MAIN CHARACTER'S MOTIVATION TO STRUGGLE AGAINST SEXUAL HARASSMENT DESCRIBED IN JENNIFER MATHIEU'S *MOXIE*

THESIS

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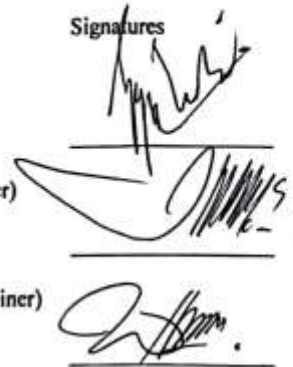   NIP 196910202003122001

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MOTTO

In order to achieve what you want, you must continue to chase and strive towards

them.

DEDICATION

I proudly dedicate this thesis to my beloved parents Mrs. Susi Darniati and Mr. Sugito, who always support everything I do. Thank you for always making me feel loved. I am grateful to have parents like you.

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The researcher realizes that this thesis is far for perfect and still requires constructive criticism and suggestions from the readers. The researcher hopes that this thesis can provide benefits to the readers.

Malang, December 15th 2024

Shinta Azzahra Retnaningtyas

ABSTRACT

Retnaningtyas, Shinta Azzahra (2024) Main Character's Motivation to Struggle Against Sexual Harassment Described in Jennifer Mathieu's *Moxie*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Siti Masitoh, M. Hum

Keywords: Sexual Harassment, Motivation, Inferiority, Superiority

This study aims to examine the experiences of several female characters in the novel who experience sexual harassment in the forms of verbal, non-verbal, and physical harassment, and how these experiences affect Vivian's motivation in facing and fighting harassment in the novel *Moxie* by Jennifer Mathieu. This study focuses on the motivational aspect through Alfred Adler's theory of inferiority and superiority, which explains how feelings of insecurity (inferiority) and the desire to overcome these feelings (superiority) can drive individuals to act. This study applies the theory of sexual harassment proposed by Catharine A. MacKinnon and the theory of motivation proposed by Alfred Adler. This research is classified as literary criticism with a psychological approach to literature. The primary data source used in this research is the novel *Moxie* by Jennifer Mathieu. The data collection was carried out through carefully reading and categorizing the data based on problems related to the research. The result of the study indicated that the female characters experienced different forms of sexual harassment. Based on the experiences, Vivian, as the main character, motivates herself to struggle against gender-based sexual harassment among teenagers.

مستخلص البحث

ريتاننجتياس، شينتا الزهراء (2024) دافع الشخصية الرئيسية للنضال ضد التحرش الجنسي الموصوف في رواية موكسي لجينيفر ماثيو . رسالة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة إسلام نيجيري مولانا مالك إبراهيم مالانج. المستشار: د. سيتي ماسيتوه، م. هوم.

الكلمات المفتاحية: التحرش الجنسي، الدافع، الدونية، التفوق، الدونية

تهدف هذه الدراسة إلى دراسة تجارب العديد من الشخصيات النسائية في الرواية اللاتي يتعرضن للتحرش الجنسي في أشكال التحرش اللفظي وغير اللفظي والجسدي، وكيف تؤثر هذه التجارب على دوافع فيفيان في مواجهة التحرش ومكافحته في رواية موكسي للكاتبة جينيفر ماثيو. وتركز هذه الدراسة على الجانب التحفيزي من خلال نظرية ألفريد أدلر عن الدونية والتفوق التي تشرح كيف يمكن أن تدفع مشاعر عدم الأمان (الدونية) والرغبة في التغلب على هذه المشاعر (التفوق) الأفراد إلى التصرف. تطبق هذه الدراسة نظرية التحرش الجنسي التي اقترحتها كاثرين أ. ماكينون ونظرية التحفيز التي اقترحها ألفريد أدلر. يُصنف هذا البحث على أنه نقد أدبي بمقاربة نفسية للأدب. مصدر البيانات الأساسي المستخدم في هذا البحث هو رواية موكسي للكاتبة جينيفر ماثيو. وقد تم جمع البيانات من خلال القراءة المتأنية للبيانات وتصنيفها بناءً على المشكلات المتعلقة بالبحث. أشارت نتيجة الدراسة إلى أن الشخصيات النسائية تعرضن لأشكال مختلفة من التحرش الجنسي. واستنادًا إلى التجارب، تحفز فيفيان، بصفتها الشخصية الرئيسية، نفسها على النضال ضد التحرش الجنسي القائم على أساس الجنس بين المراهقات.

ABSTRAK

Retnaningtyas, Shinta Azzahra (2024) Motivasi Tokoh Utama untuk Berjuang Melawan Pelecehan Seksual yang Digambarkan dalam Novel *Moxie* Karya Jennifer Mathieu. Undergraduate Thesis. Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Siti Masitoh, M.Hum

Kata Kunci: Pelecehan Seksual, Motivasi, Inferioritas, Superioritas

Penelitian ini bertujuan untuk mengetahui pengalaman beberapa tokoh perempuan dalam novel yang mengalami pelecehan seksual baik dalam bentuk pelecehan verbal, non-verbal, maupun fisik, dan bagaimana pengalaman tersebut mempengaruhi motivasi Vivian dalam menghadapi dan melawan pelecehan dalam novel Moxie karya Jennifer Mathieu. Penelitian ini berfokus pada aspek motivasi melalui teori Alfred Adler tentang inferioritas dan superioritas, yang menjelaskan bagaimana perasaan tidak aman (inferioritas) dan keinginan untuk mengatasi perasaan tersebut (superioritas) dapat mendorong individu untuk bertindak. Penelitian ini menggunakan teori pelecehan seksual yang dikemukakan oleh Catharine A. MacKinnon dan teori motivasi yang dikemukakan oleh Alfred Adler. Penelitian ini tergolong kritik sastra dengan pendekatan psikologi sastra. Sumber data primer yang digunakan dalam penelitian ini adalah novel Moxie karya Jennifer Mathieu. Pengumpulan data dilakukan dengan cara membaca secara seksama dan mengkategorikan data berdasarkan masalah yang berkaitan dengan penelitian. Hasil penelitian menunjukkan bahwa para tokoh perempuan mengalami bentuk pelecehan seksual yang berbeda-beda. Berdasarkan pengalamannya, Vivian, sebagai tokoh utama, memotivasi dirinya untuk berjuang melawan pelecehan seksual berbasis gender di kalangan remaja.

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CHAPTER I

INTRODUCTION

This chapter provides some explanations, including the background of the study, the problem of the study, the significance of the study, the scope and limitations, and the definition of key terms.

A. Background of the Study

Despite efforts to raise awareness of sexual harassment behavior, sexual harassment is still rampant in public spaces. In the United States, a study conducted by the Association of American Universities (AAU) in 2019 revealed that 25% of female students reported having experienced sexual harassment during their time on campus. This figure shows that sexual harassment is not only a personal problem but also a structural problem in educational institutions.

The MeToo movement, especially among students, has triggered many victims of sexual harassment to speak up about their experiences. This show how widespread the problem is and how many victims feel neglected or afraid to report their abuse. This experience is reflected in Jennifer Mathieu's Moxie, a novel about a teenage girl's struggle against sexual harassment at school.

In the era of modernization, literature plays an important role in overcoming social problems that arise in society. In general, literature can be used as a source of artistic expression and imagination as a form of realization of human life that uses language as a medium. It has a positive impact on human life itself (Nurwono, 2016). Literary works often reflect the struggles of feminism, where injustice, inequality,

and the abuse of women are raised to raise readers' awareness. Through strong female characters, many modern literary works serve as a medium to criticize patriarchal culture.

Literature has also been an important aspect of feminist movements. The limitations and restrictions placed on women in a patriarchal society are critically examined in works like *A Room of One's Own* by Virginia Woolf and *Yellow Wallpaper* by Perkins Gilman. Aside from raising debate, these works laid the groundwork for feminist activity by highlighting the repressive nature of gender norms while encouraging women's independence. They gave women the confidence to challenge social norms, call for equality, and conceive of a society free from discrimination based on gender (Woolf, 1929).

Issues of gender discrimination and sexual violence often happen in work and school environments, where men and women live together. According to Hockett (1991), gender is a noun that is reflected in the behavior of related words. This means that gender is not human nature but the result of social and cultural construction. Sexual harassment is unwelcome behavior of a sexual nature that interferes with work or the work environment, where it creates an adverse or degrading situation for women (Mackinnon, 1979). Gender explores how social constructions and gender roles affect an individual's identity, behavior and mental health, considering the impact of gender norms on psychological development and interpersonal relationships (Gilligan, 1982).

In the world of literature, psychological analysis offers a unique and in-depth perspective on understanding the characters and storylines in a literary work. One of the psychological theories that can be used to analyze a literary work is Alfred Adler's theory of motivation, known as individual psychology. This theory emphasizes the importance of social factors and personal goals in motivating human action. According to Adler (1927), human life is motivated by one main drive, namely the drive to overcome feelings of inferiority and become superior. According to him, this drive is the motivational force that plays behind all forms of our behavior and experience. Adler calls this motivation "*striving for perfection.*" It is this desire that humans use to fulfill all the desires and potential that exist in them, which encourages humans to get closer to what they idealize (Boeree & George, 2005).

In psychology, conflict is one of the studies of personality psychology. Personality psychology is a psychology that studies human personality with the object of researching factors that will affect human behavior (Minedrop, 2010). Furthermore, studying a novel that involves the behavioral side of the character's personality can be done with a literary psychology approach.

Jennifer Mathieu's *Moxie* is a literary work that deals with an individual's struggle against social and gender injustice. The novel tells the story of a teenage girl, Vivian Carter, who is inspired to fight against the sexist culture in her school by publishing an anonymous feminist *zine* called *Moxie*. Through the character of Vivian as the protagonist, the novel explores various aspects of an individual's struggle to overcome a sense of inferiority and achieve excellence and social contribution.

In *Moxie*, Jennifer Mathieu describes the lives of students in a high school, focusing on the sexual crimes and gender inequality that happen in the school. *Moxie* is a novel written by Jennifer Mathieu and published in 2017. This novel brings readers to feel and realize social issues that happen in society. The researcher chose the novel *Moxie* by Jennifer Mathieu as the object of research to examine the motivation Vivian has in the struggle against sexual harassment that happened in her school. Moreover, the researcher wants to reveal the psychological reasons or motivations behind Vivian's decision to fight gender injustice in her school, as well as how she overcomes her inferiority complex and strives to be the best.

Based on observation, there is still no research conducted that specifically examines the novel *Moxie* by Jennifer Mathieu using Alfred Adler's theory of motivation. Therefore, this study has the potential to make a new contribution to the science of literature in terms of motivation theory. However, there are several studies that have previously discussed the novel *Moxie* by Jennifer Mathieu, but in different aspects. The first study is research by Rosmiati & Prautomo (2020) entitled *The Patriarchy System as the Trigger of Sexual Coercion in The Novel Moxie by Jennifer Mathieu.* This research examines how the patriarchy system acts as a trigger of sexual coercion as reflected in the novel. The research resulted in direct coercion such as sexual harassment, intimidation, and rape as the forms of sexual coercion found in the novel *Moxie*. Kuada (2023) with the research title *Gender Injustice Against Women in Novel Moxie by Jennifer Mathieu.* The result of this study is focused on gender

injustice experienced by female students and describes the consequences of poor school regulations when facing the issue of gender injustice in the novel *Moxie.*

Continuing previous studies in the context of motivation, the research by Puspitasari (2017) with the title *The Motivation to Chase A Dream of Main Character in The Novel The Alchemist by Paulo Coelho (1988): Individual Psychology Analysis* explains this research aims to discuss the main character, a shepherd, who leaves his home to fulfill his destiny and finds buried treasure near the pyramids in Egypt. This study aims to describe the main character, who is driven by motivation to change his life to be better. The results show that it is his inner motivation that drives him to achieve his dreams.

Second, the study entitled *An Analysis of The Main Character's Motivation in Jack London's Short Story Entitled To Build A Fire* focused on the types of motivation and the hierarchy of needs that the main character tries to achieve in the short story. This research used the theory of motivation proposed by Ryan and Decy to analyze the types of motivation and used the theory of hierarchy needs proposed by Abraham Maslow to analyze the needs that the main character tries to achieve (Sentana et al., 2017). The next research is titled *Anne's Motivation to Reach a Better Life Described in Anne of Green Gables* by Hakim (2023). The study examines how the main character motivates herself to get a better life. This study was analyzed using Alfred Adler's theory of motivation using a psychological approach. The results show that Anne wanted to have a home and people who belong to her, which means having a home to return to the superior condition she longs for. However, after

meeting with Matthew and Marilla, Anne's superiority is changed. She has a motivation to make them proud by achieving a high education and becoming a teacher.

In the context of superiority and inferiority, the research "*The Inferiority and Superiority of the Main Character in Andrea Hirata's Novels (Alfred Adler's Psychological Studies)*" by Mustaqim & Yuniawan (2021), "*Katie's Inferiority Feeling and Her Striving for Success in Sophie Kinsella's My Not-So-Perfect Life*" by Malik (2019), "*Keiko's Inferiority Complex and Striving for Superiority in Sayaka Murata's Convenience Store Woman*" by Wardah (2023), "*A Boy With Fabolous Heart: Ender's Strive for Superiority In Orson Scott Card's The Ender's Games*" by Tsani (2023), and "*August's Inferiority and His Striving for Superiority as Reflected In R.J. Palacio's Wonder Novel*" by Adkhiyah (2022). The results of these previous studies show the superiority and inferiority faced by the each main character in the object novel using Alfred Adler's individual theory. In addition, these research aims to analyze inferiority and superiority using psychological approach so the main character, who has feelings of inferiority, manages to achieve their desires and driven towards theirs superiority. However, the novels used are different.

Based on those previous studies, the researcher found that no researcher has discussed the novel *Moxie* using Alfred Adler's theory of motivation. Most of the studies discuss the forms of sexual harassment and gender inequality depicted in the novel. The researcher wants to analyze the novel *Moxie* using the theory of motivation by Alfred Adler to find the motivation of the main character of the novel

to eradicate women's oppression in her school. This study aims to explore how the sexual harassment affects the motivation of the main character in the novel *Moxie*.

B. The Problems of the Study

According to the research background, the researcher decided to focus this study on two research questions as follows:

1. What sexual harassment is experienced by female characters described in Jennifer Mathieu's *Moxie*?

2. How does Vivian motivate herself to struggle against sexual harassment as described in the novel?

C. Significance of the Study

This research holds significant importance, as it contributes to both academic and practical fields. In the academic contribution, the researcher aims to provides information and knowledge and directly contribute to academic education, especially in literary studies. The researcher hopes to provide more extensive information about the theory of motivation by Alfred Adler. More so, in practical terms, the researcher hopes that readers can further increase their self-awareness about social issues that occur in the surrounding community. We also hope that readers can spread awareness about the importance of fighting sexual harassment and supporting its victims.

D. Scope and Limitation

This research focuses on analyzing the theory of motivation contained in the novel *Moxie* by Jennifer Mathieu. The researcher explores how motivation affects the main character, Vivian, who strives to eradicate women's oppression and gender

injustice that occur to her friends at school. Moreover, this study also discusses the psychological factors that drive Vivian's actions, as well as the influence of social environment and gender dynamics on Vivian's motivation. Alfred Adler's theory of motivation includes concepts such as striving for superiority, the inferiority complex, and social interest. This research focuses on Alfred Adler's theory of motivation, which may limit the view of character motivation. Therefore, other theories may provide additional perspectives, such as Abraham Maslow's or Sigmund Freud's motivation theories.

E. Definition of Key Terms

As a guideline to prevent misunderstandings, the researcher provides the following definitions of key terms:

1. Motivation: An integrated, consistent organization of psychological processes in the service of achieving the future enhancement of self-esteem or personal perfection (Adler, 1912).

2. Sexual harassment: Unwelcome behavior of a sexual nature that interferes with work or the work environment, where it creates an adverse or degrading situation for women (Mackinnon, 1979).

3. Superiority: A basic human motivation based on the desire for growth, success, and improvement (Adler in Feist and Feist, 2006).

4. Inferiority: The sense or feeling of weakness, inadequacy, or insecurity that determines the goal of an individual's existence (Adler, 2013).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discusses the psychological approach and Adler's theory of motivation. These two concepts are important for understanding the psychological dynamics that drive the actions and decisions of characters in a literary work.

A. Psychological Approach

The psychological approach has long been used in literary studies to understand characters, storylines, and themes through a psychological lens. This approach is based on the premise that literary works can reflect human psychological conditions, inner conflicts, and underlying motivations. Many psychological concepts were developed by experts such as Alfred Adler, Sigmund Freud, and Carl Jung. Psychological approach becomes a tool to explain the character behavior and motivation. The theory also used to analyze one or more characters. The more closely the theory applied to the characters, the more realistic the work becomes. The development of identity and the influence of psychological, which can also be applied to literary analysis to understand character motivation based on life stages and conflicts (Erikson, 1950).

Literature reflects various phenomena related to the human soul. Authors describe these phenomena through characters in their works, so literary works can be analyzed using psychological theories that also study aspects of the human psyche in real life. According to Sangidu (2004) literary psychology is a branch of science that

sees literary works as representations of human life events played by fictional characters or even real characters. Wellek and Warren (1977), in *Literary Theory*, mention that there are various definitions of literary psychology depending on the focus of the research.

1. Psychology of literature that studies the psychology of author as an individual. This approach focuses on the psychology of the author as an individual who creates literature. In this approach, research aims to understand the mental state, life experiences, psychological background, and feelings and thoughts of authors that influence the way they write and create literary works.

2. Psychology of literature psychology that studies the creative process. This approach focuses on the author's creative process in creating literary works. The aim of this research is to understand how the author weaves ideas, forms characters, and develops plots in his or her mind. This process often involves feelings, personal reflections, and the ways in which authors respond to the world around them.

3. Psychology of literature that studies the types and principles of psychology applied to literary work. It looks at how various psychological theories are applied to analyze characters, themes, and motifs in literary works.

4. Psychology of literature that studies the influence of literary works on the reader. This approach focuses on the influence of literary works on readers. It tries to understand how literary works can affect the psychology and feelings of readers.

In this study, the researcher used the psychology of literature that studies the influence of literary works on the reader. This analysis focus on how the novel *Moxie* affects readers emotionally and socially, specifically in terms of awareness, empathy, and response to sexual harassment. The researcher examines how readers perceive and respond to the issues raised in the novel, and how this can influence their views and attitudes towards social issues such as sexism and sexual violence.

Psychological approaches have been widely applied in literary analysis to understand the dynamics of complex characters and themes. The psychological approach allows researchers to explore the psychological layers that underlie the behavior and motivations of characters in literary works. For example, a character who exhibits aggressive or defensive behavior may be trying to overcome unexpressed feelings of inferiority or trauma. In his study of modern literature, Holland (1975) emphasized the importance of considering the psychological background of characters to understand their actions in the narrative. This approach opens up new insights into how literary characters reflect complex internal conflicts and how they develop throughout the story.

In the context of contemporary literature, psychological approaches remain relevant and are often used to analyze complex characters and narratives that focus on emotional and psychological conflict. Tyson (2006) notes that this approach is particularly useful in understanding works that feature trauma, mental instability, or stressful social dynamics, which often reflect the realities of modern life. For example, psychological approaches can be used to analyze novels that feature protagonists

struggling against external and internal forces, such as abuse, social injustice, or mental illness. By utilizing psychological theories, researchers can reveal the motivations underlying the characters' actions, as well as how they adapt or fail to adapt to the challenges they faced.

In the context of this study, a psychological approach is highly relevant to analyze Vivian Carter's motivations in Jennifer Mathieu's novel *Moxie*, as well as to understand how her struggle against sexual abuse can be interpreted through the lens of sexual harassment theory proposed by MacKinnon and theory of motivation proposed by Alfred Adler.

B. Sexual Harassment

Sexual harassment by the Equal Employment Opportunity Commission (EEOC) is defined as unwanted sexual behavior that creates an uncomfortable work environment. According to MacKinnon (1979) in her book, entitled *Sexual Harassment of Working Women*, sexual harassment is a form of gender-based discrimination that occurs when unwanted sexual behavior affects a person's working conditions. This can show that sexual harassment is not only an individual problem but also reflects the inequality of power in society.

Galtung (1971) says direct violence takes various forms of physical violence, such as murder, torture, rape, and sexual harassment. Direct violence also takes the form of psychological things such as insults and bullying. Sexual harassment can be experienced by women in public spaces or closed spaces, such as homes. MacKinnon (1979) argues that sexual harassment is a manifestation of patriarchal power

structures. She emphasized that harassment often occurs where men hold a higher position of power, while women are in a more vulnerable position. This creates a dynamic where women feel forced to accept inappropriate behavior in order to keep their jobs.

Sexual harassment is any form of behavior that connotes or leads to sexual matters that are carried out unilaterally and not expected by the person who is the victim, causing negative reactions such as shame, anger, and hatred in the individual who is the victim of the harassment. The range of harassment is very wide, including catcalling, sexually connoted comments, sexual humor, touching on certain body parts, and rape. MacKinnon, in her book entitled *Sexual Harassment of Working Women: A Case of Sex Discrimination (1979)* identifies three forms of sexual harassment, as follows:

1. Verbal Harassment

Verbal harassment refers to the use of words, either directly or indirectly, that carry sexual, harassing, or demeaning connotations (MacKinnon, 1979). This verbal harassment is done through speech or verbal communication that aims to intimidate, humiliate, or degrade others. Verbal harassment includes various actions, such as sexual comments, insults, sexual jokes, and harassment through social media. Verbal sexual harassment can cause feelings of anxiety, discomfort, and even trauma for victims. According to Cortina et al. (2001), victims of verbal sexual harassment can lose their self-confidence, which can affect their performance or productivity.

2. Non-Verbal Harassment

Non-verbal harassment is an act of harassment that does not use words but uses gestures, images, or actions related to sexuality, which aim to intimidate and make someone uncomfortable (MacKinnon, 1979). Forms of non-verbal harassment include inappropriate stares, sexual gestures, and sending sexual images or videos without consent to the victim.

3. Physical Harassment

Physical harassment is unwanted physical contact can range from offensive behavior to criminal acts (MacKinnon, 1979). Some people might consider these behaviors as annoying, but others might consider them as sexual harassment. However, it should be highlighted that none of these behaviors are acceptable. Inappropriate touch, such as pinching, stroking, patting, rubbing the neck or shoulders, attempted or actual kiss, and attempted rape are few examples of unwanted physical contact that might be classified as physical harassment.

According to Fitzgerald et al. (1997), women who experience sexual harassment often experience serious psychological effects, including depression, anxiety, and decreased self-confidence. Not only does it affect the victim mentally, but it can also have an impact on performance and productivity in everyday life. Many victims of sexual harassment feel isolated and lack moral support (Tinkler, 2013). They often face stigma and shame, which are major factors in preventing them from reporting sexual harassment. This shows the importance of social support to help victims.

Katz (2016) in her book entitled *We Believe You: Survivors of Campus Sexual Assault* explains that sexual harassment is often normalized in educational or work environments. The act of sexual harassment is often considered a joke, making victims hesitant and not brave enough to report it. This shows that there needs to be a change in culture and mindset to create a safer environment. In addition, the legal implications of sexual harassment often do not protect women properly (MacKinnon, 1979). Despite legal advancements, there are still many women who feel they do not have adequate support to report sexual harassment.

C. Adler's Theory of Motivation

Alfred Adler was an important figure in the development of psychology that focused on the development of individual psychology. Individual psychology is an approach that emphasizes the role of social motivation and individual goals in understanding human behavior. In contrast to Freud's view, which focuses more on internal conflicts and unconscious drives, Adler's view instead emphasizes the importance of goals, social context, and individual aspirations in determining human behavior driven by goals and motivations rooted in efforts to achieve excellence and overcome feelings of inferiority. Adler (1927) rejected the deterministic view that human destiny is entirely controlled by internal factors such as sexual drives or childhood conflicts. Instead, Adler argued that humans actively create their own goals and direct their behavior towards achieving them.

Adler emphasized that every individual has a "guiding fiction" or a belief that shapes the way they make sense of the world and set goals. This fiction may not

always be objectively accurate, but it is functional in giving direction and meaning to the individual's life. These beliefs help individuals to define their life goals, which are often closely related to overcoming feelings of inferiority and achieving superiority.

Based on the explanation above, the there are further explanation of the main components of Adler's motivation theory:

1. Inferiority Complex

In addition to striving for superiority, the inferiority complex is also a key concept in Adler's motivation theory. The concept of inferiority complex describes excessive and sustained feelings of inferiority that can affect the way individuals perceive themselves and interact with the world around them. Adler argued that feelings of inferiority are a universal experience, but when feelings become too strong, they can inhibit personal and social growth. Inferiority complex occurs when individuals feel that they are less or inadequate than others in certain aspects, such as ability, appearance, or social status (Adler, 1930). These feelings may develop from childhood experiences of insecurity, criticism, or repeated failure.

Adler (1927) argued that these feelings can motivate individuals to improve and overcome their limitations. However, when feelings of inferiority become too strong and are not addressed in a constructive way, it can lead to an inferiority complex. Individuals with inferiority complex tend to feel inadequate or worthless, and this can affect the way they act and interact with others.

Adler identified several main causes of inferiority complex, which are usually rooted in childhood experiences. There are several factors that can contribute to the

development of an inferiority complex, such as having a physical weakness or deficiency, excessive self-criticism and distrust, and unhealthy social comparisons. However, although the inferiority complex has a negative impact, Adler also describes the potential positives in overcoming these feelings of inferiority. In his theory, Adler (1929) stated that feelings of inferiority can be a powerful motivator for individuals to pursue self-development and achieve healthier superiority. This is what underlies and triggers striving for superiority to overcome limitations.

Inferiority complex can affect various aspects of life for each individual, including how individuals interact with each other, pursue goals, and face challenges. People with inferiority complex exhibit several behaviors, such as: a) often showing overcompensation, where they often try to cover up their feelings of inferiority by seeking recognition or achievement excessively. b) Some individuals often avoid challenges for fear of failure or criticism. c) Individuals with inferiority complex often show aggressive or hostile attitudes as a way to cover up their feelings of inferiority (Adler, 1956).

Although the inferiority complex has a negative impact, Adler also saw positive potential in the inferiority complex. In his theory, Adler (1929) explains that feelings of inferiority can be a strong motivation for individuals to pursue self-development and achieve a healthier sense of superiority. In this case, striving for superiority, which is the drive to be better, is often triggered by feelings of inferiority. Keep in mind that it is important for individuals to develop both approaches in a balanced way in the pursuit of superiority. If striving for superiority is driven by the

need to overcome the inferiority complex in unhealthy ways, such as through aggression and overcompensation, then it can lead to psychological imbalance.

In the fields of literature and psychology, especially in understanding character motivation and behavior, the concept of inferiority is also very relevant. Characters who show signs of an inferiority complex are often portrayed as individuals who struggle to find their self-worth in a world of social pressures and expectations. In psychology, understanding the inferiority complex can assist therapists or counselors in identifying underlying issues of self-distrust or dysfunctional behavior. Carlson, Watts, & Maniacci (2009) explain that effective interventions should focus on helping individuals to develop healthier self-confidence and address their feelings of inferiority in a positive way.

2. Striving for Superiority

Sriving for superiority is a central concept of Adler's motivation theory, which refers to the universal drive to be better, stronger, and more competent. Adler (1927) believed that every individual has an innate desire to overcome feelings of inadequacy or inferiority and to reach their maximum potential. In Adler's view, this striving for superiority is not simply a selfish ambition but rather an attempt to achieve self-improvement and a positive contribution to society.

Adler emphasized that this motivation is the driving force behind all human actions. For example, an individual may be motivated to achieve success in their career, not only for their own personal goals and interests but also to gain recognition and benefit others. Anbacher & Anbacher (1956) noted that the concept of striving

for superiority is a way for individuals to overcome their weaknesses and adapt to their social environment. Superiority also includes moral and social aspects, where each psychologically healthy individual strives to achieve superiority while maintaining concern for the well-being of others.

Adler also pointed out that striving for superiority does not necessarily lead to positive outcomes. If this drive is taken too far or is not balanced with social interests, it can lead to egocentric, narcissistic, or even destructive behavior. For example, when someone is too obsessed with personal achievement without considering the impact on others, they may get caught up in unhealthy competition or harm their interpersonal relationships. Healthy superiority achievement must be balanced with social interest, which is concern for the well-being of others and positive contributions to society (Adler, 1929). An individual who focuses solely on achieving personal superiority without regard to social interests may end up in social isolation or even conflict with others. Therefore, Adler believed that striving for superiority should be directed towards goals that also take into account its social and moral impact.

The concept of striving for superiority is highly relevant in literary analysis, especially in understanding character motivation and interpersonal dynamics in narratives. Characters who exhibit great ambition, perseverance in the face of adversity, or a desire to go beyond their limitations can often be analyzed using Adler's theory of motivation. Carlson, Watts, & Maniacci (2009) state that understanding striving for superiority in a literary context can help researchers

identify central themes such as power, control, and personal transformation in literary

works.

CHAPTER III

RESEARCH METHOD

The researcher explains the methodology consist of research design, data sources, data collection, and data analysis.

A. Research Design

This research is classified as literary criticism because the researcher examines the sexual harassment and the motivation to struggle against the sexual harassment undergone by the character in literary works. In order to analyze the data, the researcher used the theory of sexual harassment proposed by Catharine A. MacKinnon and the theory of motivation proposed by Alfred Adler. This research has been done from the perspective of psychological literary criticism.

B. Data Sources

The researcher gets the data source of this study from Jennifer Mathieu's novel entitled *Moxie*. The novel *Moxie* was first published in Great Britain in 2017 by Hodder and Stoughton with 340 pages. This novel consists of phrases, sentences, paragraphs, and dialogues relevant to this research.

C. Data Collection

In order to collect the data source, the researcher took the following steps: The researcher first carefully read the novel and comprehended the novel to provide a thorough understanding of the characters, plot, roles, and problems in the novel. Second, the researcher then highlighted the utterances related with sexual harassment and motivation.

D. Data Analysis

After collecting the data, the researcher categorized the data based on predetermined themes, namely Vivian's motivation to fight sexual harassment. The data analyzed using Alfred Adler's theory of motivation to understand the psychological and social dynamics that drive Vivian's actions. In addition, the researcher explores how the concepts of striving for superiority, inferiority complex, and social interest influence Vivian's motivations and actions. After conducting the analysis, the research summarized the findings of the study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents analysis and answers the research questions through findings and discussion based on data found in the novel *Moxie* by Jennifer Mathieu. These findings and discussion consist of analysis of the sexual harassment experienced by female characters and how the main character motivates herself to struggle against sexual harassment.

A. Sexual Harassment Experienced by The Female Characters Described In Jennifer Mathieu's *Moxie*

In Jennifer Mathieu's *Moxie,* sexual harassment is depicted as a significant issue experienced by female characters. The novel raises the theme of sexual harassment to explore how patriarchal social structures and a school culture that is still permissive of sexist behavior can limit freedom, threaten safety, and reduce the self-esteem of female students. Through the experiences of the female characters, it shows that sexual harassment in the school environment is still considered normal. Sexual harassment has a significant negative impact on the mental and physical health of the victim. Sexual harassment often creates feelings of fear and insecurity, especially in adolescent girls, which affects their self-esteem, confidence, and academic performance (Koss, 1993).

Catharine MacKinnon, a famous lawyer and feminist, developed a comprehensive understanding of sexual harassment as part of a feminist analysis of power and gender. MacKinnon, in her book entitled *Sexual Harassment of Working*

Women: A Case of Sex Discrimination (1979) identifies three forms of sexual harassment; verbal harassment, non-verbal harassment, and physical harassment. The forms of verbal, non-verbal, and physical harassment can be found in the female characters in the novel *Moxie* by Jennifer Mathieu.

1. Verbal Harassment

Verbal harassment is the use of words that carry sexual, harassing, or demeaning connotations, either directly or indirectly (Sears, 2010). MacKinnon (1979) explains that sexually explicit comments with derogatory language which objectify the target based on the victim's gender can be classified as verbal harassment. Comments directed at the victim, whether intended as a joke or a serious statement, reinforce stereotypes and can create an uncomfortable environment. With these comments, sexual harassers impose gendered power dynamics, often making victims feel uncomfortable, intimidated, or demeaned.

The verbal harassment experienced by the female characters in *Moxie* can be seen from the data below. The first data is the verbal harassment experienced by Lucy when she was in English class. As it is described follows:

> *'I said,' Mitchell begins, enjoying himself, 'make ... me ... a ... sandwich.' His fello football player minions laugh like it's the freshest, most original bit of comedy ever, even though all of them have been using this line since last spring. (Mathieu, p.3)*

This data shows the verbal harassment that Lucy Hernandez experienced in English class when Mr. Davies was teaching. While Lucy was answering a question asked by Mr. Davies, Mitchell Wilson, who was sitting at the back, made a joke 'Make me a sandwich'. This line is a very famous internet meme that has a context to

insult women and is often associated with sexist jokes that suggest that women's role is to serve men and have no right to have an opinion. According to MacKinnon (1979), sexually explicit comments with derogatory language which objectify the target based on the victim's gender can be classified as verbal abuse. This data also shows that Mr. Davies' response to the incident was very unfair and seemed to defend Mitchell. Lucy, who did not accept this, protested to Mr. Davies. However, the response she got was Mr. Davies added her classmate's assignment, because Lucy was considered to be causing a commotion. This shows that verbal harassment that occurs in schools is still something that is considered normal, even considered as a joke. In addition, even though it is considered a joke, this kind of comment can create a toxic environment, especially if there is no further treatment.

The second data shows the verbal harassment that happens to girls, especially Lucy, who is the main target of Mitchell and his friends. As it is described follows:

> *I think about going over to invite her to sit with us, but then I think about the fact that Mitchell and his dumb-ass friends are sitting smack in the center of the cafeteria, hooting it up, looking for any chance to pelt one of us with more of their lady-hating garbage. And Lucy Hernandez has to be a prime target given what just happened in class. (Mathieu, p.7)*

This data shows verbal abuse based on gender discrimination created by Mitchell and his friends in the cafeteria. Vivian wanted to invite Lucy to join her, but she was terrified when she saw Mitchell and his friends sitting in the center of the cafeteria, laughing loudly and making fools of every girl who passed by. The phrase *lady-hating garbage* explains that Mitchell and his friends frequently insults and throws misogynistic comments targeted toward female students. This creates an

atmosphere where female characters, especially Lucy, who is the main target, feel unsafe, intimidated, and likely to be targeted continuously. Although no verbal abuse is directly cited in this data, it can be implied that Mitchell and his friends verbally attack and humiliate the female students.

The third data shows verbal harassment behavior that occurred to Emma Johnson, who is Mitchell's girlfriend. This verbal harassment occurred when female students were protesting against the teachers and principal of East Rockport. As it is described follows:

> *'You didn't join the bathrobe brigade?' Mitchell asks. 'No, I didn't,' Emma says, peering up at Mitchell through her perfectly made up eyes. 'Well, I'm glad you're not wearing a bathrobe,' Mitchell says, raising one eyebrow, 'because it would be a shame to cover you up.' Oh gag me. (Mathieu, p. 135)*

This data shows that Emma was verbally abused by her own boyfriend, Mitchell. In this scene, Mitchell makes a suggestive comment stating that he would rather see a woman in a revealing dress than in a bathrobe. His statement, 'it would be a shame to cover you up,' objectifies Emma's appearance and suggests a desire to see Emma's body exposed rather than treating her with respect. Mitchell's behavior is in line with examples of verbal abuse behavior, where the perpetrator uses compliments to cover up his disrespectful behavior.

This verbal harassment occurred when female students organized a protest that was spread through *Moxie zine Issue 2*. The zine was created against the backdrop of the injustice in dress that occurred in their school. This action was triggered by a school dress code that targeted female students, which was seen as a form of injustice. The girls felt that this rule indirectly controlled the way they

dressed, while male students at the school often wore t-shirts with inappropriate words that had sexual connotations, but were ignored by the school. In addition, the school also often ignores reports of sexual harassment against female students. By wearing bathrobes, the female students highlighted the absurdity of a dress code that puts more pressure on them than male students. This action is also a form of rebellion against school culture and rules that do not support equality and instead perpetuate gender stereotypes.

The fourth data shows the verbally abusive behavior experienced by Lucy and her friends. Mitchell accuses Lucy of being the mastermind behind *Moxie's* actions. One of them was when *Moxie* held a charity event '*Moxie* Bake Sale' which aimed to support the women's soccer team who were often victims of injustice by the school. As it is described follows:

> *'You did that queer-ass bake sale for the girls' soccer team' he says. 'You organized it. I saw you.' Out of the side of my eyes, I catch Seth watching the exchange. I notice Lucy's shoulders hunch up closer to her ears, like she's trying to protect herself. My heart is hammering, and I'm trying to figure out what to do. I glance at the clock. Five minutes left. 'You and your little men-hating, lesbo baking club,' Mitchell continues under his breath. (Mathieu, p.214)*

This data shows Mitchell's verbal abuse towards female students who are members of the baking club. Mitchell calls the backing club members *man-hating, lesbo baking club* and he uses this derogatory phrase to demean and insult a group that supports gender equality. This sentence is a clear example of verbal abuse because it targets a group and portrays it with negative stereotypes, which includes the use of offensive language with the aim of demeaning or intimidating a group. By referring to them as *man-hating* and *lesbo*, Mitchell openly implies that their support

for sexism is rooted in hostility towards men or with something related to their sexuality. According to MacKinnon (1979), comments like this reinforce patriarchal norms by using insults rooted in sexism and homophobia.

2. Non-Verbal Harassment

Non-verbal harassment is a form of harassment that is done with gestures, body language, facial expressions, or symbols without involving direct words. MacKinnon (1979) explains that non-verbal harassment is part of sexual harassment that creates an uncomfortable environment for women with the aim of maintaining gender-based power or dominance. Similar to verbal harassment, acts of non-verbal harassment can also have a major impact on a person's mental health due to its invasive nature and weakening the victim's position. Non-verbal harassment in *Moxie* can be seen from the data below. This fifth data shows non-verbal harassment behavior carried out by popular students at school. Where they create a tradition that can be said to be verbal sexual harassment. As it is described follows:

> *Tradition implies something of value being repeated, I guess, but East Rockport High's March Madness is empty of anything resembling values – not any decent ones, anyway. It's a system of brackets with sixty-four junior and senior girls, about a quarter of the girls in each class. The rest aren't included because they're not deemed ballot-worthy. The brackets are created by the upperclassmen who rule the school – the jocks and the popular guys.The Mitchell Wilsons of our world. Over the course of a couple weeks, they use some complicated system of voting and personal testimony to pit girls against each other as the brackets lead to one girl in the junior or senior class. The final girl is referred to – casually and frequently – as East Rockport's Most Fuckable. And the boys share everything online. Every bracket update and every girl's name. (Mathieu, p.253)*

The data explains that there is a tradition at East Rockport high school that is carried out by popular students in the school. The popular students rank female students based on their physical attractiveness, and choose who is considered *the*

most fuckable. The most fuckable is a title given to women who are sexually attractive in their view. The meaning of this tradition is highly problematic as it creates an unrealistic and discriminatory standard of beauty, forcing women to be judged only based on their physical attractiveness based on men's opinion. In addition, this tradition reinforces a sexist culture where women are considered sexual objects that can be openly evaluated, commented on and compared. This tradition is a form of gender-based discrimination that systematically reinforces inequality and asserts male dominance over women by treating women as objects (Mackinnon, 1979). Psychologically, this tradition creates an unsafe and stressful environment for female students. They become more vulnerable to shyness, anxiety, and lack of self-confidence.

The sixth data shows non-verbal harassment behavior by Jason. This non-verbal harassment occurred when they were all gathered on the field, and Principal Wilson was giving a speech for the boys' soccer team. As it is described follows:

> *'Oh, shit, look at what he has on,' Claudia mutters. 'Another one of his gross shirts.'*
> *Under his football jersey, Jason is wearing a white T-shirt with big black. It reads*
> *Great Legs – When Do They Open? 'Gross,' I mutter Jason is wearing the shirt in*
> *front of Coach Cole and Principal Wilson, but it won't matter. He can get away with*
> *it. He always gets away with shirts like these, and he's not the only boy in the school*
> *who likes wearing them. Boys being boys or whatever. The rest of football players,*
> *including Mitchell, are laughing. I catch the expressions of some of the guys in the*
> *front bleachers, and they're laughing too. Jason even does a little attempt at a sexy*
> *dance in front of few of the girls up front, shifting his hips around like he's trying to*
> *keep up some invisible hula hoop. (Mathieu, p.29)*

The data above shows that the wording on Jason's 'Great Legs - When Do They Open?' t-shirt is an example of non-verbal harassment through suggestive and objectifying language. The writing printed on Jason's t-shirt implies a sexist and

sexualized message, which objectifies women by reducing them to body parts and implying that a woman's value is linked to sexual accessibility. T-shirts that read 'Great legs - when do they open?' are symbolic of the normalization of sexual harassment. This message is not only offensive but also contains dehumanizing aspects, where women are referred to as sexual objects. Jason, by wearing this t-shirt, indirectly conveys that such vulgar remarks are acceptable or even considered funny. This t-shirt is also a reflection of how schools as institutions fail to create safe spaces for women. When students like Jason can freely wear degrading clothing without being reprimanded, it sends a message to victims that harassment will not be punished and that their voices do not matter.

Furthermore, wearing this shirt in school, especially in front of Coach Cole and Principal Wilson freely, highlights a problem with the culture at East Rockport High School. In addition, this behavior is evidence of the normalization of sexist attitudes within the school, where a principal ignores and seems to tolerate offensive behavior from male students. It is considered a failure of institutional responsibility, where the school's inaction can create a hostile environment for female students. Jason's actions became one of the triggers for Vivian's struggle through the Moxie movement. This kind of behavior encourages Vivian to fight the culture of sexism that permeates her school. The t-shirt Jason wears is a reminder that change requires not only individual action but also a systemic shift in the way institutions deal with sexism.

The seventh data still shows non-verbal harassment committed by Jason Garza. In this case Jason is still wearing a t-shirt with writing that has sexual connotations. As it is described follows:

'Listen, you will never believe the shirt I just saw Jason Garza wearing,' she says.
'Does he have on the one about what time a girl's legs open?' I offer, still a little jittery.
'No,' Claudia says. 'This one is worse. There's a big red arrow on it pointing to his
junk, and it says FREE BREATHALYZER TEST BLOW HERE.'
I scowl. 'God, really?'
'Yes,' Claudia says
'Gross.' (Mathieu, p.94)

This data highlights another example of non-verbal harassment, where Jason is still wearing a t-shirt that reads *Free Breathalyzer Test Blow Here* with a picture of an arrow pointing to his junk in the school environment. The slogan printed on Jason's t-shirt is a form of non-verbal harassment that exploits and objectifies women's bodies with sexual messages that demean women. On the same day, Mr. Shelly, who is Principal Wilson's assistant, went around the classroom to do an outfit check. However, Mr. Shelly did not take issue with Jason's t-shirt, and instead took issue with the clothing of a female student named Jana. Even though Jana only wore long jeans and a shirt with thin stripes.

When this kind of costume is perceived as funny or attention-grabbing, it reflects the normalization of degrading and offensive behavior. Sometimes, these kinds of vulgar outfits or jokes are considered part of popular culture and are not questioned. However, it's important to remember that this seemingly non-serious culture can have a huge impact in shaping how we view women, sexuality, and the human body. When something like this is tolerated by the school without sanction or

warning, it shows that the culture of disrespect for women is still thriving in the school environment. This permissive attitude creates an atmosphere where male students feel free to harass others without consequences, while female students have to face pressure and discomfort that affects their mental well-being and sense of security.

3. Physical Harassment

MacKinnon (1979) explains that physical abuse is an explicit form of gender-based violence that emphasizes male dominance over women or other vulnerable groups. This form of physical abuse involves unwanted physical contact and often violates a person's personal boundaries. Physical abuse includes actions such as touching, patting and embracing in an unwanted way, which makes the victim feel intimidated, uncomfortable or shamed. Physical harassment in *Moxie* can be seen from the data below. The eighth data shows physical sexual harassment committed by a male student towards Vivian in the school hallway. As it is described follows:

> *When you stumble, there's a grab. Sometimes you get goosed around the waist.*
> *Sometimes you get pinched on the butt. And as quickly as it starts, it's over, and*
> *the boy is off down the hall, maybe squawking that he's sorry. Maybe laughing*
> *at the top of his lungs. The whole thing really gets you into the holiday spirit*
> *Ha, ha,ha. This morning, as I make my way to English, it happens to me. I can't*
> *even get a sense of which guy does it, he's so fast, but his fingers manage to make*
> *it just under my shirt, cold and rough on my waist. I want to yell out, chase him down,*
> *scream out loud. But I'm frozen from the shock of it, standing so still that some kids*
> *behind me whine that I'm blocking the hallway. (Mathieu, p.177)*

The data explained that Vivian experienced physical harassment while standing in the hallway. Vivian, as the main character in this novel, experienced physical harassment where her body was groped invasively. The male student made physical contact by groping Vivian's waist without consent. The physical contact

constituted sexual harassment as it violated Vivian's personal boundaries. The physical abuse Vivian experienced showed that victims often experience feelings of shock and are unable to respond after the incident. The fact that the male student could simply laugh and walk away without apologizing highlights how normalized physical harassment in schools, where these boundaries are clearly ignored by the harasser. Based on the data above, the physical harassment that occurred to Vivian is not only an individual problem, but reflects structural inequality in the larger society. The normalization of harassment, as well as the victim's inability to fight back indicates the existence of social power underlying the act (Mackinnon, 1979).

> *Bump.*
> *I gasp, catching my breath. It comes from behind, and just as I try to catch my balance,*
> *I feel a hand on my back. Snap! My bra strap slides back against my skin with a sting.*
> *'What the …' I start, catching a glimpse of what I'm pretty sure is the back of Garza's*
> *pointy, pea-brained head as he races off. 'Sorry!' he yells. (Mathieu, p.181)*

The ninth data above shows the sexual harassment that occurred to Vivian by Jason Garza. Jason deliberately bumped into and pulled Vivian's bra while she was standing in the hallway. Jason's sexual harassment through the act of snapping bra straps is a clear example of how women's bodies are often objectified without consent. This act not only creates physical pain, but also attacks the victim's sense of security. In the narrative, the sentence "I gasp, catching my breath," shows the spontaneous response of the victim who felt shaken by the event. This reaction signifies how harassment, though seemingly simple, can cause shock, embarrassment, and deep discomfort. The harasser's quick apology, "Sorry!" followed by his escape, reflects how this kind of action is often taken as a joke by the harasser. This shows the normalization of sexual harassment in the school environment, where harassers do

not feel the need to face serious consequences. This normalization reinforces the power imbalance between the harasser and the victim, as the harasser feels free to commit the act without fear of sanctions or social judgment.

The act of physical harassment that Vivian experienced intentionally sexualized Vivian, as the harasser touched her body to cause discomfort. Snapping a bra strap may seem trivial and is often jokes about by male students, but it is actually a clear example of physical harassment that objectifies women. This joke-like act contributes to reinforcing implicit messages of dominance and disrespect for the victim's bodily autonomy. In *Moxie*, this incident contributes to Vivian's growing frustration with the school culture, where acts of harassment continue without any attempt to eliminate them.

> *'You know that hallway, right outside of the locker rooms?' The hallway that's not that well-lit. The hallway that's usually empty. The hallway with no classrooms or coaches' offices or teachers hanging out, gossiping with each other in the corners. I nod, starting to feel sick. 'Well, Mitchell walks up to me, just, like, comes right at me, and does that fucking bump 'n' grab bullshit,' she says. 'Only … when he grabs me, he just, like, pins me up against the wall and he actually slides his hand up under my shirt. And he, like …' She pinches up her face, wincing. 'He, like, grabbed me. Grabbed one of my breasts and squeezed it,' That motherfucking asshole. Claudia is crying again, and I realize that I'm crying, too. 'It get worse,' Claudia says, wiping sliding tears down her cheeks with her fingers until she just gives up and lets them fall. 'I told him to stop it. That he was hurting me. And he just, like, laughed it off, you know? He just made me stand there like that for what felt like forever, just pawing at me. I could feel his hot breath on my neck. And it hurt. It hurt so much.' (Mathieu, p.197)*

The tenth data explains that the character Claudia was physically abused by Mitchell Wilson. The data explains that Claudia is a victim of a bump n grab which has become a habit of male students at East Rockport High School. In this scene, Mitchell deliberately bumps into Claudia then pushes her against the wall, and puts his hand inside her shirt to grope Claudia's breasts. Mitchell's actions are not just

unwanted physical contact, but a form of assault that objectifies and degrades the victim. When Claudia ventured to ask Mitchell to stop because his actions were painful, Mitchell's response was to laugh and ignore her request.

When Claudia describes how 'he pins me up against the wall' and 'slides his hand up under my shirt,' these actions reflect Mitchell's physical dominance. When Claudia says 'it hurt so much' it emphasizes the pain and deep trauma she feels. Claudia's reaction of crying when remembering the incident shows the psychological impact of sexual violence. In addition, Mitchell's response to Claudia's rejection was to simply laugh it off, reflecting how perpetrators of sexual violence often underestimate victims and do not consider their actions to be a mistake. Claudia's experience in this case shows the coercion of power as described in Catharine MacKinnon's theory of sexual harassment. This form of harassment aims to assert the perpetrator's dominance by coercing a helpless victim (MacKinnon, 1979).

> *Emma looks out at the sea of girls in front of her and when she tries to speak,*
> *her voice cracks. I place my hand on her shoulder and she looks at me, her eyes*
> *grateful. 'First I want to say thanks for coming out here,' she begins. 'And I want*
> *to say that I didn't wan it to come to this. When Mitchell Wilson tried to assault me*
> *at a party last weekend ...' her voice breaks again. Then, from the back, I hear a girl*
> *shout, 'We believe you!' Emma squeezes her eyes shut, collects herself, then continues.*
> *'I was able to get away. But the later when I tried to tell Principal Wilson, he wouldn't*
> *listen. He told me that I'd imagined it! That it was nothing and to forget it. Well, I won'*
> *forget it! And I don't want the school forget it either!' (Mathieu, p.316)*

The eleventh data shows the physical sexual harassment experienced by Emma, who is the girlfriend of Mitchell Wilson. At that time, East Rockport High School was holding a *walkout* event aimed at protesting the principal and teachers for injustice against female students. Emma emotionally relayed her experience of

attempted sexual harassment by Mitchell Wilson. While trying to share her story in front of her schoolmates, Emma had difficulty holding back her emotions, showing how traumatic and difficult it was to talk about the experience. Emma also revealed that after the incident, she reported the matter to Principal Wilson, only to be dismissed as delusional. This rejection can be categorized as victim-blaming, which is a phenomenon where the victim of harassment is not believed or even considered as the source of the problem. This attitude shown by Principal Wilson shows the institution's indifference to sexual harassment cases that occur in schools. However, Emma got a good response from her friends at school. The students shouted 'we believe you!' as evidence of solidarity among the students, as well as their desire to break the culture that ignores sexual harassment that occurs in the school environment. Emma's experience in this novel symbolizes the struggle to change the existing culture, as well as an encouragement for students to unite against sexual harassment.

B. Vivian's Motivation to Struggle Against Sexual Harassment as Described in the Novel *Moxie*

The novel *Moxie* illustrates how Vivian's struggle as the main character in the novel, fights for rights and justice for her female friends who are victims of sexual harassment committed by male students at East Rockport High School. The novel also highlights Vivian's motivation to fight against such injustice. Vivian's motivation comes not only from her personal experience, but also from the influence of friends who experienced sexual harassment. Motivation, according to Adler (1927) is a force

that moves individuals to achieve certain goals, with the aim of overcoming feelings of helplessness. Adler developed a theory of motivation known as Individual Psychology. Adler (1929) explained that every individual is born with a feeling of inferiority, so this feeling can trigger strong motivation in a person to improve themselves and overcome their weaknesses. In the novel *Moxie*, Vivian shows how individuals can create change when they dare to defy the oppressive culture of a group. By using the theory of motivation proposed by Alfred Adler, we can understand what it is like to seek goals and the desire to overcome injustices that occur.

1. Inferiority Complex

Inferiority complex is a feeling of inadequacy or feeling less than others, which leads to low self-esteem or lack of confidence (Adler, 1929). In Jennifer Mathieu's *Moxie*, Vivian's character experiences feelings of inferiority that are fueled by the culture of misogyny in her environment. The inferiority complex she experiences is exacerbated by the acts of sexual harassment she witnesses and experiences herself. Vivian's inferiority complex is described in the following data:

> *As my classmates offer up a collective groan and I fish around in my backpack for my book, Lucy regains some sort of courage and pipes up. 'Mr. Davies, that's not fair. We were having a reasonable discussion. But they,' she tosses her head over her shoulder unable to look at Mitchell's direction again, 'are the ones who ruined it. I don't understand why you're punishing all of us.' I cringe. Lucy is new to East Rockport High. She doesn't know what's coming. (Mathieu, p.3)*

The twelfth data above shows Vivian experiencing social pressure that causes an inferiority complex. Vivian starts the story as a quiet, typical rule-following student who is overshadowed by a group of popular students and school authorities.

The data above occurs when a transfer student named Lucy is involved in an argument with Mitchell Wilson, the most popular student in the school. The argument occurred when Lucy was answering Mr. Davies' questions in class, when Mitchell suddenly interjected with inappropriate words. However, instead of reprimanding Mitchell, Mr. Davies thinks Lucy is making a scene, so Mr. Davies gives extra homework to her classmates as punishment. Vivian, who saw the incident, could not do anything because she felt scared and knew that whatever she did would not be able to change the situation. Likewise, her classmates chose to remain silent.

Vivian lived in an environment where women were often put in subordinate positions. At school, she often witnessed her friends being victims of bullying and sexual harassment. Therefore, there was pressure on Vivian to conform to social expectations which created feelings of inferiority. Fear of rejection and judgment from her peers further exacerbated the situation, so Vivian chose to remain silent. She felt that her voice was worthless and that her opinion would not be accepted. The inferiority complex she experienced contributed greatly to Vivian's decline in self-confidence.

> *After she spoke up in Mr. Davies's class, I know Lucy is the kind of girl who isn't afraid to be the center of attention even if it doesn't make her too popular. It's not so much that I want to be popular, because popular people at East Rockport High School are basically assholes, but I like flying under the radar. I wish I didn't give a shit about what people think about me. Like my mom coming to school with blue hair. She was never dutiful or under the radar when she went here. That's why she became a Riot Grrrl.(Mathieu, p.31)*

The thirteenth data above shows the inferiority complex experienced by Vivian. Vivian expresses the difference between herself and Lucy, who is a new student but braver and not afraid to fight the harassment that happened to her despite

making her the center of attention. Vivian's inferiority complex arises because she feels less courageous in the face of other people's attention or judgment. Vivian felt bound by what others thought of her. This shows how she feels less strong and less confident than others, such as Lucy and her mother.

Vivian describes herself as someone who prefers 'flying under the radar,' which suggests that she tends to avoid attention or recognition from others. She feels uncomfortable when she is the center of attention. In the data, Vivian also compares herself to her mother who has a different nature from her. Her mother who comes to school with blue hair and is known as a "Riot Grrrl" reflects someone who dares to go against social norms and is not afraid to be herself, even if it means being the target of criticism or dislike. This contrast shows that Vivian feels hindered in expressing herself in the same way. She recognizes that her mother was never dutiful or followed the rules, and instead chose to appear in controversial ways. Vivian, on the other hand, considers herself more likely to be subject to social expectations and prefers not to attract attention, which can be interpreted as an attempt to avoid discomfort or rejection from others. This inferiority complex arises from the feeling that she is not strong or brave enough like her mother to express who she really is, so she feels smaller or inferior compared to the freer and more expressive parental figure.

> *I'm a girl who studies for tests. I'm a girl who turns in homework on time.*
> *I'm a girl who tells her grandparents she'll be over in five minutes and shows*
> *up in three. I'm a girl who doesn't cause a fuss. I even shrink into my desk*
> *when a teacher calls me in class. I'm a girl who would prefer to evaporate*
> *into the ether rather than draw even positive attention to herself.(Mathieu, p.52)*

The fourteenth data above describes Vivian's passive character and tends to avoid attention. Inferiority complex is seen in the way Vivian puts herself down. She feels that being a submissive and attention-averse woman is the safest way to survive in society, so she doesn't have to worry about being the target of criticism or judgment from others. In addition, Vivian shows that she does not feel important or brave enough to be more conspicuous, even in a more positive context. This also reflects how Vivian feels trapped in the role that has been prescribed for her, even though inside she feels that there is a deeper potential that she wants to express. This inferiority feeling becomes part of the internal conflict that Vivian feels in her journey to find the courage to fight against the unfair system in her school.

Vivian describes herself as a 'girl who studies for tests' and a 'girl who turns in homework on time,' which emphasizes how she strives to always meet the expectations placed on her by others, especially in an academic context. By displaying this discipline and responsibility, Vivian is ostensibly trying to highlight herself as a punctual and reliable individual. However, behind this effort, there are indications that she feels there is a great burden on her shoulders to always meet high standards. Feeling pressured to always look perfect or meet the expectations of others is a classic sign of an inferiority complex, where individuals feel that only by achieving external perfection can they be accepted or valued. Vivian may feel that if she does not meet these expectations, she will be considered not good enough or a failure. Her tendency to always live up to the expectations of others, avoid attention, and feel trapped in prescribed roles suggests that she does not feel good or valuable

enough to be more expressive and free. Although she may strive to lead an organized life and meet external standards, these feelings of inferiority prevent her from feeling true freedom or fulfillment within herself. Vivian feels that in order to be valued, she must continue to conform to the expectations and standards of others, without ever truly expressing who she truly is.

> *'Everything screwed up,' I say. 'Moxie's gotten out of hand. And now Seth and I are in a fight, and you're in trouble, and it's all messed up. And what does it matter? Nothing is going to change. Nothing. I should have just done what my mom always planned for me to do and kept my head down and got into college and gotten out here.' (Mathieu, p.300)*

The fifteenth data above shows Vivian's inferiority complex. Vivian feels trapped in the expectations set by her social environment and family. The data above shows the feelings of hopelessness and helplessness experienced by Vivian. The quote shows the pressure Vivian experiences to meet the expectations set by her mother to stay focused on her education. The pressure she was under created a feeling of inferiority, where Vivian felt that her desire to fight the injustice and sexual harassment happening around her was not important. She began to feel hesitant to make a change and felt that all her efforts in the *Moxie* movement were in vain. In addition, she felt that the complicated situation and the conflicts that continued to occur around her only added to her emotional burden. Vivian felt trapped in a situation where she had no power to change the outcome. This made Vivian feel even more inferior. Vivian struggles with the contradiction between her expectations and reality. On the one hand, she wanted to make a change in her environment, but on the other hand, she felt that every effort she made did not have a significant impact and instead made the situation worse.

2. Striving for Superiority

Adler (1927) argued that every individual has the motivation to overcome an inferiority complex with the aim of achieving something desirable. Striving for superiority includes the aspiration to achieve higher goals and become the best version of oneself. In the novel *Moxie*, striving for superiority is evident through the journey of the main character, Vivian. From the beginning, Vivian experiences an inferiority complex due to social pressure and the culture of misogyny that exists in her school environment. However, over time, Vivian gains the motivation to fight injustice. This became a strong drive for her to reach her highest potential, to eliminate the existing culture of misogyny. Striving for the superiority experienced by Vivian is described in the following data:

> *I shift positions to get more comfortable on my bed and stare at a page in one of the Riot Grrrl zines. It has a cutout of a vintage cartoon Wonder Woman with her hands on her hips, looking fierce. The girl who made the zine drew words coming out of Wonder Woman's mouth, warning men not to mess with her when she's walking down the street unless they want a smack to the face. I grin at the image. As I flip through the pages, I find Myself wishing that Wonder Woman went to East Rockport High and that she was in all of the classes I have with Mitchell Wilson. When Joan Jett meows for her dinner, I have to force myself to pack the box up and tuck it back into my mom's closet. I can't explain why, exactly, but something about what's inside the box makes me feel better. Understood somehow. Which is weird because Riot Grrrl was a million years ago, and none of those girls know me. But I can't help but wish I knew them.(Mathieu, p.13)*

The sixteenth data above shows Vivian's striving for superiority. Vivian describes striving for superiority through her admiration for Wonder Woman and the *Riot Grrrl* ideology. Wonder Woman is portrayed in the *Riot Grrrl zine* as a strong and brave figure who fights harassment. In the sentence 'I find myself wishing that Wonder Woman went to East Rockport High and that she was in all the classes I have with Mitchell Wilson,' Vivian expresses her desire to have the same traits and

courage as Wonder Woman. *Riot Grrrl* is a movement that empowers women and challenges patriarchal culture. Vivian was inspired by the rebellious spirit and courage offered by the movement. This became one of the spurs for Vivian to overcome her feelings of inferiority. She showed that she wanted to change the situation that was happening in her school environment and tried to rise from the powerlessness she felt. By internalizing the values of women's empowerment depicted in the *Riot Grrrl zine*, Vivian began to build the confidence needed to speak out and act. Her desire to make a change is a form of striving for superiority.

The seventeenth data is taken from a *zine* made by Vivian. The *zine* made by Vivian contains an invitation to female students at her school to speak up about the harassment that occurred. Striving for superiority experienced by Vivian can be seen from the following data:

> *Hey Ladies! Are you tired of a certain group of male students telling you to "make*
> *me a sandwich!" when you voice an opinion in class? Are you tired of the football*
> *team getting tons of attention & getting away with anything they want? Are you tired*
> *of gross comment & disgusting T-shirt?*
> *THE GIRLS OF MOXIE ARE TIRED TOO!!! (Mathieu, p.48)*

The data above is quoted from the first *zine* created and distributed by Vivian. Vivian invites her friends not to feel down, but to turn frustration into motivation for action. By emphasizing the phrase 'the girls of moxie are tired too,' Vivian is trying to create a sense of community and build solidarity between female students. Vivian's goal in creating *Moxie*, was not only limited to seeking personal recognition, but also aimed to empower her female peers. Through her zine, Vivian tries to encourage her friends to speak up and be proud of themselves. Vivian realized that in order to

overcome the culture of misogyny in her school, she needed to create a space where women's voices could be heard and valued. In doing so, her goal became more than just fighting for her own rights, but also creating change that impacted the surrounding women. As *Moxie* grew, Vivian's confidence increased. Many female students began to support *Moxie*. By seeing the positive impact of her actions and leadership, Vivian realized that she was able to redefine what women could achieve and demand. This reflected an evolution from feelings of inferiority to confidence, not just for herself, but for the entire community of girls in her school.

Through this process, *Moxie* highlights the importance of solidarity and collaboration in achieving empowerment. Vivian not only fought to change herself, but also created a movement that elevated the voices and courage of other women. By facilitating a space for her peers to speak up and celebrate their identities, she transformed the school environment into a more supportive place. This shows that striving for superiority can include a quest for collective excellence, where each individual contributes to the collective progress.

The eighteenth data shows an action created by Vivian and addressed to female students at East Rockport high school. As it is described follows:

> *Attention Girrrls of East Rockport High! If the words you've read make sense to you –*
> *draw some loves and stars on your hands before school next Friday October 5. Find*
> *girls who feel like you! (Mathieu, p.50)*

The message of the action was an invitation for female students to take action and express solidarity between girls to fight against sexism and the injustices they face. By encouraging girls to draw love symbols and stars on their hands as a sign of

solidarity, Vivian and the Moxie movement highlighted the idea that women should be proud of their collective identity and to be brave enough to raise their voices to challenge injustice. With this action, it can be seen as an expression of strength and resistance. In addition, this action can also be interpreted as a form of self-empowerment that reflects Vivian's striving for superiority. This action is not done for personal reasons or to dominate others, but to emphasize that female students also have the right to be heard, respected, and seen as equals.

The phrase "Attention Girrrls of East Rockport High!" suggests that there is an invitation to unite and be part of a particular group – a group that Vivian and her friends understand as girls who have similar experiences or feelings. The encouragement to "draw some loves and stars on your hands" is a symbolic way to express solidarity and find a shared identity within the group. In this case, there is a drive to create bonds and increase self-confidence by being part of a larger group, which in many cases is a form of striving for superiority. When someone feels inferior or marginalized, they tend to look for ways to stand out or be accepted in a group that they perceive can give them a sense of purpose and value. Vivian, who may have felt isolated or underappreciated within her existing social group, felt that by joining this community, she could achieve a sense of superiority-both in terms of identity and self-worth.

Striving for superiority often involves a desire for recognition – be it in the form of attention, approval or validation from others. When Vivian realizes that there is an opportunity to unite with her peers who have similar feelings or experiences, she

may feel the urge to do so in order to gain not only a sense of community, but also social esteem.

> *Next Moxie action! On Tuesday come to school in your Bathrobe! Let's protest the sexist dress code checks at East Rockport High School! If a teacher asks why tell them you're playing safe so you don't distract our poor male students!* (Mathieu, p.116)

The nineteenth data point describes Vivian's striving for superiority, where she creates an act of wearing a bathrobe to school to protest against the double standards set by teachers in her school. This act aims to highlight the injustice of dress in schools, where women are often targeted and more often controlled regarding the clothes they wear. The line "If teacher asks why tell them you're playing it safe so you don't distract our poor male students!" highlights the absurdity of the sexist logic underlying the rule. Where women should change their appearance and the way they dress so as not to distract or attract men. This reflects a sexist view of women, where women are often blamed for behavior caused by men themselves.

Striving for superiority in this context does not only refer to seeking power or domination, but also to overcoming injustice and creating space for authentic self-expression. Vivian begins to feel that by fighting against unjust rules and by voicing her opinion, she can achieve a certain form of superiority - namely moral and personal superiority in the sense of overcoming the sense of inferiority she had felt. In addition, Vivian's fight for equality also brought about changes in her psychologically. Initially she felt inferior because she was bound by social expectations and existing gender injustices, but over time she gained the confidence to express herself. This

shows that striving for superiority is also related to achieving greater personal potential, not only in social aspects but also in psychological and emotional aspects.

> *If a boy bumps n grabs you – tag his locker with a Moxie sticker! If a boy gropes you in the hallway – tag his locker with a Moxie sticker! If a boy thinks he can treat you like an object – tag his locker, tag his car, tag his backpack, tag!!! (Mathieu, p.205)*

The twentieth data is an action where Vivian encourages women to tag the lockers and personal belongings of men who engage in disrespectful behavior such as harassment and objectification of women. By attaching stickers to their personal belongings, it becomes a symbol that their behavior is known and they must face the consequences of their actions. In addition, this action also symbolizes the rebellion by female students against the culture of impunity that considers sexual harassment as normal. By using Moxie stickers, Vivian tries to establish a sense of superiority in terms of control over herself and her surroundings. This action also reflects a rejection of the inferior feelings instilled by patriarchal society - that women can only accept mistreatment without being able to fight back. Vivian's actions are not just about standing up to one individual who behaves inappropriately, but also about fighting for broader justice for women in school.

In addition, this action is also considered as solidarity between women who have been victims of sexual harassment. In this context, striving for superiority involves female students trying to empower themselves to reject the culture of harassment that is allowed to flourish in their school. Through the act of marking lockers, the girls show that they will no longer allow themselves to be marginalized or mistreated without taking action. The power they gain is not about superiority over

others in the traditional sense, but about rising above the oppressive systems that seek to control and silence them.

The twenty-first data below shows the last edition of *Moxie zine* in which Vivian tries to overcome the injustice that exists in her school by championing the values of equality and respect for women. As it is described follows:

Did you ever stop & think… That March Madness is just one more way for certain boys at ERHS to treat girls like objects? Plus it pits us girls against one another. It creates competition where there should be unity. It idealizes one type of beauty (white & thin) over all others. It shames us and humiliates us. It's sick, gross, and essentially condoned by the school and community. March Madness is fucked up. Don't forget it. (Mathieu, p.263)

In the quotation, Vivian realizes that the *March Madness* tradition is a form of injustice that is taken for granted in her school. She sees how this tradition demeans women, treating them as objects to be fought over and compared to each other based on narrow standards of beauty (white and thin). Striving for superiority"is the internal drive to overcome feelings of inferiority and strive for change for the good of oneself and others. Vivian feels that women are treated unfairly and put in demeaning and humiliating situations.

Furthermore, Vivian not only identifies the problem, but also seeks to influence and agitate others to see how terrible the tradition of *March Madness* is. She wants to create awareness and change a school culture that is permissive of sexism. This is an attempt to correct the inequalities that exist in society and schools, and to change the way women are viewed and treated. Vivian also notes that *March Madness* idealizes one type of beauty-white and thin-which is harmful and unfair. By highlighting this, Vivian challenges social norms that objectify women based on

certain beauty standards. This is a form of rebellion against oppressive norms, which is a feature of *striving for superiority*: seeking to break free from the shackles of social standards that limit women's potential.

The twenty-second data shows Vivian's courageous act of taking responsibility for the *Moxie zine* and its accompanying activities marked an important turning point in Vivian's journey. As it is described follows:

> *'Am I to understand that you're responsible for this Moxie group? Along with Lucy*
> *Hernandez?' Emma frowns, confusion crossing her face. 'I planned this walkout, yes,'*
> *she says. And you were behind all the other Moxie activities?' Principal Wilson asks.*
> *'Along with Miss Hernandez?' Emma shakes her head no, and I know it's finally time.*
> *I turn and look Principal Wilson right in the eye, grateful for my height. I open my mouth*
> *and say as loudly as I can, 'I started Moxie, Principal Wilson. I made the zines and*
> *the stickers, and I put them in the bathrooms. It was me.' (Mathieu, p.317)*

The data above highlights Vivian's courage in publicly challenging Principal Wilson and the power structure in the school in the face of justice. This move is not only an act of bravery, but also a manifestation of a deep desire to be recognized and valued. Through this act, Vivian releases her initial fears and solidifies her role as a leader in the fight against harassment and discrimination around her. Vivian, who previously felt oppressed by social norms and a culture of misogyny, began to understand that in order to create change, she had to speak out and take action. By acknowledging and taking responsibility for the *Moxie zine*, she not only challenged authority, but also gave a voice to her peers who may have felt marginalized. This act shows incredible courage, where Vivian is not only fighting for her own rights, but also for the rights of other women.

The changes in Vivian reflect an important character growth. Her courage to face personal risks, such as potential sanctions from the school, demonstrates her commitment to the values she believes in. She realizes that in order to achieve recognition and validation, she must be willing to take actions that may not be popular, but are absolutely necessary. By stepping forward and becoming a leader, Vivian inspired other women to do the same, creating a bigger wave of change. In the process, *Moxie* becomes not only a symbol of resistance, but also a tool that empowers women to achieve the equality and respect they deserve.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions based on the research results analyzed in the previous chapter.

A. Conclusion

Based on the results of the analysis in the previous chapter, researcher found the forms of sexual harassment experienced by female characters and Vivian's motivation to struggle against sexual harassment as described in Jennifer Mathieu's *Moxie*. According to the theory of sexual harassment proposed by MacKinnon, sexual harassment divides into three forms; verbal, non-verbal, and physical. The researcher also analyzed how female students are subjected to harassment and violence. Derogatory comments, disrespectful looks, and unwanted physical actions create an atmosphere of intimidation that makes women feel marginalized and powerless. Through these experiences, the novel highlights the psychological impact experienced by young women, who often feel trapped within oppressive social norms.

Adler (1929) stated that individuals are driven to overcome feelings of inferiority and strive to achieve superiority through positive action. In this context, Vivian feels compelled to make things right, not only for herself but also for her friends who are victims of sexual harassment. Vivian's motivation to fight this injustice arises from her desire to create change in the surrounding society, as well as from the urge to help others who have experienced similar suffering.

These findings are in line with Adler's theory which states that individuals who feel oppressed or marginalized seek ways to achieve peace and empowerment through social change. In addition, Adler also emphasized the importance of a sense of community in achieving common goals. Vivian found strength in solidarity with her peers, such as through the publication of the *zine Moxie* which became a symbol of rebellion against the culture of sexual harassment. Through her struggles, Vivian not only sought personal liberation but also sought to improve social well-being collectively, making her an example of a strong motivation to create justice and change within the wider environment.

B. Suggestion

In this suggestion section, the researcher suggests analyzing using other factors such as gender identity using different literary works. An analysis of gender identity can focus on how these characters form a collective identity through *Moxie* as they redefine what it means to be female within a patriarchal school setting, emphasizing solidarity and individual empowerment. The researcher hopes that this study can help readers understand the novel *Moxie* and provide benefits for further research.

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