily purgatory of Excel spreadsheets. I could find out what it feels like to be an actual musician. I could wake up tomorrow, and the next day, and the next, knowing the whole day was mine for The Loyal. (Wakefield, p. 2)

The datum shows that Cassie uses the turtle style to deal with destructive conflicts at work. Applying the turtle style makes her withdraw from avoiding destructive conflicts at work. She also tries to deal with conflicts by not bringing up serious arguments, such as protesting at work. In addition, Cassie withdrew to avoid the conflict she faced by trying to describe the new activities she would start after being fired from her workplace. Cassie would focus more on being a band musician and have more time to practice with her band. Cassie's behavior shows her desire to become a band musician rather than work to stay in the company.

The twentieth datum shows a conflict resolution strategy using the turtle style occurs when Cassie experiences a difference in desire between her and her

mother. Cassie wanted to focus on learning to play music. Meanwhile, her mother wants Cassie to continue law school at LSAT. But Cassie didn't like her mother's decision. Then Cassie resolved the conflict by telling her mother that she had to leave. In addition, Cassie also refuses to let her mother find a course near her. However, Cassie did not answer why she refused to let her mother find a course. She chose to leave her mother quickly. Cassie's attitude of choosing to leave and not answering why she refused to let her mother find a course is in accordance with the conflict resolution strategy using the turtle style proposed by Johnson and Johnson (2014, p. 381). Cassie's turtle style shows that she is trying to withdraw herself to avoid continuing conflict with her mother. The datum evidence that has been obtained is as follows:

Datum 20:

*"I have to go," I said.
 "Okay, I'll start looking for courses nearby."
 I swallowed. "You don't have to do that."
 "Why shouldn't I?"
 "Okay, love you, Mom! Bye! ((Wakefield, p.4)*

b. Teddy bear style (smoothing style)

The teddy bear style is also known as smoothing style. Resolution strategies of conflict using the teddy bear style occurred when Cassie faced constructive conflict with Frankie. Cassie has a goal to ask Frankie to fake a marriage with her. However, unexpectedly, Frankie had a goal. He already had a girlfriend whom he had to care for, Ellena. If Frankie had not had a severe relationship with Ellena, then Frankie would have accepted Cassie's offer. The difference in goals made Cassie give up her goal of marrying Frankie to get health insurance. Cassie did not

force Frankie to accept the goal Cassie hoped. Cassie prefers to maintain a good relationship with Frankie even though her goal has not been achieved. Cassie also refuses Frankie's money loan and asks Frankie to keep the fake marriage talk between Cassie and Frankie a secret. Frankie agreed. The datum evidence that has been obtained is as follows:

Datum 21:

*I could feel myself falling deeper into the chasm as they took each other's arms.
 "That's awesome," I repeated. "Congratulations."
 "Hey," he started. "What if I give you a loan?"
 Elena tilted her head toward him, confused.
 "No, no, no, no." I put up my hands in embarrassment, then realized I was still holding the brochure. I stuffed it in my purse. "I gotta go to work. I just, um. It was nothing. I'll figure it out."
 "Hey," Frankie said again, and opened his arms.
 I hugged him hard, pinching my eyes against tears.
 "Frankie?" I whispered. "Could we keep this between us?"
 I felt him nod. We let go.
 "It was great to see you, Cass."
 "You, too, Frankie." It was. "Good to meet you, Elena." (Wakefield, p. 52)*

c. Shark style (win-lose negotiation style)

The shark style is also known as forcing or win-lose negotiation style. Resolution strategies of conflict using the shark style occurred when Cassie was treated disrespectfully by one of Frankie's army friends named Davies.

Datum 22:

*In a second, my belly was against the bar, my nose two inches from his. "Get out," I said. A lopsided smile grew on his skinny face. His lips were chapped, his eyes wet and red.
 "Whoa, whoa, whoa . . ." He backed up, holding up his hands, still smirking. His eyes were starting to widen. "It was—I was just—you know."
 Every vein in me was pumping. "Get out or our bouncer will get you out," I told him, my face impassive.
 Armando took the redhead by the waist and wove with him toward the door. I picked up another tumbler and began to pretend to wipe it down, waiting for my heartbeat to return to normal. I blew out the dark strand of hair that had found its way into my mouth. (Wakefield, p.16)*

The datum shows how Cassie dealt with the destructive conflict in the bar by using the shark style proposed by Johnson and Johnson (2014, p. 381). The evidence of how Cassie dealt with conflict using shark style based on Johnson and Johnson's theory occurred when Cassie's emotions began to rise because Davies said inappropriate words to her. This led to destructive conflict. Cassie immediately placed herself near Davies to resolve the destructive conflict. Then Cassie firmly told Davies to get out of her bar. In addition, Cassie threatened to call a bouncer if Davies did not immediately leave the bar. The decision was taken without negotiation or compromise with her friend. Cassie applied the shark style straight to her goal. In resolving the conflict, Cassie succeeded in achieving her goal of driving away Davies. On the other hand, Davies also lost his goal of being able to play with his friends at the bar.

The twenty-third datum shows a conflict resolution strategy using the shark style occurs during the destructive conflict between Cassie and Luke. Luke defended Davies because he did not accept Cassie kicking Davies out. However, Cassie did not accept being called a bitch.

Datum 23:

*"I do know how he acted right here, right now, soldier or not." I was almost yelling, breathing hard again. "And you can vacate as well."
"No problem," he told me, stepping back from the bar. "Have a nice life."
(Wakefield, p. 18)*

The datum shows that Cassie resolved her destructive conflict by using the shark style proposed by Johnson and Johnson (2014, p. 381). The sentence *"And you can vacate as well."* shows that Cassie used her verbal aggression towards

Luke. The verbal aggression shows that Cassie felt emotional with Luke, who interfered when she argued with Davies. This is in line with the theory of Johnson and Johnson (2014, p. 381), which explains that one of the characteristics of solving using the shark style is that individuals tend to defeat other people's goals by using physical and verbal aggression on others. The verbal aggression made Cassie succeed in winning the goal she wanted. Cassie's goal was to get Luke out of the bar. On the other hand, Luke also loses his goal as he has to leave due to Cassie's eviction. Luke's goal of having Cassie apologize to Davies was also unsuccessful.

2. Luke's Conflict Resolution Strategy

Resolution strategies of conflict described by David and Frank Johnson can be applied to Luke's character in the novel *Purple Hearts*. In this novel, the researcher found that Cassie handled conflicts with the fox style (compromising style), owl style (problem-solving negotiation style), and, shark style (win-lose negotiation style). Each of these styles can be seen in the data below:

a. Fox style (compromising style)

The conflict resolution strategy using the fox style is shown by Luke when he tries to compromise with his brother. Johnson and Johnson (2014, p.381) revealed that resolution conflict using the fox style shows that individuals tend to give up some of their goals and try to interact with the other party to reach an agreement. Luke conveyed his goal to Jake, saying that he had changed and was no longer friends with Johnno. Johnno was a drug dealer who had made Luke's life hated by Jake and his father. At first, Jake does not believe that Luke has changed. However, to overcome Jake's disbelief, Luke tells Jake that he has promised Jake

and his father that he will no longer be friends with Johnno. Luke's attempt to compromise with Jake aims to establish a better relationship with Jake and his father. The datum evidence that has been obtained is as follows:

Datum 24:

"I promise, Johnno is out of my life. I can prove it to you. Dad, too." (Wakefield, p. 34)

The twenty-fifth datum shows the existence of conflict resolution strategies using the fox style occurs when Luke experiences destructive conflict with Johnno due to debt problems that Luke has done in the past. As a result of the conflict, Luke received physical violence and intimidation from Johnno. To overcome the destructive conflict, Luke tries to compromise with Johnno. Johnson and Johnson (2014, p.381) revealed that individuals tend to give up some of their goals and try to interact with other parties to reach an agreement. Luke's goal is to no longer be friends with Johnno. However, because Luke still has a debt to Johnno, Luke has to deal with Johnno again. Luke explained to Johnno that he needed more time to pay his debts. In addition, Luke compromised with Johnno by offering to pay his debt in two stages. Johnno accepted Luke's offer of compromise. Luke's application of the fox style in resolving conflict is in accordance with the concept of Johnson and Johnson. The datum evidence that has been obtained is as follows:

Datum 25:

*"I need more time," I slurred, lemon-lime pop in my eyes. "I'm serious. You can kill me but I don't have it."
 "If you don't have it, I'll come for your family, too."
 I broke out in a cold sweat. "What am I supposed to do?"
 Johnno chugged the rest of the bottle. "Not my problem."
 "Half in three months," I said, blinking against the knives in my skull.
 "Half when I get back."
 "Fine." (Wakefield, p. 43)*

b. Owl style (problem-solving negotiation style)

The owl style conflict resolution strategy is shown when Luke apologizes to Cassie for his mocking behavior at the bar. Johnson and Johnson's theory of conflict resolution using the owl style can explain the situation Luke faced, as this theory emphasizes that the owl style involves negotiation in resolving conflicts and ensuring both parties achieve their goals. Luke's attitude of apologizing to Cassie shows the negotiation process and open communication. The negotiation process was able to achieve their goals. Cassie's goal was achieved when Luke was willing to apologize to her for Luke's words, which made her emotional. Meanwhile, Luke's goal is achieved when Cassie accepts his apology. Luke's attempt to use the owl style by admitting his mistake and apologizing to Cassie shows that Luke is trying to improve their relationship. The datum evidence that has been obtained is as follows:

Datum 26:

*I nodded. "I wanted to say, uh—" I stopped. Now that I was able to see her face more clearly, I noticed she'd been crying. "I'm sorry for what happened the other night. At the bar."
"Thanks," she said, and glanced at her keys. (Wakefield, p. 55)*

c. Shark style (win-lose negotiation style)

The conflict resolution strategy using the shark style occurs when there is a destructive conflict between Luke and Johnno. The destructive conflict arose because of an argument between Johnno and Luke regarding the issue of Luke's debt, which was only paid half. As a result of the argument, Luke had to experience physical violence committed by Johnno. Luke could not fight Johnno because his legs hurt too

much when he walked. Therefore, Luke ended the destructive conflict by applying the shark style proposed by Johnson and Johnson.

The sentence *“Get the fuck out of here,”* shows that Luke uses his verbal aggression to Johno. The verbal aggression shows that Luke felt emotional with Johno, who did physical violence to Luke's leg. This is in line with the theory of Johnson and Johnson (2014, p. 381), which explains that one of the characteristics of completion using the shark style is that individuals tend to defeat other people's goals by using physical and verbal aggression on others. The existence of verbal aggression made Luke succeed in winning the goal he wanted. Luke's goal is to expel Johno from his house. On the other hand, Johno's goal of asking Luke for money was not achieved. Johno also left Luke's house even though he had threatened Luke before leaving. The datum evidence that has been obtained is as follows:

Datum 27:

*“Get the fuck out of here,” I said, still reeling from pain.
“You know what else this article said, though? Said you got a wife. Little Boricua situation? Thinking I might need to look her up.”
I didn't have the energy to respond. I just closed my eyes, hoping he'd go away, like a bad dream. When I opened them again, he was gone, but metal spikes were still grinding into my leg, relentless. The ache and the stabbing combined.
(Wakefield, p. 167)*

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions based on the research results analyzed in the previous chapter. In the conclusion section, the researcher provides a brief answer about the results of the analysis that the researcher has carried out. Meanwhile, the suggestions section can be used by reader or future researcher who are interested in using the same object or theory.

A. Conclusion

Based on the results of the analysis in the previous chapter, the first problem of the study shows that Cassie and Luke experienced destructive and constructive conflicts in the novel *Purple Hearts* (2017) by Tess Wakefield. The researcher identified that the forms of conflict experienced by Cassie consisted of six destructive conflicts and four constructive conflicts. Meanwhile, the forms of conflict experienced by Luke consist of five destructive conflicts and three constructive conflicts. The most dominant form of conflict experienced by Cassie and Luke is destructive conflict. The destructive conflict that occurred to Cassie occurred between her workplace, her mother, Davies, and Luke. Meanwhile, destructive conflicts that occur to Luke often occur between him and Johnno. The destructive conflict experienced by Cassie and Luke arises because of differences of opinion that can cause emotions and harm one of the individuals. Then, the form of constructive conflict experienced by Cassie occurs between her mother, Frankie, Nora, and Luke. Meanwhile, the constructive conflict experienced by Luke

occurred between Cassie and Jake. In dealing with constructive conflict, Cassie and Luke are able to explain their differences of opinion to the individuals with whom they are in conflict.

Then, the second problem of the study shows that Cassie and Luke have various ways of overcome their conflict. Cassie handled conflict with teddy bear style (smoothing style), shark style (win-lose negotiation style), and turtle style (withdrawal style). Turtle style and shark style are the styles Cassie often uses. Cassie prefers to avoid conflict. In addition, she also dares to fight other individuals if other individuals interfere with Cassie's goals. Then, the researcher identified that Luke handles conflict using fox style (compromising style), owl style (problem-solving negotiation style), and shark style (win-lose negotiation style). Luke tends to handle conflict using the fox style. Luke expected a compromise effort so that he could establish a good relationship with his brother. In addition, Luke made a compromise effort so that he could find the best solution with Johnno to determine the time of debt repayment. Choosing the right strategy can help resolve conflicts well. Therefore, the examples of the results of the conflict resolution strategies analysis between Cassie and Luke in the novel *Purple Hearts* can be used as a guide for individuals in resolving conflicts in their lives.

B. Suggestion

In this suggestion section, the researcher suggests that future researcher analyze destructive and constructive conflicts using different literary objects. Forms of destructive and constructive conflict are often found in other literary works. This

is because every human being must have conflicts, and the author often expresses conflicts in each character in a literary work. In addition, the researcher suggests future researcher study this novel from another point of view, such as studying the arrangement of figurative language spoken by the characters in the dialog in the novel *Purple Hearts*.

The researcher hopes that the results of this study can contribute to the science of literary criticism, especially in the objective approach that focuses on conflicts and conflict resolution strategies faced by characters in a literary work. This research still cannot be said to be perfect. Therefore, the researcher hopes that there will be suggestions and criticism from readers on this research so that the quality of this research will improve.

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Nurfaizah Muna was born in Malang on July 30, 2001. Before starting college, she studied at MA Salafiyah Syafi'iyah Tebuireng Jombang. She started higher education in 2020 at the English Literature Department of UIN Maulana Malik Ibrahim Malang. While studying at UIN Maulana Malik Ibrahim Malang, she joined the Taekwondo organization. She has been teaching the Al-Qur'an at TPQ Al-Huda from 2021 until now. At the end of the semester, she started teaching private English at home. He also took an English course in Pare, Kediri, East Java, between semester breaks.