

# **THE SEXUAL HARASSMENT IN NABOKOV'S *LOLITA***



## **THESIS**

*Submitted to the Faculty of Cultural Sciences, Hasanuddin University  
in Partial Fulfillment of Requirement to Thesis  
in English*

**ANDI NURUL AVIRA FATHANAH**

**F041 171324**

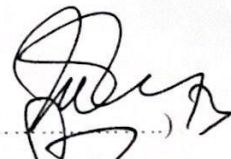
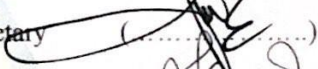
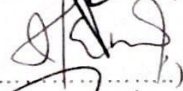



**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
MAKASSAR  
2021**

**ENGLISH LITERATURE STUDY PROGRAM**  
**FACULTY OF CULTURAL SCIENCES**  
**HASANUDDIN UNIVERSITY**

Today, August 20<sup>th</sup> 2021, the Board of Thesis Examination has kindly approved a thesis by **ANDI NURUL AVIRA FATHANAH** (student number: **F041171324**) entitled “**THE SEXUAL HARASSMENT IN NABOKOV’S LOLITA**” submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Sastra (S.S) Degree at the English Department, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, August 20<sup>th</sup> 2021

**BOARD OF THESIS EXAMINATION**

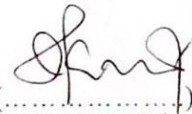
- |   |               |         |   |
|---|---------------|---------|---|
| 1. Dr. Muhammad Syafri Badaruddin, M.Hum. | Chairperson   | (.....) |  |
| 2. Abbas, S.S., M.Hum.                    | Secretary     | (.....) |  |
| 3. Dra. Herawaty, M.Hum., M.A., Ph.D      | Examiner I    | (.....) |  |
| 4. Dr. M. Amir P, M.Hum.                  | Examiner II   | (.....) |  |
| 5. Dr. Muhammad Syafri Badaruddin, M.Hum. | Supervisor I  | (.....) |  |
| 6. Abbas, S.S., M.Hum.                    | Supervisor II | (.....) |  |

**ENGLISH LITERATURE STUDY PROGRAM**  
**FACULTY OF CULTURAL SCIENCES**  
**HASANUDDIN UNIVERSITY**

**DECLARATION**

The thesis of **ANDI NURUL AVIRA FATHANAH** (Student number: **F041171324**) entitled, "**THE SEXUAL HARASSMENT IN NABOKOV'S *LOLITA***" has been revised as advised during the examination on August 20<sup>th</sup> 2021 and is approved by the Board of Undergraduate Thesis Examiners:

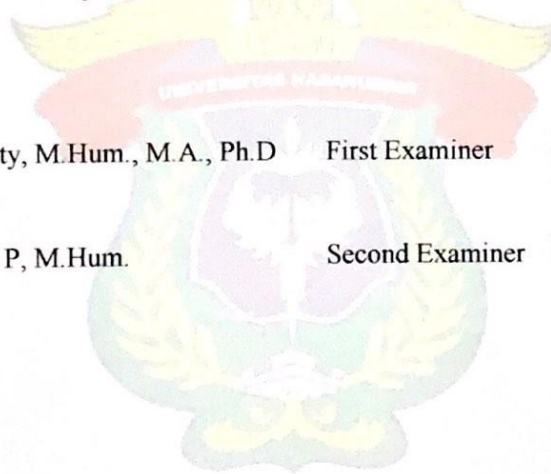
1. Dra. Herawaty, M.Hum., M.A., Ph.D First Examiner

  
(.....)

2. Dr. M. Amir P, M.Hum.

Second Examiner

  
(.....)



**THESIS**

**THE SEXUAL HARASSMENT IN NABOKOV'S *LOLITA***

**BY**

**ANDI NURUL AVIRA FATHANAH**  
**STUDENT NUMBER: F041171324**

It has been examined before the Board of Thesis Examination  
On August 20<sup>th</sup> 2021  
and is declared to have fulfilled the requirements

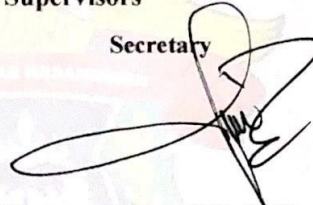
**Approved by**  
**Board of Supervisors**

**Chairperson**



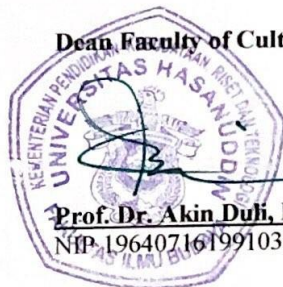
**Dr. Muhammad Syafri Badaruddin, M.Hum.**  
NIP 195311061983031001

**Secretary**



**Abbas, S.S., M.Hum.**  
NIP 197507222008121002

**Dean, Faculty of Cultural Sciences**



**Prof. Dr. Akin Duli, M.A**  
NIP. 196407161991031010

**Head of English Department**



**Dr. Abidin, M.A., Dipl. TESOL.**  
NIP 196012311986011071

## APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Number 266/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the thesis draft by **Andi Nurul Avira Fathanah** (F041171324) to be examined at the English Department, Faculty of Cultural Sciences.

Makassar, 30<sup>th</sup> July 2021

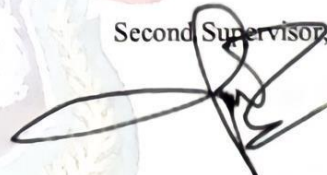
Approved by

First Supervisor



**Dr. M. Syafri Badaruddin, M.Hum.**  
NIP 195311101983011001

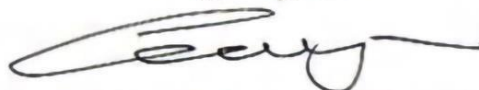
Second Supervisor



**Abbas, S.S., M.Hum**  
NIP 197507222000121002

Approved for the Execution of Thesis Examination  
by The Thesis Organizing Committees

On Behalf of Dean  
Head of English Department



**Dr. Abidin, M.A., Dipl. TESOL.**  
NIP 196012311986011071

**SURAT PERNYATAAN  
(STATEMENT LETTER)**

Yang bertanda tangan dibawah ini

Nama : **ANDI NURUL AVIRA FATHANAH**  
NIM : **F041171324**  
Program Studi : **SASTRA INGGRIS**  
Jenjang : **S1**

Menyatakan dengan ini bahwa karya tulisan saya berjudul

**THE SEXUAL HARASSMENT IN NABOKOV'S *LOLITA***

Adalah karya tulisan saya sendiri, bukan merupakan pengambilan alihan tulisan orang lain dan bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa Sebagian atau keseluruhan isi skripsi ini hasil karya orang lain, maka saya siap bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 20 Agustus 2021  
Yang menyatakan



Andi Nurul Avira Fathanah

## ACKNOWLEDGEMENT

Praise be to Allah SWT for the abundance of His grace and guidance, so that the writer can carry out research and complete a thesis with the research title *The Sexual Harassment in Nabokov's Lolita*. This thesis was prepared to fulfill one of the requirements to complete studies and to obtain a Sarjana Sastra (S.S.) degree at the Faculty of Cultural Sciences, Hasanuddin University.

The writer realizes that in completing this thesis there are many persons who have helped and supported the writer. Therefore, with all humility the writer would like to thank for the help and support that has been given to complete this thesis. The writer expresses her gratitude to:

1. My beloved parents Andriani, S.H. and Andi Pasamangi, S.E. who have given the writer financial and moral support so that the writer can complete this study.
2. The writer's gratitude for my supervisors Dr. M. Syafri Badaruddin, M.Hum as the first consultant and Abbas, S.S., M.Hum. as the second consultant, who always take the time and energy as well as useful knowledge and direction during the writing of this thesis.
3. Dr. Abidin Pammu, M.A., as the Head of English Department, Sitti Sahareny, S.S., M.A., as the Secretary of English Department, also all lecturers and staff who facilitated the scientific capacity and administrative affairs as a student for four years.
4. My beloved group of best friends Dedi. Husnul Arsal, Resky Ananda Amalia, Afra Azzahra, Andi Nur Sakinah, Amelia Dzulkaidah, and Habiba Nurramadhani.

5. My beloved best friends Aiman Fakhirah Yusran, Nurul Nabila Said, Suci Nadiyah, and Ridha Rusmanyta for always giving the writer support.
6. The writer's gratitude to Nanami Kento, Kakashi Hatake and Bokuto Kōtarō for being here through my ups and downs, keeping the writer sane during the work of this thesis.
7. Last but not least, I would like to thank to myself for all this hard work, for having no days off and never quitting.

Makassar, 30<sup>th</sup> July 2021  
The writer,

**Andi Nurul Avira Fathanah**



## TABLE OF CONTENTS

Cover.....	i
Approval Letter .....	v
Acknowledgement.....	vii
Table of Contents.....	ix
Abstrak .....	xi
Abstract.....	xii

### CHAPTER I. INTRODUCTION

1.1 Background.....	1
1.2 Identification of Problem.....	3
1.3 Research Questions .....	4
1.4 Objective of Study .....	4
1.5 Sequence of Writing.....	4

### CHAPTER II. LITERATURE REVIEW

2.1 Previous Study .....	6
2.2 Structuralism Approach.....	8
2.3 Theory of Violence .....	14

### CHAPTER III. METHODOLOGY

3.1 Methodological Design.....	19
3.2 Method of Collecting Data.....	20
3.3 Method of Analyzing Data.....	20
3.4 Procedure of Research .....	21

### CHAPTER IV. ANALYSIS

4.1 Structural Aspects of the Novel <i>Lolita</i> .....	22
4.1.1 Character.....	22
4.1.2 Plot.....	27
4.1.3 Setting.....	36
4.1.4 Theme .....	38
4.2 The Sexual Harassment in The Novel .....	39
4.3 The Sexual Harassment Impact of Character Dolores Haze.....	44

## **CHAPTER V. CONCLUSION AND DISCUSSION**

1.1 Conclusion.....	46
1.2 Suggestion .....	47
Bibliography.....	48
Appendixes .....	50
1. Synopsis of Novel <i>Lolita</i> .....	50
2. Biography of Vladimir Nabokov .....	55

## ABSTRAK

**Andi Nurul Avira Fathanah.** 2021. *The Sexual Harrasmentin Nabokov's Lolita.* (Dibimbing oleh **M. Syafri Badaruddin** dan **Abbas**)

Tujuan utama dari skripsi ini adalah untuk menjelaskan mengenai pelecehan seksual dan dampak yang dialami oleh korbannya. Dalam novel *Lolita* yang menceritakan sosok Humbert yang mengalami penyimpangan seksual yaitu pedofilia, dimana pedofilia ini berpotensi mengakibatkan pelecehan seksual terhadap anak dibawah umur.

Dalam menganalisis novel *Lolita* karya Nabokov penulis menggunakan pendekatan strukturalisme yang dimana melibatkan karakter, alur, latar, dan tema dalam novel ini. Penulis menggunakan teori kekerasan seksual untuk menjelaskan tindak pelecehan seksual yang terjadi dalam cerita dan dampak yang dialami oleh korbannya yaitu Dolores Haze.

Setelah menganalisis novel ini, penulis menarik kesimpulan bahwa terdapat isu pelecehan seksual yang tergambar dalam karya sastra. Dalam penelitian ini penulis mengidentifikasi tiga bentuk pelecehan seksual yang dialami oleh Dolores Haze yaitu *visual*, *verbal*, dan *physical harassment*. Pelecehan yang dialami oleh Dolores tentu memberi dampak pada dirinya dan masa depannya.

**Kata Kunci:** *Pelecehan Seksual, Pendekatan Strukturalisme, Novel Lolita*

## ABSTRACT

**Andi Nurul Avira Fathanah.** 2021. *The Sexual Harassment in Nabokov's Lolita.* (Supervised by **M. Syafri Badaruddin** and **Abbas**)

The main purpose of this thesis is to explain the sexual harassment and the impact experienced by the victim. In the *Lolita* novel, which tells the story of Humbert's sexual deviation, namely pedophilia, where this pedophile has the potential to cause sexual harassment.

In analyzing Nabokov's *Lolita* novel, the writer uses a Structuralism Approach that involves characters, plot, setting, and themes of the novel. The writer uses theory of sexual harassment to explain the acts of sexual harassment that occur in the story and the impact experienced by the victim, Dolores Haze.

After analyzing the novel, the writer draws the conclusion that there is an issue of sexual harassment depicted in literary works. In this research the writer identifies three types of sexual harassment experience by Dolores Haze, and they are visual, verbal, and physical harassment. The sexual harassment experienced by Dolores certainly had an impact on herself and her future.

**Keywords:** *Sexual Harassment, Structuralism Approach, Novel Lolita*

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background**

Sexual harassment is an important part of various issues of violence, both in public and domestic environments. Sexual harassment is a behavior understood to be an unwanted sexual act by the victim. Sexual harassment is categorized as an act performed verbally, physically, and psychologically, making the victim feels uncomfortable, humiliated or intimidated. Victims of sexual violence can befall women and men.

The sexuality is no longer taboo in society. Society has now begun to discuss sexuality openly especially among adolescents. There are many cases of sexual harassment and violence that are now occurring, one of which is afflicting children who become sexual objects. This is sexual deviance referred to Pedophilia. Pedophilia is abnormal sexuality in which an individual has a sexual desire towards children to satisfy his sexual needs. According to Sawitri (2005:71), Pedophilia is a sexual activity committed by adults against children. Sometimes, the child is willing to become an adult partner after getting a subtle persuasion. Experiencing sexual crimes certainly has an impact on the mental health of their victims, many of them traumatized, depressed, to other psychological disorders. This pedophilia belongs to Paraphilia, the term Paraphilia is referred to an abnormal sexual urge or fantasy that focuses its lust on objects or actions that are considered commonplace by normal people in general.

The essence of literary works is as medium to describe and describe phenomena that occur in society, including violence, discrimination, injustice, and

others. One of the literary works describing sexual harassment in a fictional story is Vladimir Nabokov's *Lolita* novel. The novel tells the story of sexual violence committed by the main character, Humbert Humbert.

Novel *Lolita* tells the story of a middle-aged man named Humbert Humbert, is a writer born in Paris in 1910. As a teenager, he had a teenage romance with a girl named Annabel Leigh, but his love for Annabel collapsed because Annabel died from typhus. According to his confession the failure of his love for Annabel made him attracted to children. As he grows older, in order to suppress his odd passion he marries a woman named Valeria, but their marriage does not last long because Valeria betrays him. In 1947, Humbert moved to Ramsdale, a small town in New England. Humbert was offered a move to the home of Charlotte Haze, a widow of one who was attracted to Humbert, initially Humbert turned down the offer but until Humbert saw Charlotte's daughter Dolores Haze sitting in the back garden of her house. Humbert immediately falls in love with Dolores Haze, a 12-year-old girl. To get Dolores' love, he willingly marries Charlotte, the girl's mother. But it wasn't long before Charlotte was killed in an accident. Without waiting long Humbert immediately picked up Dolores who was attending her school camp and took her around South America. It was on this journey that their forbidden love story adventure began.

Humbert's sexual obsession with Dolores raises a variety of issues that could be categorized as sexual violence. The effects of this sexual act of violence resulted in Dolores shutting herself out of her social environment, experiencing psychological distress, physical discomfort, etc. Dolores is forbidden to associate with male peers and is not allowed to participate in extracurricular activities at school as described:

But I was quite positive that as long as my regime lasted she would never, never be permitted to go with a youngster in rut to a movie, or neck in a car, or go to boy-girl parties at the houses of schoolmates, or indulge out of my earshot in boy-girl telephone conversations, even if 'only discussing his relations with a friend of mine (Nabokov, 1959: 197).

The writer discovers a social fact in *Lolita's* novel, which is unusual sexual behavior by the main character Humbert Humbert against an underage girl named Dolores Haze. This sexual deviance is termed pedophilia, an act that is morally unacceptable to society. Dolores Haze as a victim of pedophilia is physically and psychologically impaired as a result of her sexual acts. The writer chooses this novel to be investigated because this novel is very interesting and unique. This novel raising various issues such pedophilia and sexual harassment. Based on the phenomenon of sexual harassment that occurs in the story of *Lolita* novels, then this act of sexual harassment has an impact on the victim, then the author is interested in further researching sexual harassment in this novel under the title **The Sexual Harassment in Nabokov's *Lolita***.

## **1.2 Identification of Problem**

The controversial issues raised in Vladimir Nabokov's *Lolita* novel is pedophilia which is a sexual perversion experienced by the main character Humbert Humbert. Then the writer identified a number of problems in *Lolita* novels related to sexual violence as follows:

1. Pedophilia is a sexual deviance that has the potential to lead sexual harassment.
2. Literary works document social phenomena including the issue of sexual harassment as described in Vladimir Nabokov's novel *Lolita*.

3. Lolita's main character, Humbert Humbert, suffers from pedophilia and commits sexual abuse..
4. Dolores Haze who was the victim of sexual harassment suffered physical and physiological disorders.

### **1.3 The Research Questions**

Based on the background of the problems that have been identified related to sexual violence, the writer found a number of questions in this study as follows:

1. What form of sexual harassment was committed in the story of *Lolita* novel?
2. What the impact does sexual harassment have on a victim named Dolores Haze in the novel?

### **1.4 Objective of Study**

Based on the formulation of research problems that have been put forward, the writer set the objectives of this study as follows:

1. To uncover the sexual harassment committed in the story of *Lolita* novels.
2. To describe the impact of sexual harassment experienced by Dolores Haze in the story.

### **1.5 Sequence of Writing**

This research consists of five chapters. Chapter one is an introduction that consists of background, problem identification, scope of problem, research questions, the significance of writing, and sequences of chapter. Chapter two is literature review or theoretical background consists of previous study, structuralism approach and the



concept of harassment. Chapter three is methodology of the study that includes a method of collecting data, a method of analyzing data, and research procedures.

The next chapter is findings and discussion that contains the analysis of the novel. The last chapter is the result of the study contains conclusion and suggestion of the previous analysis and a little assistance for the next study.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Studies

There have been several relevant studies conducted before, using the same object but different from what the writer analyzes in the *Lolita* by Vladimir Nabokov. The previous research was conducted by Ida Ayu Melati from Sanata Dharma University (2012), Nurlimang from Hasanuddin University (2014), and Happy Pramukti from Yogyakarta State University (2015).

The first research was Ida Ayu Melati in her thesis entitled "*The Characteristic of Pedophilia Reflected Through Humbert-Humbert in Vladimir Nabokov's Lolita*" is discussing Humbert's character's attraction to children who are categorized as pedophilia. In this analysis, the author used a psychological approach to analyze the problems experienced by Humbert. The data and theories are obtained through books, articles, journals, relevant research and secondary references obtained from the internet and encyclopedias. The results of this study show that Humbert's character is a pedophilia, based on the characteristics of pedophilia contained in Humbert which is a long-term presbytery pattern that results in Humbert becoming jealous, seeing children as objects, acquiring his victims with possessiveness and sexual fantasies that show his sexual obsession with children and still maintaining his point of view that makes him dare to commit negative acts.

The second research is Nurlimang in his thesis entitled "*Inner Conflict of The Main Character in Vladimir Nabokov's Lolita*" This study aims to analyze the character, especially his personality and the inner conflict of the main character and analyze the influence of other characters on the conflict of the main character. This

study uses a dynamic structuralism approach to analyze novels. This study identified the personality of the main character through id, ego and superego using personality theory put forward by Sigmund Freud. The results of this study indicate that Humbert has childhood traumas that remind him of Annabel Lee's first love so that in acting, there is always a conflict between id, ego and superego Humbert character or commonly referred to as inner conflict. Annabel Leigh's death keeps Humbert looking for Annabel's figure in every children he meets.

The third study is Happy Pramukti with his thesis entitled "*Humbert Humbert's Sexual Aberration as a Pedophile in Vladimir Nabokov's Lolita*". This study aims to find out the sexual abnormalities of Humbert Humbert who is categorized as pedophilia and its relationship to the imbalance of his personality in the novel *Lolita*. The author uses Freud's psychoanalysis theory. The study's findings concluded that Humbert Humbert's sexual deviance as a pedophile was due to the influence of his sexual experiences when he was a child. Her mother's death was also one of the influences on her sexual development and personal development. As a result, the aftermath of his mother's death led him to fail to undergo the Oedipus Complex which then affected Humbert Humbert's psychosexual sexual deviance of pedophilia which led him to commit sexual offences against Lolita, his stepdaughter without feeling guilty.

The three studies above have the same object, but very different from what the writer examines. The main focus of this study is to uncover the acts of sexual harassment committed by the main character named Humbert and the impact caused by sexual harassment experienced by Dolores Haze character. On the other hand, Ida Ayu Melati focuses on the characteristic of pedophilia, Happy Pramukti explores

sexual aberration as a pedophile to the main character, and Nurlimang analyzes inner conflict of the main character.

## **2.2 Structuralism Approach**

The structuralism approach at first appeared in France and became popular in 1950. The structural approach was originally pioneered by Russian formalists and Prague structuralism influenced by Saussure theory which changed linguistic studies from a synchronic approach to a synchronous approach. Structuralists think that literary works have an autonomous nature and their form consists of elements that have a function, interconnected and intact support the entire literary work.

Structuralism approach is an approach that focuses on intrinsic elements, namely discussing literary works on elements that build literary works from within. It is supported by Teeuw's idea (1991: 135), "Structural approach is an approach in literature that works by analyzing the structural elements that build literary works from within, and looking for relevance or interrelationships between these elements in order to achieve unanimity of meaning". Another opinion, Pradopo (2001: 54) states, "Structural theory is the assumption that in itself, a literary work is something autonomous which is understood as a unified whole with its intertwined building elements".

The intrinsic function of a literary work has a mutual interest in producing unity according to Teeuw (1991: 61), "The purpose of structural analysis is to dismantle and describe as deeply as possible the interrelationships and interweaving of all elements and aspects of a literary work which produce an overall meaning". It means that a literary work is the totality of an artistic whole.

In understanding literary works, it is necessary to analyze the whole intrinsic elements that build the literary work according to Semi (1993: 35), “Intrinsic elements are the elements that make up the literary work such as characterizations and characterizations, themes, plots, and plots, center of storytelling, setting and style of language”. All of these are intrinsic elements that build the literary work, this opinion is supported by Nurgiyantoro (1998: 36-37) that the structuralism approach can be seen as one of the literary (research) approaches that emphasizes the study of the relationship between the building blocks of the work concerned. The structuralism approach basically describes the functions and interrelationships between elements of literary works that produce unity. Structural analysis shows the relationship between characters, plot, setting, and theme.

The writer understands based on the opinion of the above literary experts that a structural approach is an approach used to examine a literary work by analyzing the intrinsic elements that build literary works from within and looking for the interrelationship of these elements to achieve unity. Intrinsic elements of literary works include characters, plots, settings, and themes.

### **2.2.1 Character**

A character is a person or actor in a story. To build a story in a literary work, the author must determine the character at first. Therefore, the character is an important element in building a storyline. According to Abrams in *A Glossary of Literary Terms* states (2015: 47), the character is the name of literary genre; it is short, and usually witty, sketch in prose of a distinctive type of person. Moreover, Abrams (2015: 48) also says that:

Characters are the persons that represented in dramatic or narrative work, who interpreted by the reader as possessing particular moral, intellectual, and emotinal qualities by inferences from what the person say and their distinctive ways of saying it-the dialogue-and from what they do-the action.

Characters represent their moral qualities, emotional nature through the dialogue and their action in the story.

Another opinion was expressed by Kenney (1966: 27), "*character is an imagined person who fills up the story. A character is obviously relevant too us.*"

Characters are never detached from characterization. Characterization is a physical image and the nature of a character in the story. According to Grolier (1977: 291), characterization is a unique feature of fictional forms such as short stories, novels, plays, and narrative poetry.

In general the character consists of the main character and the companion figure. The main character in a story may be more than one person. The main character is the center of the story which has an important role to build the plot and is always present in every event. While the companion character or extras are supporting figures who do not dominate the story too much. In literary works, there are also two types of characters, protagonist and antagonist. Protagonists have good traits and characters and are identical as the main characters, but not all of the main characters are protagonists. According to Altenbernd and Lewis (1966: 59), the protagonist is an admired figure and has always been regarded as a hero because he has an ideal role and always follows the values and norms in society. While the antagonist is a character with a negative character that always presents conflict in a story. According to Altenberg and Lewis (1966: 59), antagonist is the opposite of protagonist either

physically and psychologically. The antagonist character usually causes conflict for protagonist.

Based on the opinions of the experts above the writer concludes that the character is an actor in a story, and the character is never separated from characterization because characterization is a physical image and the nature of a character in the story. The character has an important role to handle the story from all sequence of events.

### **2.2.2 Plot**

A plot is a whole series of events that occur in a story according to Aristotle in Abrams (2015: 293) states that the “plot” in a dramatic or narrative-work is constituted by its events and actions, as these are rendered and ordered toward achieving particular artistic and emotional effects. Another opinion states by Stanton (1965:14) stated that plot is a story that contains the sequence of events, but each incident is only connected in cause and effect, an event which caused or led to the occurrence of other events.

In general, the elements of the plot usually start from the introduction of the story or exposition, the increase in problems or rising action, the climax to which the conflict heats up and the resolution of the problem. Tarigan in Nurgiyantoro (2010: 127) suggests that a prose (novel) must move from the beginning, through the middle to the end. Plot elements are generally divided into five parts as follows:

#### *a. Exposition*

In the initial depiction of the story, in this stage the author introduces the character, setting, and description of the conflict that will occur in the story.

b. *Rising Action*

The beginning of the emergence of conflict experienced by the main character and the antagonist who tries to achieve their respective goals.

c. *Climax*

The culmination of the problem, at this stage of the conflict has heated up.

d. *Falling action*

The conflict begins to subside, each figure settling.

e. *Resolution*

The last one is resolution or problem solving, at this stage leads us to the conclusion of the story.

Based on the above opinion the writer concludes that the plot is a sequence of events that occur in a story that is connected by causality and arranged chronologically. Plot has a various ways of building the story such as forward, flash back, and mixture forward-back.

### **2.2.3 Setting**

The setting is a picture or background forging, place, the time of occurrence of events and atmosphere that occurs in a story. Trimmer and Jennings (1985: 4) states that:

Setting is the time, place on social reality within which a story takes places. Setting seems to be insignificant element in some stories; they could take place just as well in any time or place in other stories. Most in fact, setting is more important. We have to understand where the characters are, in which level in that society if we are interpreted correctly the other element in the story.

Another opinion was also expressed by Stanton (2007: 35) that setting is the environment that surrounds an event in the story, the universe that interacts with events that are taking place. Setting can also be intangible at certain times (day, month, and year), weather, or a historical period.



Nurdiyantoro (2010: 227) divides the setting into three main elements, namely the following:

- a. The setting of the place, which describes the location of the events told in a work of fiction, such as places with a specific name, certain initials, maybe a specific location.
- b. The setting of the time relates to the problem of when events occur told in a work of fiction. The time element used by the author in this story is for example factual time, time that has to do with historical events.
- c. Social background, namely explaining things that have to do with the work of fiction such living habits, customs, traditions, beliefs, outlook on life, ways of thinking and behaving and others that belong to the spiritual background.

The writer concludes that setting is a depiction of circumstances that include the place, the time, and the social environment that is the background of an event or event in the story. The setting can also support the achievements of theme in the fictional story.

#### **2.2.4 Theme**

The theme is the main idea, the mind that the writer pours in his literary work.

According to Stanton (1965: 5) states that

A central meaning of this sort corresponds to what, in a story, we call the “theme” or “central ideas”. Like the central meaning of our experience, the theme of a story is both particular and universal in its value: it lends force and unity to the events described, and it tells us something about life in general. A theme may take the form of generalization about life, a generalization that may or may not imply a moral judgment.

Furthermore, Gill states (1995: 189) a theme emerges in and through the development of characters, dialogue setting and the movement of plot.

Based on Shipley in Nurgiantoro (2010: 80-82) divided the theme into five levels such as physical, morality, social, ego, and divine. All levels theme are explained by Shipley in Nurgiyantoro as follows:

Pertama, tema tingkat fisik. Manusia sebagai (atau: dalam tingkat kejiwaan) molekul, man as molecul. Tema karya sastra pada tingkat ini lebih banyak menyaran atau ditunjukkan oleh banyaknya aktivitas fisik daripada konflik kejiwaan. Kedua, tema tingkat organik, manusia sebagai (atau: dalam tingkat kejiwaan) protoplasma, man as protoplasma. Tema tingkat lebih banyak menyangkut dan atau mempersoalkan masalah seksualitas-suatu aktivitas yang hanya dapat dilakukan oleh makhluk hidup. Ketiga, tema tingkat sosial, manusia sebagai makhluk sosial, man as socious. Kehidupan bermasyarakat, yang merupakan tempat aksi-interaksinya manusia dengan sesama dan dengan lingkungan alam, mengundang banyak permasalahan, konflik dan lain-lain yang menjadi objek pencarian tema. Keempat, tema tingkat egoik, manusia sebagai individu, man as individualism. Di samping makhluk sosial, manusia sekaligus juga makhluk individu yang senantiasa “menuntut” pengakuan atas hak individualitasnya Kelima, tema tingkat divine, manusia tingkat tinggi, yang belum tentu setiap manusia mengalami dan atau mencapainya. Misalnya yang menonjol dalam tema tingkat ini adalah masalah hubungan dengan Sang Pencipta, masalah religiusitas, atau hidup, visi, dan keyakinan.

Based on the explanation above the writer concludes that theme is the main idea or central idea, and the theme is important element of the story. Theme has the function to describe the general description of a whole story in literature works. Theme divided into five levels such as physical, morality, social, ego, and divine theme.

### **2.3 Theory of Violence**

Violence is an act committed by a person or group using physical force that can hurt a person. Robert Audi (2001:90) in Anjari (2014: 43) explains that violence is the physical assault or abuse of force against a person or animal; attack or destruction, very violent, violent, cruel, and violent destruction of property or something very potential can belong to a person. Violence indicates pressure that is

beyond the limits of the ability of objects affected by violence and can result in physical or psychological or psychological damage.

### **2.3.1 Sexual Violence**

Discussing violence, one of the issues to be aware of is sexual violence. Victims who experience sexual violence are not only adults but have penetrated among adolescents and children. Sexual violence against children is common in almost all countries. Terry E. Lawson (in Huraerah, 2007: 47), an international psychiatrist who formulated the definition of child abuse, mentions four types of abuse, namely emotional abuse, verbal abuse, physical abuse, and sexual abuse).

Harassment is an act of discrimination. Abuse includes unwanted physical and verbal behavior that the victim feels uncomfortable with. Colier (1998:4) says that harassment is often perceived as deviant behavior, because it forces a person to engage in a sexual relationship or establish a person as an object he does not want. Sexual harassment is an indecent act, such as touching a vital limb and can also be vulgar while the person who becomes the object does not feel comfortable.

In this day and age more and more we encounter acts of violence, especially related to sexuality. Not only adults who experience it, minors are also victims of sexual abuse. Sexual abuse of minors is defined as a crime committed by an adult who uses a children as an object or lustful person.

Sexual harassment is the backdrop to violence. Sexual violence against children is when an adult uses a child to fulfill their sexual need. When a child engages in sexual activity that occurs before the child reaches a predetermined age limit, it is included in sexual violence. Sexual violence against children according to ECPAT (*End Child Prostitution In Asia Tourism*) is an international relationship or interaction

between a child and an older person or a more logical child or an adult such as a stranger, sibling or parent where the child is used as a sedative object for the sexual needs of the perpetrator. According to Ricard J. Gelles in (Huraerah, 2007: 47), violence against children is an intentional act that causes harm or harm to children (both physically and emotionally). Forms of violence against children can be physical violence, psychological violence, sexual violence, and social violence. Aronson in Health and Safety in Woman Care (1991: 185) states that:

In the national study, the most common form of sexual abuse was fondling of a child's genital, including a high incidence of penetration with a finger, object, or genital organ. Generally, sexual abuse is defined as sexual activity between and adult or much older person and a child.

Sexual violence against a child is not limited to sex alone, but through actions that lead to sexual activity such as touching the intimate area of the child sexually and forcing the child to engage in sexual activity. According to Achie Sudiarti Luhulima (2000) in Susilawati (2001:18), the definition of sexual abuse is a crime related to sexuality and more specifically related to male and female sexuality. Sexual abuse can include sexual harassment and sexual assault. According to Utamadi Guntoro and Paramitha (2001: 45-46) divides the categories of sexual harassment in systematic form:

1. *Gender harassment*, is behavior and statements that are dropping based on gender.
2. *Seductive Behavior*, is a sexual request without threat, seduction of an indecent or degrading nature.
3. *Sexual Bribery*, is bribery to do something sexual by giving a promise of a reward.

4. *Sexual Coercion*, is pressure accompanied by threats to do things of a sexual nature.
5. *Sexual Assault*, is an assault or coercion of a sexual nature, disorder, sexually explicit or abusive.

While according to Kelly (1998: 148) divides the form of harassment into 3 forms, namely:

1. *Visuals*, gazes full of lust, gazes and suspicious gestures of a sexual nature.
2. *Verbal*, telling a joke of a sexual nature, states direct and indirect statements of a threatening nature.
3. *Physical*, touching limbs, pinching, nudging intentionally, squeezing limbs and getting closer without consent.

The cause of sexual abuse on children is due to the orientation of sexual attraction that concentrates its objects and appetites on children or commonly referred as pedophilia. According to Lyness (Maslihah, 2006: 25) child sexual violence includes touching or kissing a child's sexual organs, sexual intercourse or rape of a child, exposing pornographic media/objects, showing genitalia to a child and so on. The number of cases of child sexual abuse shows that children are vulnerable to being victims of abuse because they are considered weak and helpless.

Sexual violence certainly has an impact on children's development. Huraerah (2007:56) says that children who suffer from violence, exploitation, abuse and neglect, face the risk of shorter age, poor mental and physical health, educational problems, limited abilities as parents later, and become homeless. The effects of this sexual violence can cause trauma to the child. Victims of sexual violence tend to

exhibit emotional traits such as depression and shock, in addition to the impact that arises i.e. psychological disorders such as post-traumatic stress disorder (PTSD). Finkelhor and Browne (1988) proposes that the possible effects of child sex abuse may be mediated by four trauma-causing factors: traumatic sexualization, betrayal, stigmatization and powerlessness. As the author understands the concept of violence, violence is an act of abuse of force or physical harm to a person. One of the important forms of violence to discuss is sexual violence, because not only adults can experience it but also children can be a victim. Sexual violence against children is an act committed by an adult who makes children an object to satisfy his lust. This act of sexual violence will also have an impact on the child's development and future.