

**THE MAIN CHARACTER'S MOTIVATION TO GET FREE
FROM THE HUSBAND'S ABUSE DESCRIBED IN COLLEEN
HOOVER'S *IT ENDS WITH US***

THESIS

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MALANG
2026**

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THESIS

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"The Main Character's Motivation to Get Free from The Husband's Abuse Described in Colleen Hoover's *It Ends with Us*"** is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 18 June 2026
The researcher



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Malang, 18 June 2026

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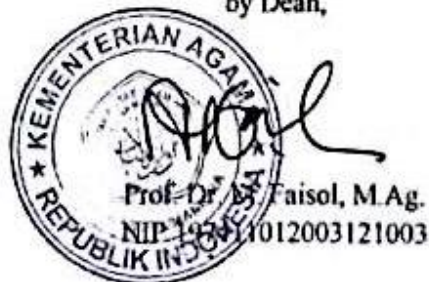
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MOTTO

“Difficult roads often lead to beautiful destinations.”

DEDICATION

I dedicate this thesis to my beloved parents Mr. Machmudi and Mrs. Naning Setyowati, who have always provided endless prayers, support, and love in every step of my journey. Thank you for always being my home and my reason for surviving until I reach this time. To my beloved brother and sister, thank you for all the support, attention, and encouragement you've given to me throughout the process of writing this thesis. I hope this thesis can be a small expression of my pride and gratitude to all of you.

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Malang, 18 June 2026

The researcher,



Triasari Nadia Putri

ABSTRACT

Putri, Triasari Nadia (2026). The Main Character's Motivation to Get Free from the Husband's Abuse Described in Colleen Hoover's *It Ends with Us*. Thesis. English Literary Study Program, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University Malang. Supervisor, Dr. Siti Masitoh, M.Hum.

Keywords: *domestic abuse, coercive control, internal motivation*

Domestic Violence is a global social issue affecting millions of people, especially women. This study analyzed the story of a woman experiencing domestic abuse in Colleen Hoover's novel, "*It Ends with Us*." This study aims to examine the forms of abuse experienced by Lily Bloom in Joan Zorza and analyze her motivational development based on Alfred Ader's theory of Individual Psychology. This study uses a literary psychology approach with qualitative methods through close reading. The data in the forms of quotations and dialogue are analyzed using Zorza's framework of coercive control and Adler's motivational theory. The analysis shows that Lily experienced physical abuse, emotional abuse, coercive control, and experienced a motivation from feelings of inferiority to striving for superiority to social interest and the development of a new lifestyle. Therefore, this study suggests that Lily's decision to leave the abusive relationships resulted from the interaction between external pressure and internal psychological pressure.

ABSTRAK

Putri, Triasari Nadia (2026). Motivasi Tokoh Utama untuk Bebas dari Kekerasan Suami yang Digambarkan dalam Novel *It Ends with Us* karya Colleen Hoover. Tesis. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Dr. Siti Masitoh, M.Hum.

Kata Kunci: *kekerasan dalam rumah tangga, kontrol paksa, motivasi internal*

Kekerasan dalam rumah tangga adalah isu sosial global yang mempengaruhi jutaan orang, terutama perempuan. Studi ini menganalisis kisah seorang perempuan yang mengalami kekerasan dalam rumah tangga dalam novel Colleen Hoover, *“It Ends with Us.”* Studi ini bertujuan untuk meneliti bentuk-bentuk kekerasan yang dialami Lily Bloom dalam karya Joan Zorza dan menganalisis perkembangan motivasinya berdasarkan teori Psikologi Individual Alfred Adler. Studi ini menggunakan pendekatan psikologi sastra dengan metode kualitatif melalui pembacaan cermat. Data berupa kutipan dan dialog dianalisis menggunakan kerangka kontrol paksa Zorza dan teori motivasi Adler. Analisis menunjukkan bahwa Lily mengalami kekerasan fisik, kekerasan emosional, kontrol paksa, dan mengalami motivasi dari perasaan rendah diri hingga berjuang untuk superioritas, kepentingan sosial, dan pengembangan gaya hidup baru. Oleh karena itu, studi ini menunjukkan bahwa keputusan Lily untuk meninggalkan hubungan yang penuh kekerasan merupakan hasil interaksi antara tekanan eksternal dan tekanan psikologis internal.

مستخلص البحث

فوتري ، ترياساري نادية (2026). دوافع الشخصية الرئيسية للتححرر من عنف الزوج كما صُوّرت في رواية "ينتهي بنا الأمر" لكولين هوفر. رسالة جامعية. برنامج دراسة الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرفة: الدكتور سيني ماسيتوه، ماجستير في العلوم الإنسانية.

الكلمات المفتاحية: العنف الأسري، السيطرة القسرية، الدافعية، علم النفس الفردي

يبعد العنف الأسري مشكلة اجتماعية عالمية تؤثر على ملايين الأشخاص، ولا سيما النساء. تحلل هذه الدراسة قصة امرأة تعاني من العنف الأسري في رواية كولين هوفر "ينتهي بنا الأمر". وتهدف إلى دراسة أشكال العنف التي تعرضت لها ليلي بلوم في عمل جوان زورزا، وتحليل تطور دوافعها استناداً إلى نظرية ألفريد أدلر في علم النفس الفردي. تستخدم هذه الدراسة منهجاً في علم النفس الأدبي، مع منهجية نوعية من خلال القراءة المتأنية. ويتم تحليل البيانات، المتمثلة في الاقتباسات والحوارات، باستخدام إطار زورزا للسيطرة القسرية ونظرية أدلر في الدوافع. يظهر التحليل أن ليلي تعاني من العنف الجسدي والنفسي، والسيطرة القسرية، وتختبر دوافع تتراوح بين الشعور بالدونية والسعي نحو التفوق، والمصالح الاجتماعية، وتطوير نمط حياة جديد. لذلك، تشير هذه الدراسة إلى أن قرار ليلي بترك علاقة مسيئة هو نتيجة تفاعل بين ضغوط خارجية وضغوط نفسية داخلية.

TABLE OF CONTENTS

THESIS COVER.....	i
STATEMENT OF AUTHORSHIP.....	iii
MOTTO.....	vi
ABSTRACT.....	x
ABSTRAK.....	xi
مستخلص البحث.....	xii
TABLE OF CONTENTS.....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. The Problems of the study.....	9
C. Significance of the Study.....	9
D. The Scope and Limitations.....	10
E. Definitions of Key Terms.....	10
CHAPTER II.....	13
THE REVIEW OF RELATED LITERATURE.....	13
A. Psychological Approach.....	13
B. Alfred Adler's Theory of Motivation.....	14
C. Joan Zorza's Framework of Abusive control.....	17
D. Theoretical Synthesis of Adler's Motivation and Zorza's Abusive control.....	18
CHAPTER III.....	21
RESEARCH METHOD.....	21
A. Research Design.....	21
B. Data Sources.....	21
C. Data Collection.....	22
D. Data Analysis.....	22
CHAPTER IV.....	24
FINDING AND DISCUSSION.....	24
A. Domestic Abuse Undergone by the Main Character.....	24
B. The Main Character Struggles to Escape Violence.....	34
CONCLUSION AND SUGGESTION.....	49

A. Conclusion.....	49
B. Suggestion	50
BIBLIOGRAPHY	52
CURRICULUM VITAE.....	57

CHAPTER I

INTRODUCTION

In this section, the researcher discussed the background of the study, including previous studies, the problem of the study, the significance of the study, the limitation of the study, and definition of the key terms.

A. Background of the Study

Domestic violence is a global social issue that affects millions of people, especially women. According to (Schechter, 1995), domestic violence is a pattern of violent and coercive behavior by adults or adolescents toward their intimate partners, including physical, sexual, and psychological assaults, as well as economic coercion. They suffer profound psychological, emotional, and physical effects. According to the data World Health Organization (WHO, 2021), violence against women has been internationally recognized as a serious and pervasive phenomenon affecting women's lives and health, violation of their rights, for almost three decades, approximately 30% of women have experienced physical or sexual abuse. National Coalition Against Domestic Violence (2023) also stated that eighty-five percent of IPV victims are women. A woman is beaten every 9 seconds.

This relates to the novel by drawing parallels between the escalating violence the main character experiences and her struggle to break the cycle, highlighting how Hoover's novel reflects the deadly violence in real life about survival and freedom, in stark contrast to the grim reality where many victims do not manage to escape.

This threatens women's right to a decent life and impacts women physically, psychologically, sexually, and economically. Violation of women's rights causes physical injury and psychological trauma, as well as long term impacts on sexual and reproductive health, economic stability, and women's independence. Women who experience intimate partner violence (IPV) are at greater risk of chronic pain, depression, post-traumatic stress disorder (PTSD), and other mental health issues (Ford-Gilboe et al., 2023). Domestic violence not only harms women's personal dignity and well-being but also hinders overall social and economic progress by perpetuating inequality, damaging health systems, and disrupting social stability (WHO, 2021).

The phenomenon of domestic violence not only occurs in the real world but is also often reflected in literary works, one of which is novels. Novels are a type of literary work that contains social, moral, and cultural educational values (Hadipuro & Widayati, 2023). One of the main purposes of novels presented in society is to provide education and satisfaction to readers through their values. In literary works, such as Colleen Hoover's novel *It Ends with Us* (2016), they play an important role in depicting social issues, not only as entertainment for readers but also as education and social reflection. This novel tells the story of Lily Bloom, a young woman trapped in an abusive relationship with her husband Ryle Kincaid, as a part of abusive control. She tries to break the cycle of violence she inherited from her childhood. This study focuses on the main character, Lily Bloom. Lily represents her desire to be free from her abusive husband. Lily's experienced physical abuse, emotional abuse, and abusive control.

The intergenerational cycle of violence is the most worrying aspect of this situation. According to the Centers for Disease Control and Prevention (CDC, 2022), 1 in 4 children who witness domestic violence in their homes will grow up to become abusers or victims of violence themselves. Children often experience low confidence, making it difficult for them to break free. Like the trauma experienced by the main character, Lily, whose struggle to come of age is shaped by a childhood filled with violence, the situation suggests the potential for motivation to break free as an alternative story to this bleak reality. Literary works have become an effective means of depicting the internal motivations and external barriers faced by victims in their efforts to free themselves from the cycle of violence, given the broad and diverse nature of this issue. These modern works of fiction can foster empathy, awareness, and understanding of the psychological processes involved in overcoming trauma, while simultaneously bridging the gap between real life statistics and personal narratives.

Domestic abuse can occur when victims are subjected to control that restricts their freedom and influences their emotional responses through fear and manipulation (Stark, 2023). According to Tolmie et al., (2024), abusive control means the use of repetitive patterns of behavior, such as social isolation, control of daily life, intimidation, threats, and monitoring, to reduce the victim's autonomy and make them dependent. This study integrates Alfred Adler's (1870-1937) theory of motivation, which emphasizes the pursuit of excellence as the primary motivation for overcoming feelings of inferiority. This theory is integrated with the structure of various types of violence (physical, emotional, and economic) proposed

by Joan Zorza's (1947-2016) as a means of abusive control. This study integrates Alfred Adler's theory of motivation and Joan Zorza's framework on violence to analyze these dynamics more comprehensively.

Adler's theory of the struggle for superiority explains the internal psychological drive of survivors such as Lily Bloom, to overcome feelings of inferiority of regain agency, while Zorza's typology of violence, which includes physical, emotional, and economic control, provides an understanding of the external forces that sustain the cycle of violence. Researchers will explore the external factors of abusive control and the internal factors about freedom by using these two theories. This provides a broader perspective on how victims cope oppression and seek empowerment. This research is important because popular literature such as Hoover's work often provides a means of discussing trauma that is rarely addressed comprehensively in academic studies, especially in Indonesia, where domestic violence is still stigmatized. The purpose of this study is to find out how character representations such as Lily can help us better understand the dynamics of abuse and the process of self-freedom. In addition, this study also fills an interdisciplinary research gap in the fields of literature and psychology Loi et al., (2023).

The researcher has found 10 studies that related to the research topic. Researchers found a relationship between the representation of domestic violence and abusive control in literary works, as well as its relationship with Adlerian and Zorza theories. The first three articles emphasize controlling behaviour and the phenomenon of intimate partner violence (IPV) in a social and cultural context.

Choudhury et al., (2025) examined types of controlling behaviour in relation to psychological and social perspectives, specifically how dominant and manipulative behaviour by partners can be categorized as a type of non-physical abuse that has a significant impact on the emotional, mental, and safety of victims. They found that abusive control often manifests subtly through restrictions on freedom, emotional abuse, and social isolation, resulting in victims losing their personal autonomy.

In addition, Lagdon et al., (2023) examined how Northern Irish society views the concept of abusive control, focusing on adolescents and young adults. The study found that most respondents only associated violence with physical abuse, most were unaware that abusive control is a serious form of domestic violence. These results indicate that social awareness and education about control-based violence among the public is lacking. Different from the two previous studies, Beckwith et al., (2023) expanded the empirical taxonomy of coercive behaviour by conducting a computational analysis of domestic violence case narratives handled by the police. The researchers found language patterns that indicated control, threats, and manipulation in police reports using text mining and semantic analysis. The results show that these types of control differ culturally depending on social norms and how power is represented in society.

The three studies provide the theoretical ground out of which individual psychology by Alfred Adler can be read within literary characters particularly in terms of drive, inferiority and man's will to power. Ar Rayyani & Nugroho, (2025) analyze the movie "A Man Called Otto" (2022) using Adler's individual psychological perspective. Their study examined how the protagonist, Otto,

processes grief and loneliness as he gradually grows his social interest. The study found that Otto's emotional healing process aligns with Adler's principle that overcoming feelings of inferiority requires meaningful connection and contribution to others. Otto developed his sadness into a life purpose through community participation and explained that psychological development comes from social empathy.

At the same time, Mehrnaz Khoshgam et al., (2023) analyzed the novel "Room" using an Adlerian framework. They exposed key concepts about lifestyle, courage, and social awareness and found that the mother and daughter characters in the novel indicate the adaptive purpose of life because of the ability to rise above and understand each other. The mother's courage and her daughter's progress empathy for her child expose how individuals fight for psychological safety although traumatic and isolated situations. This interpretation supports Adler's idea that human growth does not happen from isolation, but from cooperative relationships and a feeling of being included. To complete the previous research, Sperry & Sperry, (2024) review Adler's theoretical framework and interpret the relevance in the modern psychosocial context. Their article discusses how feelings of inferiority and the desire for excellence still become the key to people motivation and the process of recovery from trauma. They also analyze the importance of teleology, the belief that human behaviour is supported by specific goals, not just by the past experiences and argue that Adlerian theory gives a framework for understanding inner strength and self-transformation about healing and suffering.

Four previous studies have examined depictions of violence against women

and the psychological consequences of abusive relationships in literature and the media, providing a strong theoretical foundation for this study of *It Ends with Us*. Apriani & Hayati, (2020) also analyze domestic abuse in the Indonesian novel “La Barka” from a sociological perspective by identifying three main types of abuse experienced by women such as physical, psychological, and sexual. From the research, they showed patriarchal values and traditional gender expectations support the violence and stated that Indonesian literature reflects and criticizes the normalization of women's struggles.

In contrast, Garrett, (2023) evaluates the depictions of domestic abuse in fiction and film related to gender, race, and social class. They found that popular culture often romanticizes abusive and violent relationships by illustrating controlling male behaviors of jealousy and possessiveness as signs of deep love or passion. Garrett argued that this narrative framing supports the normalization of emotional and psychological violence, blurring the structural and systemic dimensions of male dominance in domestic and cultural settings. Maas & Bonomi, (2021) expose this theme through an analysis of the “Virgin Beast” trope in popular romantic fiction. They focused on coercion, acceptance, and power using content analysis of bestseller romance novels and their film adaptations. Their findings reveal that these narratives blur the line between love and abuse, furthering cultural beliefs that confuse suffering caused by control with loyalty. The authors remind us that such representations can shape readers' perception of acceptable behavior in intimate relationships, further perpetuating a cycle of misunderstanding and tolerance of emotional manipulation.

Meanwhile, Hassannudin & Bazlan, (2024) conducted more specific research on the writing by analyzing Colleen Hoover's novel *It Ends with Us* through the framework of moral philosophy and reader response. Their research focused on the depiction of domestic abuse, trauma, and moral decisions in the novel, from a literary and psychological perspective. The findings indicate that the narrative invites readers to empathize with the victim's internal conflict between love and self-preservation, while also highlighting the moral courage required to end abusive relationships. The researchers concluded that Hoover's work contributes to public awareness of domestic violence by framing it not only as a personal struggle but also as a social and ethical issue.

All of this studies, focus on the representation of violence in social and psychological context, but none of them specifically combine Adler's theory to understand Lily's internal motivation for seeking freedom and Zorza's framework to identify the types of violence Lily experienced in their analysis of the character Lily Bloom in the novel *It Ends with Us*. By combining Zorza's typology of abuse, which emphasizes abusive control as a systematic pattern of violence, with Adler's Individual Psychology, which emphasizes the striving for superiority as a teleological drive to overcome the inferiority complex caused by childhood trauma (Adler & Beran Wolfe, 1927);(Zorza, 2002). The importance of this research is to provide a comprehensive analysis that not only reveals internal dynamics in (Lily's motivation to stop the cycle of violence) and external dynamics such as (the types of violence that hinders her), but also provides education for victims of domestic violence, especially in Indonesia, where the picture of this problem is still limited.

B. The Problems of the study

Based on the background of the study, the study focuses on answering two questions:

1. What kinds of domestic abuse does the main character undergo described in Colleen Hoover's *It Ends with Us*?
2. How does Lily motivate herself to be free from her husband's abuse described in the novel?

C. Significance of the Study

This study has both theoretical and practical significance. Theoretically, it is hoped that research will contribute to the advancement of literary research, particularly that related to psychology. By integrating Alfred Adler's individual psychology theory and Joan Zorza's abusive control framework, this study provides a more comprehensive literary analysis. This study improves our understanding of how internal motivation and external power structures are depicted in literary works through the application of these theories to the novel *It Ends with Us*. This study also expanded the analysis of character development from an interdisciplinary perspective, particularly regarding trauma, abuse, and personal freedom in modern literature.

In practical terms, this study raises awareness and fosters critical understanding of unhealthy relationships, particularly in literary works. Furthermore, it encourages readers to reflect on the importance of self-esteem, independence, and the courage to break the cycle of abuse. Through literary text analysis, this study

can also serve as a reference in educational contexts, such as literature education, to foster empathy, gender awareness and critical thinking.

D. The Scope and Limitations

The scope of this study focuses on an analysis of domestic abuse and the internal motivations experienced by Lily Bloom in the novel *It Ends with Us* (2016). This study examines the types of abusive control that are applied to Lily, as well as how external pressures influence her inner desire for freedom. This analysis does not address broader social or cultural contexts but focuses only on the personal issues Lily faces in the novel.

This study has several limitations that may affect the depth and relevance of its findings. The analysis of Lily Bloom's struggles is subjective, as it is based on the researcher interpretation, which may reflect cultural or personal biases. Furthermore, the study focus on a single fictional character limits the ability to apply these findings to real world situations. This study lacks empirical data support as it relies entirely on textual analysis without providing real world context through interviews or surveys. Its theoretical scope is limited as the Western framework developed by Alfred Adler and Joan Zorza may not capture all aspects of non-Western cultures. This analysis focuses on Lily's personal struggle due to limited time and resources. External factors such as social support, which could enrich the overall understanding, are given less attention.

E. Definitions of Key Terms

The following are some key terms used in study to avoid misunderstanding and

provide a better understanding of the concepts discussed:

1. Domestic Abuse

A term that refers to violent behaviour used by a person to control their partner. This can include various forms, such as physical, emotional, and economic abuse, and usually involves the use of abusive control as a tactic to exert control (Zorza, 2002).

2. Inferiority feelings

A psychological condition in which a person feels incapable or inferior due to past experiences, which drives compensatory behaviour. Adler developed this idea as the basis for human desire to achieve perfection (Adler, 1924).

3. Striving for Superiority

The innate drive in humans to overcome feelings of inferiority through the achievement of goals and self-development, is teleological and can be positive if it's in line with social interests (Adler, 1924).

4. Social Interest

The innate human capacity for empathy, cooperation, and contribution to society, which is an indicator of mental health and successful social adaptation (Adler, 1924).

5. Abusive control

Non-physical strategies involving surveillance, isolation, and manipulation to maintain power over the victim, often forming the basis of violence in intimate relationships. This idea was developed by Zorza as part of a broader typology of violence (Stark, 2023).

6. Lifestyle

A specific cognitive-emotional pattern formed during childhood that guides a person's behaviour and goals throughout life, in Adler's theory. This reflects how people interpret experiences, including struggles against inferiority (Adler, 1924).

7. Cycle of Abuse

The cycle of abuse is a recurring pattern of behaviour in domestic abuse that consist of phases of increasing tension, acute violence, and reconciliation (Walker, 1979).

CHAPTER II

THE REVIEW OF RELATED LITERATURE

This section contains paragraphs defining each point discussed by the researcher. It addresses the explanation of psychological approaches in literary analysis, as well as Alfred Adler's theory of Individual Psychology, Joan Zorza's framework of abusive control, and a synthesis of these two theories.

A. Psychological Approach

Literary studies have long used psychological approaches to study characters, themes, and narrative structures from a psychological perspective. This method is based on the belief that literary works reveal psychological aspects of human beings, such as basic motivations, inner conflicts, and emotions. From this perspective, literature is viewed not only as an artistic creation but also as an artistic creation but also as a representation of the human soul. Leading psychologists such as Alfred Adler and Sigmund Freud have helped develop psychological theories relevant to literary analysis (Tyson, 2006). This method allows researchers to investigate how characters think, feel, and behave. They can also uncover the reasons behind their actions.

In literary studies, a psychological approach is used to analyze literary works by applying psychological theories to understand the motivations, emotions, and behaviors of characters. This method not only defines psychological concepts but also explains how these concepts are applied to interpret the internal conflicts,

decisions, and character development of the characters in the story. According to Wellek & Warren, (1948), there are three main aspects that form the psychological approach to literature. The *first* is the psychology of the author (as an individual and type, this approach examines the author's personality, emotional state, life history, and psychological background. The *second* is the creative process (psychology of creation), which explores factors such as imagination, inspiration, and the subconscious in the creation of literary works. The *third* is the psychological types and laws applied to literature, which examines how literature is viewed as a representation of human psychological behaviour. This involves applying well known psychological theories and principles to analyze characters, conflicts, and themes.

Focusing on Lily Bloom, the main character in the novel *It Ends with Us*. This study applies the third aspect, namely the application of psychological types and laws in literature. Using psychological theories, particularly Adlerian Individual Psychology and Zorza's abusive control framework, this study examines her internal motivations, emotional conflicts, and reactions of domestic violence. These frameworks are considered representations of human psychological processes, and this aspect is most relevant to this study. This study demonstrates how literary characters can reflect real psychological struggles and point to the possibility of personal growth and empowerment.

B. Alfred Adler's Theory of Motivation

Alfred Adler was the founder of individual psychology, a theory that emphasizes that human behaviour is teleological, or result and directed toward future achievements. According to Adler & Beran Wolfe, (1927), a person's primary motivation is the effort to overcome their feelings of inferiority and achieve a sense of superiority, or self-development. Adler argued (1927) that humans are active, the result being who consciously strive for growth and self-fulfilment. This differs from Sigmund Freud's psychoanalytic approach, which emphasizes unconscious drives (Feist & Feist, 2008).

This framework views motivation as an integrated, and the result process rather than dividing it into specific categories such as internal and external motivation. To compensate for their weaknesses, people are compelled to establish meaningful goals, such as independence, freedom, and psychological well-being. Therefore, according to Adlerian Individual Psychology, motivation is a dynamic force that influences behaviour through a continuous effort to achieve a sense of fulfilment and personal growth.

In this psychological approach, motivation can be understood in various interrelated forms. First, there is compensatory motivation, which stems from a person's desire to overcome their weaknesses or feelings of inferiority. Second, there is growth-oriented motivation, which stems from a person's desire to improve, better themselves, and become self-reliant. Third, there is socially oriented motivation, driven by a sense of community, in which a person seeks connection,

empathy, and helping others.

According to McCluskey, (2021), Adler's theory explain that motivation primarily stems from feelings of inferiority arising from limitations, childhood experiences, or traumatic events. The psychological tension caused by these feelings drives people to compensate and strive to improve their situation. Inferiority is a key factor driving personal development rather than being inherently negative.

According to Schultz & Schultz, (2016), Adler's theory explain that motivation arises through an ever-changing process. It begins when a person recognizes their limitations, whether consciously or unconsciously. Next, the person sets life goals to overcome those limitations. A person's lifestyle influences this process, which determines how they handle difficulties. In their interactions with their environment, a person's motivation can develop in a positive direction through social interests and constructive goals, or it can become maladaptive if driven by fear, avoidance, or desire to dominate.

According to Schultz & Schultz, (2016), Adler's theory explains that problem solving, motivation drives people to actively confront and overcome problems through a result process. When a person realizes they are at a disadvantage or in an unsatisfactory situation, they begin to set personal goals to improve their circumstances. These goals then direct thoughts, emotions, and action toward finding solutions. Motivated individuals view problems as opportunities for growth rather than obstacles to avoid. In this process, cognitive awareness, emotional

struggle, and decision making are influenced by their lifestyle and level of social engagement. Therefore, from Adler's perspective, problem solving is an effort to transform our way of life into one that is more fulfilling, self-reliant, and meaningful, not merely a reaction to external circumstances.

C. Joan Zorza's Framework of Abusive control

Researchers such as Evan Stark and Joan Zorza, an activist against domestic abuse and a legal professional, have introduced the concept of abusive control to explain that domestic abuse is not limited to physical abuse, but also involves specific forms of control that slowly destroy the victim's freedom. Therefore, according to Zorza, (2002), domestic abuse is a pattern of behavior used by a partner to gain and maintain power and control over their partner. Rather than a series of isolated incidents of violence, this perspective emphasizes that such abuse is prolonged and systematic.

Domestic abuse can be categorized into various interrelated types. First is physical abuse, which includes physical assaults such as hitting, pushing, or other forms of physical aggression. Second is emotional or psychological abuse, which includes manipulation, insults, humiliation, threats, and gaslighting, which damage the victims, self-esteem, and mental stability. Third is economic abuse, which involves controlling the victim's access to their financial hardship for them. Fourth is isolation and surveillance, where the victim is constantly monitored and separated from family, friends, or social networks. The last is technology enabled violence, which includes forms of digital control such as monitoring messages, tracking, and

online harassment. These types demonstrate that domestic abuse involves many aspects of control, which make victims more dependent on others and limit their ability to act independently.

Additionally, abusive control often involves isolation and surveillance, in which victims are isolated from their social circles and closely monitored. This has evolved into modern forms of control facilitated by technologies such as digital stalking, message monitoring, and online harassment (Beckwith et al., 2023).

Empirical studies from the 1900s, including longitudinal studies and case-based analysis published in journals such as *Violence Against Women*, have shown that abusive control has a significant impact on victims' mental health, including an increased risk of depression, anxiety, and post-traumatic stress disorder (PTSD). How victims cope with their situation is often influenced by these patterns of violence (Lagdon et al., 2023). Victims may experience fear, dependency, emotional attachment, and a loss of independence if they remain in the relationship. They may employ coping strategies such as denial, self-blame, or normalizing the violence. Some people develop awareness and resistance over time. This may occur because of internal conflict, critical reflection, and a growing desire to regain control over their lives. Therefore, the process of leaving an abusive relationship is complex and time consuming and involves psychological struggles and situational factors.

D. Theoretical Synthesis of Adler's Motivation and Zorza's Abusive control

An effective way to understand domestic abuse and victim's reactions in literary works is to integrate Alfred Adler's Individual Psychology with Joan Zorza's framework of abusive control. Zorza, (2002) argues that domestic abuse constitutes a pattern of ongoing abusive control aimed at dominating and restricting the victim's freedom, rather than a series of isolated physical attacks. Various forms of control include physical abuse, emotional, and psychological manipulation, such as intimidation and gaslighting, economic restrictions, social isolation, and surveillance. These methods are used systematically to instill dependence in the victim and diminish their sense of freedom. Literature often depicts this type of abuse through controlling behavior, excessive jealousy, emotional manipulation, and the restriction of the victim's freedom, which is often misinterpreted as expressions of love or care.

Victims of domestic abuse may not immediately leave the relationship. Instead, a variety of complex situational and psychological factors influence their response. These include fear of further violence, emotional ties to the abuser, financial dependence, and a gradual loss of autonomy resulting from prolonged coercion (Stark, 2007). Victims may experience coping mechanisms such as denial, self-blame, normalizing abusive behavior, and remaining attached to the abusers as a result (Walker, 1979). However, repeated exposure to violence can ultimately lead to internal conflict and critical awareness, which can serve as a turning point in the victim's psychological state.

From an Adlerian perspective, the concept of motivation as a result oriented process can be used to understand this internal shift. According to Adler & Beran Wolfe, (1927), human behavior is driven by desire to overcome feelings of inferiority and strive for superiority or self actualization. In the case of domestic abuse, prolonged experiences of abuse can intensify feelings of inferiority, such as a sense of helplessness, worthlessness, and a lack of control. These feelings can drive a person to make changes rather than remain passive. The emergence of efforts to move forward indicates the victims desire to reclaim their sense of self, grow, and lead a healthier life. Furthermore, ideas about social responsibility also play a crucial role in this process, as individuals may develop a sense of responsibility toward themselves or others, motivating them to escape the abusive situation. A person's lifestyle, shaped by their past experiences, also influences how they handle problems, including whether they remain in or leave an abusive relationship (Schultz & Schultz, 2016).

Therefore, the interaction between internal and external factors can be considered a source of motivation to break the cycle of domestic abuse. Adler's theory provides insight into the internal psychological mechanisms that drive resistance and self-freedom, while Zorza's framework explains the structural and systematic nature of the violence that ensnare victims. In this study, the actions taken by victims are not merely a response to violence from an external source. They also demonstrate an inner effort to overcome feelings of inferiority and achieve independence. This comprehensive perspective emphasizes that freeing

oneself from domestic abuse requires the formation of a psychological will to determine one's own destiny and the recognition of abusive control.

CHAPTER III

RESEARCH METHOD

This section consists of the research methodology, including the research design, data sources, data collection, and data analysis used to analyze the novel *It Ends with Us*.

A. Research Design

This research is classified as literary criticism because it focuses on the analysis of Lily Bloom, the main character in the novel *It Ends with Us* (2016) by Colleen Hoover, about her psychological and social struggle. This research interprets and evaluates texts through reading and theoretical application, as a qualitative and interpretive study, rather than collecting empirical data. Using the close reading method, this study analyzes elements such as characterization, plot, conflict, resolution and themes in the novel. This method allowed researchers to find textual evidence that showed internal motivations as well as the type of violence and abusive control that Lily experienced. The researcher uses an objective approach because it focuses on the text itself rather than the external context. According to Abrams, (1999), the objective approach focuses on literary works as an autonomous entity, analyzing their structure, their themes, and their character development without reference to the author's biography or the reader's response.

B. Data Sources

The data of this research is a novel entitled *It Ends with Us* written by Colleen

Hoover, published in 2016 by Atria Books. The novel consists of 376 pages and is used as the primary data sources of this study. The words, phrases, sentences, and dialogues found in the novel constitute this data, particularly those that recount the main character's experiences with domestic violence and their strong desire to break the cycle of violence.

C. Data Collection

Data was collected by conducting a close reading of the main text of the novel focusing on basic elements such as characterization, storyline, conflict, conclusion, and theme. The researcher tagged parts of text, dialogue, internal monologues, and descriptions of events that showed Lily's internal motivations as well as the form of violence she experienced. The data collection process is carried out by taking relevant text quotes and annotated. Then the data were grouped based on theoretical context and the important concepts used. All records were collected systematically to ensure the data fit the theoretical framework of Adler and Zorza.

D. Data Analysis

Data analysis conducted using literary criticism analysis, namely by describing and interpreting the data based on Adler's and Zorza's theories. These are the fourth analysis steps. First, data identification is to identify quotations such as dialogue, narration, and character action in novel *It Ends with Us*, that describe psychological conflicts, motivations, and various forms of violence. Second, data classification is internal motivation (inferiority, striving for superiority, and self-freedom) based on Adler's theory. External coercion (physical, emotional, and economic violence)

based on Zorza's framework. Third, analysis and interpretation are interpreting data by connecting Lily's internal motivations and external coercive conditions to explain the psychological dynamics of the character using the perspectives of Adler and Zorza. Fourth, conclusion drawing is summarizing the results of the analysis to describe Lily's psychological development towards self-freedom, as well as the relationship between motivation, trauma, and the healing process.

CHAPTER IV

FINDING AND DISCUSSION

This chapter shows research findings in response to the research questions outlined in chapter I. The discussion focuses on the domestic abuse experienced by Lily Bloom in Colleen Hoover's novel, *It Ends with Us*, and how these experiences shaped her struggle to escape the abuse. The analysis is based on Joan Zorza's concept of abusive control and Alfred Adler's theory of motivation.

The analysis in this chapter is divided into two main sections. The first section discusses the domestic abuse experienced by the main character. The second section explains the main character's struggle to be free from the abuser in response to the abuse she experiences throughout the novel.

A. Domestic Abuse Undergone by the Main Character

It Ends with Us by Colleen Hoover is a romance novel that tells the story of Lily Bloom, a woman struggling to build a better life while bearing the emotional burden of her childhood experiences. The story focuses on Lily's relationship with Ryle Kincaid, which begins as loving and supportive but becomes abusive. Through Lily's experiences, the novel showcases various forms of domestic abuse and demonstrates how power and control operate within intimate relationships.

The quotations from the novel showing the development of abuse experienced by Lily Bloom become the focus of this study. The data show that abusive control develops through three interconnected stages, physical abuse, psychological

domination by gaslighting, and reconciliation through repeated cycles of abuse or violence. Through these patterns, the novel shows how external pressures influencing victim's perceptions, harm them physically, emotional reactions, and behavior over time.

1. Physical Abuse

Physical abuse is defined as any act that causes physical harm to a partner. According to Joan Zorza, (2002), physical abuse is not merely an intentional act of violence, but also behavior that occurs within a broader pattern of abusive control, in which physical abuse is used to dominate and control. These acts, whether sudden or unintentional, serve to threaten the victim's safety and gradually erode their sense of autonomy. Physical abuse is a part of a systematic pattern that reinforces control over the victim through repeated exposure.

The data shows the physical abuse experienced by Lily Bloom in *It Ends with Us*, which depicts an incident that marked the beginning of physical abuse in her relationship, it's described in the following quotation:

Datum 1.

"In a matter of one second, Ryle's arm came out of nowhere and slammed against me, knocking me backward ... I hit my face on one of the cabinet door handles as I came down." (Hoover, p.188)

The data shows physical abuse suffered by Lily Bloom in an incident that initially appeared to be an accident. When Ryle removed a casserole dish from the oven, he suffered a burn on his hand. In a split second, Ryle's arm appeared out of nowhere and struck Lily hard, causing her to lose her balance and hit her face against the cabinet handle as she fell. The violence act led to physical injury, which

interprets the act as physical abuse, even though it is not clearly categorized as intentional physical abuse. Zorza, (2002) states that physical abuse is intentional aggression and includes harmful actions that happen in the form of domination and loss of control. Ryle's reaction in this quote shows the inability to control his emotion and indicates an abusive control. The notion that the victim may be in danger even in normal situations is supported by the fact that the sudden nature of the incident '*in a matter of one second*' shows how quickly physical injury can happen.

This data also shows the relationship transition between Lily and Ryle became physically abusive after the incident. Previously, their relationship was described as loving, but the incident changed this perception and showed a hidden power imbalance. This situation had both physical and psychological impact, leaving people afraid, shocked, and confused.

Furthermore, even though Ryle eventually claimed that the incident was just an accident, this reasoning is like a common pattern that often emerges in abusive relationships. When abuse is viewed as normal, it becomes difficult for the victim to recognize that such situations are forms of abuse. As a result, Lily didn't immediately pushback but instead started to accept the incident as it was. This incident shows how physical abuse can be the start of a broader pattern of abusive control. In addition to causing immediate harm, the incident altered the way Lily viewed the relationship. It set in motion a cycle in which rationalization, emotional attachment, and abuse are intertwined.

The second data show several additional examples of physical abuse suffered by Lily Bloom, as well as the abuser's direct justification and admission of the abuse. It's explained in the following quotation:

Datum 2.

"I'm so sorry. I just ... I didn't mean to push you , Lily, I'm sorry ... It was an accident. I'm sorry." (Hoover, p. 189)

"Oh my God. You pushed me, Ryle. You ... " (Hoover, p.190)

This data shows sustained physical abuse within the same incident, but draws attention to another aspect of abuse, which is the immediate response following the act. Although the physical act itself causes harm, this quote focuses on how the abusers acts and attempts to redefine the situation. Ryle's repeated apologies, such as 'I didn't mean to push you' and 'It was an accident,' indicate an attempt to downplay the severity of the act. According to Zorza, (2002), this response is part of abusive control, in which the abuser twists the meaning of violent behavior to avoid responsibility and maintain dominance in the relationship. Ryle refers to the act as an 'accident' to reduce the perceived level of seriousness by shifting it from an intentional act to an uncontrolled reaction.

In contrast, Lily's response, '*You pushed me, Ryle,*' is an attempt to verify the truth of what happened. The statement shows that she is aware of the violence and does not accept Ryle's explanation. The incomplete sentence '*You*' refers to her difficulty in understanding the situation and emotional distress. In this case, Lily tries to accept the fact that her beloved partner has actually become physically abusive. Aspects of emotional manipulation and physical violence are also interpreted in this data. When victims experience harmful actions and apologies at

the same time, the unexpected turn from violence to apologies makes victims feel confused. Apologies cause emotional confusion and push them to forgive. This flow makes it difficult for victims to fully recognize that what they experienced was violence.

On the other hand, Ryke described the situation as an accident consistently and forced Lily to accept his explanation. Lily can't do anything due to the intense emotions she experienced, which influence her perception of the situation later. Through this situation, it can be seen that abusive control often covers the use of violence and the construction of meaning. For this reason, the data aligns with Zorza, (2002) framework, suggesting that physical violence includes the act and the process of justification and denial. This can blur the line between harmful actions and their justification, making it more difficult for victims to make decisions or action.

The thirds data shows more explicit physical abuse experienced by Lily Bloom, followed by false accusations and manipulation, it's described in the following quotation:

Datum 3.

"You fell down the stairs," "You're hurt." (Hoover, p.236)

"You fell down the stairs." In fact I didn't fall, but he pushed me again. That's twice.

I say through tears "You pushed me,". Then he says calmly "You fell." (Hoover, p. 327)

Ryle physically abused Lily by pushing her down the stairs. This act cannot be classified only as an accident compared to the previous incidents. Lily received no physical injuries and emotional distress, as shown in her tearful response, indicating

her pain and psychological distress. This incident connected both violence and denial from the abuser. When Lily clearly said, '*You pushed me!*' Ryle keeps saying that Lily fell. Based on Zorza, (2002), this kind of denial is at the heart of abusive control, often noted as gaslighting. From the novel, the abuser changes the victim's point of view and controls her using unreasonable ways.

Ryle keeps saying '*You fell,*' and creates big control in their conversation. Because of this, Lily got affected in her psychology even though she knows the real situation. She's forced to question her own beliefs. phrase '*You pushed me!*' shows a stronger awareness when Lily refuses Ryle's explanation and tries to get away from his manipulation. However, her psychological condition shows this rejection is still weak because her tears reflect that she is physically hurt and it is hard to believe the truth from Ryle's statement. Because of that, this data is proving that physical abuse has been repeated and normalized in the relationship. It proves how abusive control operates by integrating physical abuse with psychological manipulation, making it difficult for the victim to understand reality. At this critical moment in Lily's life, awareness starts to grow but is still limited by the power dynamics within the relationship.

2. Emotional Abuse

Emotional abuse is a term that refers to non-physical behavior intended to control, intimidate, or damage the victim's mental health. One of its primary forms is gaslighting, a manipulative tactic in which the abuser denies or distorts facts so that the victim questions their own understanding and memories. According to

Zorza, (2002), emotional abuse is a crucial component of abusive control because it reinforces the victim's dependence on the abusers and erodes the victim's sense of self. Victims may begin to doubt their own beliefs due to repeated denial and manipulation. Consequently, it becomes increasingly difficult to resist or leave the relationship.

The following data shows instances of emotional abuse against Lily Bloom, including intimidation and verbal aggression, it's described in following quotation:

Datum 4.

"Goddammit, Lily," I hear him say. "It's not funny. This hand is my fucking career." (Hoover, p. 188-189)

The data shows that harsh words, anger, and emotional outbursts can constitute emotional abuse that makes victims feel afraid and uncomfortable. When Lily at the incident after Ryle's hand was burned, Ryle reacted aggressively. He used harsh words as '*Goddammit*' and '*This has is my fucking career*' to express his emotions and change a normal interaction into a highly emotional conversation. Ryle used his statements as a form of intimidation and expression of pain. He also implicitly blamed Lily for her reaction and positioning himself as the more dominant person in this situation by ignoring Lily's opinion. This incident is in line with Zorza (2002) who argues that emotional abuse is an action or statement that puts down, controls, and treats the victim under emotional struggle.

This data shows that emotional abuse can happen indirectly but have a big impact. Even though Ryle did not insult Lily directly, the way he spoke through his voice tone made Lily's reaction seem unreasonable. Lily's laughter is seen as offensive or inappropriate, even though it was initially a normal reaction to a tense

situation. This change made Lily more psychologically sensitive, and she began to question the validity of her behavior. This problem was influenced by Ryle's reactions to Lily's action, which caused emotional unstable. Victims often fit their behavior to stop conflict when they don't know what the abuser will do.

This suggests that more serious problems in a relationship often include emotional abuse. Ryle's reactions represent anger that can develop into more serious forms of abuse if it is not handled. This data states that emotional abuse can take the form of direct attack or include aggressive tones of voice like verbal abuse, and denial of the victim's feelings. These factors create a controlling environment where the abuser's behavior controls and influences the victim's emotional reactions.

3. Abusive control

According to Zorza, (2002), abusive control is a pattern of behavior used by an abuser to control, damage, and dominate their partner in an intimate relationship. This abuse can take the form of physical abuse, intimidation, denial, manipulation, and even emotional control by creating fear, dependency, and psychological confusion. As a result, victims find it difficult to resist or leave the relationship.

The first data shows that Lily Bloom experienced abusive control through physical domination and forced body control, it's indicated by the following quote:

Datum 5.

"His arm comes around my waist from behind. He slides a hand up my stomach and takes a firm hold of one of my breasts ..." "... His lips meet my skin, right over the tattoo, and then he sinks his teeth into me so hard, I scream" (Hoover, p.269)

"Ryle, let me go. ... Please. Walk away ... You're angry. Please don't hurt me, please ... Get off me. Please." (Hoover, p.270)

This data shows abusive control manifested through physical domination and violations of bodily autonomy. By taking Lily's body without her consent and biting her until she screamed, Ryle's actions demonstrate the use of force that goes beyond physical aggression and involves taking control of the victim's body. According to Zorza, (2002), abusive control is defined as behavior that deprives the victim of their autonomy and ability to act, often through intimidation and physical abuse. From the quotations 'let me go,' 'please don't hurt me,' and 'get off me' reveal a feeling of disagreement and rejection of the interaction. These phrases were used by Lily to show her fear, need, and awareness about harmful behavior.

By placing the violence in a romantic context, the abuser confuses the victim emotionally. Furthermore, Lily's statement, 'You're angry,' indicates that she is aware of Ryle's emotional state and is trying to reduce the tension. This is a survival strategy used by victims who manage their behavior to manage their abuser's emotions and avoid another harm.

This data is important to show that abusive control is always connected with forms that repeat over time and specific moments that reflect power, fear, and loss of control. This aspect states that Lily is in a situation where her physical safety and self-control are threatened.

The second data show that abusive control persists throughout the cycle of violence, with the shift from violence to apologies and emotional manipulation being the most prominent, it's described in the following quote:

Datum 6.

"I try to open my eyes, but it stings. I can feel something ... and I instantly know it's blood. 'Sorry, I'm sorry, I'm sorry, I'm ... Lily, Sorry, I'm sorry, I'm sorry, I'm ...' His words begin to come into focus." (Hoover, p.271)

"It's okay, Ryle. It's okay. You were angry, it's okay." (Hoover, p.272)

This data shows the dynamics of abuse, in which emotional manipulation increases abusive control more than physical abuse. After inflicting significant injury, as evidenced by the blood flowing from Lily's body, Ryle immediately shifts to repeated apologies. When Ryle says 'sorry', he uses this expression to have an emotional connection with Lily and make her stay in their relationship. A characteristic feature of the cycle of abuse is the rapid transition from violence to remorse. Abusers use these patterns to maintain control over the victim by causing emotional confusion and dependency (Zorza, 2002).

Another phrase, *'It's okay... You're angry,'* Lily replies toward Ryle, a form of support for him. It also reflects a psychological adaptation on her abusive accident, when Lily tries to calm Ryle and remove her own feelings. This response, also known as a coping mechanism, supports the flow of violence by allowing the abuser to avoid the responsibility for their actions.

However, the contrast between Lily's physical condition (bleeding and in pain) and her verbal response, *'It's okay,'* is highly imbalanced. The victim shows an irrelevant reaction to the intensity of her suffering, showing how violent control can change emotional responses. Violent control appears through violence and the emotional impact of that violence, where apologies, guilt, and reassurance are used to maintain an abusive relationship. This represents how victims can become psychologically trapped in this flow, making it difficult for them to break free.

B. The Main Character Struggles to Escape Violence

The previous subsection described the various forms of domestic abuse Lily Bloom experienced. The finding shows that Lily experiences physical abuse, psychological manipulation, and a cycle of abuse that impacts her thoughts, emotions, and behavior. This subsection shows Lily's Bloom struggle to be free from the abuse and regain control her life. This analysis examines Lily's internal conflict, emotional attachment, growing awareness of her abusive situation, and her decision to be free from the cycle of abuse.

The objective of the study is to interpret how Lily's motivation develops through her psychological responses and contributing to the decision about her control in life. It is also connected with Adler's motivational process, that includes internal conflict, emotional attachment, and growing awareness.

1. Inferiority Feelings

Adler & Beran Wolfe, (1927) explained individual psychology as a natural psychological state when a person sees themselves as unable to control their own situations. This feeling is universal and plays a crucial role in shaping human motivation by creating an internal tension that leads individuals to overcome their weaknesses and fight for freedom. Rather than being merely negative, feelings of inferiority aid personal development, especially when people become aware of their internal conflicts. In Colleen Hoover's novel *It Ends with Us*, Lily Bloom's experience as a victim of domestic abuse gives rise to a profound sense of inferiority, particularly as she struggles to reconcile her emotional attachment with

the reality of the abuse. The following quotations show this internal conflict in several parts of the story.

The first data shows attempt to use a rational and morally neutral perspective to reinterpret Ryle's abusive behavior, it's described in the following quotation:

Datum 7.

"You said, 'There is no such thing as bad people. We're all just people who sometimes do bad things.'" (Hoover, p.248)

"You aren't a bad person, Ryle. I know that. You can still protect me" (Hoover, p.249)

The first data shows Lily's attempt to use a rational and morally neutral perspective to reinterpret Ryle's abusive behavior. Lily states that *'there is no such thing as bad people,'* downplaying the severity of Ryle's action and viewing them as a temporary lapse rather than evidence of a pattern of harmful behavior. Reinforces this assertion, her belief that Ryle 'is not a bad person' and can still be protected, which indicates a strong psychological and emotional dependence on the abuser.

According to Adler (1927), this response reflects feelings of inferiority, specifically in the form of emotional insecurity. Victims try to reduce feelings of inferiority by reducing the psychological tension in their lives. In this study, Lily's behavior is a defense mechanism that allows her to maintain relationships even though facing the abuse. She believes that Ryle is a *'good'* person to avoid threats to her safety.

Furthermore, the statement, *'You can still protect me,'* presents a contradiction that indicates low self-esteem. Lily indicates the danger and devalues her position

to seek security. This aligns with Adler's theory that low self-esteem can cause a person to depend on others for validation and security. These data suggest that feelings of inferiority stem from low self-esteem and emotional dependency, slowing the victim's ability to identify and respond to abuse. Lily's inability to clearly define Ryle's behavior as unacceptable reveals her internal conflict, which places her in a state of psychological vulnerability that precedes further developments in her motivational process.

The second data show Lily's internal struggle, it's described in the following quotation:

Datum 8.

"I love my husband ... I wish cutting my feelings off for the person who hurt me was as easy as I used to think it would be." (Hoover, p.289)

The data shows that Lily is experiencing a deep inner conflict between her emotional attachment and the reality that she has been a victim of abuse. Although Ryle has hurt her, her statement '*I love my husband,*' indicates that her feelings for Ryle remain strong. Her psychological distress and emotional limitations are also evident in her admission that she '*wishes to cut her feelings off that easily*'. Adler stated that feelings of inferiority arise when a person is unable to control or cope with a difficult situation. In this study Lily's inability to emotionally detach herself from Ryle is an example of feeling of inferiority, as she feels powerless to control her own emotional response. It is a weakness and an inner conflict between her understanding and feeling.

Additionally, Lily's feelings of low self-esteem were worsened by her past experiences, especially the domestic violence she experienced as a child. As a

result, she not only faced continuous conflict but also relived unresolved emotional patterns. This left Lily feeling trapped. Although she knew there was a problem, she couldn't bring herself to take immediate action. This data is important because it shows that Lily's motivation stems from vulnerability, not strength. Her psychological journey begins with her feelings of inferiority, which create the tension that will drive her to change.

The third data show Lily's inner reaction to her pregnancy, it's described in the following quotation:

Datum 9.

"I can't believe part of that man is growing inside me. I can't believe one day I have to admit that to him." (Hoover, p.298)

The phrase '*I can't believe.....*' in this data indicates her emotional distress in accepting the situation. By using the phrase '*that man*' to mention Ryle's name, it creates emotional distance of fear, discomfort, and unresolved trauma within her. According to Adlerian individual psychology, this data reflects feelings of inferiority accompanied by psychological distress and a loss of control. Lily finds herself in a situation that binds her to abuse in a deeply personal and continuous way. Beyond being a biological reality, her pregnancy causes her even greater emotional distress because she must balance her role as a mother with her experience as a victim of violence.

The statement, '*Someday I'll have to confess it to him,*' shows anxiety about her future relationship with Ryle. This states Lily's lack of control over the situation, similar to low self-esteem. She handles the situation with fear and uncertainty, interpreting that uncertainty still dominates her mental health. This data shows an

emotional disconnect from reality that stops Lily from committing to the relationship. Pregnancy makes her feel even more angry because she has to face the long-term consequences of the situation.

This data suggests that Lily's feelings of low self-esteem are not static but develop from internal thinking to emotional realizations. This development plays a crucial role in shaping her motivation later, as psychological pressure leads her to seek change and regain control over her life. Another data that supports Lily's feeling through emotional confusion is described in the following quotation:

Datum 10.

"Most of me feels that I'll never be able to trust him again, but big part of me sad of what I had with him..... and I feel like maybe I don't want to give that up" (Hoover, p.340)

This data reveals Lily being caught between two conflicting emotional states, distrust and attachment, which are more complex forms of low self-esteem. The phrase '*sad of what I had*' indicates emotional dependence on the relationship, while '*I'll never be able to trust him again*' indicates an awareness of the abuse she experienced. Lily's connection to positive memories of the relationship even though she felt the hurt feeling is a reflection of ambiguity when she is unable to completely decide his existence. This situation represents a transitional phase in motivation where low self-esteem creates tension but doesn't translate into action. Instead, it is expressed as doubt and emotional conflict (Adler, 1927).

2. Striving for Superiority

Lily's reaction after facing physical abuse is described in the following quotation:

Datum 11.

Ryle says "Lily," "Oh my God, Lily." He tries to yank my arms from my head, but I refuse it.....fifteen seconds. That's all it takes to completely change everything about a person." (Hoover p.189)

From this data, Lily's immediate psychological reaction following the physical abuse. Although still expressed passively through her physical form, her refusal to move is seen as a moment of inner resistance. The statement '*Fifteen seconds ... really changes everything about a person*' interprets a sudden realization that her relationship has a significant transformation. Adler (1927) believes that this is the early stage of the struggle toward excellence, when a person becomes aware of a problem and feels an inner drive for change. Lily did not take any concrete action, instead she began to process the situation cognitively.

A psychological turning point also interprets in Lily's transition from unconscious awareness. The explanation on time '*fifteen seconds*' suggests that transformation does not always happen gradually, critical incidents can trigger it. In Adlerian terms, individuals must first recognize their dissatisfaction before they can work to resolve it, this awareness serves as the foundation for future motivation. Therefore, this incident reveals that Lily's emotional stability has been disrupted, causing her to evaluate the nature of her relationship with Ryle. This sudden realization causes significant psychological strain and makes her reflect more deeply. As a result, this realization serves as an initial internal power that gradually guides her toward change and self acceptance.

Additionally, Lily reflective awareness of Ryle's behavior, it's described in the following quotation:

Datum 12.

“I know Ryle has a temper. I saw it the first night we met, before we ever even spoke a word to each other.....” (Hoover, p.250)

This data demonstrates Lily’s awareness of Ryle’s behavior. By explicitly stating that she had been aware that Ryle's has survived since, ‘*I saw it the first night we met*’ Lily knew that she was not aware of the warning signs present in the relationship. In Adlerian theory, the pursuit of excellence includes action, cognitive recognition, and evaluation of the situation. This data reflects the stage when Lily began to identify problematic traits in her partner, showing a shift from emotional dependence toward analytical thinking.

This data is important because it shows that efforts do not always manifest in immediate action. Efforts often begin with acknowledgment, where people start to question their past decisions and reevaluate their current circumstances. In this study, Lily’s awareness is a crucial step toward future change, even though she has not yet acted upon that awareness.

The third data show a more advanced stage of Lily’s psychological development, it’s described in the following quotation:

Datum 13.

“What kind of mother would I be if a small part of me doesn’t have a concern in regard to your temper? The way you lose control? ...” (Hoover, p.352)

This data shows Lily directly responds to Ryle’s behavior and considers its consequences, particularly in light of her role as a mother. The shift from internal conflict toward morality and future oriented thinking is shown by the rhetorical question, ‘*What kind of mother would I be ...*’ Adler states that the pursuit of

excellence is characterized by result oriented behavior aimed at overcoming limitations and improving quality of life. In this situation, Lily's focus is not on her emotional bond with Ryle. Instead, her focus is on her child's safety and her responsibilities as a parent. This demonstrates how much her motivational structure has changed.

Thus, this incident interprets that Lily has started to place herself awareness within a wider evaluative context. She acknowledges the existence of a problem and questions the consequences of staying in the relationship. It can be seen that her efforts have evolved from awareness to moral consideration, which is a key component of big motivation in Adlerian psychology. She is actively evaluating the situation and preparing for change, indicating that her motivation is now becoming aligned with her long-term goals and is no longer passive or conflicted.

3. Social Interest

Adler (1927) about Individual Psychology states that social interest is a person's ability to care about others, feel connected to the larger human community, and act in ways that help others. Adler explained that the highest level of psychological development is achieved when a person gets motivation by a sense of responsibility from others rather than by personal needs or conflicts. At this point, decisions are made based on social values, moral principles, and a future perspective. This concept is reflected in Lily Bloom's decision in the novel *It Ends with Us*, where her motivation shifts from personal struggle to protecting her child.

Datum 14.

"I don't make this decision for me and I don't make it for Ryle. I make it for her" (Hoover, p.364)

The repetition of the phrase '*I don't make this decision*' exposes a clear rejection of self centered motivation, while the closing sentence, '*I make it for her,*' changes the focus to her daughter. This structure reveals a transformation in Lily's priorities, moving from personal emotional conflict to a socially focused on responsibility. It is a direct manifestation of social concern, because Lily's actions are directed by concern for others rather than by fear or her own desires. Unlike her previous actions, which were marked by attachment, denial, and ambivalence, this demonstrates that her motivation has reached a level of maturity. She considered the relationship based on its impact on her child's wellbeing rather than on love or emotional dependence.

This data also indicates that Lily has shifted the focus of her decision making process. She has moved beyond the psychological constraints that previously influenced her decision, as evidenced by the absence of rational justifications for Ryle and personal reference for herself. She now makes decisions based on a sense of responsibility and protection. Which in Adlerian theory, are key indicators of healthy psychological development. This moment is significant because it marks the point at which Lily's motivation becomes consistent and stable. Her social interest has fully developed and is actively influencing her behavior.

The second data show Lily's hypothetical questioning, it's described in the following quotation:

Datum 15.

“What would you do if this girl said ‘Daddy, My boyfriend hit me,’ ‘Daddy, My husband pushed me,’ ‘Daddy, My husband tried to rape me ... he swear he’ll never do it again. What would you say to her, Ryle?’” (Hoover, pp. 364-365)

This data shows Lily brings her personal experience as a victim of abuse to life by creating various scenarios involving her daughter. Each example including physical abuse, repeated harassment, and sexual abuse, shows the various forms of suffering she has endured. Now, from a parent’s perspective, each example shows the various forms of suffering she has endured. This strategy demonstrates higher order moral and cognitive reasoning. According to Adler, it indicates advanced social interest, where a person can assess their situation based on what they have experienced themselves and how it impacts others. Lily engages in ethical and analytical evaluation and forces Ryle to confront the consequences of his choice.

As a result, this moment became a crucial moral contradiction. When Ryle is seen as a father not a partner, the response becomes clear, he advises his daughter to leave. This statement supports Lily’s decision and validates her perspective. It demonstrates that the notion of what is acceptable shifts when viewed from the perspective of social responsibility, a shift that defines social interest. This data is important because it shows that Lily’s motivation is not only intellectually grounded but also emotional. The key components of Adler’s concept of social interest, ethical considerations, empathy, and logical reasoning, underpin her decision.

The third data show Lily’s internal reflection on the consequences of her decision, it’s described in the following quotation:

Datum 16.

"I know I'm not giving her the life I dreamed for her ... But I don't want her to live like I lived." (Hoover, p.366)

This data shows conflict between the 'live like I lived' and 'the life I dreamed for her.' This indicates that Lily is fully aware of the sacrifices she must make because of her decision, especially the loss of the familiar family structure. Although she knows this, Lily prioritizes her daughter's wellbeing over her own desires. This demonstrates a mature form of social responsibility where practicality guides decisions rather than ideals. She chooses a way to prevent that from happening after realizing that maintaining the relationship would expose her daughter to the same dangerous situation, she experienced herself.

This data also shows that Lily's motivation stems from self awareness and reflection. She makes her past as a lesson and a profound level of psychological growth is from her transformation of these personal experiences into protective actions. This moment refers to the emotional considerations influencing Lily's decision. Her choice was based on a conscious desire to improve her child's future.

4. Lifestyle

Alfred Adler (1927) said that an Individual Psychology expert, "*lifestyle*" is a strict form of beliefs, values, and behavioral strategies developed by an individual in response to their early experiences and life challenges. It is also a system that helps a person understand the world, make decisions, and achieve goals. It is not only a set of habits. It is closely related to a person's efforts to overcome feelings of inferiority and achieve a sense of purpose, shaped by personal experiences and future goals. A healthy lifestyle is caused by social concern, where the main priority

is the wellbeing of others rather than personal survival. In the novel *It Ends with Us*, Lily Bloom's transformation reaches when her past trauma becomes the foundation for building a new way of life rather than only causing pain.

Datum 17.

"My mother went through it. I went through it. I'll be damned if I allow my daughter to go through it." (Hoover, p.366)

Lily's decisions are influenced by a lifestyle completed in a sense of responsibility and a vision for the future. The quotation "*went through it*" analyses intergenerational trauma, interpreting Lily's awareness that domestic abuse is a repeated pattern, not a restricted incident. According to Adler, this awareness signifies a crucial shift from passive experience to active interpretation.

Additionally, the phrase '*I'll be damned if I allow my daughter to go through it,*' exposes the firm and unwavering commitment Lily has given in her life, showing that she has set clear boundaries for herself. This is a powerful moment of a resistance against the cycle of violence. Through an Adlerian perspective, this statement said that Lily has successfully transformed her feelings of inferiority, coming from experiences of domestic abuse during her childhood into result oriented feelings. Her motivation centered on the future and focused on protecting her child from her traumas of the past.

Lily's lifestyle incorporates social concern also appears in this data. Her decisions are based on her emotional needs and her daughter's wellbeing, exposing a mature sense of social responsibility. At this point, there is a stable internal framework guiding Lily's behavior, revealing that her lifestyle has interconnected with a constructive and adaptive pattern. Therefore, this data is known as the

pinnacle of Lily's psychological development, where her present awareness, past experiences, and future goals are integrated into a humanious lifestyle.

Datum 18.

"Ryle?" "I want a divorce" (Hoover, p.364)

From the data, Lily's decisive action marks a crucial turning point in the narrative. The statement has a complex psychological significance, as it reflects the final of a long emotional process. From the perspective of abusive control, this moment exposes the pattern of abuse that had previously restricted Lily's autonomy and it has been broken. Therefore, Lily said '*I want a divorce,*' indicates a form of resistance against the controlling system, not only a personal preference.

Based on Alder, this decision demonstrates success in transforming feelings of inferiority into result oriented behavior. Lily experiences self doubt and emotional attachment at the beginning of the story because her motivation is still developing. However, her current actions have become fully self aware and focused on a clear goal, free from violence. This aligns with Adler's concept of fighting for excellence, when people actively seek to overcome their limitations and create more beneficial and independent conditions. Furthermore, Lily's decision is no longer influenced by fear or emotional dependence but a stable internal framework prioritizes long term well being over temporary attachments.

Lily's decision making also appears in the data, and it is influenced by social concerns. Lily is closely tied to her concern for her child. This suggests that her actions are self focused and directed toward others, supporting the idea that her motivation is mature and adaptive. As a result, this is the point at which internal

motivation can overcome external pressures, direct to concrete and irreversible decisions.

The statement Lily makes at the end of the story demonstrates her strong determination to break the cycle of violence and it becomes the final decision from her.

Datum 19.

“It stops here. With me and you. It ends with us.” (Hoover, p.367)

The ideology and emotions underlying Lily’s decision and leading to a broader statement about efforts to break the cycle of violence. The finality and strong resolve are explained in the structure and repetition of the sentence. It exposes a clear decision. From the perspective of abusive control, this statement becomes a total rejection of the abusive behavior that has shaped her relationship. It acknowledges that the abuse she has experienced is part of a larger cycle, one that has affected previous generations. It also confirms her refusal to allow that cycle to continue.

Through an Adlerian perspective, this moment becomes the beginning of Lily’s new lifestyle. From now on Lily’s actions are followed by a consistent set of long-term goals and principles. In contrast to the previous phase, where her behavior was influenced by emotional conflict, this statement indicates a strong and cohesive psychological orientation. It is aligned with Adler’s theory that the highest level of psychological development is achieved when a person acts in the interest of others, rather than in their own interest.

Domestic abuse in the novel *It Ends with Us* happens through patterns of systematic abusive control. These discussions align with Joan Zorza's theory, which emphasizes that abuse involves sustained domination that comes step by step. This study supports previous studies that highlight the complexity of abusive relationships, particularly the roles of emotional manipulation and dependency. Additionally, this study found that victims still in abusive relationships due to internal conflicts and psychological attachment.

As a result, Alfred Adler's theory of motivation suggests that victims undergo internal psychological changes in addition to external pressures. The fact that Lily changed from feelings of inferiority to social interest demonstrates that people can reinterpret their experience and make decisions that bring about change. Furthermore, oppression from external sources does not always lend itself to passivity, as explained by the interaction between abusive control and motivation. Instead, it can serve as an incentive of internal strength. These findings contribute to literary and psychological studies by offering a more dynamic understanding of victims, in which people are viewed as passive subjects and active agents capable of transforming their lives.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses the findings of the study, which address the two main research questions in the novel *It Ends with Us*.

A. Conclusion

Based on the analysis done in the previous chapter, this study aims to answer two main research questions. The type of domestic abuse experienced by Lily Bloom and how the character's motivations develop based on Alfred Adler's individual psychology theory in the novel *It Ends with Us*. This study found that the domestic abuse experienced by Lily Bloom included physical abuse, emotional abuse, and abusive control, in line with the first research question. Physical abuse was manifested through actions that caused injury, while emotional abuse was manifested through verbal aggression and abuse that made the victim feel insecure. Furthermore, the recurring cycle of violence, consisting of phases of violence, remorse, and reconciliation indicates abusive control. The results suggest that the violence in the novel occurs systematically and is not accidental, it functions as a control mechanism and gradually erodes the victim's autonomy.

This study shows that Lily Bloom's motivation developed dynamically, in line with Alfred Adler's ideas. Initially, Lily experienced feelings of inferiority characterized by inner conflict, emotional dependence, and difficulty breaking free from an abusive relationship. Then, this condition evolved into a want for superiority, as Lily began to recognize her situation and desire to change them. This

development reached a point of social significance when Lily's final decisions on her own interests rather than those of her child. Ultimately, this motivation inspired a new lifestyle. Lily's decision to end the cycle of violence and take a healthier lifestyle is evidence of this.

The findings of this study indicates that development of this motivation does not occur in isolation from the experiences of abuse she endured. Rather, Lily's internal motivation was determined by external abusive control. Lily's final decision is not simply reaction to the abusive, rather the result of a complex psychological process through which individuals are able to transform traumatic experiences into a base for more strong and adaptive decision making in the future.

Overall, this study in the novel *It Ends with Us* describes domestic abuse as a social phenomenon and describes the psychological transformation experienced by those who experience it. Lily Bloom is positioned as someone who can reflect on her traumatic experiences and making life changing decisions. These results show that a literary psychology approach can be effectively used to understand the relationship between external pressures and an individual's internal dynamics. This is applied when the concepts of forced control and Adlerian motivation theory are integrated. This study emphasizes the importance of raising awareness about non-physical forms of abuse and the need for social support to help victims get away from abusive relationships.

B. Suggestion

In this section, the researcher recommends in the future studies further examine the novel *It Ends with Us* by using various theoretical perspectives, such as a feminist theory, trauma theory, and critical discourse analysis. The purpose is to get an understanding of the issue of domestic abuse. These methods can help us understand how gender dynamics, psychological trauma, and power relations are built and depicted in literary works, basically within the context of abusive relationships.

This study upgrades the reader's knowledge of the various forms of domestic abuse, especially those involving forced control and psychological manipulation. By understanding these dynamics, readers can approach interpersonal relationships with a bigger critical concept and become more aware of patterns of abuse that are often ignored. The researchers also hope that this study will work as a reference for further research in the field of literature, basically studies examining how external pressures and internal psychological processes form character growth.

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