

**SYMBOLIC POWER OF PARENTAL ISSUE IN NEIL
GAIMAN'S "CORALINE"**

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A THESIS

Submitted to faculty of Cultural Sciences Hasanuddin University in Partial
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**ENGLISH LITERATURE STUDY PROGRAM
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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

LEGITIMATION

THESIS

Symbolic Power of Parental Issue in Neil Gaiman's "Coraline"

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It has been examined before the Board of Thesis Examination on December 02nd.
2022 and is declared to have fulfilled the requirements.

Approved By

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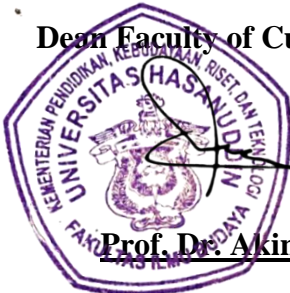
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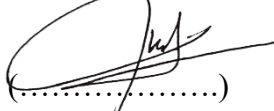
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AGREEMENT

On Friday, December 02nd, 2022, the Board of Thesis Examination has kindly approved a thesis by Andi ST. Nafisah Amir (F041181503) entitled **Symbolic Power of Parental Issue in Neil Gaiman's "Coraline"**, submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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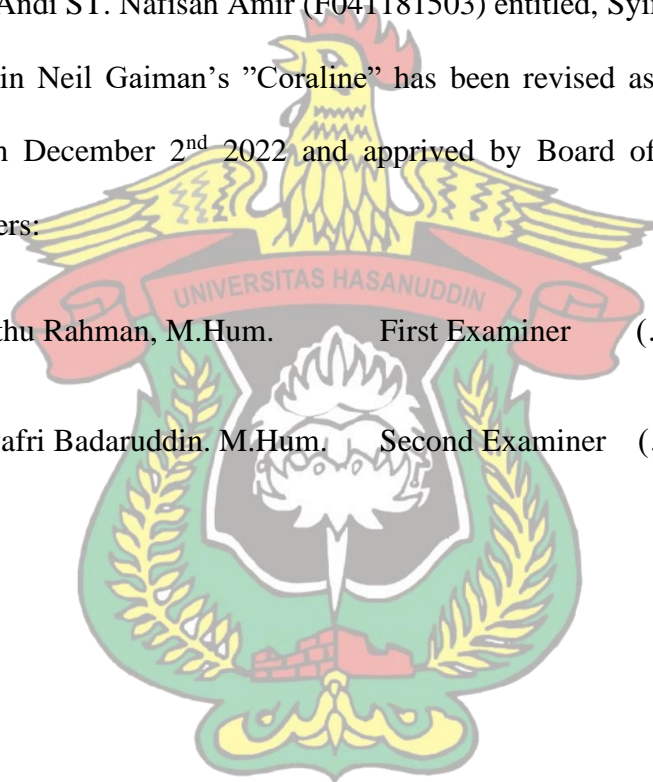
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DECLARATION

The Thesis by Andi ST. Nafisah Amir (F041181503) entitled, Symbolic power of Parental Issue in Neil Gaiman's "Coraline" has been revised as advised during examination on December 2nd 2022 and approved by Board of Undergraduate Thesis Examiners:

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Dengan ini menyatakan bahwa skripsi ini benar-benar karya saya sendiri. Sepanjang pengetahuan saya tidak terdapat karya yang ditulis atau diterbitkan orang lain kecuali sebagai acuan atau kutipan, dengan mengikuti tata penulisan karya ilmiah yang lazim.

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APPROVAL FORM

With reference to the letter of the Dean of Cultural Sciences Hasanuddin University No. 1625/UN4.9.7/TD.06/2021 regarding supervision, we hereby confirm to approve the thesis draft by Andi ST. Nafisah Amir (F041181503) to be examined at the English Department, Faculty of Cultural Sciences.

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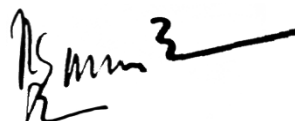
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Andi ST. Nafisah Amir

ABSTRAK

Andi ST Nafisah Amir. 2022. Symbolic Power of Parental Issue in Neil Gaiman's "Coraline" (Dibimbing oleh Abidin Pammu dan M. Amir P)

Objek penelitian ini adalah sebuah novel berjudul Coraline. Penulis ingin menganalisis kehidupan sosial yang dihadapi Coraline, terutama dengan orang tuanya dalam sebuah novel. Ada dua tujuan dalam tesis ini. Tujuan pertama mendeskripsikan masalah ayah dan ibu dalam novel. Tujuan kedua adalah menjelaskan isu paternal dan maternal Coraline dalam novel untuk membahas teori Bourdie sebagai Symbolic Power.

Penulis menggunakan penelitian kepustakaan sebagai metode penelitian. Penulis melakukan penelitian kepustakaan untuk mencari buku dan sumber informasi lain, seperti jurnal, artikel, dan website, untuk membantu analisis penelitian ini. Selanjutnya, penulis berusaha mencari sumber dan referensi dengan topik dan/atau pendekatan yang serupa dengan penelitian ini untuk menyelesaikan masalah.

Hasil penelitian ini menjelaskan bahwa Coraline memiliki keberanian, rasa ingin tahu, dan jiwa petualang yang memiliki orang tua kandung sangat ketat, pecandu kerja yang tidak terlalu memperhatikan putri mereka. Coraline terus-menerus mencari cara baru dan menarik untuk menghabiskan waktu, baik karena orang tuanya lebih mengabdikan diri pada pekerjaan mereka dan karena dia memiliki rasa ingin tahu yang alami terhadap dunia di sekitarnya.

Kata Kunci: *Novel, Orang Tua, Coraline*

ABSTRACT

Andi ST Nafisah Amir. 2022. Symbolic Power of Parental Issue in Neil Gaiman's "Coraline" (Supervised by Abidin Pammu dan M. Amir P)

The object of this research was a novel entitled Coraline. The writer wanted to analyze the social life faced by Coraline, especially with her parents in a novel. There were two objectives in this thesis. The first goal was to describe the problem of fathers and mothers in the novel. The second objective was to explain Coraline's paternal and maternal issues in the novel to discuss Bourdieu's theory as Symbolic Power.

The author used library research as a research method. The author conducted library research to find books and other sources of information, such as journals, articles, and websites to assist in the analysis of this research. Furthermore, the author tried to find sources and references related to the topics and/or approaches similar to this research to solve the problem.

The results of this study explained that Coraline was a kid with courage, curiosity, and an adventurous spirit who has very strict biological parents, workaholics who did not pay much attention to their daughter. Coraline was constantly finding new and interesting ways to spend her time, both because her parents were more devoted to their work and because she has a natural curiosity for the world around her.

Keywords : *Novel, Parents, Coraline*

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CHAPTER I

INTRODUCTION

A. Background of the Study

A literary work is a type of art that tells stories about people and their lives and uses language as its medium to convey meaning. Simply put, a literary work is a representation of human life. Literary works are also created by their authors' imaginations. This imagination stems from the writer's personal experiences as well as his or her surroundings. Furthermore, writers can create literary works to describe their creative process, ideas, thoughts, and feelings. According to Semi (1998:11), literary works contain several elements, including theme, plot, setting, character and characterization, and figure of speech. As a result, before creating a literary work, a writer should have a thorough understanding of those elements.

Literature is a mirror of social life. It is a crystallization of values and life experiences. Literature displays a picture of life and life is a cultural reality. Life includes relationships between humans, relationships between events in the human mind (Najid, 2009:22). The relationship between literature and society, both as a negation and innovation, as well as an affirmation, is clearly an essential relationship. Literary work has an important task, both in its efforts to become a pioneer of renewal, as well as giving recognition to a social phenomenon (Ratna, 2013:23).

Among the main genres of literary works, namely poetry, prose, and drama, prose genres, especially novels, are considered the most dominant in displaying social elements. The reasons that can be put forward include (1) the novel displays the most complete story elements, has the most extensive media, presents the most extensive social problems, (2) the language of the novel tends to be daily language, the language that most commonly used in society. Therefore, it is said that the novel is the most sociological and responsive genre because it is very sensitive to sociohistorical fluctuations (Ratna, 2013: 335).

However, novel can show some social problems, such as *Coraline* by Neil Gaiman. The selection of novels for *Coraline's* story is interesting to analyze compared to other literary works such as movies, the writer considers the novel to be more complete and detailed in describing the story in a literary work. This novel tells about a young girl, namely Coraline, who is dissatisfied with her existence and sets out to discover another world where nothing is as it appears. She lacks love and attention from her own parents in the real world, so she travels to a parallel field where she meets a pair of loving parents that she has always fantasized about. Coraline lives in a flat with her parents. She has recently moved and is finding it difficult to adjust to her new surroundings and being away from her friends, which is understandable for Coraline herself. The sections that are unrealistic are when she walks through the door that leads to the Other Mother's world, where everything is wonderful and any flaws in her normal world are repaired. For example, she is angry because her mother will not purchase the gloves she desires, but in the other world, her Other Mother purchases the gloves

for her; similarly, in the regular world, her parents serve her horrible food, but in the other world, her Other Mother prepares delicious meals for her. This is unrealistic since no one is perfect enough to know exactly what is wrong and how to fix it.

The feelings and the acts of Coraline in dealing with her surrounding is interested to be discussed. In addition, Coraline novel is about a girl who are desperate and feels bored because she has just moved in a new place, while she has own parental issue that she has to face it. Coraline's parents are really busy and tend to ignore her; she's often left alone to entertain herself and even take care of herself. Her parents, Mr Jones and Mrs Jones, have an important role in shaping Coraline into a child who quickly gets bored and desperate.

So that, Coraline feels perpetually bored and dissatisfied with things at the start of the novel but finally she is more interested in finding something interesting to do. She even compares her homes to other homes when she talks to her father: "I suppose," said Coraline. 'It's much more interesting than at home.'" (Gaiman, 2002: 107-108)

Besides, she has to attempt escaping her own pity life due to the paternal and maternal issue, which her parents are busy even Coraline as their daughter never been taken care of, such as depicted in a dialogue between Coraline and her father, "Coraline shook her head. 'Why don't you play with me?' she asked. 'Busy,' he said. 'Working,' he added. He still hadn't turned around to look at her." (Gaiman, 2002: 50-51)

Not only her father, her mother also treats Coraline as her father does as written in the novel; “‘But Mum, everybody at school's got gray blouses and everything. Nobody's got green gloves. I could be the only one.’ Her mother ignored her; she was talking to the shop assistant.” (Gaiman, 2002: 5-6)

Therefore, since she is ignored by her parents, she tries to find another better family that she dreams of. The relation of Coraline and her family can be a special thing that interestingly can be discussed and analyzed in social perspective, because a normal relation of parents and children commonly should be well bonded. The relationship between parents and children is certainly inseparable from the parenting style of parents. According to Spera (2005: 128) parenting style is a psychological concept that represents regular child-rearing practices used by parents, whereby Baumrind (2012: 36) classifies parenting style into four categories, such as authoritative, authoritarian, neglectful, and permissive.

In social theory that Bourdieu provides, social practice that Coraine seizes it is one of examples of symbolic power, which means that the power obtained from the results of symbolic struggles is domination that can force other parties to accept laws, systems, ideological devices as legitimacy by hiding the power relations that underlie their power (Bourdieu & Novenanto, 2018). Meanwhile, in Coraline novel symbolic power is clearly shown between the power of Coraline’s parents and Coraline itslef, which power of being parents that dominate Coraline as their daughter who is supposed to obey her parent’s decision.

As the description above, the writer analyzes the social life that Coraline deals with, especially with her parents in a novel. Hence, this study entitled as, “Symbolic Power of Parental Issue in Neil Gaiman’s “Coraline””.

B. Scope of the Problems

In this study, the writer decides to focus on how a reader sees a parental issue in Coraline novel as a symbolic power of parents to her daughter, Coraline in social perspective of Bourdieu’s theory’s point of view. Bourdieu (1998: 17) states that symbolic power is the form adopted by economic, cultural or social capital as they are treated with the assistance of such categories of thought that are able to recognize their specific logics.

C. Research Questions

In the study, the writer formulate some problems into two questions to be discussed and studied regarding the shaping character of characters in Coraline novel, they are:

1. How are paternal and maternal issue of Coraline addressed in Coraline novel?
2. How are paternal and maternal issue of Coraline addressed in Bourdie’s theory as Symbolic Power?

D. Objectives of the Study

There are two objectives related to the problems formulated above, they are:

1. To describe the paternal and maternal issue in the novel.
2. To explain paternal and maternal issue of Coraline in the novel addresses in Bourdie's theory as Symbolic Power.

E. Significance of the Study

Theoretically, the study provides information of personality or character development of Bourdieu's theory in literature, especially the establishment of Bourdieu's theory occurred in one of literary work, Coraline novel. Secondly, the study makes the writer understands how habitus, capital, field, and practice of Bourdieu's theory applied in characters of literary work, Coraline novel. Lastly, practically, this study will be a reference of other researcher in other researches regarding Bourdieu's theory of sociological approach in literary works.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

There are some previous studies related to the topic of the current study. Ateng Melyanti (2007) wrote an undergraduate thesis titled *The Parenting and Its Effect on a Child's Character as Seen in Dave Pelzer's My Story*, which is the first relevant study. Melyanti's goal is to see if the success of raising a child can be measured by whether or not the parenting roles are totally given to the youngster. It explains Dave Pelzer's character's reaction to Turnboughs' parenting approach. Melyanti conducts her studies using books and webpages from the library.

Harold Turnbough was classified as Choleric as a consequence of this study, and he is described as a strong-willed, self-reliant, and unaffectionate man. Her wife Alice, on the other hand, is described as Sanguine. Alice is lively, sociable, demonstrative, and motivating, to put it another way. Dave, the Turnboughs' son, is raised by the Turnboughs in an authoritarian manner. (Melyanti, 2007)

Talil Hana Abrhiem's essay "The Role of Parenting Style in Psychosocial Development of Adolescents" (2014) is the next similar study. It explains how a parent's parenting style affects an adolescent's psychosocial behavior. Abrhiem asserts that a combination of parenting styles and practices may and should always be considered a primary determinant in psychosocial development (2014:

51). Psychosocial behavior is defined as an adolescent's autonomy, identity, and achievement, according to the text. Parenting style is a significant factor in assisting an adult in achieving optimal psychosocial development. Parenting techniques and the quality of a parent-adolescent connection can have a big impact on adolescents' psychosocial and professional development. (Abrhiem, 2014)

Overall, this article supports the idea that parenting style has an impact on a child's growth, which is the subject of this thesis. Both of these studies are similar to this one because they are concerned with the impact of parenting style on character development. Despite the fact that the second study looks at character development in adults rather than children, it still focuses on parenting style and its impact on character development. This study's topic is the same as theirs. This study, however, is distinct from both of the previous studies. Instead of discussing the main character's growth as a character in the story, the writer focuses on the impact of Coraline's parental issue.

B. Underlying Theory

This underlying theory contains some parts that are used in the study. The parts consist of theories as follows: the notion of sociology, the overview of sociology in literary theory, the Bourdieu Theory, The Definition of Paternal and Maternal, The overview of Symbolic Power in Bourdieu Theory, and Characters in Coraline Novel Related to the Study.

1. Notion of the Sociology

There is a strong connection between sociology and literary works. This occurs as a result of the reciprocal interaction that exists between literary works and real-life events. A link with sociology has resulted in literary works being transformed into works. Sociology of literature can help you understand social problems, political issues, worldviews, and author originality. Sociology and literature are the intersections of real-world thinking and culture, which become determinants of literary works.

2. Sociology in Literary Theory

The researcher will discuss the relationship between sociology and literature in this case. According to (Glasberg & Shannon, 2010: 3), “Sociology is the study of various traits of society and the relationship between societies to the social stability of their environment.”. Sociology is always interested in how people interact with their surroundings. Sociology includes topics such as society structure, social stability, and social change, in addition to human behavior.

The following principles are: According to (Ratna, 2013: 59-60), there are a number of literary sociology definitions that must be addressed in order to determine the objectivity of the relationship between literary works and society, including:

- a. Appreciation of literary works while keeping a social perspective in mind.

- b. A thorough understanding of the entire task, as well as the social aspects that it entails.
- c. Knowledge of literary works and their relationship to the underlying community.
- d. Literature sociology is a dialectical (two-way) link between literature and society.
- e. Literature sociology aims to uncover the features of interconnectedness between literature and society.

3. Theory of Bourdieu

Social structure is the starting point for Bourdieu's social analysis. Individuals always work contextually in multidimensional social spaces that are broadly defined in the context of social class positions (Fashri, 2014: xiii). Bourdieu views society as a collection of individuals or organic units or social systems. He prefers to call society a “social field” (Fashri, 2014: xiv).

Bourdieu presents a critical reading of the universe of symbols which is used as a means of justification for the cultural tastes of the rulers. It describes how the efforts of certain individuals or social classes to produce a symbol system in relation to the position they occupy and the various uses of strategies to increase or decrease the value of a symbol. Bourdieu constantly asks questions as a form of his suspicion of the game of symbols that hide certain power relations.

With his sharp point of view, Bourdieu challenged the customs that readers live by. Habits are related to involuntary and non-reflexive activities.

Habits are not only related to rational reasoning, but they also display the spontaneity of reactions in dealing with changing situations. Habits are also related to social inequalities based on power and social class.

Bourdieu displays a different way of reading from other thinkers, especially how he explains power. If Karl Marx dissects power in the scheme of struggle between classes to fight for economic capital, or Michael Foucault who sees power articulated through knowledge and knowledge produced has a power effect, then Bourdieu conceptualizes power as always in a field. In this arena, there are actors who have capital, whether social, economic, cultural, or symbolic. It is this accumulation of capital ownership that determines who is in a dominated position. The ultimate goal of controlling this capital is to get recognition that the influential self or group has the authority to determine the truth that is most entitled to be followed (Fashri, 2014: 2-3).

a. Habitus

Habitus are interpretive schemes, which mainly and often work unconsciously and are hidden deep in the individual's mind; habitus instructs individuals on how the world works, how to evaluate things, and provides guidelines for action. Bourdieu says that individuals are guided in their actions by these interpretative schemes. However, the individual is not an instrument or vehicle for a habitus that lacks thought and creativity. Habitus are interpretative schemes that are not rigid, a loose set of guidelines that allow individuals to strategize, accommodate new situations, and carry out innovative practices.

Bourdieu eschews idealism by insisting that the habitus is not the original creation of the individual; nor is the individual free from the conditions of his social structure. Rather, habitus is a product of the social structural conditions of the individual and therefore habitus structures his social practices in a way that reproduces the objective conditions of the agent of his social existence (Fashri, 2014: xii).

The concept of habitus is a key concept in Bourdieu's theoretical synthesis. Habitus is a product of social structure and habitus itself is a generative structure of social practice that reproduces social structures. So, habitus is subjective (which consists of interpretive schemas) and objective (which bears the imprint of the social structure at the same time; habitus is micro (which works at the individual and inter-individual level) and at the same time macro (product of and which produces social structure (Fashri, 2014: xiii).

The concept of habitus comes from the tradition of philosophical thought, not a pure creation of Bourdieu. In Latin, habitus means habit (habitual), self-appearance (appearance) or it can also refer to the disposition associated with typical body conditions (Fashri, 2014: 93). Habitus guides actors to understand, judge, appreciate their actions based on schemas or patterns emitted by the social world. This statement is in line with what Bourdieu said about habitus. As a classification scheme, habitus produces different lifestyles and life practices. This scheme is obtained from the individual's experience in interacting with other individuals and the environment in which he is located (Fashri, 2014: 99).

Habitus as a disposition system also includes persistent tendencies that last a long time, and can be applied in various different domains. Although fixed, habitus is also flexible and can be changed or flexible. That is, habitus provides adaptation space for individuals related to their position in the social field. Habitus are "structured structures" and "structuring structures". On the one hand, habitus acts as a structure that shapes social life. Meanwhile, on the other hand, habitus is seen as a structure formed by social life (Fashri, 2014: 101).

b. Capital

The term capital is used by Bourdieu to map power relations in society. The term capital contains several important characteristics, namely (1) capital is accumulated through investment, (2) capital can be given to others through inheritance, and (3) capital can provide benefits according to the opportunity owned by the owner to operate the placement (Fashri, 2014). : 108).

Referring to Bourdieu, capital can be classified into four types, namely (1) economic capital includes the means of production (machinery, land, labor), material (income and objects), and money which is easily used for all purposes and is inherited. From one generation to the next, (2) cultural capital is the overall intellectual qualification that can be produced through formal education or family inheritance. Including cultural capital, among others, the ability to present oneself in public, the ownership of high-value cultural objects, certain knowledge and skills from education, as well as certificates (bachelor degrees), (3) social capital refers to the social network owned by the actor (individual or group). group) in

relation to other parties who have power, and (4) all forms of prestige, status, authority, and legitimacy accumulated as a form of symbolic capital.

The characteristics of these forms of capital, according to Bourdieu, are interchangeable with one another. The dynamic movement of capital indicates that capital can decrease or increase. The greater a person accumulates certain capital, the greater the opportunity to convert between capitals. Of all the existing forms of capital, it is economic and cultural capital that has great power to determine the hierarchical level in developed societies. The principle of hierarchy and differentiation of society depends on the amount of capital accumulated and the structure of the capital itself. Those who control the four capitals in large numbers will gain great power and occupy the highest hierarchical position (dominant class) (Fashri, 2014: 109-110).

Thus, capital must exist in a field so that the field has powers that give meaning. The relationship between habitus, field, and capital is directly linked and aims to explain social practice. The characteristics of capital are related to the habitus scheme as a guide for action and classification and the field as a place for capital to operate. Meanwhile, the field is always surrounded by objective power relations based on the types of capital combined with habitus (Fashri, 2014: 111).

c. Field

The field is an arena of power in which there is a struggle for resources (capital) and also for obtaining certain accesses that are close to the hierarchy of power. The field is also an arena of resistance where those who occupy it can

maintain or change the existing configuration of power. It is the structure of the field that guide and provide strategies for position occupants, both individuals and groups, to protect or improve their position in relation to the level of social achievement (Fashri, 2014: 106).

The concept of the field cannot be separated from social space, which refers to the overall conception of the social world. This concept views social reality as a topology (space). That is, the understanding of social space includes many domains in it that are related to each other and there are points of contact that are interconnected. The field system can also be analogous to a planetary system that has gravity, contains energy, and has a kind of atmosphere that can protect against destructive forces that come from outside the planet. In other words, each field has its own structure and strengths, and is placed in a larger field which also has its own strengths, structures and so on (Fashri, 2014: 106).

The arena of power is an arena of latent potential forces, affecting every particle that enters it, but also becomes an arena of battle that can be seen as a game (Bourdieu, 2015: 15). This arena is not a vague social setting, nor is it a milieu artistique such as the world of personal relations between artists and writers, or between perspectives adopted by those who study 'influences'. The arena is a real social universe, where according to certain laws the accumulation of certain forms of capital takes place, as well as where power relations take place (Bourdieu, 2015: 17).

d. Practice

In social practice, Bourdieu tries to treat social life as an interaction of structures, tendencies (dispositions), and actions that influence each other. That is, social practice is not dictated directly by the structure and cultural orientations, but rather is the result of an improvisation process which is then structured by cultural orientation, individual history, and the ability to play a role in social interaction. Social structures and knowledge of these structures produce a steady orientation to action which then contributes to the shape of the social structure. In short, social practice is the result of a dialectical interaction between structures and actors, between objective structures and subjective representations (*habitus*) (Fashri, 2014: 70).

First, practice exists in time and space. It is something that can be observed in three dimensions and over time. Temporality, the definite order of time is an axiomatic characteristic of practice: time is both a constraint and a source of social interaction. Moreover, practice is 'intrinsically defined by time'. Practice, as a visible and 'objective' social phenomenon cannot be understood outside the context of space/time. Any adequate analysis of practice should treat temporality as a characteristic central to the core of his analysis.

Second, practice, according to Bourdieu, is not consciously (or not fully consciously) regulated and driven. Mastery of the practice of logic or necessity that is in the game or a mastery that is gained by playing experience, and people work out of conscious control and discourse (as is done by bodily techniques) (Jenkins, 2016: 50).

Although practice is understood without conscious volition, it is not without purpose. The view of strategy, to go beyond the fact that actors do have goals and interests, is also designed to incorporate the source of practice into the experience of reality (reason or logic of practice) (Jenkins, 2016).

4. Paternal and Maternal

Parenting methods play a crucial role in shaping the character of children. "The process or state of being a parent" is a simple definition. A couple becomes involved in the parenting process once they have a child. All of the things that parents do to raise their children fall into this category. The term parents in this case, according to Dictionary (2022), means "a mother or father of a person or an animal, or someone who looks after a person in the same way that a parent does". However, theorists and researchers agree that mothers and fathers have distinctive functions in the family structure (Craig, 2006; Parke, 2002, 2004 in Finley et al., 2008). Meanwhile, the term paternal and maternal are also related to the parents as stated above. Paternal means coming from or relating to someone's father or his side of the family (Dictionary, 2022c), while maternal means related to a mother's side of the family (Dictionary, 2022a).

5. Parenting Style

A parenting style is a psychological concept that represents regular child-rearing practices used by parents. It's possible that the quality of parenting is more important than the amount of time spent with the child. For example, the parent

could be preoccupied with something else and not show enough interest in the child. The way parents respond to and make demands on their children is represented by their parenting styles. Parenting styles are wider patterns of parenting practices, whereas parenting practices are specific activities (Spera, 2005: 127).

There are four types of parenting styles, according to (Baumrind, 2012: 36). These are authoritative, authoritarian, neglectful, and permissive parenting styles. Having little warmth and putting severe boundaries on their children, authoritarian parents can even punish and mistreat their children (Santrock, 2011: 60). Authoritarian parenting, according to (Baumrind, 2012: 36), is characterized by a high level of demandingness and a low level of responsiveness; in other words, parents exert excessive control over their children. Authoritative parents, on the other hand, are warm in their interactions with their children and encourage their children to be self-sufficient (Santrock, 2011: 235). Although authoritarian parents set boundaries for their children's behavior, they also foster open and honest communication with their children. When it comes to authoritative parenting, strong demands are placed on the child, as well as high responses (Baumrind, 2012: 37). Permissive parenting, on the other hand, is characterized by a lack of demands or regulations, as well as an excessive amount of attention to their child (Baumrind, 2012: 37).

Permissive parents are more likely to indulge their children and provide them with unlimited freedom with no expectations (Santrock, 2011: 33). According to a study conducted by Baumrind et al. (2010: 158), authoritarian

parenting practices used when children were in preschool had a negative impact on their development when they reached adolescence. Children who were reared by authoritarian parents had significantly higher levels of emotional and behavioral difficulties than children who were raised by authoritative and permissive parents, according to the study. Similarly to the influence of authoritarian parenting, children whose parents were classed as permissive exhibited higher levels of problem behaviors than their counterparts with authoritarian parents. On the other hand, those who were reared by authoritative parents exhibited the lowest levels of emotional and behavioral difficulties of any group.

When Akhter et al. (2011: 24) conducted the same study with school-aged children, they found the same outcomes (8-12 years old). Between authoritarian parenting and child problem behaviors, as well as between permissive parenting and child problem behaviors, positive correlations were identified; however, a negative association was found between authoritative parenting and child problem behaviors. Parents who are neglectful, on the other hand, do not establish clear boundaries or high standards. They are unconcerned about the needs of their children and are uninvolved in their life. This group of uninvolved parents may have had mental health concerns themselves as children, including as depression or physical abuse at the hands of their parents.

6. Symbolic Power of Bourdieu

Bourdieu's Perspective elaborated in several main concepts, namely habitus, arena of struggle (champ), and symbolic power becomes relevant in

studying individuals or groups social groups. The concept of symbolic power. Symbolic power in sight Bourdieu is power obtained through the results of economic mobilization and physical (Haryatmoko, 2003: 11).

On the other hand, symbolic power according to Suma Riella Rusdiarti, quoting Bourdieu, said that symbolic power is the power obtained from efforts to "force" the other party to give acknowledgment of a practical action through a symbolic fight (Rusdiati, 2003: 11-12). Based on this view, it can be said that power Symbolic has a close relationship with symbolic capital in the form of prestige, status, authority, and legitimacy.

The concept of symbolic capital encompasses the concept of symbolic power. Symbolic violence, on the other hand, refers to the process by which dominants impose *Herrschaftsverhältnisse* (dominance relationships) on dominated actors by utilizing symbolic power structures that are available to them. The decisive criterion for symbolic violence is that it is imposed on the dominated without reflection or discourse, using a secret code that is silent and insidious, insistent and insinuating, and thus powerful and difficult to resist (Speller, 2011: 57).

Power is a relational concept, not a quality of an agent but of a specific field of agents. "The field of power is a "field of forces" defined by the structure of the existing balance of forms between forms of power, or between different species of capital. It is also simultaneously a "field of struggles for power among the holders of different forms of power" (Bourdieu & Novenanto, 2018: 154). Strategies of the owners of the forms of capital that are valuable on the fields in

question collide with those of the challengers. The struggle about the principle of the division of power can lead into a balance of power, at least temporarily. Symbolic capital creates to those commanding it preconditions for symbolic use of power on the corresponding fields.

7. Characters in Coraline Novel

There are several characters that are mostly appeared and related to the main character in Coraline novel, the characters are as follow:

a. Coraline Jones

She is a main character in the novel. She is curious, intelligent, resourceful, and brave. Coraline is often annoyed by the rain, by crazy adults (as they all seem to be), and by not being taken seriously because of her young age. She is described as "small for her age," but Coraline is not afraid to face anyone; she is the most adventurous person in the book. Although Coraline never wants to see the Beldam again after learning of their true nature, she does it anyway to save her parents. After everything she has heard about the Beldam and what she has done to Coraline's family, she cannot deny that the sorceress truly loves her in her own selfish way. She feels at least a little compassion for her and realizes that she wants a strong mother-daughter bond that she does not exactly know how to create. This shows the compassionate side of Coraline Jones and the strong will she has.

b. Mrs. Jones

Coraline's mother. She is very busy most of the time and sometimes a little inattentive, but she loves Coraline and cares for her. She is kind and helpful, though Coraline thinks she is quite boring. Coraline is also annoyed with her real mother, because she does not seem to want to let Coraline in.

c. Mr. Jones

Coraline's father. He works on the computer in his house. He cares deeply for Coraline and is kind, brave, and helpful. He makes "creative" food creations that Coraline does not like at all. He is also usually too busy to spend time with Coraline.