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HUMAN AND ANIMAL RELATIONSHIP IN AMERICAN HUSBANDRY SYSTEM PORTRAYED THROUGH E.B. WHITE'S *CHARLOTTE'S WEB* (1952)

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Abstract: This research examines the representation of animal protection in E.B. White's novel "Charlotte's Web", published in 1952, in the legal and social context of 20th century America. Using sociology of literature approach, this study analyzes characters such as Fern, Wilbur, Mr. Arable, and Mr. Zuckerman to illustrate the dynamics between humans and animals and the challenges faced by animals in the farming system. The research also connects the development of animal protection laws at the time with the characters' representations in the novel, as well as how literary works can reflect and influence social views on animals. The findings show that the characters in "Charlotte's Web" not only reflect animal protection issues, but also illustrate the changing ideologies and practices of animal husbandry that affect animal welfare. This research provides insight into the evolution of thinking about animal protection in America and the contribution of literature in shaping social consciousness.

Keywords*: animal protection, Charlotte's Web, sociology of literature, animal protection law, animal husbandry system*

INTRODUCTION

In the early 1950s, American society experienced a burgeoning awareness of animal welfare, setting the stage for significant legislative advancements in the ensuing decades. This heightened consciousness culminated in landmark legislation such as the Animal Welfare Act of 1966, which established comprehensive standards for the care and treatment of laboratory animals. The Act addressed critical issues, including humane handling, housing, and transportation, reflecting a societal shift towards recognizing animals as sentient beings deserving of ethical consideration and protection (United States Department of Agriculture, 2020). Beyond the legislative arena, cultural expressions, particularly children's literature, played a pivotal role in shaping public sentiment towards animals. E.B. White's *Charlotte's*

Web (1952) stands as a seminal work that not only captivated young readers but also introduced profound themes of empathy, friendship, and the moral complexities surrounding animal husbandry. Through the endearing characters of *Wilbur* the pig and *Charlotte* the spider, White explored the emotional and ethical dimensions of human-animal relationships, prompting readers to reflect on issues of compassion and responsibility.

Children's literature has long served as a mirror to societal values, acting as a conduit for moral and ethical discourse. The 19th and early 20th centuries witnessed a convergence of literary works and the emerging animal rights movement, highlighting the influence of storytelling in fostering empathy and moral reasoning. For instance, Marshall Saunders's *Beautiful Joe* (1893), inspired by a real-life abused dog, not only entertained but also educated readers on the importance of kindness towards animals. Throughout the 20th century, the evolution of animal protection legislation in the United States mirrored a growing societal concern for animal welfare and ethical treatment. E.B. White's *Charlotte's Web* (1952), while widely celebrated as a classic of children's literature, also offers a nuanced exploration of human-animal relationships and highlights the ethical dilemmas inherent in animal husbandry practices.

Empirical studies further underscore the impact of literary fiction on attitudes towards animal welfare. This research indicates that exposure to narratives depicting animal suffering can significantly enhance empathy and concern for animal welfare among readers. This finding aligns with the notion that literature can transcend entertainment, serving as a catalyst for social and ethical awareness. E.B. White's *Charlotte's Web* (1952) transcends its classification as a children's book, delving into profound themes of friendship, sacrifice, and the sanctity of life. The narrative follows Wilbur, a young pig, and his deep bond with Charlotte, a wise and compassionate spider. This relationship not only highlights the essence of true friendship but also introduces readers to complex ethical considerations regarding animal welfare and human-animal relationships.

At the heart of *Charlotte's Web* is the depiction of genuine friendship, characterized by unwavering loyalty and selflessness. Charlotte's commitment to saving Wilbur from the slaughterhouse exemplifies the lengths true friends will go for each other. She utilizes her unique talent of web-spinning to craft messages that elevate Wilbur's status, ultimately preserving his life.

This research aims to find out the human and animal relationship that portrayed the husbandry system in America as presented by the characters in "Charlotte's Web" story written by E.B. White in 1952. The object of this research consists of the novel "Charlotte's Web" by E.B. White analyzed by the theory of literary sociology, Alan Swingewood, to examine is the society treat their animal farms.

The sociology of literature connects literary works with the social context in which they are created and received. This interdisciplinary approach blends literature and sociology to understand social life through literary texts. It explains how society is represented in literature in relation to social, legal, political, and economic conditions.

According to Alan Swingewood in *The Sociology of Literature* (1972), literature should not only be seen as artistic expression but also as a social phenomenon that reflects and influences the structures, values, and ideologies of its time. He introduces three main concepts. First, literature as a reflection of its time suggests that literary works are shaped by and mirror the political, cultural, and social climate of their era. Second, literature as part of the production process highlights the importance of the author's social background, values, and market pressures, indicating that writing is shaped by both internal and external forces. Third, literature in relation to history views literary works as both historical artifacts and active agents of social and political change.

Sociologists of literature also focus on the relationship between authors and their socio-cultural contexts, as well as the conditions under which literature is produced. They argue that the author's personal views are important for analysis. Additionally, they study the role of institutions in the production and distribution of literature. In the past, poets gained social standing through patrons; today, that role is taken over by publishers and book distributors (Poyandeh, 2005).

In the early 1950s, U.S. agriculture was undergoing significant transformation marked by rapid mechanization and farm consolidation. Post–World War II urbanization led to population shifts from rural areas to cities, resulting in larger farms managed by fewer individuals and decreasing the general public's connection to farm life (Gray & Batten, 1966). Technological advances - such as tractors, mechanical feed systems, and barn-based production - began replacing traditional pasture-based practices, emphasizing efficiency and scale (Cochrane, 1993).

At this time, there were no federal laws specifically regulating farm animal welfare. Farmers prioritized productivity and cost-efficiency, and while state cruelty laws existed, they typically excluded standard farming practices. It was not until the Humane Methods of Livestock Slaughter Act of 1958 that federal standards addressed animal welfare, focusing solely on slaughter methods (United States Congress, 1958). In 1952, on-farm animal care was largely unregulated, with minimal oversight or enforcement.

Husbandry practices are varied by species. In swine production, farmers increasingly moved pigs indoors into climate-controlled barns to ensure steady growth and meat quality. While efficient, this led to more confined living spaces compared to older, pasture-based systems (Jones, 1960). Egg production also evolved, transitioning from floor-based housing to battery cages that improved sanitation and egg collection but significantly restricted hens' movement (Smith & Johnson, 1955). Poultry meat production shifted drastically in 1952 with the rise of specially bred broiler chickens, replacing traditional dual-purpose breeds and marking a move toward intensive, vertically integrated systems (Sumner & Anderson, 1985).

Overall, animals were viewed primarily as production units rather than sentient beings. The growing use of veterinary technologies, such as antibiotics and vaccines, aimed to prevent disease and enhance growth, rather than improve animal welfare. Concerns about animal well-being were not yet mainstream, though the founding of the Animal Welfare Institute in 1951 signaled early advocacy for humane treatment across all animal industries (Animal Welfare Institute, n.d.).

Several scholarly works in the past decade have examined the human-animal relationship as portrayed in E.B. White's *Charlotte's Web*, offering valuable insights for analyzing American husbandry systems through literature. Joshi (2025) employs an eco-critical lens to critique the dichotomy between humans and animals in the novel, highlighting the symbiotic relationship and calling for a sustainable coexistence based on philosophical perspectives.

Boonpromkul (2022) explores the complex moral dimensions of the narrative, focusing on the themes of friendship and humility, particularly through the characters of Charlotte and Wilbur. Yu (2016) offers a comparative study between *Charlotte's Web* and *The One and Only Ivan*, analyzing how both texts reflect and shape children's understanding of animal-human relationships and their societal roles. Ratelle (2014) investigates ethical questions

related to animal consumption in the novel, revealing how the story challenges traditional views of animals as mere food sources. Although slightly older, Rollin's (1990) study remains relevant by examining maternal roles and nurturing behavior in the text, thus contributing to broader discussions on domestication and care in human-animal dynamics.

METHOD

This study uses a descriptive qualitative method because it allows researchers to dig deeper into the social context contained in the novel "Charlotte's Web". Thus, the readers can understand this novel by representing human-animal relationship in America during the period of the novel created. As mentioned by Tracy (2024) qualitative methods reflect the different ways researchers approach the study of human experience, culture and society. By focusing on rich descriptive data, qualitative research emphasizes context and meaning-making, which enables a deeper understanding of complex social phenomena.

FINDINGS AND DISCUSSION

1. Mr. Arable

The line, "*Fern said Mr. Arable, I know more about raising a litter of pigs than you do. A weakling makes trouble*" (White, 1952:8), comes in Chapter 1 of *Charlotte's Web*, just after Mrs. Arable and Mr. Arable have gone out to inspect the new litter of piglets born that morning. They discover one runt so small and frail that Mrs. Arable almost shrieks, and Mr. Arable, following a hard-headed "every pig for himself" farming logic, declares it must be killed. Fern, overhearing this, bursts out defending the piglet. Mr. Arable is insisting that weak animals only "make trouble," and that he knows better than to save it. This exchange sets up the novel's central conflict between Fern's compassion and the more utilitarian view of farm life. Fern's successful argument to spare and raise the runt, whom she names Wilbur, establishes her as the story's empathetic heart, and foreshadows how Wilbur's very survival will hinge on kindness rather than mere economics.

"*Mr. Arable fixed a small yard especially for Wilbur under an apple tree, and gave him a large wooden box full of straw, with a doorway cut in it so he could walk in and out as he pleased.*" (White, 1952: 9), in this part, immediately after Fern has nursed Wilbur through his first fragile weeks, Mr. Arable steps in with a more practical, fatherly kind of care. Having conceded that the runt must live, he carves out a little pen for Wilbur beneath the shade of an

apple tree and provides a straw-filled wooden box as a warm shelter. Unlike Fern's intimate, almost human treatment (bottle-feeding and coddling), the gesture of Mr. Arable is straightforward and functional: he's ensuring Wilbur has a safe, clean place to eat and sleep while keeping him close by the farmhouse.

This moment illustrates the attitude of Mr. Arable toward farm animals in general - a balance between usefulness and basic kindness. He's not emotionally entangled the way Fern is, but he recognizes his responsibility to care for an animal under his charge, laying the groundwork for Wilbur's next chapter on the Zuckerman farm.

2. Fern

Fern loved Wilbur more than anything. She loved to stroke him, to feed him, to put him to bed. Every morning, as soon as she got up, she warmed his milk, tied his bib on, and held the bottle for him.

(White, 1952: 12)

In these lines, White emphasizes Fern's wholehearted devotion. She treats Wilbur not as mere livestock but as a cherished companion, cradling him like a baby with warmth and tender care. Each morning ritual, warming his milk, tying on his bib, holding the bottle, underscores how completely Fern has stepped into the role of Wilbur's guardian. Fern and Wilbur relationship show compassion and friendship transcending conventional boundaries. It is Mr. Arable's representation of the "extensive" enclosure.

3. Mr. Zuckerman

Wilbur's new home was in the lower part of the barn, directly underneath the cows. Mr. Zuckerman knew that a manure pile is a good place to keep a young pig.

(White, 1952: 14)

This line appears early in Chapter 3, right after Wilbur has been sold to Fern's Uncle Homer Zuckerman and moved from the farmhouse yard into the big barn. By tucking Wilbur "directly underneath the cows" and beside the manure pile, Mr. Zuckerman isn't trying to pamper him so much as ensure he thrives under practical, farm-wise conditions. The warm, fermenting manure acts like a natural heater, keeping the piglet cozy and healthy, while its proximity to the cows means Wilbur is sheltered, monitored, and easy to feed. In choosing this spot, Mr. Zuckerman treats Wilbur first and foremost as livestock whose care must

balance animal welfare with efficiency and agricultural know-how. His kindness is expressed through good husbandry rather than affection—he provides what the pig needs to grow strong, but he never quite sees Wilbur as anything more than a productive member of the barnyard.

4. Charlotte

It's a good thing you can't see what I see," she said. "What do you see?" asked Wilbur. "There's a pig in the next pen and he's enormous. I'm afraid he's much bigger than you are.

(White, 1952: 134)

This conversation takes place in Wilbur's pen in the Zuckerman barn shortly after Charlotte has introduced herself and struck up her friendship with him. It is evening, Wilbur is dozing in the straw when he hears Charlotte's thin voice drifting down from her web overhead. Curious, he asks what she can see from her lofty perch. Wilbur, standing floor-level and confined to his small yard, can't survey the barn, so he has no idea what Charlotte's eye, accustomed to spinning silken threads in every corner, takes in. When she tells him there is an enormous pig next door, Wilbur is startled: he is never realized how small he really is. This moment both underscores Charlotte's role as Wise Observer (and, later, life-saver) and plants the seed of Wilbur's insecurity, the very insecurity she will cleverly exploit when she weaves words like "Some Pig" into her web to change how the world views him.

Charlotte's Web, E.B. White presents the relationship between humans and animals as deeply interconnected, but with different layers of understanding and emotion depending on the character. Wilbur's journey reflects the typical cycle of how farm animals are perceived within a working agricultural society. Each character presented different type of treatment toward animal that reflect the society at the era. At first, as a runt, Wilbur is seen by Mr. Arable as a burden, a piglet that is too weak to survive, and therefore not worth the resources needed to raise him. Saving a runt would be considered irrational from a farming perspective where efficiency and output matter most. It is only through Fern's emotional plea that Wilbur is initially spared, showing that compassion must intervene against pure practicality to grant the animal value beyond economics.

Fern, as the youngest character in the story, is the one who shows her deepest love to

Wilbur. White portrays an idealized, compassionate bond between human and animal. Fern sees Wilbur not just as a pig, but almost as a sibling or a child. She nurtures him, protects him, and even claims he can understand her, a belief that symbolizes a pure, empathetic connection unburdened by practical concerns like money, food, or work. The character of Fern, who shows affection and care towards Wilbur, reflects a more humane view of animals, challenging the eugenics ideology that discriminates against animals based on their physical qualities.

Other human characters, like Mr. Arable and Mr. Zuckerman, represent a more utilitarian view. They care for animals responsibly but ultimately see them as part of the farm economy. Mr. Arable and Mr. Zuckerman represent two different approaches to animal husbandry: a broader and humane approach versus a more intensive and productive approach.

Wilbur, for example, is first a potential burden (as a runt), then an animal to be sold, and eventually a source of meat. Their kindness exists, but it is framed by practical needs rather than emotional attachment. Later, when Wilbur grows stronger, Mr. Arable sells him to Mr. Zuckerman. In this transaction, Wilbur is reduced again to a commodity, his life is assigned a monetary value, emphasizing that, to most adults, animals exist within a framework of utility. Wilbur's sentimental worth to Fern does not change his material worth to the adults, who view him as an investment that can yield bacon and ham. As Wilbur matures, the starkest reality sets in: he is being fattened for slaughter. Mr. Zuckerman's growing admiration for Wilbur (especially after Charlotte's miracles) never completely erases the fact that Wilbur's ultimate fate, in the natural course of farm life, is to be killed for food. Even the care he receives—good shelter, feed, and protection—is motivated largely by the hope of producing superior meat.

Charlotte's nightly creation of silk-spun messages—"Some Pig," "Terrific," "Radiant," "Humble", mirrors the rise of mass media branding in 1950s America. Just as advertisers harnessed catchy slogans on radio and the fledgling television networks to shape consumer perceptions, Charlotte instinctively understands how a few simple words, artfully displayed, can transform Wilbur from an ordinary barnyard pig into a celebrated local (and briefly national) celebrity (Spigel, 1992; Cohen, 2003). Beneath her gentle exterior, Charlotte embodies the decade's pragmatic optimism and confidence in ingenuity: faced with Wilbur's seemingly hopeless fate, she calmly assesses the situation and methodically executes her plan

night after night, echoing post–World War II America's faith in technology and clever strategy to reshape society (Cochrane, 1993).

At the same time, Charlotte gives voice to a burgeoning social conscience. In an age when industrial agriculture treated animals primarily as production units, her campaign on Wilbur's behalf insists that every life has intrinsic worth (Animal Welfare Institute, n.d.). She also quietly subverts the rigid gender norms of her era: in a world where female authority was often confined to the domestic sphere, this eight-legged heroine wields influence not through force but through intellect and persuasion—anticipating the broader shifts that would soon open new public roles for women (May, 1988). Finally, Charlotte's work underscores the power of community over competition: rather than seeking personal gain, she pours her own life energy into Wilbur's salvation, uniting farmers, fairgoers, and barnyard creatures in shared wonder—reflecting mid-century America's tension between Cold War rivalries and emerging suburban communitarian ideals (Putnam, 2000).

Among the animals themselves, relationships mirror human society: there are friendships (Charlotte and Wilbur), rivalries (the lamb's teasing), and acts of great loyalty and sacrifice. Charlotte's efforts to save Wilbur, despite knowing her own life is nearing its end, reflect the highest ideals of friendship and moral duty, qualities traditionally attributed to humans.

Overall, Charlotte's Web blurs the line between the human and animal worlds. Animals are given full emotional depth, fear, pride, loyalty, while some humans (especially Fern) are shown as capable of seeing and valuing the individuality and inner life of animals. The story suggests that true compassion crosses species boundaries and that recognizing the worth of even the smallest creature is part of being fully human.

Through these characterizations, the novel not only depicts the relationship between humans and animals, but also criticizes farming practices that often disregard animal welfare in favor of production efficiency. In addition, the animal exhibits depicted in the novel show how subjective judgments of animals can create injustice, where animals that are considered "superior" get more attention, while "inferior" ones are marginalized.

In the 1950s, when Charlotte's Web was published (1952), American society was undergoing major changes in its relationship with animals, especially farm animals. Industrial agriculture was expanding rapidly: small family farms were being replaced by larger, more

mechanized operations. Animals were increasingly viewed not as individual beings, but as units of production, pigs for pork, cows for milk and beef, chickens for eggs and meat. Efficiency and output were the main priorities. American farming was transforming from small, diversified family operations into large, highly specialized enterprises. Mechanization, tractors, harvesters, electric feeders, meant one farmer could manage hundreds or even thousands of animals rather than a few dozen. Pigs were moved into climate-controlled "confinement" barns, poultry into stacked cages, and cattle into feedlots where grain-based rations fattened them for market. Breeding programs produced faster-growing, uniform animals; antibiotics and hormones were introduced not for animal health per se but to accelerate growth and prevent disease in crowded conditions. On one hand, these innovations drove down food prices and bolstered postwar prosperity; on the other, they turned sentient creatures into production units whose welfare, beyond what was strictly necessary to maintain growth and product quality, was largely ignored. Mr. Zuckerman and Mr. Arable are the representations of the farm owners at that time. They see Wilbur as object to elevate their productivity and neglecting the humanity factor. Meanwhile, Fern portrays the one who have a good concern on protecting them. Give right as what it should be.

E.B. White's Charlotte's Web gently pushes back against both trends. Fern's hands-on nurturing harks back to an older agrarian intimacy, where a child could bottle-feed a piglet and call him "brother." Mr. Arable's and Mr. Zuckerman's more functional care, the small yard under the apple tree, then the pen above the manure pile, typifies the new, manager-style of husbandry: adequate, but always motivated by growth and eventual profit. Charlotte herself becomes a bridge between these worlds: she speaks for Wilbur's intrinsic worth even as she operates within the barn's "system," weaving words that force the human characters, and, by extension, the suburban readers, to see him not as pork in waiting, but as "Some Pig."

This research highlights the importance of understanding the social and legal context in which literature is set, as well as how literature can serve as a tool for social reflection and change. As such, "Charlotte's Web" is not only a beloved work of children's literature, but also a relevant social critique of animal protection and animal husbandry practices in America. The findings open up space for further discussion on the role of literature in shaping animal protection awareness and policy in the present day.

CONCLUSION

This research shows that E.B. White's "Charlotte's Web" serves not only as an entertaining work of children's literature, but also as a profound reflection on animal protection issues relevant to the legal and social context in 20th century America. Through characters such as Fern, Wilbur, and Mr. Arable, the novel illustrates various perspectives on the relationship between humans and animals, as well as the challenges animals face in a farming system that often prioritizes efficiency over welfare.

The analysis reveals that Fern's character represents a more empathetic and humane view of animals, while Mr. Arable and Mr. Zuckerman reflect two different approaches to farming practices that affect animal welfare. In addition, the exhibition of animals in the novel shows how subjective judgment can create injustice among animals, reinforcing existing hierarchies.

Thus, this research emphasizes the importance of understanding the social and legal context behind literary works, as well as how literature can function as a tool for reflection and social change. "Charlotte's Web" not only reflects the evolution of thinking about animal protection in America, but also invites readers to reflect on our responsibilities to animals and the need for better policies in animal protection today. These findings open up opportunities for further research into the role of literature in shaping future animal protection awareness and policy.

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THE IMPLEMENTATION OF GAMES-BASED LEARNING IN IMPROVING THE MOTIVATION FOR ENGLISH LEARNING AT SMPN 5 SATAP TAMAKO

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Abstract: This research is entitled "Implementation of Game-Based Learning in Improving English Learning at SMPN 5 Satap Tamako Students." The purpose of this study is to describe the implementation of game-based learning in SMPN 5 Satap Tamako students and analyze how the implementation of game-based learning is applied at SMPN 5 Satap Tamako. The research method used is a classroom action research method in accordance with Kemmis and McTaggarts in Burn (2010), the research was carried out in two cycles, the first cycle was carried out twice a meeting with the name of the game guess the meaning of objects in the classroom and did not experience an increase in motivation to learn English so that the second cycle method was carried out with two meetings of the game called the game guess the profession in the second cycle experienced an increase in motivation to learn English at SMPN 5 Satap Tamako.

Keywords: *game-based learning, motivation, action research, English learning, SMPN 5 SATAP Tamako*

INTRODUCTION

Education has a very important, which is one of the keys that has been proven to be able to educate people, change human personality, mature thinking, thinking skills, feelings, and character, and develop creativity. Education plays a crucial role in shaping individuals. One of the prerequisites that must be met during the learning process is the teacher's ability to increase or strengthen the active participation of students. Interest or interest has a close relationship with the learning process, because interest is a factor that determines student activeness in learning. Students' enthusiasm will arise when they feel interested in fun teaching and learning activities. Conversely, if learning is less interesting or unpleasant, student interest in participating in learning will be low. An unsuccessful learning process can cause students to

lack interest in learning. The lack of student interest in learning can be seen from the lack of learning activities, interact According to Warouw and Claudia (2023), children's education can be said to be one of the lessons that requires us to be more creative in delivering teaching materials due to the attitude and behavior of children who are easily bored with something, this is what underlies the idea of this study where the teacher carries out the English language learning process by using folklore with the serialized picture method to attract children's learning interest in the learning process, and student preparation in participating in teaching and learning activities.

The process of implementing enjoyable learning at school is a learning experience that can foster and develop student potential to the fullest. Increasing the potential and quality of students is also one of the efforts to improve the quality of education, which is an integral part of efforts to improve the quality of Indonesian human beings as a whole. Education is important for Indonesian society. Game-based learning, also known as Games Based-Learning, is a learning method that uses game applications that have been specifically designed to support the learning process. With characteristics that can motivate and delight students, the use of games in learning can increase students' interest in the subject matter. Game-based-learning is a teaching method in which students have a dominant role by using games to achieve learning objectives. With characteristics that can motivate and delight students, the use of games in learning can increase students' interest in the subject matter.

This approach incorporates game elements into learning, which makes the learning process more interesting, interactive, and fun for students. By using appropriate techniques, teachers can help increase students' potential and create meaningful learning experiences.

Therefore, choosing the right learning method is very important. The method is one of the ways teachers in the teaching and learning process to achieve learning objectives in delivering material. Subject matter is sometimes difficult for students to understand due to inappropriate methods. Therefore, the method in this case used by the teacher, should be able to make students easily understand the material. Motivation is the key to success in the learning process. There are several definitions of motivation from several experts. As mentioned by Hayikaleng *et al*. (2016), motivation is considered as an important component to make students successful in their English learning. Motivation can also be defined as the direction of one's behavior or what causes one to want to repeat a behavior and vice versa

(Alizadeh, 2016). From the overall explanation above, it can be illustrated that motivation is a combination of effort plus desire that provides reasons for people's actions, desires, and needs to obtain learning objectives towards a goal.

According to Lai (2011), motivation refers to the reasons that underlie the behavior that we are characterized by volition. Motivation includes a constellation of beliefs, perceptions, values, interests, and actions that are closely related, by getting motivation students will be excited in learning, so they will be motivated to learn English well. In the spirit of learning, motivation is necessary, because someone who has no motivation in learning, it will not be possible to implement learning activities.

Motivation is needed in determining the intensity of learning efforts for students. Lai (2011) states that one factor that affects student motivation is reward. Rewards can turn on or reduce motivation, suspending the type of rewards and circumstances given to them. There is a need for further study on how to increase motivation so that students have the will to learn English. This method can come from within the students individually or from external factors such as students, teachers, schools, parents, environment and friends.

According to the author's experience teaching English at "SDN 3 MANADO", the characteristics of students who achieve high motivation when learning takes place students listen, understand and ask if students do not understand in learning and thus instill a desire to know, Students who have low motivation such as not realizing learning or intending fun in school itself, is likely to make other classmates quickly bored with learning activities, lack of learning, attention is not focused on learning and things that make yourself feel problematic coping with problems, delaying schoolwork. The author took this title, observing that students in the Mahumu islands specifically primary schools have not had basic English studies, so the author took the GBL application method, which allows students to relatively understand and understand English, in addition to wanting students in SATAP Tamako to be interested and to increase motivation in learning English. Without having motivation, learning goals are difficult to achieve because student effort and desire affect the learner in carrying out learning objectives. By getting motivated students will be excited in the learning process, so they will be encouraged to understand English well.

In this study, the authors used game-based learning (GBL) theory. Game-based learning (GBL) refers to the use of games or related elements, concepts, or designs to facilitate the

learning process (Deterding *et al*., 2011). According to de Freitas (2006), here are some steps to implementing learning games;

1. Determine learning outcomes (also known as learning objectives). Learning objectives are essential for effective learning. They support the development of more successful lesson plans, activities and assessments by assisting in the formulation of what students should be able to do as a result of the learning instructions (Gronlund, 2000).

2. Selecting a simulation, activity, set of activities or game to support these required learning outcomes with appropriate forms of assessment. To avoid students feeling bored, teachers should pay attention when selecting an appropriate game that relates to an appropriate assessment outline. According to Carrier (1990) as cited in Ramadhaniarti (2016), when selecting games for students, the first thing teachers should consider is the level of play that matches their learning skills. Then, select games that match the content objectives.

3. Conduct the session with appropriate consideration given to outlining the session, learning outcomes strived for and reflection on the post (debriefing) session. Evaluate the effectiveness of the session using feedback from learners and other participants. Evaluation is the most effective approach to the use of games in formal settings (assessment, instruction, selection, pedagogy, learner characteristics) (de Freitas, 2006), Here are some steps to implementing learning games; Evaluation can measure whether a strategy is effective or not.

Reorganize or design sessions according to the feedback provided. According to Derakhshan and Khatir (2015), to effectively promote learning, games should include ways for students to think about and explain what happened. In fact, learning cannot be done without reflection time.

METHOD

This research was conducted as classroom action research as Wallace (1998) stated that action research is a systematic process of collecting and analyzing data to investigate practical problems arising in a particular context in order to make decisions about what future practice should be. Classroom action research is a method to find out what works best in teaching in the classroom to improve student learning. The study used descriptive qualitative research. Descriptive qualitative research is a type of research that uses methods of collecting, describing, grouping and analyzing data and drawing conclusions (Pamungkas, 2011). From

the definition given, the researcher concluded that action research is a suitable type for this research. In this study, the researcher will teach in class VII of SMPN 5 Satap Tamako.

Classroom Action Research (CAR) is a research activity conducted in the classroom. Classroom research aims to improve and develop teacher professionalism in carrying out their duties. The research procedure is based on the action research method. The procedure consists of four steps, namely planning, action, observation, and reflection. The research procedure is in accordance with Kemmis and McTaggarts in Burns (2010).

Cycle Implementation

1. Planning

   a. The plan made by the researcher before taking action is as follows:

   b. Researchers prepare games that will be played in game-based learning (GBL).

   c. Researchers prepare the necessary tools such as laptops, markers, and notebooks.

2. Action

   a. Saying greetings and introductions between students and teachers

   b. Researchers checked the attendance list of students and students who were present

   c. Explaining the learning material

   d. The researcher checked students' understanding by throwing questions

   e. Dividing students into groups randomly

   f. Explaining the game instructions that will be implemented as learning material

3. Observation

   At this stage the researcher observes and records what happens during the learning process. Researchers will use observation sheets to help facilitate the observation process during the study.

4. Reflection

   At this stage the researcher evaluates the results of the implementation of the cycle and before implementing the next cycle. Make improvements to overcome problems or shortcomings from the application of the previous cycle. Thus it can get the results as expected.

FINDINGS AND DISCUSSION

1. Pre-cycle

At this stage the researcher measured students' learning motivation in learning English at the beginning before applying a game-based implementation strategy in increasing students' learning motivation in English. This research was conducted at SMPN 5 SATAP Tamako, especially class VII in Mahumu village, Tamako District, Sangihe Islands Regency. Class VII has a total of 21 students, 10 boys and 11 girls respectively, before carrying out game-based learning strategies the researcher identifies the Pre-cycle is carried out with several stages as follows:

a. Self-introduction of students

At the first meeting the researcher at 09:00 made self-introductions to students in class VII SMPN 5 SATAP Tamako and vice versa and before conducting a game-based learning strategy the researcher made an introduction first by explaining the name of the researcher, the origin of the researcher from students who did not know the researcher or already knew, the researcher's family background, the researcher's education, hobbies and interests, then the researcher explained some of the material that the researcher would provide to students in class VII SMPN 5 SATAP Tamako. After the introduction of the researcher, followed by self-introduction from students in class VII SMPN 5 SATAP Tamako, this introduction was carried out freely which meant that the researcher was free to introduce himself in English or Indonesian. In the introductions that had taken place there was only one student who introduced himself in English, the researcher asked why there was only one student who introduced himself in English, one of the students said that ignorance in introducing himself in English.

The need for self-introduction from researchers is the most important thing in the scope of student learning and researchers are teachers, teachers are not only to teach materially but teachers must also approach students so that there will be good communication in identifying students in increasing learning motivation and knowing students' benchmarks in learning English in class VII at SMPN 5 SATAP Tamako. Self-introduction also makes students more able to control all behavior in themselves, as well as when dealing with other people, self-introduction of researchers is also one way of approaching themselves to class VII students of SMPN 5 SATAP Tamako, learning is student-centered, and learning becomes fun. Fun in the

sense of providing a comfortable and happy or learning place. Guiding the growth and development of all students' interests and potential through fun learning. In the introduction, the researcher identified several students who were not interested in learning English, this identification was seen from one of the researcher's questions to students in class VII, namely with the following question: "WHO LIKES ENGLISH LESSONS"? and there were several students who said they did not like English learning, so at the next stage the researcher would conduct a pre-cycle interview stage.

b. Pre-cycle interview

At this stage of the interview was carried out at 11:30 after recess before carrying out the learning strategy of the material that the researcher provided, the researcher conducted an interview. This interview was conducted by the researcher seeing the results of the identification at the previous stage, namely in the introductory session that students in class VII were not interested in learning English. At this stage, the researcher will identify the reasons for students who are not interested in learning English through the oral interview stage. The following is a description of the conversation and the researcher only presents the student's initials.

Conversation 1

Researcher: Hello, what's your name?
JB: My name is JB.
Researcher: Do you like learning English?
JB : I don't like it, because English is difficult.
Researcher: Difficult?
JB: Yes, miss, it's hard because I don't understand English in my elementary school there is no English learning.
Researcher: Okay, but can you count numbers one to ten?
JB: I can, miss.
Researcher: Okay, now write down how to write the number three
JB : Don't know, miss.

Conversation 2

Researcher: If I may know, why don't you like learning English?
BM : It's hard to tell stories using English, the way of writing is also different and confusing.
Researcher: Oh so it's hard to tell stories and how to read, is that it?
BM: Yes, miss.
Researcher: But you still want to learn English, right?

BM : Yes Miss
Researcher : Well, miss will do English learning that can make you understand and feel easy in learning.
BM : Thank you Miss

The description above is a conversation between researchers and students in class VII SMPN 5 satap Tamako. The conversation above shows that students' lack of interest in learning English is due to students' lack of ability in basic knowledge and students' lack of interest in learning English so that there is a need for the most important strategies and strategies that do not make boredom feel the need for an approach and the class feels alive throughout the learning that takes place so that researchers try to hold maximum strategies and researchers will implement game-based learning strategies (GBL). Learning begins with the most basic thing this basic learning identifies again the extent to which basic learning they know and in the conversation that took place the researcher identified and the results of the ability of class VII students in writing numbers and almost all students in the class were wrong in writing how to write numbers, this proves that there needs to be maximum effort to increase learning motivation and even increase the basic knowledge of students in class VII at SMPN 5 satap Tamako. At the interview stage, the researchers conducted the need for the next stage, namely ways to increase student learning motivation in learning English at SMPN 5 satap Tamako in class VII. This interview research was conducted for approximately 30 minutes, namely until 12.00 during the third hour.

c. Pre-cycle observation

In the observation of the first meeting at 12.00 the fourth hour took place, the researcher conducted a basic lesson, namely learning to find out the meaning of objects in the classroom and learning was carried out in groups. This grouping was divided by the researcher, each group had six and seven group members respectively since there was also one person who was absent from school and students at the time of learning were a total of 20 students, after the explanation was made by the researcher, considering that students were not allowed to hold cellphones and considering that not all students had cellphones, the researcher took the initiative to do or try to borrow English books or dictionaries in the library as well as the teachers' room and administration. When it is done or finished students find out the meaning of objects in the classroom, the researcher gives an explanation or information to students to

study again at home the learning that has been done at school, if they can memorize the meaning of objects in the classroom in English that the next meeting will be held English language learning in the form of a game, before English language learning ends the researcher divides the group leaders in total there are 3 (three) group leaders. The division has been carried out then the researcher explains or instructs each group leader to be given the authority to organize the duties of each member in charge of each member's part, after that the researcher conducts a game experiment that will be carried out at the next meeting so that at the next meeting there is sufficient time in the application of Game-Based learning.

Through observations made by researchers in the pre-cycle, researchers found that there was conducive learning atmosphere with the application of GBL. The students were lively, excited and some students said they could not wait for the next meeting and do English learning in the form of games. Therefore, according to the description of the observations that have been presented by the researcher, the results of observations in the pre-cycle or before the application of game-based learning strategies are still lacking and improvement is needed so that the learning process can be improved can go well as expected. So researchers try to improve the application of game-based learning strategies at the second or next meeting.

Given that the learning will end, before the time goes home, the researcher takes the initiative to memorize the prayer before learning and after learning can even be done when going home too, considering that class VII researchers can be informed that they do not have a prayer before learning and after learning this is also an opportunity given to researchers from English teachers at SMPN 5 SATAP Tamako to researchers, after writing a prayer on the blackboard, the researcher prepares the class with a prayer that the researcher has taught to students in class VII in particular, although with the state of reading but this is also an opportunity for students to learn to read for reading methods will also be corrected by researchers when the next meeting, the class ends at 13.20, this homecoming time is also not the actual homecoming time because the next subject the teacher concerned cannot be present or is absent, so the principal allows students especially class VII to go home, before leaving the classroom the students greeted and saluted the researcher.

2. Cycle 1

In contrast to the pre-cycle which had not yet applied the teaching strategy of implementing game-based student learning, in this first cycle the researcher began to use

teaching strategies in the form of games. The type of game used is the guess the meaning game. The researcher took on the role of teacher and supervisor so that all game-based learning activities were under the control of the researcher. The first cycle was conducted in two meetings, namely the second and third meetings. In the implementation of the first cycle, four stages were selected, namely planning, implementation, observation, and reflection.

a. Charades Object in Class - Second Meeting

The game procedure begins with the researcher giving the students a task to find the name and meaning of objects in the classroom in English or reversed with the meaning of objects in English, after that the game continues by recalling the meaning of the object and the researcher divides the students into groups, this game not only involves individuals but in groups, the purpose of this group is to see how the cohesiveness of students at SMPN 5 SATAP Tamako in each group, after being given instructions the game begins with guessing for students representing their group who will guess by raising one hand and writing the meaning of the object in English or Indonesian. researchers also see how to write them whether they match the way of writing in Indonesian or English correctly or not, if the representative of the group is wrong in writing the meaning of the object in English or English, Researchers also see how to write them whether in accordance with the way of writing in Indonesian or English correctly or not, if the representative of the group incorrectly writes the meaning of the object in English or Indonesian, it is assessed that there is no added value of points but is assessed as a reduction in the group and must be replaced by the addition of the next pound if after that the group can answer and replaced with another group that will replace to answer If the other group answers correctly, the points will be given to the previous group with a value of 2 points, it can be seen that the students who will participate are all involved in this exciting game, some of them are proficient in pronunciation, and their memory in remembering the meaning of the object, but there are also students who are low in remembering the meaning of classroom objects in English.

b. Third Meeting

At this third meeting, we still do or continue the guess the meaning game because at the previous meeting not all of them understood how to play the game so that in the end only a few students were more enthusiastic about carrying out the game, and considering the insufficient time so that the game was continued at the third meeting and carried out again by

conducting a new grouping but the grouping was carried out with full instruction by the researcher and the grouping was carried out by the researcher, students who fully understood this game would be grouped with students who did not fully understand.

In the discussion on cycle 1 in identification, the researcher found that there was no improvement in the guess the meaning of game because students in class VII have not fully understood the flow of the game to be played.

1) Students talk too much with other friends so that researchers have difficulty organizing the class.

2) There were some students who did not go to class at the previous meeting so the researcher explained again how the game would be done so it took a lot of time.

3) The class that adjoined class VII made a commotion so that the focus of students in class VII was disturbed.

4) The game-based game was the first time it was done so students were still confused.

3. Cycle 2

In the second cycle, researchers tried to improve the results of the implementation of the first cycle, namely the second and third meetings, so that in the fourth and fifth meetings while still applying game-based learning implementation strategies, researchers expected a maximum increase in learning motivation. Therefore, in this cycle the researchers focused on increasing students' learning motivation in English which had not been maximized in the previous cycle. The second cycle was conducted in two meetings, namely the fourth and fifth meetings.

In the second cycle, the same as the previous technique that researchers did in the first cycle but the name of the game technique in the second cycle will be different, the game technique in the second cycle is called "Guess the profession game technique" the second cycle game technique that will be carried out by researchers hopes to increase English learning in class VII at SMPN 5 SATAP Tamako.

a.   Game Guess the Profession (Charades in Profession) - Fourth Meeting

The research procedure begins with the researcher making a group again but the previous group is replaced with another friend, this game is carried out by means of the researcher explaining the profession that the researcher means and the students have to find out the exact profession referred to by the researcher and each of them if they already know

the representative of one of their groups comes forward in front of the researcher and gives the right answer to the researcher if one of the groups can first answer the meaning of the profession then the group is responsible or given full power to judge the other group.

The researcher meant that the group that answered first was assigned to see the correct sentence written by the other group in the form of writing the other profession that the winning group wanted to write and the other group had to find out first the meaning of the profession in question from the winning group then the group that should answer explained with a sentence that was close to the explanation of the profession with as many short sentences as possible.

b. Fifth meeting

Implementation of the same game but in a different version too, this game is called the circle version of the profession game, why is it called the circular version of the profession game because this game is carried out with students in a position to make a large and small circle, in the first hour of English learning until it ends the researcher gives students the opportunity to relearn the profession learning in the previous meeting so that in the next second hour it goes well and students can focus on Game-Based Learning.

In the second cycle, the guess the profession game technique experienced an increase, this increase was taken from the identification results, namely:

Improved results from the previous part of the first cycle

1) Grade VII students fully understand the flow of the game so that students are more free to play and feel comfortable playing the game.

2) Students do not make noise either students next to the room or students who are in class VII.

3) Students asked questions when the researcher finished speaking and speaking was only done or represented by the group leader.

4) The game was done well, all students were involved in the game in the second cycle.

5) The game was done guessing the meaning in different versions, given the opportunity for the group leader to manage his group members.

6) The game was more exciting and smooth, so it was not only done once but done several times but the group members were exchanged with other groups.

In the second cycle, there was an increase so that researchers succeeded in improving student learning in English.

CONCLUSION

In the researcher's observation, in the first cycle strategy, students experienced an increase in interest in learning English based on games but not yet maximized and not as expected, so the researcher re-conducted a game-based strategy in the second cycle in a different version of the game with the intention that this strategy was as expected. In the second cycle, the researchers succeeded in increasing learning motivation and as expected.

The application of Game-based Learning is very important in increasing the learning motivation of seventh grade students of SMPN 5 SATAP Tamako. Game-Based Learning is very helpful for students in learning English, with Game-Based Learning the learning atmosphere becomes conducive and the material learned is easy to remember. Helping students understand real applications, Students can understand the real application of what they learn in class, so students do not experience boredom in class.

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CONFLICTS OF THE MAIN CHARACTER IN THE NOVEL "*REEDEMING LOVE*" BY FRANCINE RIVERS: A FREUDIAN PSYCHOANALYTIC APPROACH

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Abstract: This research examines the conflicts experienced by the main character, Angel, in a novel entitled Redeeming Love by Francine Rivers, using a psychoanalytic approach grounded in Sigmund Freud's theory of the id, ego, and superego (1923). The study aims to identify and classify the psychoanalytic elements within the narrative and analyze their implications on character development. Employing a descriptive qualitative methodology, the data for this research was collected from the scripts in the novel and then classified based on Freud's theory as the foundation to analyze the conversations found in the scripts. The findings showed that Angel's past experiences have shaped her into a woman who finds it difficult to trust others, particularly in romantic relationships with man. The relationship between Michael and Angel as well as Michael Hosea's strong ego play. Crucial roles in mediating these conflicts are providing Angel with the love and support necessary for healing. These findings demonstrate that understanding the psychoanalytic elements offers deeper insights into the characters' emotional struggles and their journeys toward self-acceptance and redemption.

Keywords: *conflict, character, Freudian psychoanalytic approach, Redeeming Love, Redemption*

INTRODUCTION

Literature is a written language that expresses ideas, feelings, and concepts through the imaginative and creative use of language. This type of writing is often found in literary works such as dramas, novels, poems, and essays. Literature also reflects the beliefs, values, and identities of specific communities. It is a creative experience that describes human concepts or desires that are often nearly impossible to define precisely. Wellek and Warren (1971) state that literature is a mirror of human life that reveals human feelings, thoughts, and perceptions based on personal interpretation.

A character is an attitude portrayed by the author in a literary work. A character is inseparable from a work of literature, as without characterization, there would be no character. Abrams (in Nugriyanto, 2010:165) states that characters are the people depicted in a narrative or dramatic work who are interpreted by the reader as having particular moral qualities and tendencies as expressed in what they say and do. Characters in novels, for example, play a central role because they convey the author's message and can present many values relevant to human life, such as morality, education, love, ambition, emotion, and more. According to Bennet and Royle (2016), it is the characters that give life to literature. They have a strong connection with people because they function as focal points for interest, admiration, dislike, awe, and human judgment. This aligns with the statement by Asia and Samanik (2018), who claim that literature and psychology are closely connected.

A person's personality is shaped by various factors, including biological conditions, childhood experiences, and social environment. Most importantly, the cumulative effects of these influences over time ultimately shape one's character. Personality development benefits one's confidence and self-esteem. As a result of personality development, people often cultivate a more positive outlook. Since individuals are constantly challenged to grow and adapt, even in seemingly minor ways, self-improvement becomes an absolute necessity. Some of the greatest psychological thinkers have focused significant attention on the process of personality development.

There are two types of conflict in human life: internal and external. In external conflicts, characters are pitted against outside forces beyond their control, such as other characters, society, or nature. These external forces obstruct the character's motives and create tension as they strive to achieve their goals. Conflict is also closely tied to human psychology. According to Lewin (2013), conflict is the ability to push a person in two or more different directions at the same time.

In the context of education, gender inequality often becomes a significant source of social conflict, triggering discrimination and gender-based violence. Therefore, increasing gender awareness through education is crucial to reducing this injustice and, in turn, minimizing potential conflict. Efforts to promote gender equality can create tension in society, especially in communities with traditional norms. Inclusive education thus serves as a tool for conflict resolution by teaching values of equality and mutual respect. From a psychoanalytic

perspective, understanding gender identity and how childhood experiences and family dynamics shape it is highly relevant in analyzing educational content that may reinforce or challenge gender norms.

Gender stereotypes formed and maintained through psychoanalytic experiences can be altered through education that teaches students about gender equality, thereby helping them to critique existing power structures. Furthermore, education that focuses on gender awareness can provide students with space to discuss emotional experiences and trauma, and to reformulate gender representations in ways that help them build more positive and inclusive identities. Therefore, integrating an understanding of conflict and psychoanalytic dynamics into education can contribute to the creation of a more just and inclusive society (Warouw, 2024).

Redeeming Love is a novel written by Francine Rivers. It was first published in 1991 and has since gained widespread popularity, becoming a bestseller in Christian fiction. The story is a retelling of the Book of Hosea from the Bible, set during the California Gold Rush of the 1850s. It retells the story of Gomer and Hosea in a transformative narrative about God's unwavering, redemptive, and time-consuming love. *Redeeming Love* explores themes of love, forgiveness, and redemption in the face of deep brokenness. The novel has become very popular due to its emotional depth, powerful storytelling, and its approach to difficult issues while delivering messages of hope and grace.

The story portrays a lady named Angel, a young woman who endures a traumatic and violent past that leads her into a life of prostitution. She was sold into prostitution as a child and suffered physical and emotional abuse. This trauma shapes her negative view of love and human relationships. Over time, she eventually repents and becomes a Christian due to the love and patience of a frontier farmer named Michael Hosea. Michael Hosea, a devoted Christian and farmer, feels called by God to marry Angel and demonstrate unconditional love, reflecting the biblical story of Hosea and Gomer. However, Angel is a woman in a difficult condition. The novel discusses human life and the emotions that surround it. These emotions include affection, inner turmoil, desire, and ambition. These are the aspects that make the novel suitable for literary psychological analysis.

Based on the explanation above, the writer uses the main character Angel in the literary work *Redeeming Love* as the object of research, aiming to portray Angel's character as a

reflection of real-life experiences encountered by individuals around the world. Furthermore, the writer employs a psychoanalytic approach to provide a deeper and more meaningful analysis of the conflict faced by the main character in *Redeeming Love*, contributing to our understanding of human psychology and the process of personality formation based on the events experienced by the protagonist.

By referring to the previous paragraphs, the statements of the problem of this study are: 1) what are the psychological conflicts and conditions that shape Angel's character and behaviour throughout the novel *Reedeming Love?* 2) How does the relationship between Angel and Michael Hosea contribute to Angel's psychological healing and cahracter transformation?

This study refers to several previous research studies relevant to the topic and analysis of character and conflict. The following works are used as references and points of comparison:

1. Jangguar *et al.,* (2022) - *An Analysis of Conflict of the Main Character in Brave the Wild Wind*

   This study discusses various personal, cultural, and social conflicts faced by the main character and how they are resolved. Although a different theory is used, the study is relevant in understanding how conflict shapes character development.

2. Paris, B.J. (2017) – *Character and Conflict in Jane Austen's Novels: A Psychological Approach*

   While this study explores existential elements in the film *How to Train Your Dragon*, it shares similarities in the psychological approach to character analysis.

3. Nurbaya, N. (2021) – *The Inner Conflict of the Main Character of Bumi Cinta: Kurt Lewin's Conflict Approach.* This article uses Kurt Lewin's theory of conflict and Maslow's hierarchy of needs to examine inner conflict. It is relevant due to its focus on internal struggles and their influence on personality.

4. Harahap & Ningsih (2022) – *Psychoanalysis of the Main Character in Rainbow Rowell's Fangirl*

   This study applies Sigmund Freud's psychoanalytic theory (id, ego, superego) to examine character conflict and personality. It is directly relevant as it uses the same theoretical framework as this research.

5. Gonibala & Mariana (2022) – *Psychoanalysis of the Main Character in Dubliners by James Joyce*

   This analysis of five short stories focuses on the id, ego, and superego elements in characters. It is an essential reference due to its consistent application of Freudian psychoanalysis to character analysis.

6. Yollanda (2023) – *The psychological conflict of the main character in Reedeming Love.* At glance, this previous study might look similar to the current study. However, there is a strong research gap between the two. Yollanda's study implemented conflict theory by Muis and Kurt Lewin regarding types of inner conflicts experienced by a person. Meanwhile, this current study implemented Freudian Psychoanalytical Approach that focuses on character development (from negative to positive) and self-redemption.

METHOD

This study employs a qualitative methodology, specifically a descriptive qualitative method that utilized library research. The stages of the research process involve collecting and analyzing data. At data collection stage, the researcher identifies the behavioral changes experienced by Angel as the main character in the novel *Redeeming Love* by highlighting dialogues and events depicted in the story that represent the focus of the study. The researcher then classifies these into the components of id, ego, and superego. After identifying and classifying the data based on Angel's characteristics through the lens of id, ego, and superego, the researcher organizes the data into categories of character development and conflicts presented in the novel. The collected data is then described and analyzed using Sigmund Freud's psychoanalytic theory, particularly the concepts of id, ego, and superego. The researcher adopts Sigmund Freud's theory (1923) because it provides a framework for understanding the internal dynamics that contribute to conflict. The impulsive desires of the id, the ego's attempts to balance these desires with reality, and the superego's moral constraints all create tension and conflict. By exploring the unconscious mind, internal struggles, defense mechanisms, and past experiences, the researcher can gain valuable insights into the origins and resolution of conflict.

This research applies Sigmund Freudian Psychoanalytic Approach to analyze the main character and behavioral transformation in Francine Rivers' novel *Redeeming Love*. Freud's theory emphasizes the role of the unconscious mind in shaping thoughts and behavior.

According to Freud (1923), the human personality consists of three major components Id, Ego, and Superego.

Id is the most primitive part of the personality, containing instinctual drives and biological needs. It operates on the pleasure principle, seeking immediate gratification. The Ego acts as a mediator between the id and the superego, operating on the reality principle. It strives to meet the id's desires in a socially acceptable way. Superego represents the moral conscience, shaped by internalized societal and parental standards. It seeks to control the impulses of the id.

Freud emphasized that internal conflict often arises from the tension between these three components of the psyche.

While, according to Kenney (1966), conflict in literature is the opposition between the protagonist and antagonist or other forces such as society or the self. Conflict is a vital element in shaping character and advancing the plot.

Based on Card (1988), character can be analyzed through actions, motives, backstory, reputation, stereotypes, habits, behavioral patterns, talents, preferences, and physical appearance. Characterization reflects human traits and behavior, forming the core of a literary narrative.

Plot refers to the sequence of events arranged causally from beginning to end. Perrine (1970) states that a plot typically consists of five stages: exposition, rising action, climax, falling action, and resolution. The plot plays a crucial role in depicting conflict dynamics and character growth.

Setting includes the time, place, and atmosphere in which events occur. Wellek and Warren (1970) assert that setting can reflect social and cultural conditions and serve as an expression of character

FINDINGS AND DISCUSSION

1. Angel's Internal Conflict

According to Sigmund Freud, internal conflict occurs when the three components of personality: id, ego, and superego are in opposition to each other. The id seeks immediate gratification, the superego demands perfection, and the ego attempts to balance both. This conflict often happens unconsciously and may result in anxiety, restlessness, and various other psychological issues.

a. Id

The id is present from birth and is the first component of the human personality. It represents our basic instinctual drives and desires.

"Sarah dug frantically beneath the covers and plugged her ears. So the little princess didn't want to hear the awful truth? Well, that was just too bad. Furious, Cleo dragged the blankets off her. When Sarah scrambled away, she grabbed her by the legs and dragged her back. 'Sit up and listen to me!' She pulled the child up and shook her. Sarah squeezed her eyes shut and turned her face away. 'Look at me!' Cleo raged, not satisfied until she obeyed."

<div align="right">(Rivers, 1991: 30)</div>

This behavior clearly demonstrates Cleo's actions driven by the id. Her behavior is marked by immediate gratification, aggression, and a lack of consideration for others hallmarks of Freud's concept of the id.

b. Ego

In Freud's theory, the ego serves as the mediator between the id (instinctual drives) and the superego (moral standards and social norms). The ego seeks realistic and socially acceptable ways to satisfy the id's urges, while also considering the demands of the superego.

"Cleo touched Sarah's head. 'Cross your arms on the table and sleep awhile.' Sarah did as she was told, wishing they could leave. Cleo obviously wasn't ready to leave. She seemed to be having a good time, and she kept staring at Merrick and smiling in a way Sarah had never seen her smile before."

<div align="right">(Rivers, 1991: 25)</div>

"She followed Merrick into the hallway, watching as he dumped the blanket and pillow in the darkened room. Something large scurried down the hall and hid in the darkness. She stared at him, wide-eyed.
'You sit right there and don't move. If you don't stay put, I'll find you and take you down to the sea and feed you to the crabs. Understand?'
Sarah's mouth was dry, and she couldn't make any words come out. So she just nodded"

<div align="right">(Rivers, 1991: 28)</div>

Sarah's desire to leave indicates a more balanced ego. Her ego mediates between her discomfort and the social context, recognizing that Cleo's enjoyment may be in conflict with her own preferences. This excerpt reflects the interplay between the id, ego, and superego in shaping human behavior. Cleo's pleasure and Sarah's discomfort represent manifestations of both unconscious and conscious psychological states.

c. **Superego**

Superego is a function of the sociology of personality; its role is to determine what is right and wrong, appropriate or inappropriate behavior. Thus, a person can act according to moral standards in society.

> *"When the other children mocked Sarah and called her mother names, she looked at them and said nothing. What they said was true; you couldn't argue with it. When she felt the tears coming up, building like a great hard pressure inside her, hot, so hot she thought they would burn, she swallowed them down deeper and deeper until they became a hard little stone in her chest. She learned to look back at her tormentors and smile with cold arrogance and disdain. She learned to pretend nothing they said could touch her. And sometimes she convinced herself nothing did."*
>
> *(*Rivers, 1991:*35)*

Suppression may trigger feelings of guilt or shame within Sarah because she believes that she deserves the negative treatment.

2. **Defense Mechanisms**

   a. **Repression**

Sarah's traumatic past, including sexual abuse and neglect, has deeply wounded her. To shield herself from overwhelming pain and emotional turmoil, she uses repression as a defense mechanism.

> *"She could play virgin for him. She could play grateful if it came to that. Oh yes, thanks a heap for saving me. She could play as long as she knew it only had to last a while."*
>
> (Rivers, 1991: 116)

   b. **Denial**

Denial functions as a protective mechanism for Sarah, allowing her to cope with the extreme trauma she has endured. By avoiding painful memories and emotions associated with her abuse, she maintains her psychological stability. Denial is a central aspect of her character in *Redeeming Love*.

> *"If only she could be like one of those mountain men who went out into the wilderness and stayed there, hunting their food and building their own shelter and never having to answer to another living soul for anything. Just to be left alone, that must be heaven."*
>
> (Rivers, 1991: 88)

c. Displacement

Sarah's tendency to form unhealthy relationships with men, particularly those who are abusive and controlling, can be seen as a form of displacement. Her early experiences of sexual abuse have left her with deep trauma, which she unconsciously redirects.

"She stood up. Keeping her back to him, she ran a shaking hand along the mantle. 'You still don't understand, do you? Even if I wanted things to work, others out there won't let it happen. Like your fine upstanding brother-in-law.' She smiled dryly and looked up the wall. 'Did you see his face when he recognized me?"

(Rivers, 1991:175)

d. Sublimation

Sarah's deep faith in God can be viewed as a form of sublimation, a transformation of pain and suffering into something constructive and meaningful. Her love for Michael is another example of sublimation.

"Michael accepted, and Angel's heart dropped as he went for their blankets. Excusing herself quickly, she went after him. 'Michael,' she said, searching for words to convince him they should keep in the wagon and not in the entwisted Altmans. He reached out and pulled her close, kissing her soundly. Then he turned her back toward the tent, saying next to her ear, 'Sooner or later you'll learn there are people in the world who don't want to use you. Now, back up your courage and go back in there and get to know a few."

(Rivers, 1991: 238)

e. Reaction Formation

Sarah's rebellious and defiant behavior can be seen as a reaction formation, a defense mechanism where she acts contrary to her true feelings of vulnerability and helplessness. By being tough, she tries to protect herself from further harm or rejection.

"Michael took her wrist and turned her toward him. 'Leave the dishes.'

When he began to loosen her hair, she could scarcely breathe. She was trembling and embarrassed. Where was her calm, her control?"

(Rivers, 1991: 285)

3. Love and Patience

Freud (1925) realized that empathy and compassion are essential to building a strong

therapeutic alliance. Sigmund Freud stated, "The task of analysis is to bring about a change in the patient's attitude towards his own experience; this is only possible if we understand him and can empathize with him." (1925). He believed that the therapist's ability to empathize and manifest it into love for the individual's experience would foster a safe environment where the individual feels understood and accepted. A sense of safety is an important element for exploring unconscious conflicts and repressed emotions.

Michael exemplifies Christ-like qualities by showing compassion, patience, and kindness. His gentle approach stands in stark contrast to Angel's harsh past experiences. This nurturing environment fosters a sense of safety for Angel, which she needs in her emotional healing process.

Michael put his hand lightly on her hair and felt her jump.

"*Let me show you how to do it.*" *He hunked down beside her and held out his hand. She handed him tools. "First of all, you can't expect to get it perfect the first time. It takes practice." Like cooking stew, he wanted to say. Like living a different way of life.*"

(Rivers, 1991: 128)

Michael's gentle touch and his offer to guide Angel in her new task reflect a loving approach that is very important in building trust and safety in a relationship. He acknowledges that learning and healing are processes involving trial and error, reflecting a deep understanding of Angel's struggle.

Freud emphasized the importance of empathy and compassion in the therapeutic alliance, showing that these qualities enable the patient to feel understood and accepted, which is essential for healing. Michael's act lightly placing his hand on Angel's hair and offering to teach her shows a form of intimacy that is non-threatening yet invites openness and vulnerability.

Do you remember when you asked me what kind of name Hosea was and I said prophetic?" She began brushing her hair again slowly, but Michael knew she was listening to him this time, "Hosea was a prophet. God told him to marry a prostitute.
She glanced at him with a mocking smile. "Did God tell you to marry me?"
"Yes. He did."
She was scornful. "He talks to you personally?
"He talks to every one personally. Most people just don't bother to listen."
It was better to humor him. "Sorry I interrupted. You were telling me a story. What happened next? Did this prophet marry the prostitute?"

> *"Yes. He figured God must have a reason. A good reason"*
> *The same as he probably did. "Did this Hosea beat the sin out of her? I suppose she crawled to him on her face and kissed his feet for saving her soul."*
> *"No, she went back to prostitution."*
> *Her stomach dropped. She looked up at him and searched his face.*
> *He just looked back at her, solemn, self-contained, enigmatic. "So God isn't so all-powerful after all, is he?" she said quietly.*
> *"God told him to go and get her back again*."
>
> (Rivers, 1991: 133)

Michael does not only support Angel's journey toward self-acceptance but also provides an example of how compassion can transform relationships and facilitate recovery from trauma.

4. Transference and Healing

Freud's theory of transference involves projecting feelings and attitudes from one person to another, often based on past relationships. Michael's consistent presence and his willingness to endure Angel's hostility reflect a loving approach that fosters trust. His ability to face internal conflicts is crucial to the healing process.

Michael Hosea's contribution to Angel's process of transference and healing, through the lens of Freud's psychoanalytic theory, illustrates the profound impact of compassionate involvement in the healing of a relationship. Freud believed that the therapist's display of love in this case, Michael's role was essential to facilitating emotional exploration and growth.

> *"Do you love him?" he sneered. "You think you could make him happy? Sooner or later, he's going to see you for what you really are."*
> *Her hand whitened on the stick. Shrugging, she turned away. "You don't care about anything, do you?"*
> *"Should I?" She began beating the blanket again.*
> *Paul wanted to grab her and swing her around so he could lay his fist into her arrogant face. "You're just asking for it." He headed straight for the steam.*
> *All the stiffness went out of her as Angel watched him go. She sat down weakly on a stump, refusing to acknowledge the feelings coursing through her*."
>
> (Rivers, 1991: 176)

Transference occurs when an individual projects feelings, expectations, and attitudes from past relationships onto a new one. In this conversation, Angel's defensive response to Paul's mockery reflects her unresolved feelings about her self-worth and identity.

CONCLUSION

In this study, the writer concludes that the conflicts experienced by the main characters, particularly Angel and Michael, can be understood through the interaction of Freud's three components of personality: the id, ego, and superego. Angel's id reflects her basic desires and instincts, evident in her struggle with her past and her need for love. The ego functions as a mediator, with Michael Hosea demonstrating a strong ego by balancing Angel's impulsiveness with the moral boundaries of her superego. Michael's compassionate approach allows Angel to explore her desires while confronting her guilt. Angel's superego, which mirrors the moral standards of society, shapes her self-perception and feelings of worthlessness as a result of social judgment. This conflict creates tension between her desires and moral guidelines, leading to significant emotional turmoil. The novel portrays a transformational journey where the characters' internal conflicts become catalysts for growth. By understanding the dynamics of the id, ego, and superego, they move toward healing and reconciliation.

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THE USE OF REDUPLICATION ADJECTIVES IN CONTEMPORARY NOVELS

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Abstract: Reduplication adjectives are widely used in contemporary novels to show beauty. This study aims to determine the use of reduplication adjectives in contemporary novels. The data sources are sentences containing reduplication adjectives in three contemporary novels with the titles *"Karena Aku Cinta"* by Mita Juniar published by Zettu East Jakarta in 2014, *"Kangen"* by Putu Deriska published by Euthenia West Jakarta in 2015, and *Perahu Kertas* by Dewi Lestari published by Bentang Pustaka Yogyakarta in 2012. The method used is the listening method with a note-taking technique. The listening was done by reading the three novels and recording all the reduplication adjectives in the contemporary novels ("Karena Aku cinta" karya Mita Juniar, "Kangen" karya Putu Deriska, dan Perahu Kertas karya Dewi Lestari). The results show that there are two main forms, namely basic reduplication adjectives and affixed reduplication adjectives. The affixed adjectives are divided into five patterns: ber- D+R, se- D+R -nya, D+R -an, ter- D+R, and D+R -nya, which show the process of derivation and inflection as well as word class changes, such as from nouns or numerals to adjectives. In terms of meaning, adjective reduplication contains six types: *sungguh-sungguh, walaupun, berulang-ulang, menyerupai, intensitas, dan superlatif.*

Keywords*: adjectives, reduplication, contemporary novels*

INTRODUCTION

In Indonesian language, the word formation process includes six types, namely affixation, reduplication, composition, abbreviation, zero derivation, and reverse derivation (Kridalaksana in Darwis, 2012: 18). Of the six processes, reduplication is one of the most productive ones used by Indonesian speakers in everyday life. According to Kridalaksana (1983:143), reduplication is a process and result of the repetition of language units as a phonological and grammatical tool. Meanwhile, Ramlan (1983:57) defines reduplication as the process of repeating grammatical units, either completely or partially. Based on these two opinions, it can be concluded that reduplication is the process of repeating grammatical units

of language, either partly in the form of phonemes or morphemes or the whole form. This process can occur in various word classes such as verbs, nouns, adjectives, adverbs, pronominal, interrogatives, and numerals. Each word class that undergoes reduplication will show different characteristics, in terms of form, meaning, and function.

The productivity of reduplication use in Indonesian is evident in people's language practices, both orally and in writing. Words such as *gara-gara*, *rumah-rumah*, and *cantik-cantik* are proofs that reduplication has an important role in forming and conveying meaning in communication. However, the use of reduplication must still follow the rules or rules of language so that the meaning produced can be understood correctly. In informal situations, creative forms such as *rumah-rumah* often appear, which structurally appear as a form of reduplication, but do not necessarily have a meaning that can be clearly defined in the semantic system of Indonesian. This shows the importance of understanding the rules that shape the reduplication process, including how they apply in more aesthetic contexts of use such as literary works.

Literary works, as a medium of artistic and aesthetic expression, allow freedom in the use of language. To achieve beauty and allure, literary works often deviate from the normative rules of language through what is referred to as poetic license. In this context, even the use of linguistic forms such as reduplication can deviate from standard rules. Therefore, it is interesting to examine whether the rules and meanings of reduplication, especially in the adjective word class, still apply when applied in literary works such as poetry, short stories, or novels. This research specifically focuses on the use of adjective reduplication in contemporary novels. The selection of contemporary novels as the object of study is based on the reason that these works reflect the tastes, language styles, and life dynamics of modern society. In addition, contemporary novels also tend to be popular among today's readers, making them representative to reveal the tendency of reduplication forms and meanings in the context of modern Indonesian literature.

By studying the form and meaning of adjective reduplication in contemporary novels, this research is expected to make a theoretical contribution to the development of linguistic studies, especially in the fields of morphology and literary stylistics. On the other hand, practically, this research can be a source of information and reference for language researchers and students who are interested in examining the issue of reduplication in the

realm of literature, as well as an initial step for further, more in-depth research.

METHOD

This research is descriptive research that aims to explain carefully the form and meaning of reduplication adjectives in contemporary novels. In line with that, Sudaryanto (1986:62) explains that descriptive research aims to describe what is observed in the object of study as it is based on existing facts. The research methods used include library research and field research. Literature research was conducted by reading relevant literature to obtain theoretical foundations, scientific concepts, and secondary data. Furthermore, field research was conducted to obtain primary data regarding the use of adjective reduplication. In this case, the listening method with a note-taking technique was used. Mahsun (2005:92) states that the listening method is not only used for spoken language, but also for written language such as ancient manuscripts, narrative texts, mass media, and literary works. Data were obtained by listening to three contemporary novels: *Karena Aku Cinta* by Mita Juniar, *Kangen* by Putu Deriska, and *Perahu Kertas* by Dewi Lestari. The technique used is a note-taking technique, by recording all forms of reduplication adjectives in the three novels.

The population in this study is all sentences containing reduplication adjectives in the three novels, while the sample is taken purposively in the form of five or three sentences containing reduplication adjectives. The main data sources are three contemporary novels, namely *Karena Aku Cinta* (Mita Juniar, Zettu, 2014), *Kangen* (Putu Deriska, Euthenia, 2015), and *Perahu Kertas* (Dewi Lestari, Bentang Pustaka, 2012). In data analysis, because the nature of the research is descriptive, the analysis is carried out based on empirical facts in the novels. The steps include reading and recording all reduplication adjectives, then classifying them based on form and meaning

Reduplication is a common morphemic process found in many languages, although in Indo-European languages this form is almost unknown (Darwis, 2012:17). Verhaar (1993:152) states that reduplication is a morphemic process that repeats the basic form or part of the basic form, while Keraf (1980:119) calls it word repetition. Ramlan (1983:55) adds that reduplication is the repetition of grammatical units, either completely or partially, with or without phoneme variation. This process produces a new word called a reword. In the context of word formation, Muslich (1990:48) and Chaer (2006:286) emphasize that reduplication is a productive morphological tool, which can occur in base words, affixed words, and compound

words. Solichi (1996:9) also strengthens this view by emphasizing that reduplication produces new forms of repeated grammatical units.

Reduplication has two main characteristics according to Ramlan (2001:69). First, reduplication does not change the word class; nouns remain nouns, verbs remain verbs, and so on. Second, the base form that undergoes reduplication is always a commonly used language unit, as in the word *Memata-matai*, which comes from the base word *mata*. In addition, adjectives as one of the word classes that can undergo reduplication have special characteristics according to Kridalaksana (1986:57), including being accompanied by the particle *not*, joining with nouns, and intensification particles such as *lebih*, *sangat*, and *agak*. Adjectives also have morphological characteristics such as suffixes *-er*, *-if*, *-i*, and can be formed into nouns through the confix *ke-an*.

In terms of form, Darwis (2012:67-88) divides reduplication into four types: basic reduplication (*duduk-duduk*), reduplication with affixes (e.g. *berjalan-jalan*, *memukul-mukulkan*), reduplication with sound variation (*bolak-balik*, *gonta-ganti*), and semantic reduplication which is the repetition of meaning through synonymous pairs such as *sangkut-paut* and *uji-coba* Ramlan (1983:55) divides it into repetition of the whole (e.g. *sepeda-sepeda*), partial repetition (*lelaki, tetamu*), repetition with affix combinations (*gunung-gunungan*), and repetition with phoneme changes (*gerak-gerik, robak-rabik*). Kridalaksana (2002:88) adds other structural forms such as *dwipura* (repetition of the initial syllable: *tetamu*), *dwilingga* (full repetition: *rumah-rumah*), *dwilingga copy sound* (*pontang-panting*), *dwiwasana* (*perlahan-lahan*), and *trilingga* which reflect repetitive onomatopoeia such as *dag-dig-dug* or *cas-cis-cus*.

In terms of meaning, Ramlan (2001:176) suggests that reduplication can express the number of objects (*rumah-rumah*), unconditional meaning (*jambu-jambu dimakannya → meskipun jambu dimakannya*), similarity of form (*kuda-kudaan*), repetitive actions *berteriak-teriak*), casual actions (*makan-makan*), mutual actions (*pukul-memukull*), work relationships (*cetak-mencetak*), somewhat meaning (*kemerah-merahan*), the highest intensity (*sepenuh-penuhnya*), to the statement of feelings without changing the basic meaning (*membedakan → membeda-bedakan*). Chaer (2006:288) adds that reduplication produces words that fit the context of speech with meanings such as many, all, and various, especially if accompanied by the suffix *-an* as in *buah-buahan*.

FINDINGS AND DISCUSSION

The findings of reading three contemporary novels; *Karena Aku Cinta* by Mita Juniar, *Kangen* by Putu Deriska, and *Perahu Kertas* by Dewi Lestari, are the author obtained 44 data of adjective reduplication. The data was then classified based on its form using Darwis' theory (2012: 67-85), because the theory is considered the most appropriate and provides explicit and detailed classification criteria. This theory has previously been applied to verb reduplication, and in this study it is reused to see if there are any differences in its application to adjective reduplication.

1. Shape Classification

a. Basic Reduplication Adjective

Adjective reduplication is the repetition of the entire base form, without a change in phoneme and not combined with the process of adding affixes. We can formulate adjective reduplication as D+R. For example:

1) *Malu + R* → *malu-malu*
2) *Buru + R* → *buru-buru*
3) *Benar + R* → *benar-benar*
4) *Jelek + R* → *jelek-jelek*
5) *Berani + R* → *berani-berani*

b. Affixed Reduplication

Reduplication with affixes is divided into the affixes that build the reduplicated word. Here are the forms:

1) Adjective Reduplication Affixed (Formula *ber-* D + R)

Adjectives with the formula *ber-* D+R can be read as basic adjectives with reduplicated *ber-* prefixes, but the *ber-* prefixes are dropped in the reduplicated form. For example, *lama → berlama → berlama-berlama → berlama-Ølama*.

In addition, the two base forms of the three examples in this formula can also be filled by nouns (denominal adjectives). This shows the process of derivation (derivational reduplication adjectives) occurs. Here are the examples.

a) *Lama* → *berlama-lama*
b) *Tanya (n)* → *bertanya-tanya*
c) *Api (n)* → *berapi-api*

2) Adjective Reduplication Affixed (Formula se- D + R -*nya*)

The adjective reduplication formula *se*-D+Rnya can be read as a basic adjective with the suffix *se-nya* reduplicated, but the suffix -*nya* in the base morpheme and the prefix *se-* in the reduplicated form are eacremoved. This adjectival reduplication is also called derivational reduplication because the three base forms of the three examples are adjectives and after reduplication the word class changes to adverbial (adverbial deadjektiva). For example, the word *jelek → sejeleknya → sejeleknya-sejeleknya → sejelekØ-Ø*jeleknya. Here are some examples:

      a) *Jelek*   →   *sejelek-jeleknya*

      b) *Tinggi*   →   *setinggi-tingginya*

      c) *Keras*   →   *sekeras-kerasnya*

3) Adjective Reduplication Affixed (Formula D + R -an)

Reduplicated adjectives with the formula D+R -an can also be called reduplicated -an base adjectives, but the suffix -an is dropped on the base morpheme. For example, the word *gila →gilan → gilan-gilan →gila*Ø*-gilaan*. These reduplicated adjectives can also be called inflectional adjectives because the three base forms of all three examples are adjectival word classes and after undergoing the reduplication process the word class does not change. Similar examples can be given as follows.

      a) *Gila*   →   *gila-gilaan*

      b) *Acak*   →   *acak-acakan*

      c) *Besar*   →   *besar-besaran*

4) Adjective Reduplication Affixed (Formula *ter-* D + R)

Reduplicated adjectives with the formula *ter-* D+R can be read as basic adjectives with *ter-* prefixes that are reduplicated, but the *ter-* prefix is dropped in the reduplicated form. For example, the word *gila → gila → tergila-gila → tergila-Ø*gila.

These reduplicated adjectives can also be called derivational reduplication adjectives because one base form in all four examples is a noun word class and after reduplication it changes into an adjectival word class (denominal adjective). Similar examples can be given as follows.

      a) *Gila*   →   *tergila-gila*

     b) *Gopoh*   →   *tergopoh-gopoh*

     c) *Bata(n)*   →   *terbata-bata*

     d) *Heran*   →   *terheran-heran*

5) Adjective Reduplication Affixed (Formula D + R -*nya*)

Reduplicated adjectives with the formula D+R -*nya* can be read as basic adjectives with the reduplicated suffix -*nya*, but the suffix is dropped on the base morpheme. For example, *bosan* → *bosannya* → *bosan-bosannya* → *bosanØ-bosannya*.

These reduplicated adjectives can also be called derivational adjectives because one base form of the two examples is a numeral word class and after reduplication, the word class changes to an adjective word class (adjective denumeralia) is a reduplication of a base adjective that has a reduplication suffix -*nya*. The numerals word class "one" can also change into an adjective word class when reduplicated with the suffix -*nya*.

     a) *Bosan*   →   *bosan-bosannya*

     b) *Satu(num.)* →   *satu-satunya*

Notes:

In this study, the author found one data of adjective reduplication of sound variation. This shows that the form is not productively used in contemporary novels. For example,

     a) *Ceplos*   →   *ceplas-ceplos*

2. Classification of Meanings

Adjective Basic reduplication in contemporary novels has a variety of meanings. The following is the explanation. Meaning "really or truly and meaning although.

1) The meaning of truly or earnestly

     a) *Buru-buru*

       *"Tadi **buru-buru** banget"* (Juniar, 2014:19)

       The meaning of reduplication in this sentence shows that someone is really in a hurry.

     b) *Benar-benar*

       *"**Benar-benar** tidak ada yang bisa kuajak mengobrol"* (Deriska, 2015: 14)

       The reduplication in this sentence shows that someone is really lonely because

there is no one to chat

c) *Berapi-api*

"Tutur Eko **berapi-api"** (Lestari, 2012: 127). The meaning of reduplication in this sentence is to be really angry or emotional.

d) *Berani-berani*

"Berani-berani *minta berhenti kuliah hanya gara-gara lukisannya laku segelintir*"(Lestari, 2012: 156). The meaning of reduplication in the sentence is brave or daring to ask to quit college.

e) *Acak-acakan*

"*Keenan berdiri di hadapannya, masih dengan rambut* **acak-acakan"** (Lestari, 2012: 126). The meaning of reduplication in this sentence is to be completely disheveled.

f) *Tergila-gila*

"*Ia* **tergila-gila** *padamu*" (Juniar, 2014: 19). The meaning of reduplication in this sentence is really or truly crazy (excessively fond).

g) *Tergopoh-gopoh*

"*Seorang petugas datang* **tergopoh-gopoh"** (Lestari, 2012: 23). Tthe meaning of reduplication in this sentence is really or truly hastily (hurry, rush).

h) *Terheran-heran*

"*Kugy gantian* **terheran-heran"** (Lestari, 2012: 167) The meaning of reduplication in this sentence is really or truly surprised.

i) *Malu-malu*

"*Mengubah posisi tangannya* **malu-malu"** (Juniar, 2014: 92). The meaning of reduplication in this sentence shows how someone who changes the position of his hands shyly.

This reduplication explains that he is in a state of earnestness or really embarrassed.

j) *Berlama-lama*

"*Bahkan rela* **berlama-lama** *menjelajahi* mall" (Juniar, 2014:29-30). The meaning of reduplication in this sentence is to really explore the *mall for* a long time.

2) Meaning of Although

   a) *Jelek-jelek*

     "*Tapi **jelek-jelek** gitu, Jeroen banyak yang naksir*" (Lestari, 2012: 15). The meaning of reduplication in this sentence is although ugly.

3) Repetitive Meaning

   a) *Bertanya-tanya*

     Keenan menerawang di atas tempat tidur, **bertanya-tanya** pada dirinya sendiri (Lestari, 2012: 12). The meaning of reduplication in this sentence is to express an action that is done repeatedly.

4) Meaning of Resembling

   a) *Gila-gila*

     "*Aktivitas kamu juga **gila-gilaan***" (Lestari, 2012: 100). The meaning of reduplication in this sentence is to resemble a crazy person.

   b) *Terbata-bata*

     *"Hanya hembusan udara kosong yang **terbata-bata**"* (Lestari, 2012: 23). The meaning of reduplication in this sentence is to resemble someone who stutters.

5) Meaning of Intensity

   a) *Besar-besaran*

     "*Berencana akan kampanya **besar- besaran**"* (Lestari, 2012: 158). The meaning of reduplication in this sentence is intensity or making it huge.

6) The Most Highly Achievable Meaning

   a) *Sejelek-jeleknya*

     *Kodok pasang tampang jelek, **sejelek-jeleknya*** (Juniar, 2014: 11)

   b) *Setinggi-tingginya*

     *Kodok mengepalkan tangannya dan menaikannya **setinggi-tingginya*** (Juniar, 2014: 72).

   c) *Sekeras-kerasnya*

     *Ia stel MP3 **sekeras-kerasnya*** (Juniar, 2014: 77).

CONCLUSION

Reduplication adjectives in contemporary novels prove to be very productive in use, both in form and meaning variations. The use of adjective reduplication forms shows a variety

of structures, ranging from basic forms such as *berlama-lama*, *sekeras-kerasnya*, *gila-gilaan*, *tergopoh-gopoh*, dan *satu-satunya*. These forms can undergo word class changes, for example from nouns to adjectives (de-nominal adjectives), from adjectives to adverbs (de-adjectival adverbs), or remain in the adjectival class. However, not all forms of reduplication proposed by experts were found in the analyzed novels, such as semantic reduplication and sound variation, which only appeared once in the data. In terms of meaning, adjectival reduplication in the novels reflects six types of meaning, namely the meaning of "really or truly" (such as *buru-buru*, *berapi-api*, *tergila-gila*), the meaning of "although" (such as *jelek-jelek*), the meaning of "repeatedly" (such as *besar-besaran* the meaning of "resembling" (such as *crazy*), the meaning of "intensity" (such as *besar-besaran*), and the meaning of "the highest that can be achieved" (such as *setinggi-tingginya*).). The results of this study show that adjectival reduplication is an important part of the formation of meaning and expression in contemporary novels.

However, this research certainly still has limitations, both in the scope of the data and the analysis approach. Therefore, the author realizes that more in-depth and extensive research is still needed on reduplication in other novels or in different literary genres. The author also looks forward to constructive suggestions and feedback from the readers for the development of similar research in the future.

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PHONEME IN ENGLISH AND TONTEMBOAN LANGUAGE (CONTRASTIVE ANALYSIS)

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Abstract: This research, Phoneme in English and Tontemboan Language, is aimed to identify and classify the phoneme forms, distribution patterns, and phonotatic systems of English and Tontemboan languages, then contrasts the results of the two languages. This research used qualitative methods, and to analyze the data the writer uses Fromkin's theory (2017), Finegan's theory (2015), and Thomasz's theory (1990). The result of this research are as follow: in the English data, 23 consonant phonemes were found, namely /b/, /ʧ/, /d/, /ð/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /ŋ/, /p/, /r/, /ɹ/, /s/, /ʃ/, /t/, /θ/, /v/, /w/, /z/, and 12 vowel phonemes: /a/, /ɑ/, /ʌ/, /ɪ/, /i/, /u/, /ʊ/, /e/, /ə/, /ɜ/, /ɔ/. The Tontemboan language data has 18 consonant phonemes, namely /b/, /p/, /t/, /d/, /k/, /g/, /ʔ/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, /y/, and 6 vowel phonemes: /a/, /i/, /E/, /ə/, /o/, /u/. The difference between English and Tontemboan phoneme forms is that Tontemboan language does not have several phonemes in English, namely /z/, /θ/, /ð/, /ʃ/, /ɹ/, and /ʧ, on the other hand English does not have the phoneme /ʔ/ where this phoneme is exist in Tontemboan language. These two languages have some phonemes in common, namely /b/, /p/, /t/, /d/, /k/, /g/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, /y/. /a/, /i/, /ə/, /o/, and /u.

Keywords: *phonemes, English, Tontemboan, language*

INTRODUCTION

Warouw (2023: 32) states that Language has an important role in developing intellectual, social and emotional knowledge, especially for every student. Starting from kindergarten to college. Language learning helps each student to know more about themselves, their own culture, the culture of others, express ideas and feelings, and make a contribution to society using the language they have. Language is a universal characteristic of human beings means that all languages (and language varieties) are equal. That is, they all come from the same genetic blueprint, and therefore, they all are equally "human". Language

varieties are different because over time they have adapted to the differing needs of their speech communities. Language can be studied in a science called linguistics (Fasold, 2013: 7). Linguistics is the study of all phenomena involved with language such as its structure, use, and implications.

Linguistics is divided into several fields, namely: phonetics (sounds of language), phonology (how sounds are arranged), morphology (how 1 sounds are put together), syntax (how sentences are formed), semantics relating to how meaning (words, sentences and texts), pragmatics relates to how sentences and texts are used in the world (in context), and text linguistics relates to units larger than sentences, such as paragraphs and texts (Brown and Attardo, 2005). According to Fasold (2013: 13) in linguistics, there is a study of the sounds of speech that can be divided into the disciplines of phonetics and phonology. Phonetics studies speech sounds as physical objects. on the other hand, phonology studies how language organizes sounds into different patterns.

Odden (2005: 2) mention that phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of language structure one way to understand what the subject matte-composer of phonology is, is to contrast it with other fields within linguistics. Brinton (2000: 47) states that phonology is the study of distinctive sounds in a language, and although we have mentioned in passing the difference between certain distinctive and non-distinctive variants (for example, between [th] and [t]), The concept of distinctiveness is captured by the notion of a phoneme.

A phoneme is characterized by certain distinctive features which make it a separate entity in a set of sounds available in a language. Phonemics discusses the properties of phonemes in a language. So it is in close connection with phonetics and phonology, the former focusing on the pronunciation of sounds and the latter on the arrangement of sounds (Ladefoged, 2001:23). According to Brinton (2000:47), the phoneme is a distinctive or contrastive sound in a language. What "distinctive" means in this context is that the sound makes a difference in meaning and has communicative value. Different phonemes make contrasts in words. For example, [n], [l], and [t] are all phonemes because they serve to make contrasts in words, as in nab, lab, and tab. Here, 2 we see how the phonemes of a language are determined, by means of what are called minimal pairs. Phonemes can also be studied in every language. English language and the Tontemboan language have their phonemes.

The topic of phonemes is selected as the focus of this study since phonemic research is crucial for documenting and preserving language, especially those that are endangered or have limited written records like Tontemboan phonemes. Phoneme in the Tontemboan language, like many indigenous languages, may be at risk of language shift or loss as younger generations potentially adopt a more dominant language. By documenting and analyzing its phonemes, the research contributes to the preservation of this linguistic heritage, ensuring that future generations can make this study a source about phonemes especially phonemic details like phonemes form, distribution of phonemes and phonetic system, also in a context of contrast with English.

The English language belongs to the Indo-European language family, with about 325 million speakers, English is spoken in the British Isles, the United States, most of Canada, the Caribbean, Australia, New Zealand, and South Africa. In addition, there are numerous bilingual speakers of English and other language on the Indian subcontinent, in Eastern and Southern Africa, and Oceania. To these, we must add the countless speakers of English as a second language scattered around the globe. English is the second most populous spoken language in the world after Chinese, but it is unrivaled in terms of its geographical spread and popularity as a second language (Finegan, 2008: 438).

Etymologically, the word *Tontemboan* consists of two words: *Tou* "people" and *Temboan* "to see from a high place" (top of a mountain). The name refers to the area that is in the mountains. The Tontemboan language has two dialectical variations: the Makela'i dialect and the Matana dialect. These two variations differ in terms of phonemes, 3 morphemes, and certain words (Palar, 2018). Tambuwun (1986:8-9) states that the *Matana'i* dialect is spoken in Sonder, Kawangkoan, Tareran, Tumpaan, Tenga, Modoinding, and Tompaso Baru. While the *Makela'i* dialect is spoken in Langowan, Tompaso, and Tompaso Baru. Tareran sub-district is one of sub-district in South Minahasa district. Tareran has 16 Villages such as; Pinamorongan, Kanean, Koreng, Wuwuk, Rumoong Atas Dua, Rumoong Atas, Tumaluntung, Wiau Lapi, Lansot, Pinapalangkouw, Suluun Satu, Suluun Dua, Suluun Tiga, Suluun Empat, Talaitad, and Kapoya. The writer chose Koreng village as the research location because the people still use the Tontemboan language as their daily language, and also due to the essier acsess to the potential informants since the writer herself comes from Koreng. The people in this village speak a particural Tontemboan dialect namely *Matana'i.*

Coming from the Tontemboan language region, the writer has a connection with the language, the study contributes to the preservation of the Tontemboan language, a language that faces the risk of decline of use and has limited documentation and also interest. By documenting its phonemes, this study supports efforts to maintain linguistic diversity and provides a valuable resource for others interested in the language. This work will serve as a reference for future studies and language preservation initiatives.

METHOD

The method of this research is qualitative descriptive. Bendassolli, (2014; 8) stated that qualitative researchers often observe that themes can be identified in repeated ideas, sentences, concepts, words, images, and sounds in similarities among units that make up the analysis material (for example, among different interviewees). The writer used the qualitative descriptive method in this study, which entails explaining the analysis and result of differences.

Data Collection; In this section, the writer prepared the interview questions from 207 Swadesh data, and write them down sequentially in a book. This data served as the initial data for the writer to collect data in English and Tontemboan language. The writer came to the informant's house in Koreng Jaga 2 Village, the writer asked for words in Tontemboan according to the list of Swadesh words that the writer prepared before coming to the informant's house. In this case, the writer conducted questions and answers with the informant used 207 lists of Swadesh words. During the interview, the writer recorded the process with her phone, the writer also wrote down every word from the interview in a book as blurry notes. Before writing them into Microsoft Word, the writer listened to the interview recorder to make sure about spelling and pronunciation. To collect phoneme data in English, the writer used 207 Swadesh data and some word from English dictionary to see the phoneme form of each words. The writer wrote down each English word from the data and then the writer look at the phonetic transcriptions of each word in the English dictionary.

In order to analyze the data in this research, the writer used the theory of Fromkin (2017) to classify phoneme forms, the theory of Finegan (2015) to identify the distribution, and describe the phonotactic system. The theory from Thomasz (1990) is used to analyze the differences and similarities between English and Tontemboan Phonemes.

FINDINGS AND DISCUSSION

1. Identification and Classification of Phonemes in English

a. Classification of Phoneme in English

Roach (2009: 2) states, that in any language we can identify a small number of regularly used sounds (vowels and consonants) that we call phonemes; for example, the vowels in the words 'pin' and 'pen' are different phonemes, and so are the consonants at the beginning of the words 'pet' and 'bet'. The phonemic system described here for the BBC accent contains forty-four phonemes, those are ; /ɪ/, /e/, /æ/, /ŋ/, /ʌ/, /ɑ/, /ə/, /ɒ/, /ʊ/, /ʃ/, /ɔ/, /θ/, /ɜ/, /□/, /ʒ/, /dʒ/, /ð/ , /ʧ/, /aɪ/, /eɪ/, /ɔɪ/, /eə/, /ʊə/,/□ɪ/, /□ʊ/,/əʊ/, /i/, /u/, /p/, /t/, /k/, /f/, /s/, /h/, /m/, /n/, /d/, /b/,/v/,/z/, /l/, /r/, /j/, /w/ (Roach, 2009: 31)

1) Classification of Phoneme Consonant

Consonants are classified according to where in the vocal tract the airflow restriction occurs, called the place of articulation. Movement of the tongue and lips creates the constriction (Fromkin, 2014: 195). Based on the results of this research using swadesh data in English word, 23 phonemes consonant were found, those are /b/, /ʧ/, /d/, /ð/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /ŋ/, /p/, /r/, /ɹ/, /s/, /ʃ/, /t/, /θ/, /v/, /w/, /z/. This study does not found the phoneme /dʒ/, but there is a new phoneme found in this study that is/ɹ/ 16 In this case, the writer limits at most 10 words for each phoneme. The phonemes can be described as follows;

a) /b/ found in the words: Big [bɪg], Bird [bɜːd], Bark [bɑːk], Blood [blʌd], Bone [bəʊn], Belly [ˈbelɪ], Back [bæk], Husband [ˈhʌzbənd], stab [stæb], rub [rʌb].

b) /ʧ/ found in the words: child [ʧaɪld], scratch [skræʧ],

c) /d/ found in the words: dirty [ˈdɜːtɪ], die [daɪ], dog [dɒg], dull [dʌl] , Dry [dɹaɪ], sand [sænd], [bæd], red [ɹed], head [hed], good [gʊd].

d) /ð/ found in the words: this [ðɪs], that [ðæt], mother [ˈmʌðə(r)], father [ˈfɑːðə(r)], breathe [briːð], smooth [smuːð], with [wɪð].

e) /f/ found in the words: fat [fæt], father [ˈfɑːðə(r)], fat [fæt], feather [ˈfɛðə(r)], fish [ˈfɪʃ], four [ˈfɔː(r)], foot [fʊt], freeze [fɹiːz], leaf [liːf], if [ɪf]

f) /g/ found in the words: Gut [gʌt], Green [gɹiːn], Good [gʊd], egg [eg], big [bɪg], dig [dɪg], dog [dɒg], fog [fɒg], Leg [leg]

g) /h/ found in the words: He [hiː], Hair [heə(r)], How [haʊ], hold [həʊld], hunt [hʌnt], Husband [ˈhʌzbənd], heavy [ˈhɛvi], horn [hɔːn], hit [hɪt] who [huː].

h) /j/ found in the words: you [ˈjuː], Yellow [ˈjeləʊ], Year [jiə(r)], Few [fjuː], New [njuː].

i) /k/ found in the words: kill [kɪl], Skin [skɪn] , come [kʌm], cut [kʌt], because [bɪˈkɒz], walk [wɔːk], black [blæk], thick [θɪk], stick [stɪk], bark [bɑːk].

j) /l/ found in the words: laugh [laːf], leg [leg], live [lɪv], liver [ˈlɪvə(r)], long [lɒŋ], blood [blʌd], belly [ˈbelɪ], swell [swell], animal [ˈænɪml], 17 smell [smel.

k) /m/ found in the words: man [ˈmæn], many [ˈmeni], mother [ˈmʌðə(r)], meat [miːt], some [sʌm], woman [ˈwʊmən], vimit [ˈvɒmɪt], worm [wɜːm] swim [swɪm].

l) /n/ found in the words: Narrow [ˈnæɹəʊ], Nose [nəʊz], not [ˈnɒt], man [mæn], many [ˈmeni], thin [θɪn], one [wʌn], skin [skɪn], when [ˈwen], woman [ˈwʊmən].

m) /ŋ/ found in the words: Fingernail [ˈfɪŋgəneɪl], think [θɪŋk], Drink [drɪŋk], togue [taŋ], tongue [tʌŋ], wing [wɪŋ], sing [sɪŋ], long [lɒŋ].

n) /p/ found in the words: push [pʊʃ], play [pleɪ], pull [pʊl], spit [spɪt], split [splɪt], rope [rəʊp], sleep [sliːp], wipe [waɪp], sharp [ʃɑːp].

o) /r/ found in the words: Rope [rəʊp], Grass [graːs], rub [rʌb], breathe [briːð], fruit [fruːt], Short [ˈʃɔːrt], Forest [ˈfɒrɪst], Flower [ˈflaʊə(r)]

p) /ɹ/ found in the words: River [ˈɹɪvə(r)], Red [ɹed] Root [ɹuːt], Narrow [ˈnæɹəʊ], tree [tɹiː], Rotten [ˈɹɒtn], freeze [fɹiːz], Dry [dɹaɪ], Correct [kəˈɹekt].

q) /s/ found in the words: sea [siː], sit [sɪt], some [sʌm], sun [sʌn], smooth [smuːð], louse [ˈlaʊs], this [ˈðɪs], Breast [brest], Dust [dʌst], Forest [ˈfɒrɪst], louse [laʊs], Grass [graːs], Ice [aɪs] .

r) /ʃ/ found in the words: Short [ˈʃɔːrt], sharp [ʃɑːp], ash [ˈæʃ], fish [fɪʃ], push [pʊʃ], wash [wɒʃ]. 19. /t/ found in the words: tooth [tuːθ], togue [taŋ], tree [tɹiː], Stone [stəʊn], stab [stæb], what [wʌt], not [nɒt], fruit [fruːt, fat [fæt] , meat [miːt].

s) /θ/ found in the words: three [θɹiː], thick [θɪk], thin [ˈθɪn], tooth [tuːθ], earth [ɜːθ], Mouth [maʊθ].

t) /v/ found in the words: vimit [ˈvɒmɪt], heavy [ˈhɛvi], liver [ˈlɪvə(r)], River [ˈɹɪvə(r)], Five [faɪv], live [lɪv], give [gɪv].

u) /w/ found in the words: we [wiː], wet [wet],, what [wɒt], when [ˈwen], worm [wɜːm], woman [ˈwʊmən], one [wʌn], swim [swɪm], squeeze [skwiːz], swell [swell].

v) /z/ found in the words: because [bɪˈkɒz], freeze [fɹiːz], Husband [ˈhʌzbənd], Nose [nəʊz], squeeze [skwiːz].

2) Classification of Phoneme vowel

Vowels are produced with little restriction of the airflow from the lungs out through the mouth and/or the nose. The quality of a vowel depends on the shape of the vocal tract as the air passes through. Different parts of the tongue may be high or low in the mouth; the lips may be spread or pursed; the velum may be raised or lowered. (Fromkin, 2014; 205) The results of this research using swadesh data in English word found 12 forms of phonemes vowel, thoose are /a/, /ɑ/, /ʌ/, /ɪ/, /i/, /u/, /ʊ/, /e/, /ə/, /ɜ/, /ɔ/. In this study the writer does not found some phonemes thoose are /□/, /ʒ/. To describe these phonemes the writer limits at most 10 words for each phoneme as follow:

a) /a/ found in the words: i [aɪ], Eye [aɪ], Ice [aɪs], louse [laʊs], laugh [laːf], bite [baɪt], Dry [dɹaɪ], how [haʊ], Right [raɪt], mountain [ˈmaʊnten].

b) /ɑ/ found in the words: Far [fɑː(r)], bark [bɑːk], heart [hɑːt], sharp [ʃɑːp], sharp 19 [ʃɑːp], star [stɑː(r)], Far [fɑː(r)].

c) /ʌ/ found in the words: other [ˈʌðə(r)] , dull [dʌl], blood [blʌd], one [wʌn], Tongue [tʌŋ], hand [hænd], suck [sʌk], Gut [gʌt], cut [kʌt, rub [rʌb], rub [rʌb]

d) /ɒ/ found in the words: dog [dɒg], Fog [fɒg], Forest [ˈfɒrɪst], Rotten [ˈɹɒtn], Not [nɒt], Long [lɒŋ], because [bɪˈkɒz], wash [wɒʃ].

e) /ɪ/ found in the words: Ear [ɪə(r)], Ice [aɪs], tie [taɪ] , Stick [stɪk], because [bɪˈkɒz], name [neɪm], Day [deɪ], Dirty [ˈdɜːtɪ], Sky [skaɪ], fly [flaɪ].

f) /i/ found in the words: if [ɪf], in [ɪn], Sea [siː], squeeze [skwiːz], sleep [sliːp], eat [iːt], Leaf [liːf], tree [tɹiː], Knee [niː], He [hiː]

g) /u/ found in the words : Fruit [fruːt] , Root [ɹuːt], who [huː], Few [fjuː], Moon [muːn], Smooth [smuːð], You pl. [juː], Two [tuː], New [njuː].

h) /ʊ/ found in the words : Stone [stəʊn], Smoke [sməʊk], flow [fləʊ], Snow [snəʊ], Good [gʊd], mountain [ˈmaʊnten], Round [raʊnd], old [əʊld], float [fləʊt], Yellow [ˈjeləʊ].

i) /e/ found in the words: Ear [ɪə(r)], blow [bləʊ], Egg [eg]. Breast [brest], Leg [leg], Neck [nek], mountain [ˈmaʊnten], Wet [wet], Yellow [ˈjeləʊ], many [ˈmeni], Hair [heə(r)], say [seɪ]

j) /ə/ found in the words :old [əʊld],Bone [bəʊn] blow [bləʊ], hair [heə(r)], Liver [ˈlɪvə(r)], Rope [rəʊp], fear [fɪə(r)], throw [θrəʊ], Water [ˈwɔːtə(r)], Fire [ˈfaɪə(r).

k) /ɜ/ found in the words : Earth [ɜːθ], Bird [bɜːd] , burn [bɜːn], heavy [ˈhɜvi], Feather [ˈfɜðə(r)] , worm [wɜːm]

l) /ɔ/ found in the words: all [ɔːl], Salt [sɔːlt], fall [fɔːl], Warm [wɔːm], walk [wɔːk],

b. Classification of Phoneme in Tontemboan Language.

1) Classification of Phoneme Consonant

Consonants involve some kind of constriction (or more than one constriction) in the vocal tract. Consonants are classified along three dimensions: voicing, place of articulation, and manner of articulation (Hayes, 2009: 6). The analysis results using swadesh data in Tontemboan word, 18 forms of phonemes consonant were found, those 34 are: /b/, /p/, /t/, /d/, /k/ /g/, /?/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, /y/. In this study the phoneme /ṅ/ does not found. In this case the writer limits at most 10 words for each phoneme. The phonemes can be described as follows;

a) /b/ found in the words : *Binatang [binataŋ] 'Animal' , Burung [buruŋ] 'Bird' , Buah [buwah] 'Fruit' , Biji [biji] 'seed' , Ambiay [ambiay] - Here, Ambitu [ambitu] 'There', Ambisa [ambisa] 'Where', Tambisa [tambisya] 'How', Lambut [lambut] 'Long', Tebal [təbal] 'Thick'.*

b) /c/ found in the words : *Cacing [caciŋ] 'worm', Cuci [cuci] 'wash', Ico [I?co] 'You', Karincang [karincaŋ] 'Bad', Kecey [kEcEy] 'Foot', Kumoncom [kumoncom 'scratch', Licur [li?cur] 'Back', Mancari [mancari] 'hunt', Ra'aca [Ra'aca] 'Not', Sicu [sicu] 'Leg'.*

c) /d/ found in the words : *Daging [dagiŋ] 'Meat', Danau [danaw] 'Lake', Daong [dawoŋ] 'Leaf', Dorang [doraŋ] 'They', Enda [Enda?] 'blood' , Endo [əndo]*

'Sun', Kodo [kodo?] 'Fog', Kundu [kundu] 'Knee', Lalindeng [lalindEŋ]'Cloud', Lemandey [ləmandəy] 'float'.

d) /g/ found in the words: *Daging [daging] 'meat'.*

e) /h/ found in the words : *Pohong[pohoŋ] 'tree', Remukih [remukih] 'push', Buah [buwah] 'fruit'.*

f) /j/ found in the words*: Biji [biji] 'seed', Salju[salju] 'snow'.*

g) /k/ found in the words : *Kabiri [kabiri] 'Left', Kalina [kalina] 'Skin', Kama [kama] 'Hand', Kamu waya [kamu waya] 'You pl'., Kanat [kanat] 'Neck', Lemukut [ləmukut] 'sit', Makes [ma?kəs] 'tie', Makaret [makarEt] 'bite', Lemepok [ləməpok] 'fall', Makailek [makailək] 'know'.*

h) /l/ found in the words *: lalang [lalaŋ] 'Road', Lalindeng [lalindEŋ] 'Cloud' , Lambut [lambut] 'Long', Lantaran [lantaran] 'because', Langit [laɲit] 'Sky', Kalina [kalina] 'Skin', Keleng [kələŋ] 'Right', Keli [kəli] 'many', Kemel [kəməl] Fat', Mangkil [maŋkil] 'throw'.*

i) /m/ found in the words : *Makes [ma?kəs] 'tie', Ma'aseng [ma'asəŋ] 'blow', Ma'ay [ma'ay] 'come', Makailek [makailək] 'know', Makaret [makarEt] 'bite', Ambiay [ambiay] 'Here', ambisa [ambisa] 'Where', Ambitu [ambitu] 'There', Kama [kama] 'Hand', Kumoncom [kumoncom] 'scratch'.*

j) /n/ found in the words : *Nipis [nipis] 'Thin', Ngaran [ŋaran] 'Name', Banafas [banafas] 'Breathe', Binatang [binataŋ] 'Animal', Bintang [bintaŋ] 'star', Danau [danaw] 'lake' , Enda [Enda?] 'blood', yEndo [əndo] 'Sun', Kalina [kalina] 'Skin' , Royongan [royoŋan] 'River'.*

k) /ŋ/ found in the words : *Ngaran [ŋaran] 'name', Ngirung [ɲiruŋ] 'Nose', Langit [laɲit] 'sky', Mangkil [maŋkil] 'throw', Masengo [masəŋo?] 'vimit' , Melinga [məliŋa] hear', Asing [asiŋ] 'Salt', Binatang [binataŋ] 'Animal', Bintang [bintaŋ] 'star', Bungang [buŋaŋ] 'flower'.*

l) /p/ found in the words: *Papa [papa?] 'father', Pakasa [pakasa] 'all', Pira [pira] 'Few', Pasosoang [paso?soaŋ] 'flow', Popolulu [popolulu] 'Round', Sapa [sapa] 'What', Epet [əpət] 'four', Ipus [ipus] 'Tail', Lemap [ləmap] 'wipe', Serap [sərap] 'Month'.*

m) /r/ found in the words : *Ra'aca [Ra'aca] 'Not', Raidat [rai?dat] 'Breast', Rano [rano] 'Water', raindang [rayindaŋ] 'Red', Remames [rəma?məs] 'squeeze', Burung [buruŋ] 'bird', Dorang [doraŋ] 'they', Kabiri [kabiri] 'left', Akar [akar] 'root', Kewur [kəwur] 'Dust'.*

n) /s/ found in the words : *Esa [sa] 'One', Salju [salju] 'snow', Sapa [sapa] 'What', Semangir [səmaɲir] 'rub', Sera [sEra] 'Fish', Pakasa [pakasa] 'all', Pasosoang [paso?soaŋ]', flow', Pesut [pəsut] 'Narrow', Remames [rəma?məs] 'squeeze'.*

o) /t/ found in the words: *Takura waya [takurawaya] 'Some', Tali [tali] 'Rope', Tambisa [tambisya] 'How', Tana [tana?] 'Earth', Tawi [tawi] 'Near' , Ambitu [ambit] 'There', Ate [atE] 'Heart', Rukut [rukut] 'Grass', Pesut [pəsut] 'Narrow', Raidat [rai?dat] 'Breast'.*

p) /w/ found in the words: *Waba [wa?ba?] 'Mouth', Wa'ang [wa'aŋ] 'Tooth', Walina [walina] 'other', Walinga [waliŋa?] 'Egg', Tuama [tuwama] 'Boy', Mewalik [məwalik] 'sew' ,Telew [tələw] 'sharp', Temelew [təmələw] 'fly', Tetelew [tEtElEw] 'Wing'.*

q) /y/ found in the words: *Yaku [yaku] 'I', Yendo [yEndo] 'sun' , Maya [maya?] 'walk', Mainde [mayndə?] 'fear', raindang [rayindaŋ] 'Red', Reyes [rəyəs] 'Wind', Ambiay [ambiay] 'Here', Kecey [kEcEy] 'Foot', Lemandey [ləmandəy] 'float', Ma'ay [ma'ay] 'walk'.*

r) /?/ found in the words : *Situ [si?tu] 'That', Licur [li?cur] 'Back', Raidat [rai?dat] 'Breast', Masesep [masə?səp] 'suck' , Merada [məra?da] - see, Ico [I?co] 'You', Sia nyo [siya nyo?] 'This', Teke [təkE?] 'small', Mama [mama?] 'mother', Papa [papa?] 'father'.*

2) Classification of Phoneme Vowel

Vowels differ from consonants in that they do not have "places of articulation," that is, points of major constriction in the vocal tract. Rather, the vocal tract as a whole acts as a resonating chamber. Modifying the shape of this chamber using movements of the tongue, jaw, and lips causes different timbres to be imparted to the basic sound produced at the vocal cords. The results of thi research using the swadesh data in Tontemboan word found 6 forms of phonemes vowel were found, and the writer found new phoneme that is /E/. In this case the writer limits at most 10 words for each phoneme. The phonemes can be described as follows;

a) /a/ found in the words : *Akar [akar] 'root', Ambiay [ambiay] 'Here', ambisa [ambisa] 'Where', Ambitu [ambitu] 'There', Banafas [banafas] 'breath', Binatang [binataŋ] 'animal', Bintang [bintaŋ] 'star', Esa [əsa] 'one', Kabiri [kabiri] 'left'.*

b) /i/ found the in words : *Ico [I?co] 'you', Ipus [ipus] 'Tail' , Ambiay [ambiay] 'Here', 38ambisa [ambisa] 'Where', Ambitu [ambitu] 'There', Asing [asiŋ] 'Salt' , Api [api] 'fire', Biji [biji] 'seed', Cuci [cuci] 'wash', Kabiri [kabiri] 'left'.*

c) /u/ found in the words : *Uler [ulər] 'snack', Urang [uraŋ] 'Rain', usus [usus] 'Gut', Utang [utaŋ] 'forest', Uter [utər] 'heavy', Uting [utiŋ] 'Cold', Bungang [buŋaŋ] 'flower', Burung [buruŋ] 'bird', Buah [buwah] 'fruit', Ambitu [ambitu] 'There', Asu [asu] 'dog'.*

d) /E/ found in the words: *Enda [Enda?] 'blood', Eis [Eyis] 'ice', Mapete [mapEtE] 'kill', Mawe'e [mawE'E] 'give', Kecey [kEcEy] 'foot', Lalindeng* [lalindEŋ] 'Cloud', Ate   [atE] 'liver', Makeke [makEkE?] 'laugh' Kemete [kəmətE] 'swim', Mapete [mapEtE] 'wipe'.

e) / ə/ found in the words : *yEndo [əndo] 'sun', Epet [əpət] 'four', Esa [əsa] 'one'. Keleng [kələŋ] 'Right', Keli [kəli] 'many', Kemebung [kəmə?buŋ] 'swim', Kemel [kəməl] 'Fat', Kemete [kəmətE] 'freeze', Kemua [kəmua] 'say', Kewur [kəwur] 'Dust'.*

f) /o/ found in the words : *Daong [dawoŋ] 'Leaf', Kodo [kodo?] 'frog', Kolek [kolək] 'Short', Kotor [kotor] 'Dirty', Kulo [kulo?] 'White', Wo [wo?] - With, Yendo [yEndo]–sun, Lao lao [lawo-lawo] 'warm'.*

2. The Differences and Similarities between English and Tontemboan Phoneme

The differences and similarities of phonemes in English and Tontemboan language can be seen from the number of phonemes and phonemes contained in both languages. The writer analyzed the differences and similarities of phonemes in English and Tontemboan language based on two forms of phonemes namely consonants and vowels.

a. Consonant Differences

The study identified differences between the two languages. English has 23 consonant phonemes, namely /z/, /θ/, /ð/, /ʃ/, /ɹ/, and /ʧ/, which are has not exist in Tontemboan. On the

other hand, Tontemboan has 18 consonant phonemes, namely the /ʔ/, which is not found in English. Additionally, English has more number of consonant phonemes which Contrasts to Tontemboan language.

b. Vowel Differences

English has 12 vowel phonemes, namely /a/, /ɑ/, /ʌ/, /ɪ/, /i/, /u/, /ʊ/, /e/, /ə/, /ɜ/, and /ɔ/. In contrast, Tontemboan only has 6 vowel phonemes: /a/, /i/, /E/, /ə/, /o/, and /u/. The phonemes /ʊ/, /ɑ/, /ʌ/, /ɪ/, /ɜ/, and /ɔ/ are found in English but not found in Tontemboan language, while the vowel /E/ is exist in Tontemboan language but do not exist in English.

c. Consonant Similarities

In this study, the writer found that both English and Tontemboan languages have same consonant phonemes namaely: /b/, /p/, /t/, /d/, /k/, /g/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, and /y/. These phonemes reflect similarities in the consonant sounds found in both languages.

d. Vowel Similarities

Both English and Tontemboan Languages have the following vowel phonemes: /a/, /i/, /ə/, /o/, and /u/. 53

CONCLUSION

The writer identified 35 phonemes of English which consist of consonant those are; /b/, /ʧ/, /d/, /ð/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, /ŋ/, /p/, /r/, /ɹ/, /s/, /ʃ/, /t/, /θ/, /v/, /w/, and /z/, and vowel those are ; /a/, /ɑ/, /ʌ/, /ɪ/, /i/, /u/, /ʊ/, /e/, /ə/, /ɜ/, and /ɔ/. Tontemboan language has 24 phonemes wich consist of consonant, thoose are /b/, /p/, /t/, /d/, /k/, /g/, /ʔ/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, and /y/, and vowel, namely /a/, /i/, /E/, /ə/, /o/, and /u/. The differences between the consonant and vowel are found in their phonemes amount, English has 23 consonants, namely /z/, /θ/, /ð/, /ʃ/, /ɹ/, and /ʧ/, which are not found in Tontemboan language. On the other hand, Tontemboan has 18 consonant sounds, 63 namely /ʔ/, which is not exist in English. Overall, English has more consonant than Tontemboan language. English has 12 vowels, thoose are /a/, /ɑ/, /ʌ/, /ɪ/, /i/, /u/, /ʊ/, /e/, /ə/, /ɜ/, and /ɔ/. Tontemboan has 6 vowels namely: /a/, /i/, /E/, /ə/, /o/, and /u/. The sounds /ʊ/, /ɑ/, /ʌ/, /ɪ/, /ɜ/, and /ɔ/ are only found in English, while the vowel /E/ is only in Tontemboan language. These findings show how different the sound systems are in each language. The similarities of both languages can be found in their consonant phonemes namely /b/, /p/, /t/, /d/, /k/, /g/, /c/, /s/, /h/, /l/, /r/, /m/, /n/, /ŋ/, /w/, /j/, and /y/. vowel phonemes, namely /a/, /i/, /ə/, /o/, and /u/.

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