

**JULIE BUXBAUM'S WORLDVIEW IN *HOPE AND OTHER PUNCH
LINES*: A STUDY OF LUCIEN GOLDMANN'S GENETIC
STRUCTURALISM**

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

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THESIS

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

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**UNIVERSITAS ISLAM NEGERI MAULANA MALIK
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2025

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Julie Buxbaum’s Worldview in *Hope and Other Punch Lines: A Study of Lucien Goldmann’s Genetic Structuralism***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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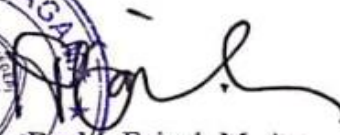
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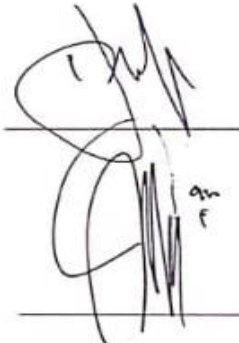
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MOTTO

“Indeed, with difficulty comes ease”

Q.S Al-Insyirah:6

DEDICATION

This thesis is specially dedicated to:

My mother, Sutriyah, who always supports me in all my journeys, who loves me infinitely, always encourages me when I feel tired, who is always my most comfortable place to come home to. And my father, Suyanto, who always strives for what is best for me, who always believes in me more than myself, and who always supports and encourages me in all my life journeys.

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All my friends, who have always supported me in working on my thesis, and have always been my place to complain.

And to myself, thank you for reaching this point and completing the thesis with the encouragement and support of my loved ones.

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Finally, as a researcher, I would like to apologize for any grammatical errors or mistakes that may be contained in this thesis. Therefore, the researcher is open to suggestions and criticisms regarding this thesis. It is hoped that future readers, especially those who have an interest in genetic structuralism and the novel *Hope and Other Punch Lines*, this research can provide knowledge and benefit.

Malang, September 9th, 2025

A handwritten signature in black ink, appearing to be 'Amelia Khiliatul Rosida', with a stylized, cursive script.

Amelia Khiliatul Rosida

ABSTRACT

Rosida, Amelia Khiliatul (2025) *Julie Buxbaum's Worldview in Hope and Other Punch Lines: A Study of Lucien Goldmann's Genetic Structuralism*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Hafidhun Annas, M. Hum.

Keywords: Genetic structuralism, Worldview, Tragedy 9/11

According to Goldmann (1980), literary works are shaped and closely related to the author's background and historical background. In addition, literary works are also influenced by the author's social conditions and personal experiences, known as worldview. This is in line with this study, where researchers want to know the author's worldview and the background why this novel was written. The purpose of this study is to examine Julie Buxbaum's worldview in the novel *Hope and Other Punch Lines*. This research is a literary criticism using the theory of genetic structuralism initiated by Lucien Goldmann to find out the author's worldview. This study found that Julie Buxbaum's worldview describes how the lives of the victims of the 9/11 tragedy and how they rose from the tragedy. How after the tragedy, they live in gratitude while feeling the loss of their loved ones and also live in fear and trauma of the tragedy. This research also found that there are many similarities between the 9/11 tragedy in *Hope and Other Punch Lines* and the real tragedy that happened in the United States. In addition, this study also found that through the novel *Hope and Other Punch Lines*, Julie wants to convey to lawyers that they should be more sensitive to legal violations that occur in the surrounding environment and also be able to assist victims. Julie also wants to convey that we are free to make decisions for ourselves. Julie also wants to convey that life is not always about happiness.

ABSTRAK

Rosida, Amelia Khiliatul (2025) *Julie Buxbaum's Worldview in Hope and Other Punch Lines: A Study of Lucien Goldmann's Genetic Structuralism*. Tesis Sarjana. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Hafidhun Annas, M. Hum.

Kata Kunci: Strukturalisme Genetik, Pandangan dunia, Tragedy 9/11

Menurut Goldmann (1980), karya sastra dibentuk dan sangat berhubungan dengan latar belakang penulis dan juga latar belakang sejarah. Selain itu, karya sastra juga dipengaruhi oleh kondisi sosial penulis dan juga pengalaman pribadi penulis yang dikenal dengan pandangan dunia. Hal ini sejalan dengan penelitian ini, dimana peneliti ingin mengetahui pandangan dunia penulis dan latar belakang kenapa novel ini ditulis. Tujuan dari penelitian ini yaitu mengetahui pandangan dunia Julie Buxbaum dalam novel *Hope and Other Punch Lines*. Penelitian ini adalah kritik sastra dengan menggunakan teori strukturalisme genetik yang digagas oleh Lucien Goldmann untuk mengetahui pandangan dunia penulis. Penelitian ini menemukan bahwa pandangan dunia Julie Buxbaum menggambarkan bagaimana kehidupan korban tragedy 9/11 dan bagaimana mereka bangkit dari tragedy tersebut. Bagaimana setelah tragedy berlangsung, mereka hidup dalam rasa bersyukur sekaligus merasa kehilangan orang-orang yang mereka sayangi dan juga hidup dalam ketakutan dan trauma akan tragedy tersebut. Penelitian ini juga menemukan bahwa terdapat banyak kesamaan antara tragedy 9/11 yang ada dalam novel *Hope and Other Punch Lines* dengan tragedy nyata yang terjadi di Amerika Serikat. Selain itu, penelitian ini juga menemukan bahwa melalui novel *Hope and Other Punch Lines*, Julie ingin menyampaikan kepada para pengacara agar mereka lebih peka terhadap pelanggaran hukum yang terjadi di lingkungan sekitarnya dan juga bisa mendampingi korban. Julie juga ingin menyampaikan bahwa kita bebas untuk membuat keputusan akan diri kita sendiri. Julie juga ingin menyampaikan bahwa hidup itu tidak selalu berisi mengenai kebahagiaan.

مستخلص البحث

روزيدا، أميليا خيلياتول (٢٠٢٥) نظرة جولي بوكسباوم للعالم في الأمل وخطوط أخرى: دراسة في البنيوية الجينية للوسيان غولدمان. رسالة بكالوريوس. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة إسلام نييجيري مولانا مالك إبراهيم مالانج. المشرف: حفيظون أناس، م. هوم.

الكلمات المفتاحية: البنيوية الجينية، النظرة العالمية، مأساة 11 سبتمبر

وفقًا لغولدمان (١٩٨٠)، تتشكل الأعمال الأدبية وترتبط ارتباطًا وثيقًا بخلفية المؤلف وسياقه التاريخي. علاوة على ذلك، تتأثر الأعمال الأدبية أيضًا بالظروف الاجتماعية للمؤلف وتجاربه الشخصية، المعروفة باسم نظرتة للعالم. يتوافق هذا مع هذا البحث الذي يهدف إلى فهم نظرة المؤلف للعالم وخلفية تأليف الرواية. يهدف هذا البحث إلى فهم نظرة جولي بوكسباوم للعالم في رواية "الأمل ونقاط النهاية". هذا البحث نقد أدبي يستخدم نظرية البنيوية الجينية للوسيان غولدمان لفهم نظرة المؤلف للعالم. وجدت هذه الدراسة أن نظرة جولي بوكسباوم للعالم تصف حياة ضحايا مأساة الحادي عشر من سبتمبر وكيف تعافوا من المأساة. كيف عاشوا بعد وقوع المأساة في امتنان بينما شعروا في الوقت نفسه بفقدان أحبائهم وعاشوا أيضًا في خوف وصدمة من المأساة. وجدت هذه الدراسة أيضًا أن هناك العديد من أوجه التشابه بين مأساة الحادي عشر من سبتمبر في رواية الأمل وخطوط اللكمة الأخرى والمأساة الحقيقية التي حدثت في الولايات المتحدة. بالإضافة إلى ذلك، وجدت هذه الدراسة أيضًا أنه من خلال رواية الأمل وخطوط اللكمة الأخرى، تريد جولي أن تنقل للمحامين أن يكونوا أكثر حساسية للانتهاكات القانونية التي تحدث في محيطهم وأن يكونوا قادرين أيضًا على مرافقة الضحايا. تريد جولي أيضًا أن تنقل أننا أحرار في اتخاذ القرارات بأنفسنا. تريد جولي أيضًا أن تنقل أن الحياة ليست دائمًا عن السعادة.

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CHAPTER I

INTRODUCTION

This chapter gives a summary of this study. This chapter is composed of sub-chapters that describe the background of the study, the problem of the study, the significance of the study, the scope and limitation, and definition of key terms.

A. Background of the Study

Authors are crucial to the production of literary works; authors can shape the identity of a literary work itself. Events, ideas, language style, and the author's thought process have a significant impact on how a piece of literature is made. The author is an individual who comes from society, lives a social life, and socializes in the midst of society. This individual acts as a living recording device that records various events, both past and present. This individual is involved and knows the facts of events in society. These facts greatly affect the individual author (Renaldi, Mursalim, & Hanum, 2021). This indicates that a literary work's author plays a crucial part in its construction.

The work of literature itself is a structure that is not only built from imagination, it is also built from knowledge, ideology, social conditions, and even literary traditions, which also influence the work that an author wants to create. This means that authorship cannot be separated from these factors; it determines what the author wants to convey or express through their writing. In other words, literary works are

structural products that cannot be separated from external factors (Wahyuliansyah, Dahlan, & Purwanti, 2022). Here, the author uses literature as a vehicle to convey thoughts that come from his introspection on the meaning and essence of life experienced, witnessed, and felt by the author (Al-Ma'ruf & Nugrahani, 2017). Thus, it can be concluded that literary work is a product that is strongly influenced by the author's condition when creating the literary work.

This is in line with Goldmann's statement that there is a connection between literary works and society because they are viewed as a structure that needs to be connected to historical subjects. In addition, Goldmann also argues that literary works display the creativity and originality of the author in relation to society (Goldmann, 1980). According to these opinions, it can be concluded that literary works are strongly influenced by the author's social conditions as part of society. In literary works, the author's thoughts that are influenced by social conditions and the author's personal experiences are reflected in the author's worldview. The author's worldview is a symbolization of the values of literary works and their meaning for society (Adawiyah Siregar, Nasution, & Norma Nasution, 2022). Goldmann added that worldview is closely related to structural elements in society (Faruk, 2019).

One author who is famous and interesting to know about her worldview is Julie Buxbaum. Julie Buxbaum is a young adult genre novelist who is a New York Times bestselling author. She was born in 1977, an American citizen. Buxbaum has created some of the most famous works, namely *Tell Me Three Things*, *What to Say Next*, *Hope and Other Punch Lines*, *Admission*, and *Year on Fire*. In addition, Buxbaum is the author of the highly regarded books *After You* and *Opposite of Love*.

Twenty-five languages have translated her work. She, her spouse, and their two kids reside in Los Angeles (Buxbaum, 2019).

One of Julie Buxbaum's works that is interesting to study is her work entitled *Hope and Other Punch Lines*. 2019 saw the publication of this book by Delacorte Press in New York. The life of a youngster called Abbi Hope Goldstein following the American bombing disaster is chronicled in this book. Abbi has spent nearly her whole life living under the shadow of that terrible day, September 11, 2001. She is shown in the well-known image of Baby Hope, which is right behind the collapsed south tower of the World Trade Center (Buxbaum, 2019).

When she was 16 years old, Abbi was desperate to remain anonymous and decided to attend Knight's Day Camp during the summer. At that time, she met Noah Stern; he recognized who Abbi was, and he believed that his meeting with Baby Hope was destiny. Then they worked together to find out about the story behind Baby Hope's photo (Buxbaum, 2019). This novel was chosen as the object of this study because it offers a rich and deep narrative in depicting the author's worldview. In particular, the author's worldview is interesting to know because it reveals how the author expresses ideas and statements of his social group through this novel.

The novel *Hope and Other Punch Lines* by Julie Buxbaum is very interesting to study using Lucien Goldmann's literary theory of genetic structuralism because this theory helps to know the author's worldview. The genetic structuralism research that Lucien Goldmann suggested is a theory of studying literary works that not only

focuses on the structure, and the structure is not something static. In situations where a society's ongoing historical processes of structuration and de-structuration have produced the structure. Genetic structuralism's point of view centers on the study of literary works not only on their structure, and also on other aspects such as human facts, collective subjects, the author's worldview, and understanding-explanation (Helaluddin, 2019).

Lucien Goldmann's genetic structuralism theory is a literary theory that combines structuralism and literary sociology theories to understand literary works as a whole. In this case, what is meant by structuralism is the structure of the novel, which consists of plot, setting, and character. Meanwhile, literary sociology looks at the historical and social background. This genetic structuralism theory can help readers understand and realize the reasons for the creation of literary works because literary works are shaped by the author's circumstances (Goldmann, 1980). This genetic structuralism theory is part of the sociology of literature approach because this theory discusses the sociological elements that exist in a literary work.

Many previous studies have examined literary works using the genetic theory of structuralism proposed by Lucien Goldmann. Abbas, Pattu, Rahman, Pammu, & Badaruddin (2023) examined the traditional American woman initiated by Willa Cather in the novel *My Antonia*. Annas (2022) examined how the structure of *A Christmas Carol* relates to the Evangelical movement in Victorian England. Sakinah & Kusumayanti (2023) examined the construction of materialism and exposed the way in which the film *A Little Princess* portrays the materialistic worldview. Asha, Rahman, & P (2022) examined how the social conditions of

Southern American society in 1930 were depicted in the novel *To Kill a Mockingbird* (1960) by Harper Lee. Afiah (2021) examines how the conflict between two indigenous characters occurs as a result of imperialism in Orwell's *Burmese Days*.

Previous studies have also examined the theory of genetic structuralism in the concept of the author's worldview. Jayanti & Mustofa (2020) examine the use of genetic structuralism to comprehend worldview and validate David Kelly's statement about Maya Angelou. Efrilia & Setiawan (2020) examined the author's worldview in the novel *A Thousand Splendid Suns* by Khaled Hosseini about Afghan society. Nasrum & Faiqah (2020) examined the author's view of the world in the novel *The Call of the Wild* by Jack London. Wafiq, Doyin, & Nugroho (2024) examined how the disclosure of the author's worldview of poverty in the novel *Ketika Lampu Bewarna Merah* by Hamsad Rangkuti.

Along with using Lucien Goldmann's idea of genetic structuralism. Previous studies have also examined the novel *Hope and Other Punch Lines*. Shalagina & Shamina (2023) examined how American 9/11 literature uses art to depict childhood trauma. In this study, he used the novel *Hope and Other Punch Lines* as one of the objects he studied. He examined the trauma that occurred in the novel caused by the events of September 11 that occurred in America.

Based on previous studies, the researcher found novelty in terms of the object and theory used. The researcher plans to fill it with an alternative perspective on the novel *Hope and Other Punch Lines* by Julie Buxbaum. This study varies from

previous studies in the way it uses the object of analysis and the theory it uses. The researcher's goal in this study is to analyze the novel *Hope and Other Punch Lines* using the genetic structuralism theory proposed by Lucien Goldmann.

This study discusses the author's worldview in the novel *Hope and Other Punch Lines* by Julie Buxbaum. Since literary works are known to be influenced by both internal and exterior forces, this needs to be explored. By examining the author's worldview, we can find out the message or ideas that the author wants to convey through his work. This study uses the novel *Hope and Other Punch Lines* by Julie Buxbaum because there are historical aspects contained in this novel. This study will apply the theory of genetic structuralism to examine the author's worldview and the framework of the novel that supports it.

B. Problem of the Study

The researcher developed research question that emphasized the research topic based on the previously mentioned research background:

- How is Julie Buxbaum's worldview reflected in *Hope and Other Punch Lines*?

C. Significance of the Study

It is anticipated that this study can advance literary theory. Both theoretically and practically, this study's theoretical objective is to use Lucien Goldmann's theory of genetic structuralism in an analysis of Julie Buxbaum's novel *Hope and Other Punch Lines*. Practically, the goal of this study is to provide knowledge to

readers about genetic structuralism and how to apply this theory. In addition, this study also aims to provide references for further research that analyzes using genetic structuralism theory, especially the author's worldview in the novel.

D. Scope and Limitation

This study's primary goal is to examine Julie Buxbaum's worldview in the novel *Hope and Other Punch Lines*. The limitation of this study is that it only examines the author's worldview. It does not discuss Goldmann's other concepts such as human facts, collective subjects, dialectics, and understanding-explanation. The object used in this study is also still rarely used, so it can still be researched in various aspects and using other approaches. In addition, this object also still needs to be researched using Goldmann's other concepts in more depth.

E. Definition of Key Terms

To help prevent misunderstandings and misinterpretation in the study, the following definitions are offered:

1. **Worldview:** the entirety of the methods of thinking, feeling, and doing that are forced on people in similar social and economic groups that is, on particular social groups, is known as a worldview (Goldmann, 1980).
2. **Genetic structuralism:** in order to comprehend literary works as a whole, this literary theory integrates the ideas of literary sociology and structuralism, this is where literary works are seen as structures that must be linked to historical and social subjects (Goldmann, 1980).

3. **Structure of literary work:** the author creates a worldview in a story with characters, plot, and other literary elements (Goldmann, 1980).

CHAPTER II

REVIEW OF RELATED LITERATURE

The theoretical literature related to this study is discussed in this chapter. Numerous sub-chapters within this chapter cover subjects that aid in the analysis of this study and are significant sources pertaining to the goals of the research. The subchapters discussed in this chapter are sociology of literature, genetic structuralism, 9/11 tragedy, and biography of Julie Buxbaum.

A. Sociology of Literature

The sociology of literature approach was used by the researcher in this study. This is in accordance with Lucien Goldmann's theory of genetic structuralism, which contains elements of sociology in it. According to Damono, one approach to studying literature by considering social factors to understand and assess literary works is called the sociology of literature. Understanding literary works by combining sociology and literary science is known as the sociology of literature (interdisciplinary). Swingewood defines sociology as the objective, scientific study of individuals, organizations, and social processes. Sociology seeks to address the questions of how society works, how it is possible, and why it persists. The science of Sociology examines how social and non-social symptoms relate to one another and impact one another. Sociology is a science that studies the general characteristics of all types of social symptoms (Wiyatmi, 2017).

Meanwhile, literature itself is an imagination produced by the author. Where in a literary work, the author's ideas are influenced by various backgrounds, one of

which is the author's own social conditions. According to Damono, the subjects of sociology and literature are similar: people in society. Being aware of interpersonal relationships and the social processes that result from them. The distinction is that sociology investigates social structure and processes, conducts an unbiased and scientific study of people and society, and determines how society is made possible, occurs, and persists. Contrarily, literature pierces the societal surface and demonstrates how individuals live their lives with their emotions in a subjective and individual manner (Wiyatmi, 2017).

Literary works are no longer viewed as autonomous from the standpoint of the sociology of literature, as structuralism formerly maintained. Literary works' existence is always interpreted in light of societal factors. As a byproduct of society, literature is degraded as a socio-cultural phenomenon. Literature can be viewed as a way to re-describe social reality, serving as a record of the political, social, and cultural realities of a given era. Furthermore, literature can also be used to spread particular beliefs or ideals among readers. Because literature spreads humanist ideals, it is also very likely to be a vehicle of resistance to injustice or brutality. This point of view is inspired by the idea that literary creations are inextricably linked to societal realities (Wiyatmi, 2017).

According to Wellek & Warren (1994), three subfields of sociology of literature are distinguished: author sociology, sociology of literary works, and sociology of readers. The study of author sociology focuses on the author's occupation and literary establishments; issues covered include the economic foundation of literary creation, the author's social background, their position, and their ideology, as

demonstrated by their numerous extracurricular activities. A literary work's substance, purpose, and other topics that are inferred by the work and connected to societal issues are all examined by the sociology of literary works. The sociology of readers, on the other hand, looks at readers' issues and the social effects of literature, and how much literary works are influenced by social contexts, social advancements, and social shifts. This study falls under the sociology of literary works category out of the three categories of sociology of literature since it will look at the literary work's content and its socially relevant elements.

According to Swingewood, he divides the field of sociology of literature into three categories: literature as a window into a certain age, literature as viewed through the process of writing, and literature in connection to history. According to Swingewood, literature is a socio-cultural document that can be used to see a phenomenon in society at that time. This is what is then termed literary documentation, which refers to the reflection of an era. Swingewood places literature as a direct reflection of various aspects of social structure, family relations, class conflicts, other trends that may emerge, and population composition (Wahyudi, 2013).

Swingewood's approach to literature in terms of authorship moves from a discussion of the literary work to a discussion of the circumstances of literary production, especially the social circumstances of the author. Swingewood states that it takes skill and effort to trace how a literary work came to be accepted by a particular society at a particular historical moment. Authors and their works have deep implications for people and their social conditions. According to

Swingewood's opinion, he has a comprehensive collection of opinions that literary works are not artifacts, they result from a dialectical process of thought (Wahyudi, 2013).

According to Ian Watt, he divides sociology of literature into three categories. The first is the author's context, which includes social variables that might impact the author personally, in addition to content of his literary works. It concerns the writer's social standing in society and its relationship to the reading public. The second is literature as a social mirror, or the degree to which literature is thought to represent the status of society. Because this concept of a mirror is so ambiguous, it is frequently misunderstood and applied incorrectly. The third is the social function of literature; three factors need to be taken into account: the romantics' extreme perspective, such as belief that literature is on par with the work of prophets or priests; the idea that literature is only meant to be entertaining; and the idea that a compromise can be achieved by using the well-known catchphrase, "literature must teach according to how entertain" (Damono, 1978).

B. Genetic Structuralism

One of Lucien Goldmann's hypotheses in the sociology of literature is genetic structuralism. Lucien Goldmann is a Romanian-French philosopher and sociologist (Helaluddin, 2019). A branch of literary sociology known as genetic structuralism analyzes literary works from a genetic perspective. Other sociological studies of literature, which frequently overlook the aesthetics of literary works, diverge from this idea. This theory deviates from the way that literary works are interpreted in

light of the social structure and worldview in which they were created. Literary works are analyzed using genetic structuralism in light of the author's social group's worldview. Understanding and studying literary works based on genetic factors especially in relation to the author's and his social group's worldview and the historical social conditions that led to the development of literary works is what makes genetic structuralism unique. Genetic structuralism sees literary works as a manifestation of the author's social group's worldview in order to explain their origins (Wiyatmi, 2017).

This theory is a literary theory that combines structuralism and the sociology of literature to understand literary works as a whole. In this case, what is meant by structuralism is the structure of the novel itself. Meanwhile, the sociology of literature looks at the historical and social background. This genetic structuralism theory can help readers understand and realize the reasons for the creation of literary works that are shaped by the author's circumstances (Goldmann, 1980). There are several concepts that need to be further understood in genetic structuralism, namely the author as a trans-individual subject or collective subject, worldview, human facts, the structure of literary works, dialectics, and understanding-explanation.

1. Collective Subject

According to Goldmann, genetic structuralism has a distinctive view of the author. The author is not regarded as a lone creator of his literary creations. According to genetic structuralism, the author is a subject that transcends personal bounds and of which the individual is merely a component. As a collective subject, the author is a unity, a collectivity,

rather than just a group of individuals who exist independently. In this instance, the author is perceived as belonging to a certain group within a community. Here, the social group is a community within society that shares a worldview, a set of beliefs and goals that set it apart from other social groups (Wiyatmi, 2017).

The collective subject can also be referred to as a trans-individual subject or a subject that individually transcends the individual. Based on the interests of their social group, authors create literary works to respond to the world by expressing the collective expressiveness of society that forms its social mentality (Fitria Chairunisa, Dwi Sulistyowati, & Dahlan, 2022). However, the collective or trans-individual subject is still a very vague concept. To clarify, Goldmann specifies it as a social class according to Marxist opinion. Because history has shown that these social groups have shaped a holistic and comprehensive worldview of life and impacted the evolution of humanity, according to Goldmann (Faruk, 2019).

2. Worldview

According to Goldmann, a worldview is a comprehensive knowledge of the universe that seeks to uncover its significance in all of its complexity and fullness. Worldviews are closely related to social classes; worldviews are always the views of social classes. Worldview, for Goldmann, is a framework of concepts, goals, and emotions that can bring a social group together in front of another social group rather than a direct

empirical truth. A worldview is something abstract; it reaches its concrete form in literature and philosophy (Damono, 1978).

A worldview has no objective existence; it only exists as a theoretical expression of the real conditions and interests of a particular social stratum. This worldview is a type of collective group consciousness that binds people together to form a group with a shared identity. Worldviews are not only an expression of social groups. However, also social classes. Because they encounter significant social and political shifts through their class, authors are members of a certain social class. Class animosity manifests itself in social and political change, which obviously influences class consciousness. Every educated class member must understand and engage in social and political change (Damono, 1978).

It should be noted that this worldview is not the same as ideology. The essence of ideology lies in its one-sided view of the world as well as in the falsity of its description of reality. Ideology can be said to be false consciousness, whereas true consciousness can only be attained if the world is understood and viewed as a whole. This does not mean that with true consciousness we can arrive at absolute truth, which does not exist. It means that at a certain moment in history, humans tried to understand the world as a whole, and such a view later manifested in literature and philosophy. The aforementioned claims lead to the conclusion that a worldview is the theoretical manifestation of a social class throughout specific historical

periods, and that writers, philosophers, and artists convey this in their creations (Damono, 1978).

3. Human Facts

According to Faruk, science attempts to comprehend human realities, which are all the outcomes of human action or behavior, both verbal and physical. These truths manifest as certain political events, like elections; some social actions, like donations to natural calamities; and cultural productions, like literature, philosophy, art, music, and sculpture. Individual facts and societal facts are the two categories into which human facts fall (Nurmalayani, Burhanuddin, & Mahyudi, 2021).

Individual events, such as dreams, the actions of insane people, and so forth, are the outcome of libidinal behavior. In the meantime, social realities influence political, social, and economic relationships. Human facts are the responses of a collective or individual subject, constructing an experiment to fit the inspiration that the subject has built. In other words, these facts result from an individual's efforts to obtain a good balance in relation to the surrounding world (Nurmalayani, Burhanuddin, & Mahyudi, 2021).

In Goldmann's opinion, all human facts are a meaningful structure. This means that the facts have a certain structure and a certain meaning at the same time. It is because of this that human facts must be understood by considering their structure and meaning. Facts have a structure because they have a bond with a goal that becomes their meaning. The purpose that

becomes the meaning of humanitarian facts grows as a response from a collective subject to the conditions and situations contained within and around it, the construction of an experiment from the subject with the aim of changing the existing situation to suit the aspirations of the subject (Faruk, 2019).

4. Structure of Literary Works

The concept of literary work structure in genetic structuralism differs from the previously accepted notion of structure. Literary works' structure is an imaginative way of expressing the author's social group's worldview. The author imagines a world of people, things, and connections in an attempt to convey this worldview. Genetic structuralism holds that literary works should have a thematic framework since the relationships between characters and their surroundings are the main focus. Literary works' structure, as a representation of fictitious opinions, is inextricably linked to the society in which the author or social group lives. Additionally, it is where the author's social group's worldview grows and emerges. Therefore, because both are the result of the same structuration activity, Goldmann emphasizes the homology between the structures of literary works and society (Wiyatmi, 2017).

The literary work's structure is similar to the worldview that emerges and expands in that civilization, although it does not have a direct homology with the structure of society. In this case, it means that literary works are a product born from the surrounding social structure (Pratiwi,

2023). This viewpoint leads to the conclusion that an understanding of the genetics (origin) of literary works is inextricably linked to the author and his social group, the author's social group's worldview, and the social structure (Wiyatmi, 2017). Goldmann also tried to unite structural analysis with historical and dialectical materialism (Pratiwi, 2023).

5. Dialectic: understanding-explanation

The dialectical method is a way of understanding literary works characterized by pairs of concepts: whole-part and understanding-explanation. It is used to analyze literary texts, as well as structures in which the literary text as a whole is only a part. In this method, a worldview is a collective awareness that can serve as a model or conceptual working hypothesis to comprehend the coherence of a literary text's structure. The technique for implementing this method proceeds as follows. First, the researcher builds a model that gives probability levels on the basis of parts. Secondly, verifying the built model by evaluating how well each examined unit fits into the overall hypothesis by comparing the pieces with the whole. Then, identify the new components and connections that were left out of the original model. Next, determine the frequencies of elements and relationships that have been completed in the checked model (Wiyatmi, 2017).

Goldmann argues that the dialectical point of view asserts that there are never any absolutely valid points and that no issue is definitively settled and reliable. The dialectical method develops two concepts: understanding

and explanation. Understanding attempts to describe the structure being studied, while explanation attempts to incorporate it into a larger structure (Tiana, Aisah, Maulana, & Hartati, 2023). Understanding refers to an effort to comprehend the part's identity, whereas explanation aims to comprehend the part's advantages by situating it within a broader whole (Faruk, 2019).

C. 9/11 Tragedy

There was a terrorist attack in the United States on Tuesday morning, September 11, 2001. Ten terrorists stormed Logan International Airport in Boston, Massachusetts. They boarded two planes with hidden knives, the planes they boarded were the ones with the most fuel to explode, and also the planes with fewer passengers, because there would be fewer people who could fight them. The terrorists were members of a terrorist group called Al-Qaeda led by Osama bin Laden. Bin Laden claimed that America was trying to destroy Islam. He used religion as an excuse for violence. He did not like the United States having military forces in several Middle Eastern countries. It was because of this that he launched terrorist attacks on the United States (Maranville, 2022).

The first plane to be attacked by terrorists was American Airlines flight 11, the plane carried 81 passengers and 11 crew members, and took off from Boston at 7:59 a.m. The plane was supposed to go to Los Angeles California, but was taken over by five al-Qaeda terrorists and flown to New York City. At 08:46 the plane crashed into the North Tower of the World Trade Center, many people on board were killed as well as people inside the building. At first people thought this was an ordinary plane crash. Shortly afterwards a second plane

crashed into the South Tower, a building right next to the North Tower. The second plane was united airlines flight 175, carrying 56 passengers and 9 crew members, the plane took off from Boston bound for Los Angeles (Maranville, 2022).

The terrorist attacks on September 11, 2001, took a huge toll of approximately 6,000 dead and 9,000 injured. These attacks were not just two attacks but four. The United States considered that these attacks were aimed at the American state, because at that time these attacks attacked important components of the country namely the World Trade Center, as a symbol of economic power, the Pentagon, as a symbol of military power, and the White House, as a symbol of political power. This is because in previous terrorist attacks the target was civilians, not the state. In addition, the attacks on September 11 were very destructive and caused the most significant material losses compared to previous attacks (Iulian, 2017).

This terrorist attack had a huge impact on the survival of the country as well as the American civilians. In the economic sector, after the tragedy the American economy experienced a setback, especially in the field of tourism. After the 9/11 tragedy in the US tourism sector, the level of mainland US tourism was far behind when compared to Hawaii tourism, Hawaii tourism experienced increased growth due to the diversion of US passengers to Hawaii instead of traveling abroad. Thus, economic shocks to air transportation can affect world regions. In addition, the 9/11 tragedy also had an impact on US airline demand, with a temporary demand shock of 30 percent and negative

demand of 7.4 percent from pre-9-11 flights lasting several years (Gudmundsson, Cattaneo, & Redondi, 2021).

Apart from affecting the economic sector, the terrorist attacks also affected the political life in America. Because of this tragedy, during elections, people would tend to vote for stronger parties for national security at the expense of civil liberties, with an increase in the popularity of authoritarian right-wing political parties and politicians. Citizens would also tend to strengthen their attraction and trust in the nation and its leaders (Godefroidt, 2023). This is different from the public's choice before the 9/11 tragedy, where voters would be divided into two blocs. The democrat bloc and the republican bloc (Samosir, 2022).

The attacks also severely impacted public health in the United States, and the health effects are long-lasting. Exposure to toxic dust from 9/11 increased the risk of respiratory problems for rescue, recovery, cleanup workers, as well as people close to the bombing site, firefighters also experienced a sharp decline in lung function that was only diagnosed one year after 9/11. Firefighters who served at the WTC site from September 11, 2001 to July 25, 2002 were exposed to environmental toxins that put them at risk of various cancers, including prostate and thyroid cancer, melanoma, and multiple myeloma. Not only the firefighters the people who were victims also at risk of cancer. The 9/11 terrorist attacks also caused long-term psychosocial challenges, including PTSD, anxiety, depression, stress, survivor's guilt, insomnia, relationship breakdown

and impact on family support systems, as well as addictive and risky behaviors (Smith, Holmes, & Burkle, 2019).

After the 9/11 tragedy, national security experts such as Frank Gaffney and Brigitte Gabriel emerged. These national security experts are openly prejudiced against Muslims and Islam. They conduct institutional and political targeting of Muslims through national security measures to personal violence unleashed on the streets. The targeting of Muslims as subjects of surveillance, regulation, and violence has led to the development of a vocabulary that attempts to carefully describe state and personal hostility. It is because of this that the term islamophobia emerged, a term widely understood as a recognizable form of hostility towards Muslims, and people perceived to be Muslim. Americans also perceive Middle Easterners, Arabs, and Muslims as potential terrorists (Choudhury & Beydoun, 2020).

D. Biography of Julie Buxbaum

Julie Buxbaum is a lawyer and novelist; she was born in 1977 and is a citizen of the United States. Buxbaum graduated from the University of Pennsylvania, and she earned her J.D. at Harvard Law School (Reading Group Guides, n.d.). She lives in Los Angeles with her husband and two children. Julie Buxbaum is a young adult novelist and New York Times bestselling author. *Tell Me Three Things*, *What to Say Next*, *Admission*, *Hope and Other Punch Lines*, and most recently, *Year on Fire* are some of her pieces. She also debuted in middle grade with a novel called *The Area 51 Files* targeted at readers aged 8 to 12. In addition, she is the author of the

adult books *After You* and *Opposite of Love*. Buxbaum is a finalist for the Edgar Award and her writings have been translated into 25 languages. Her writing has appeared in various publications, including The New York Times (Book Browse, n.d.).

Before becoming a professional writer, Julie Buxbaum was a lawyer. Buxbaum started writing when she quit her job as a lawyer; actually, writing was part of her New Year's resolution because she hated her job as a lawyer and decided to write. At first, Buxbaum was not sure that she could become a professional writer, with luck, she was able to become a professional writer. Most of his books are Buxbaum's own personal experiences and background, so the books she writes are inspired by his personal life. Every time she writes a book, Buxbaum feels that there is always a bigger life question that she is struggling with. Buxbaum is an introverted person who often isolates herself and prefers to spend time with his computer, which is why she feels that writing is self-care for her (Marion Public Library, n.d.).

Buxbaum was originally a writer of books in the adult genre. However, she found her life as an adult very boring. She often felt that she was not an adult, rather a teenager trapped in an adult body, and she wanted to go back to her teenage years. That's why she became interested in writing books in the young adult genre, where her books tell the life of a teenager. By writing books about the lives of teenagers, she tries to express herself as a teenager and tries to fit the lives of teenagers at the time when the book was written so that the book remains relevant and not left behind. She is forced to do a lot of research, yet she really likes this activity, because

by writing about the lives of teenagers, she can also feel how her life was when she was a teenager (Marion Public Library, n.d.).

CHAPTER III

RESEARCH METHOD

This section describes the methodology that used in this study. The research design, data sources, data collection, and data analysis are the sub-chapters that make up this segment.

A. Research Design

This study uses a research method in the form of literary criticism. According to Abrams & Harpham, (2012), the study of defining, classifying, analyzing, interpreting, and evaluating literary works is known as literary criticism. Because this study examines a novel as the subject of investigation, researcher employ literary criticism as a result. This study employs a sociology of literature approach, drawing on Lucien Goldmann's genetic structuralism theory to find the author's worldview in the novel *Hope and Other Punch Lines* (2019).

B. Data Source

This study uses two data sources, namely primary data and secondary data. The primary data in this study is a novel entitled *Hope and Other Punch Lines* by Julie Buxbaum. Published by Delacorte Press New York in 2019, with a total of 306 pages, with 69 chapters. The researcher using the print version of the novel. While secondary data is the biography of the novel's author, Julie Buxbaum as well as literature on the 9/11 tragedy. The quotes included in this study's data presentation comprise words, phrases, sentences, paragraph, and dialog that describe the author's worldview in the novel *Hope and Other Punch Lines*.

C. Data Collection

Data from literary works is collected for this study by reading the novel to find out about the author's worldview in the novel *Hope and Other Punch Lines* (2019). The steps involved in the data collection process are as follow: the researcher first employs the process of careful reading to comprehend the novel's content. The second step is to annotate the data by underlining the information that highlights the author worldview. The last step is to record the results of the data annotation and organize the data that has been found previously.

D. Data Analysis

The researcher started analyzing the data after it was collected. This study's data analysis method uses systematic analytical procedures. The first step is that the data that has been found, which describes the author's worldview, is categorized into several sections. The second step is that the categorized data is identified using genetic structuralism theory. In the third step, the researcher reveals the author's worldview in *Hope and Other Punch Lines* by tying the facts to the author's biography and the tragedy of 9/11.

CHAPTER IV

FINDINGS AND DISCUSSION

The main topic in this chapter is data analysis in the novel *Hope and Other Punch Lines*. This chapter provides an answer to the problem formulated in the previous chapter. This chapter discusses Julie Buxbaum's worldview in *Hope and Other Punch Lines*.

According to Wiyatmi (2017), worldview is a term used to refer to the overall concept of ideas, aspirations, and feelings that link together members of a particular social group and that distinguish it from other social groups. This worldview is also expressed by Julie Buxbaum, where she expresses the feelings experienced by a social group, namely the people affected by 9/11. Julie Buxbaum's worldview is depicted through the main character named Abbi Hope Goldstein. Julie Buxbaum's worldview reveals how the victims of the 9/11 tragedy lived and how they were able to rise from the event.

In *Hope and Other Punch Lines* there are characters who have an important role in shaping the plot in this novel. The plot in *Hope and Other Punch Lines* begins with a flashback plot and then in the middle of the story the plot becomes forward and continues until the end of the story. The novel uses the first-person point of view in describing the story. The novel tells the story of how the victims of the 9/11 tragedy live their lives and how they can rise from the shadow of the tragedy.

“There’s the one that starts with, and feel free to groan, a once upon a time. Or at least, it feels that way to me because I don’t remember it happening, and yet, once upon a time, a click of the camera changed the entire trajectory of my life. I know exactly the when: Tuesday, September 11, 2001, approximately 9:59 a.m. The

morning of my first birthday. In the photograph, the one that turned me from Abbi Hope Goldstein into the Baby Hope, I'm being whisked away to safety by Connie Kramer, one of the women who worked at the day-care center in the World Trade Center complex. I'm wearing a paper crown and holding a red balloon, and behind me the first tower is collapsing. An AP photographer managed to capture the dust-filled moment, though I have no idea how." (p. 9-10)

In the quote above, it can be seen that the protagonist begins the story by recounting how she was when the 9/11 tragedy occurred. The quote shows that the main character is known as Abbi Hope Goldstein or known as Baby Hope because she was caught in a photo known by people as the Baby Hope photo. The quote tells an event that happened on September 11, 2001, where the situation was chaotic and had an effect on the main character and the main character was caught in a photo where the World Trade Center Tower collapsed right behind Abbi. The quote also reveals that the protagonist, Abbi, became one of the victims of the tragedy, even though Abbi was only one year old at the time, Abbi was still counted as a victim affected by the 9/11 tragedy.

"You've probably seen the picture. It's everywhere. You can find it hanging on living room walls and in dorms and nursing homes and museums and even printed on T-shirts and tote bags. I kid you not, I once saw baby me on a hat at Six Flags." (p. 10)

"...To meet Abbi Hope Goldstein is to meet Baby Hope, and to understand that in my town, at least, I get pointed at—people know my name even though we've never met—and occasionally, someone will corner me in a supermarket line while my hands are full of deodorant and hummus and tell me where they were that morning, like it's something I want to know about them" (p. 12)

"The absolute worst is when I make strangers cry." (p. 12)

In the quote, it can be seen that Abbi's childhood photo or what is known as Baby Hope's photo is everywhere, we can find the photo anywhere, not only on the internet, also in the living room, museum, even on accessories. This of course makes Abbi known by many people, and everyone who meets Abbi cries in front of her, because they meet Baby Hope in front of them in real life. This put Abbi in a difficult situation, because everyone told her how they were at the time of the 9/11

tragedy, as if Abbi wanted to know about it. Abbi really dislikes this, where people know her as Baby Hope, she just wants people to know her as Abbi Hope Goldstein not as a Baby Hope. This quote also illustrates that Abbi's life as Baby Hope and also a victim of the 9/11 tragedy is not fun and easy.

"Tomorrow, I start as a counselor for four-year-olds at Knight's Day Camp, two towns away... Knight's is a happy place, by far the happiest place I could find in the tri-state area, and believe me, I looked... Now I get to go there eight hours a day five days a week, and for two months, not a single person will look at me and see Baby Hope" (P. 12)

"...But for the next blissful eight weeks, I am going to be just Abbi Goldstein" (p. 13)

"I'll get to make little kids laugh and not a single stranger cry." (p.13)

The above quote shows that Abbi was to spend her summer as a four-year-old child counselor at a camp called Knight's Day Camp, for eight hours five days a week for two months. The camp is two towns away from where Abbi lives, during the camp Abbi hopes that no one recognizes Abbi as Baby Hope, because she doesn't want to make people cry when they meet her. This shows that Abbi's life as Baby Hope and also a victim of the 9/11 tragedy is very depressing, so she wants to avoid people who see her as Baby Hope even though she has to go far away from where she lives.

"When the cough came a month ago, tight and jagged and without warning, it wasn't a total surprise. I've known my whole life that there had to be consequences to being The Girl Who Survived. I have been lying in wait." (p. 25)

"I had read about the "World Trade Center cough," common enough among survivors to have a name. I'd seen the obituaries in the newspaper from 9/11 syndrome, which seemed to increase exponentially in number around the fifteenth anniversary. And I knew what had happened to Connie." (p.25)

"Standing there in the bathroom with mu wad of bloody tissues, like I had stumbled into a crime scene, it became clear: I was next. In a single moment, my expected life span shortened from decades to, if I was lucky, years." (p.25)

The quote above shows that Abbi has a cough that she has experienced for one month. Abbi was initially surprised by the arrival of the cough, especially when it was accompanied by blood. However, Abbi realized that this was a consequence of

being a girl who managed to survive. After some research, Abbi learned that her cough was part of a syndrome known as 9/11 syndrome.

This syndrome is a syndrome caused by harmful chemicals in the air during the 9/11 tragedy, which is very dangerous when inhaled and enters our bodies. When the tragedy occurred, Abbi probably breathed in air containing these harmful substances and was infected when Abbi was sixteen years old. Once again, Abbi became a victim of the 9/11 tragedy and had to fight once again. This shows that, as a victim of the 9/11 tragedy, Abbi is also affected by a health problem known as 9/11 syndrome.

Besides being one of the victims of the 9/11 tragedy, Abbi is also trying to rise from the shadow of the tragedy and try to accept herself as Baby Hope. Abbi begins her journey to accept herself as Baby Hope by accepting Noah's invitation to conduct an interview and search for the 9/11 tragedy victims captured in Baby Hope's photo, although at first, Abbi did not want to have anything to do with the 9/11 tragedy.

"Please, I really need your help," he says. His tone has switched from playful to serious, like this all really matters. I want to tell him it's futile. That the photograph is just a picture of a bunch of lucky people at a single moment in time." (p. 51)

"Fine, "I tell him. "I'll do it" (p. 51)

"Awesome," he says, and throws his arm around my shoulder. I shake it off. "I knew you'd come around" (p. 51)

In the quote, it can be seen that Abbi agreed to Noah's invitation to conduct interviews and search for victims of the 9/11 tragedy who were captured in Baby Hope's photo. Even though at first Abbi refused Noah's invitation because she did not want anyone to know that she was a Baby Hope, this was because when she

agreed to Noah's invitation, the people Abbi would meet would realize that she was a Baby Hope. However, after thinking further, Abbi finally agreed to the invitation. This approval is a symbol of Abbi's first step to accept herself as Baby Hope. The first step taken by Abbi is also his first step to try to get out of the shadow of the 9/11 tragedy.

"Baby hope is an amplifier. I'm not sure of the right way to react when you see a grown man like Chuck go wobbly from memories. My instinct is always to comfort, to overstep boundaries I'd never even consider crossing in any other context. In my non-Baby Hope life, I don't go around hugging strange men." (p. 109-110)

The quote is a conversation between Abbi, Noah, and Chuck Rigalotti. Chuck is one of the victims of the 9/11 tragedy who was captured in Baby Hope's photo. They met Chuck to conduct an interview about the victims of the 9/11 tragedy. During the interview, Abbi calms Chuck down, as he remembers his past when he was at the tragedy. During the interview, Abbi put herself in the shoes of Baby Hope. After the interview was over, Abbi was able to conclude that for Chuck, Baby Hope was someone who could provide comfort. From this interview, Abbi learned that Baby Hope is not only a photo and symbol of the 9/11 tragedy, it is also a medicine for others. In addition, the interview conducted by Abbi and Noah with Chuck helped Abbi to open his mind and try to accept herself as Baby Hope.

"I wish that were possible, but I lost my husband in the attacks. Best I can hope for is to shift my perspective. You know those tattoos that people get that say something like Be grateful? It's kind of like that," (p. 150)

"I find the photograph empowering. The world literally exploded and I survived," Sheila says, and then points at me." (p. 150)

The quote is a dialogue between Abbi, Noah, and Sheila Brashard. Sheila is one of the victims of the 9/11 tragedy who was also captured in the Baby Hope photo. According to Sheila, the Baby Hope photo is something that can bring strength to

her, because when she sees the photo, Sheila can feel grateful and make her try to change for the better. Although when she remembers the tragedy, Sheila certainly feels sadness and pain because she lost her husband in the tragedy. Sheila even displays this photo of Baby Hope in her bathroom. Hearing Sheila's words, Abbi felt that she would not be as strong as Sheila when she had to see the photo every day. From this interview, Abbi learned that at least Baby Hope's photo has a positive effect on others. In addition, Sheila's words helped Abbi to open her mind and try to accept herself as Baby Hope and bring up other opinions about the Baby Hope photo.

"Before I leave this morning, though, I take a long look at Baby Hope. I see a one-year-old immortalized in a single, terrible moment, and then decide that's an unfair reduction. I know she's more than that. Baby hope is a symbol of optimism, a busted frontier myth, the idea of preserving even when all looks lost." (P. 302)

The quote above shows that Abbi has accepted herself as Baby Hope. She can even look at Baby Hope's photo and put it in her house. After going through such a long journey, Abbi just realized that even though this Baby Hope photo only gave Abbi a sense of discomfort and also fear and other negative effects, for other people this photo could have a positive effect. In addition, this Baby Hope photo is not only a symbol of the 9/11 tragedy, it is also a symbol of gratitude and struggle. After several interviews with victims of the 9/11 tragedy, Abbi began to accept herself as a Baby Hope. This acceptance by Abbi is a symbol that illustrates that Abbi has managed to rise from the shadow of the 9/11 tragedy.

Some of the paragraphs above reveal how the lives of the victims of the 9/11 tragedy and how they can rise from the shadow of the 9/11 tragedy are described through the main character, Abbi Hope Goldstein. This certainly illustrates how

Julie's worldview is contained in the novel *Hope and Other Punch Lines*. In addition, in this novel Julie Buxbaum also wants to describe how the victims of the 9/11 tragedy feel after the tragedy as long as they live their lives.

"Before I leave this morning, though, I take a long look at Baby Hope. I see a one-year-old immortalized in a single, terrible moment, and then decide that's an unfair reduction. I know she's more than that. Baby hope is a symbol of optimism, a busted frontier myth, the idea of preserving even when all looks lost." (P. 302)

The quote shows that Abbi has accepted herself as a Baby Hope. Because, according to her, Baby Hope is not only a symbol of the 9/11 tragedy, it is also a symbol of gratitude and struggle. The quote also shows that, as a victim of the 9/11 tragedy, Abbi tried to accept herself as Baby Hope. Even though at first Abbi did not want people to know her as a Baby Hope because she did not want people to cry because they saw her. However, after going through a long journey Abbi finally accepted herself as Baby Hope. This quote also shows that as a victim of the 9/11 tragedy Abbi tried to accept what was in her, namely accepting herself as Baby Hope.

"When the cough came a month ago, tight and jagged and without warning, it wasn't a total surprise. I've known my whole life that there had to be consequences to being The Girl Who Survived. I have been lying in wait." (p. 25)

"I had read about the "World Trade Center cough," common enough among survivors to have a name. I'd seen the obituaries in the newspaper from 9/11 syndrome, which seemed to increase exponentially in number around the fifteenth anniversary. And I knew what had happened to Connie." (p.25)

"Standing there in the bathroom with mu wad of bloody tissues, like I had stumbled into a crime scene, it became clear: I was next. In a single moment, my expected life span shortened from decades to, if I was lucky, years." (p.25)

The quote shows that Abbi has had a cough that has been attacking her for a month. After finding out, it turns out that Abbi has a cough known as 9/11 syndrome. This syndrome is the effect of exposure to toxic substances inhaled by victims while at the site of the 9/11 tragedy. Abbi's cough was one part of the 9/11 syndrome that

also affected Connie until she died. This quote shows that, as a victim of the 9/11 tragedy, Abbi is affected by 9/11 syndrome, and she must accept that she is affected by the syndrome. This quote also shows that, as a victim of the 9/11 tragedy, Abbi tries to accept what is already in her, namely accepting that she has a cough that is identified as 9/11 syndrome. In addition, Abbi also lives in fear and anxiety, because with this cough, Abbi is always afraid that she might die tomorrow.

“My story,” Chuck starts, and for the first time since we’ve sat down, he doesn’t look ready to pounce. He looks deflated, like that single beer let all the air out of his body. “My whole story is that I lived. That’s really all there is to say, isn’t there? I made it out to live this life of glory and bliss.” (p.105)

“You guys seem like good kids, so I’m truly sorry if I didn’t give you what you came for. I am grateful to be alive. I am.” His voice cracks, and he squeezes his eyes shut, then opens them again. “Even now, it’s not easy to talk about.” (p. 107)

The quote is a dialog between Abbi, Noah, and Chuck Rigalotti. Chuck is one of the victims of the 9/11 tragedy who was captured in the Baby Hope photo with Abbi. In the quote Chuck says that the life he lived after the tragedy was not easy. He is only able to express his gratitude that he survived and has been able to live his life so far, even though he is still trapped by the fear of the tragedy, however it is not easy for him to remember that day and tell his story to others. From the quote, it can be seen that as a victim of the 9/11 tragedy, Chuck feels lucky because he is still alive and still given the opportunity to live, even though he is still overshadowed by fear and trauma about the 9/11 tragedy, where he is unable to remember how it happened on that day. This illustrates that the lives of victims of the 9/11 tragedy, as long as they live, they always feel grateful for being given life, yet are also overshadowed by fear and trauma due to being victims of the tragedy.

"I wish that were possible, but I lost my husband in the attacks. Best I can hope for is to shift my perspective. You know those tattoos that people get that say something like Be grateful? It's kind of like that," (p. 150)

"I find the photograph empowering. The world literally exploded and I survived," Sheila says, and then points at me." (p. 150)

The quote is a fragment of the interview dialog conducted by Abbi and Noah to Sheila Brashard. Sheila is one of the victims of the 9/11 tragedy and was also captured in the Baby Hope photo. In the quote, Sheila reveals how the Baby Hope photo means to her. For Sheila, the photo is a symbol of gratitude and also a photo that gives her strength when she looks at the photo. By looking at the photo, she feels grateful and can change herself for the better. Although when looking at the photo, Sheila feels lost and also sad because her husband died because of this tragedy. In the quote, Sheila as one of the victims of the 9/11 tragedy during her lifetime after the 9/11 tragedy, she felt gratitude because she was still given the opportunity to live life until now even though she was a victim of the 9/11 tragedy. In addition, Sheila also feels loss and sadness because her husband died in this tragedy. From this, we can also see that the survivors of the 9/11 tragedy lived their lives after the tragedy feeling both gratitude and pain at the same time.

"I was born and raised in New York. After that day, for the first time in my life, I didn't feel safe walking around in my own city because of my turban. People still don't know the difference between Sikhs and Muslims. Not that it's right to attack anybody, don't get me wrong. One night I got chased by these big dudes with baseball bats. If I had a penny for every time I got called a terrorist or told to go back to my own country since nine-eleven,..." (P. 178)

The quote is a dialogue between Noah and Raj Singh. Raj was also one of the victims of the tragedy. The quote shows that after the 9/11 tragedy; Raj's life was not safe and peaceful; he was abused and called a terrorist when he met people in America at that time. Raj always felt unsafe when he was out of the house. This shows that Raj, as a victim of the 9/11 tragedy, felt that his life was very threatened,

especially when Islamophobia was rampant in America. The emergence of Islamophobia made Raj always get violence and was also considered a terrorist threat because he was considered a Muslim. This is because Raj wears a turban, which is considered identical to Muslims. This shows that after the tragedy, the victims of 9/11, who were considered Muslims by Americans, lived in fear of violence and were constantly shouted at as terrorists when they were out in public.

“You tell yourself that if the shit hits the fan, you’ll be a hero. But I was no help. I’ve had so much luck in my life. So much damn luck. I get to sing on Broadway! And all these amazing people didn’t make it out. So many amazing people, better people than me, that’s for sure. All those firefighters and police officers and that guy in the blue hat. They all ran straight into the belly of the beast. No fear. I was so scared, I pissed myself. Literally. That may be too much information,” he says. (p. 211)

The quote shows the conversation between Abbi, Noah, and Jamal Eager. Jamal is one of the victims of the 9/11 tragedy who was captured in Baby Hope's photo. The quote shows that Jamal feels like a very lucky person because he was able to save himself and managed to survive the 9/11 tragedy. However, Jamal also feels guilty because he did not try to save others and preferred to save himself on that day. This shows that as one of the victims of the 9/11 tragedy during his life after the tragedy, Jamal felt very lucky to survive and survive the tragedy, even so he also lived with the guilt of not trying to save others during the tragedy. This shows that after the tragedy, the victims of 9/11 not only felt grateful, they also lived with guilt because they did not try to help others when the tragedy occurred.

“I have this family, these four perfect, beautiful, pain-in-the-ass children who wouldn’t have been born if it weren’t for your dad. Every single day I think about your mom and you, because I realize your loss was our gain. I’m not going to sit here and pretend there’s anything fair about that. I was the last person he rescued. There were people before me, but I was the last,” (p. 293)

The quote is a conversation between Abbi, Noah, and Charlotte Dempsey. Charlotte was one of the victims of the 9/11 tragedy who survived that day. In the excerpt,

Charlotte talks about her life after the tragedy, where she always thought about Noah and Noah's mother. This is because on that day, Charlotte was rescued by Noah's father, or in Baby Hope's photo, he is known as the blue hat guy, a man with a blue hat that reads University of Michigan.

Unfortunately, after saving Charlotte, Noah's father was unable to save himself. From the quote indirectly, we can know that Charlotte lives in guilt to Noah and Noah's mother, this is because Charlotte did not have a direct opportunity to apologize and say condolences to Noah and Noah's mother. This quote also shows that as one of the victims of the 9/11 tragedy, Charlotte lives in the shadow of guilt for surviving the tragedy. This shows that the victims of the 9/11 tragedy lived with guilt after the tragedy because they survived it.

"I thought he was alive. All these years. I thought he was there at the World Trade Center, that he survives and decided not to come home, probably because I was so sick. I thought he leaf." I choke out the words, realize I'm not as far gone as I thought, because the embarrassment rips its way through my body, slices the numbness right in half. (p. 224)

The quote is a conversation between Noah and his mother. They were talking about Noah's father who was a victim of the 9/11 tragedy. His mother never clarified where Noah's father was after the tragedy. This led Noah to speculate that his father was still alive, yet he left him because Noah was sick. After Noah conducted an interview with Jamal the other day, Noah learned that his father had died in the 9/11 tragedy. What Noah has experienced is an illustration that as a victim of the 9/11 tragedy we must be prepared to lose the people we love. Although Noah here is not a direct victim of the tragedy, he is also a family member of a victim affected by the tragedy.

The paragraphs above explain how the victims of the 9/11 tragedy felt, where during their lifetime after the tragedy. They must try to accept what is inside them, always be grateful for being given safety, live in guilt and fear because of the tragedy, and they must always be ready to lose their loved ones because of the tragedy.

The characters in the novel are depictions of the victims of the 9/11 tragedy in the author's neighborhood. Although these characters are only imaginary, the author makes it seem as if the people in his neighborhood are involved in this novel, and this has been proven by the quotations above. According to Goldmann (1980), literary works have a connection with society, because both are seen as structures that require historical subjects. Literary works are created based on the relationship between the author and society. Based on this opinion, although the character is only an imagination, there is a real story behind the novel. In the novel *Hope and Other Punch Lines*, the real story behind this novel that the author tries to raise is the 9/11 tragedy.

"I know exactly the when: Tuesday, September 11, 2001, approximately 9:59 a.m. The morning of my first birthday. In the photograph, the one that turned me from Abbi Hope Goldstein into the Baby Hope, I'm being whisked away to safety by Connie Kramer, one of the women who worked at the day care center in the World Trade Center complex. I'm wearing a paper crown and holding a red balloon, and behind me the first tower is collapsing." (p.10)

The quote shows that in this novel, the main character talks about his experience in a tragedy that happened on September 11, 2001, when the World Trade Center Towers collapsed right behind her. The events in this novel have similarities with a tragedy that occurred in New York, United States, on September 11, 2001, as well. According to Iulian (2017), there were four terrorist attacks against the United

States: two attacks were launched against the North and South Towers of the World Trade Center, one attack was launched against the Pentagon, and the last attack was launched against the White House. From this statement, it can be seen that the events in *Hope and Other Punch Lines* also happened in the author's real life and are described in the novel.

"We live in Oakdale, New Jersey, which is the town outside New York City that had the highest number of 9/11 casualties, so the loss was everywhere: colleagues, neighbors, friends.... Sixteen years later, Oakdale High is this weird hybrid of those who don't really care about September 11 and those whose whole lives were shaped by it. For the former, the event is just another chapter in our history books, like Pearl Harbor or the Vietnam War or landlines. For the latter, it's forever part of our peripheral vision. We may not remember, but we can never forget" (p. 11-12)

The quote shows that the protagonist and his family live in Oakdale, a town in New Jersey. It is one of the cities with the highest number of victims of the 9/11 tragedy, where everyone lost many people, they knew and loved. According to Iulian (2017), the terrorist attack on September 11, 2001, took a huge toll of approximately 6,000 dead and 9,000 injured. This statement shows that the tragedy contained in the novel and real life is similar and not exaggerated, where in real life there are many victims. This is also illustrated in the novel indirectly, namely that this tragedy also claimed a lot of victims even outside New York City where the center of the terrorist attack occurred. This is evidenced by the many victims in Oakdale, New Jersey.

"Connie was thirty on September 11, 2001" (p.10)

"In my house we all knew that Connie really died of 9/11 syndrome, the catchall diagnosis for the group of health problems caused by the exposure to toxic chemicals in the air at ground zero. For some survivors, it starts with inflammation of the lungs. For others, like Connie, it's mutations and tumors, the assault of that day being retold on the cellular level." (p.10)

The quote above shows that Connie died of cancer. Connie was one of the victims of the 9/11 tragedy who saved Abbi and was also the victim caught in the photo of

Baby Hope. The quote also states that Connie died of 9/11 syndrome, which mutated into cancer. This syndrome occurs due to the air that has been mixed with harmful substances during the terrorist attack on the World Trade Center. This health attack that happened to Connie also happened in real life in the 9/11 tragedy.

According to Smith, Holmes, & Burkle (2019), firefighters who served at the WTC site from September 11, 2001 to July 25, 2002 were exposed to environmental toxins that put them at risk of various cancers, including prostate and thyroid cancer, melanoma, and multiple myeloma. Not only the firefighters the people who were victims also at risk of cancer. This shows that there are similarities between this tragedy in the real world and the novel, which both cause health problems that affect victims of the 9/11 tragedy.

“When the cough came a month ago, tight and jagged and without warning, it wasn’t a total surprise. I’ve known my whole life that there had to be consequences to being The Girl Who Survived. I have been lying in wait.” (p. 25)

“I had read about the “World Trade Center cough,” common enough among survivors to have a name. I’d seen the obituaries in the newspaper from 9/11 syndrome, which seemed to increase exponentially in number around the fifteenth anniversary. And I knew what had happened to Connie.” (p.25)

The quote shows that the protagonist, Abbi, has a bloody cough which is known to be part of the 9/11 syndrome. What the protagonist experiences is very similar to what happened to the real-life victims of the 9/11 tragedy. According to Smith, Holmes, & Burkle (2019), exposure to toxic dust from the 9/11 tragedy increased the risk of respiratory problems for rescue, recovery, cleanup, as well as people near the bombing sites, firefighters also experienced a sharp decline in lung function that was only diagnosed one year after the 9/11 tragedy. This statement illustrates that Abbi's situation where she developed respiratory problems and was only diagnosed

sixteen years after the tragedy is very similar to the condition of the victims affected by the 9/11 tragedy.

"Nothing like that. At least, not yet, if that's what you're asking. I have asthma, and I caught pneumonia last year, but not asking major. My husband thinks it was my midlife crisis manifesting itself. Between you and me, I'd rather have gotten a Porsche." (p. 209)

This quote shows that one of the victims of the 9/11 tragedy, Jamal Eager, was diagnosed with pneumonia in his final year. Jamal initially had asthma, but his breathing difficulties worsened and developed into pneumonia. What Jamal experienced may have been part of the 9/11 syndrome. According to Smith, Holmes, & Burkle (2019), exposure to toxic dust from the 9/11 tragedy increased the risk of respiratory problems for rescue, recovery, cleanup, as well as people near the bombing sites, firefighters also experienced a sharp decline in lung function that was only diagnosed one year after the 9/11 tragedy.

This statement is consistent with Jamal's experience. As a victim of the 9/11 tragedy, he was undoubtedly exposed to toxic substances in the air because he was near the scene of the incident. It was this exposure that caused him to contract pneumonia, which has only now been detected. Jamal's case proves that the victims of the 9/11 tragedy in the novel *Hope and Other Punch Lines* share similarities with victims of tragedies in the real world, namely that they both suffered health problems as a result of the tragedy.

"I have this family, these four perfect, beautiful, pain-in-the-ass children who wouldn't have been born if it weren't for your dad. Every single day I think about your mom and you, because I realize your loss was our gain. I'm not going to sit here and pretend there's anything fair about that. I was the last person he rescued. There were people before me, but I was the last," (p. 293)

The quote shows that one of the victims of the 9/11 tragedy, Charlotte Dempsey, always felt guilty towards Noah and Noah's mother during her lifetime. Even though she now lives with her complete and happy family, her life is always filled with guilt because Noah's father died after saving her during the 9/11 tragedy. She feels guilty because she believes that Noah's father died because he saved her that day.

According to Smith, Holmes, & Burkle (2019), the 9/11 terrorist attacks also caused long-term psychosocial challenges, including PTSD, anxiety, depression, stress, survivor guilt, insomnia, relationship breakdowns, and their impact on family support systems, as well as addictive behavior and risk-taking. This aligns with what happened to Charlotte, who experienced psychosocial challenges after the tragedy. What Charlotte experienced vividly illustrates the real-life experiences of 9/11 victims, who similarly faced long-term psychosocial challenges.

"I was born and raised in New York. After that day, for the first time in my life, I didn't feel safe walking around in my own city because of my turban. People still don't know the difference between Sikhs and Muslims. Not that it's right to attack anybody, don't get me wrong. One night I got chased by these big dudes with baseball bats. If I had a penny for every time I got called a terrorist or told to go back to my own country since nine-eleven,..." (P. 178)

The quote shows a conversation between Noah and Raj Sign. The conversation shows that Raj was always considered a terrorist and he never felt safe when he was outside after the 9/11 tragedy, because he wore a turban. The turban that Raj wears make him seen as a Muslim by the people of the United States. Raj's situation is similar to the situation of Muslims and Islam in America who were considered as potential terrorists after the 9/11 tragedy. According to Choudhury & Beydoun (2020), from institutional and political targeting of Muslims through national

security measures to personal violence unleashed on the streets, Americans also perceive Middle Easterners, Arabs, and Pakistanis as terrorist threats. This statement is very similar to what Raj experienced, he was accused of being a potential terrorist and was also personally abused. Raj felt unsafe when he was outside, because at that time, Islamophobia was rife in America, where people became anti-Islam and Muslims because they were considered potential terrorists.

This shows that there are similarities between the events in the novel and also with real life that occurred in America, especially the 9/11 tragedy. However, there are parts of real life that are not described in the novel, namely how the events of the day on September 11, 2001 are not described in detail, and only focus on the WTC, even though there are other locations affected by terrorism attacks as well, namely the Pentagon and the White House. The novel also focuses more on life after the tragedy. The novel only focuses on the impact of the tragedy on the victims directly and personally, although in reality the tragedy also affected several things and countries, and this is not shown in the novel. In addition, the novel only highlights the health problems experienced by the victims in the aftermath of the tragedy and does not describe the other impacts further.

The novel *Hope and Other Punch Lines* was written by someone named Julie Buxbaum. Before becoming a writer, Julie was a lawyer, even she graduated from Harvard Law School. As we know, a lawyer's job is to enforce the law and fight for justice. When we spread someone's photo and then someone trades the photo in all forms, it is an invasion of privacy, and is also protected by law and can be

prosecuted in the eyes of the law. However, this does not apply to Abbi, the main character in *Hope and Other Punch Lines*.

“There’s the one that starts with, and feel free to groan, a once upon a time. Or at least, it feels that way to me because I don’t remember it happening, and yet, once upon a time, a click of the camera changed the entire trajectory of my life. I know exactly the when: Tuesday, September 11, 2001, approximately 9:59 a.m. The morning of my first birthday. In the photograph, the one that turned me from Abbi Hope Goldstein into the Baby Hope, I’m being whisked away to safety by Connie Kramer, one of the women who worked at the day-care center in the World Trade Center complex. I’m wearing a paper crown and holding a red balloon, and behind me the first tower is collapsing. An AP photographer managed to capture the dust-filled moment, though I have no idea how.” (p. 9-10)

In the quote, it can be seen that the main character, Abbi, was caught in a photo taken by a photographer, where in the photo she is seen wearing a paper crown carrying a balloon, then behind her, the World Trade Center Tower collapsed, and the photo is known as the photo of the Baby Hope. What the photographer who captured Abbi's photo did was illegal, especially since the photo was published on the internet. What the photographer did is of course an action that can be prosecuted legally because it violates someone's privacy, but in Abbi's case, the photo cannot be prosecuted legally because it is a form of documentation of a disaster. However, because of the spread of Abbi's photo she felt emotionally harmed, as she became afraid and anxious when she encountered people who recognized her as Baby Hope.

“You’ve probably seen the picture. It’s everywhere. You can find it hanging on living room walls and in dorms and nursing homes and museums and even printed on T-shirts and tote bags. I kid you not, I once saw baby me on a hat at Six Flags.” (p. 10)

“...To meet Abbi Hope Goldstein is to meet Baby Hope, and to understand that in my town, at least, I get pointed at—people know my name even though we’ve never met—and occasionally, someone will corner me in a supermarket line while my hands are full of deodorant and hummus and tell me where they were that morning, like it’s something I want to know about them” (p. 12)

The quote shows that Abbi's photo, taken by a photographer known as AP, has spread everywhere, even becoming a display in the museum, in the living room,

and even on T-shirts and tote bags. The widespread phenomenon of Abbi's photo reveals that Abbi has no power and no power to stop the widespread photo of his childhood. In addition, this photo is also sold through a T-shirt and tote bags.

What was experienced by Abbi revealed that she did not have the power and legal protection so that his childhood photos did not spread widely, let alone being traded. As a lawyer, Julie certainly upholds the law and regulations. Through Abbi's character, Julie wants to convey a message to all lawyers that they should be able to help and assist people who are affected by problems like Abbi and be more sensitive to the problem of legal violations around them. This is because the photo is used in the commercial realm, or perhaps the photo is traded, because the photo is contained in T-shirts and tote bags.

Before becoming a writer, Julie was a lawyer. During her time as a lawyer, Julie hated her profession, she hated doing things she shouldn't do and she was unhappy as a lawyer and wanted out of the job. This is also seen in Abbi where she attends summer camp because she doesn't want anyone to recognize her as Baby Hope.

"Tomorrow I start as a counselor for four-year-olds at Knight's Day Camp, two towns away... Knight's is a happy place, by far the happiest place I could find in the tri-state area, and believe me, I looked. ... Now I get to go there eight hours a day five days a week, and for two months, not a single person will look at me and see Baby Hope" (p. 12)

"Time is still confusing and slippery. Based on some unexpected medical development, there's a good change I'm running out of it. But for the next blissful; eight weeks, I am going to be just Abbi Goldstein" (p. 13)

"I'll get to make little kids laugh and not a single stranger cry." (p. 13)

The excerpt shows that the protagonist, Abbi, becomes a counselor 4-year-olds at a summer camp called Knight's Day Camp. This summer camp was located two

towns away from the town where Abbi lived. She hoped that during this summer no one would recognize her as Baby Hope. She didn't want to see people crying because they saw her as Baby Hope. She just wanted people to see her as Abbi Hope Goldstein not Baby Hope. What Abbi did also describe what Julie did when she made the decision to quit her job.

When she became a lawyer, Julie felt very miserable, she really didn't like the profession, until finally she made a New Year's resolution. Where at first Julie only wanted to quit her job and not become a writer. When she quit her job as a lawyer and started writing, Julie was very happy and she felt that her life was actually like this, not like yesterday. Julie does not even regret her decision to quit her job as a lawyer. What Julie does is also portrayed through the character of Abbi, where Abbi chooses to become a counselor 4-year-olds and spends her time attending summer camp. Abbi attends this camp because she wants to avoid the problems that make her life unsettled. He wanted to avoid people who knew her as Baby Hope. And it worked, during the camp no one saw her as Baby Hope and she could enjoy his life as a teenager in general without Baby Hope.

This decision taken by Abbi really describes how Julie's personal life is. Where they both make decisions to make themselves happier. This shows that Abbi is the embodiment of Julie herself. In addition, Julie also wants to reveal that everyone is free to choose anything in life. Julie has the freedom to quit her job because she feels miserable and depressed because of the work, this is also done by Abbi where she is free to do what she believes is right, where she is free to do anything in his life.

Julie Buxbaum's worldview may have been shaped by her background. Julie lives in Los Angeles, a city located in California, which is a State in the United States. The 9/11 tragedy also occurred in New York, United States. According to Goldmann (1980), worldview is a form of collective consciousness that unites individuals into a group with a collective identity. Based on Goldmann's statement, this could mean that Julie Buxbaum's worldview is based on the community where she has lived until now.

Based on the analysis described above, it can be concluded that through Julie Buxbaum's worldview, she wants to show that life is not only about happiness. Through the victims of the 9/11 tragedy, Julie wants to convey that we must be grateful for being given life until now, we must be prepared to lose our loved ones, and sometimes we also live with guilt and fear. In addition, Julie also wants to convey that we have freedom in our lives, we have the right to make decisions so that we are happy in living our lives. Besides that, we must also be more sensitive to the events around us.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions based on the analysis of the previous chapter. In addition, the researcher offers suggestions in this chapter for future researchers who use the novel *Hope and Other Punch Lines* as an object of study.

A. Conclusion

This research uses *Hope and Other Punch Lines* as the object of research. The researcher uses genetic structuralism by Lucien Goldmann on the object to find out Julie Buxbaum's worldview. This research shows that the *Hope and Other Punch Lines* describe the lives of the victims of the 9/11 tragedy and how they can rise from the shadow of the tragedy.

Julie Buxbaum's worldview in *Hope and Other Punch Lines* also describes how the victims of the 9/11 tragedy feel after the tragedy and live their lives. Through the characters in *Hope and Other Punch Lines*, it can be found that the victims must try to accept what is inside them, they always feel grateful because they are still given the opportunity to survive, and also, they must be prepared to feel the loss of their loved ones because of this tragedy. In addition, many of them are still fearful and traumatized by the tragedy.

The 9/11 tragedy in this novel also happened in real life. In real life, this tragedy occurred in America and also happened on September 11, 2001. The

number of victims in real life is also depicted in the novel with the same number. This tragedy in the novel resulted in health problems affecting the victims of the tragedy, this also happened in real life. In addition, the tragedy in this novel resulted in islamophobia actions against one of the victims, and this also occurred in real life. Although there are many similarities between the tragedy in the novel and in real life, there are still many things that are not mentioned in the novel.

In addition to describing real-life tragedy in this novel, Julie also wants to convey other things. Through Abbi's character, she wants to convey a message to her fellow lawyers so that they can provide help to people who need legal protection and justice and assist them. In addition, they must also be sensitive to the violations of the law that occur around them. Through Abbi's character, Julie also wants to convey that, we are free to determine our path in life, and do not be afraid to make a decision. We have the right to leave things that do not make us happy and we can choose another path so that we can be happy when living life. In addition, Julie Buxbaum also wants to convey that the life we live is not always filled with happy things.

B. Suggestion

This research uses genetic structuralism to analyze the novel *Hope and Other Punch Lines* by Julie Buxbaum. Future researchers who want to use this novel as an object of research can use other literary theories, besides

this research only focuses on worldview, future researchers can examine other parts of genetic structuralism in more detail.

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