

The Practice of Child Rights in Picoult's *My Sister Keeper* Novel



A Thesis

Submitted to Faculty of Cultural Science

In Partial Fulfilment of the Requirement for

The Degree of Bachelor (S1)

SITI WELLA MUFIDAH

F211 13 003

ENGLISH DEPARTMENT

FACULTY OF CULTURAL SCIENCE

HASANUDDIN UNIVERSITY

2017

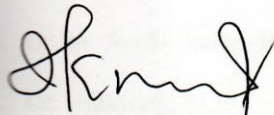
UNIVERSITAS HASANUDDIN
FAKULTAS ILMU BUDAYA
JURUSAN SASTRA INGGRIS

LEMBAR PENGESAHAN

Sesuai surat tugas Dekan Fakultas Ilmu Budaya Universitas Hasanuddin Nomor 6943/UN491/PP.35/2016 Pada tanggal 14 Nopember 2016 kami menyatakan menerima dan menyetujui skripsi ini untuk diteruskan ke panitia ujian skripsi, Jurusan Sastra Inggris Fakultas Ilmu Budaya Universitas Hasanuddin.

Makassar, 29 April 2017

Konsultan I



Dr. Herawaty, M. Hum., M.A., Ph.D
NIP. 1963 0103 1988 03 2003

Konsultan II



Sitti Sahraeny, S.S., M. Appling
NIP. 1972 0318 1998 02 2001

Disetujui untuk diteruskan
Kepada Panitia Ujian Skripsi
a.n Dekan
Jurusan Sastra Inggris



Dra. Nasmilah, M. Hum., Ph.D
NIP. 1963 1103 1988 11 2001

UNIVERSITAS HASANUDDIN

FAKULTAS ILMU BUDAYA

Pada hari ini, Jumat 18 Mei 2017, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul :

THE PRACTICE OF CHILD RIGHTS IN PICOULT'S *MY SISTER'S KEEPER*

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra pada Fakultas Ilmu Budaya Jurusan Sastra Inggris Universitas Hasanuddin.

Makassar, 18 Mei 2017

PANITIA UJIAN SKRIPSI

- | | | |
|---------------------------------------|---------------|---------|
| 1. Dr. Herawaty, M.Hum., M.A., Ph.D . | Ketua | (.....) |
| 2. Sitti Sahraeny, S.S., M.AppLing | Sekretaris | (.....) |
| 3. Dr. Fathu Rahman, M.Hum. | Penguji I | (.....) |
| 4. Dr. M. Syafri Badaruddin, M.Hum. | Penguji II | (.....) |
| 5. Dr. Herawaty, M.Hum., M.A., Ph.D . | Pembimbing I | (.....) |
| 6. Sitti Sahraeny, S.S., M.AppLing | Pembimbing II | (.....) |

SKRIPSI

THE PRACTICE OF CHILD RIGHTS IN PICOULT'S *MY SISTER'S KEEPER*

Disusun dan diajukan oleh :

SITI WELLA MUFIDAH

No. Pokok : F211 13 003

Telah dipertahankan di depan Panitia Ujian Skripsi

Pada hari Jumat, 18 Mei 2017 dan dinyatakan telah memenuhi syarat

Menyetujui,

Komisi Pembimbing

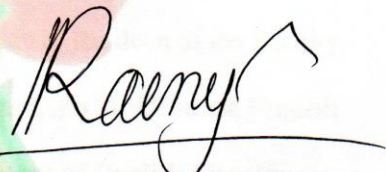
Ketua

Sekretaris



Dr. Herawaty, M.Hum., M.A., Ph.D.

NIP. 1963 0103 1988 03 2003



Sitti Sahraeny, S.S., M.AppLing

NIP. 1972 0318 1998 02 2001

Dekan Fakultas Ilmu Budaya

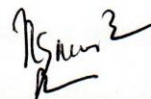
Ketua Departemen Sastra Inggris

Universitas Hasanuddin



Prof. Drs. H. Burhanuddin Arafah, M.Hum., Ph.D.

NIP. 19650303 1990 02 1001



Dra. Nasmilah, M.Hum., Ph.D.

NIP. 19631103 1988 11 2001

Acknowledgement

First of all, the writer would like to express her great praise to the Almighty Allah SWT, who has given spirit, chance and health to her, to finish this thesis. Shalawat and Salam sent to the prophet of Muhammad SAW, his families, companion and followers UNTill the end of the day.

This thesis would not finish without the help, support and patience of the writer's supervisors, Herawaty, M.Hum., M.A., Ph.D and Sitti Sahraeny, S.S., M.AppLing who have spent their time to correct her thesis. Their great suggestions and corrections have been invaluable on both academic and personal level for which the writer is extremely grateful.

The writer would also like to express her profound gratitude to the dean of the Faculty of Cultural Sciences Prof. Drs. H. Burhanuddin Arafah, M.Hum, Ph.D, Head of English Department, Dra. Nasmilah Imran, M.Hum, Ph.D, and the secretary of English Department, Abbas, S.S, M.Hum. Her sincere gratitude is also extended to all lectures at English Department who had taught and given her a great deal of knowledge. Lastly, to all administrative staff both English Department and Faculty of Cultural Sciences who had patiently care her study files.

The writer expresses her deep gratitude to her parents, her beloved mother and her super dad for their supports, loves and prayers in each step of the writer's way. Nothing could replace for all they have given to her. Her beloved sister and brother, Kaka and Fadhel, and also her little nephews Ade and Abang for always bringing happiness and laughter to her life.

To her long-distance-relationship best-friends: Ikah, Sachiko, Ana, Affa, Eja, Willem, Janissa, Nada, Amel, Rina, Indah, Nunu and Ratih, thank you for always keeping in touch

with her, thanks for always listening to her stories. Thanks for all the support and the friendship that can grow this far.

Her lovely and magical best friends in university, “Travel Rempong” and “Baper Puff Girls!” Thanks for all the stories, happiness, laughter, craziness and silliness we have done together and the hard time we shared. Thanks to Ainy Sahrah, Hardiyanti Pertiwi, Fenty Rahmayanty, Dyna Fausia, Putri Winda, Muthi Syahidah and Nurul Mizan, as they have made history in the writer’s life even in the last semester. The writer hopes this friendship will be last forever. Thanks for erasing her pain and believing that she could change to be a better person.

Thanks for “Etcetera 2013”, “Red Jacket Softball-Baseball Club Unhas”, “Sokola Kaki Langit”, “Perisai KMFIB-UH” As she cannot mention the name one by one, thanks for all the life experience, the knowledge, the support and the love we have shared.

Also to her partner in love and war, Ahmad Zul Ikham, the one who always know how to make her day and raising her spirit when she is down and about to give up. Thanks for your patience and love in believing her that she could pass all of her problems. Thanks for all the memories.

Thank you for makes her heart beats every day.

Makassar, February 2017

The Writer

Abstrak

SITI WELLA MUFIDAH (F211 13 003) “*The Practice of Child Rights in Picoult’s My Sister’s Keeper*” Thesis: English Department, Faculty of Cultural Sciences, Hasanuddin University Makassar, 2017.

Tujuan penulisan skripsi ini adalah untuk menjelaskan adanya praktek hak-hak anak yang disalahgunakan oleh karakter orang dewasa dalam novel dan juga dilema dalam etika medis yang terefleksi melalui plot dari karya Jodi Picoult ini.

Dalam proses pengumpulan dan menganalisis data dilakukan dengan membaca novel untuk beberapa kali, mengidentifikasi data yang berkaitan langsung untuk menjawab rumusan masalah, menandai dan memberikan catatan dalam proses pengumpulan data untuk kemudian dianalisis menggunakan teori strukturalisme dan definisi dari hak-hak anak menurut Garbarino.

Hasil dari penelitian ini menunjukkan bahwa dalam novel *My Sister’s Keeper*, Jodi Picoult menggambarkan orangtua bisa saja melakukan pelanggaran hak-hak anak baik disengaja maupun tidak. Faktanya, terkadang orangtua melupakan kurangnya komunikasi antara mereka dan anak mereka yang memicu konflik dalam keluarga mereka.

ABSTRACT

SITI WELLA MUFIDAH (F211 13 003) “*The Practice of Child Rights in Picoult’s My Sister’s Keeper*” Thesis: English Department, Faculty of Cultural Science, Hasanuddin University Makassar, 2017.

This thesis is aimed to explain the practice of child rights that have been abusive by adults in the story and also to explain medical ethical dilemma that reflected through the plot from Jodi Picoult’s work.

The process of collecting and analysing data were conducted by reading the novel several times, identifying data relevance to answer the research question, marking and taking notes on collected data, analysing the data using the theory of structuralism and the definition of child’s rights by Garbarino. This research used descriptive qualitative method.

The result of this study showed that in *My Sister’s Keeper* novel, Jodi Picoult has described that parents could abuse their children’s rights. Parents might think that they are doing the right thing for their children. In fact, sometimes parents forget the lack of communication between them and their children and this can caused a source of problems to the family.

Table of Contents

COVER	
LEGALIZATION	
APROVEMENT	
ACKNOWLEDGEMENT	
ABSTRACT	
TABLE OF CONTENT	
CHAPTER I INTRODUCTION	1
A. Background	1
B. Identification of Problem	5
C. The Scope of Problem.....	5
D. Research Questions	6
E. The Objectives of Writing.....	6
F. The Sequences of Chapter.....	6
CHAPTER II LITERATURE REVIEW	8
A. Previous Study	8
B. Theoretical Background.....	9
1. Structuralism Approach.....	9
a. Intrinsic Elements	9
1) Plot	11
2) Theme.....	12
3) Setting.....	13
4) Characters and Characterization.....	14
2. Child Rights.....	15
1) Physical abuse.....	16
2) Emotional abuse	18
3) Sexual abuse	20
4) Neglect.....	21
a. Physical Neglect	22
b. Emotional Neglect	23
c. Medical Neglect.....	23
d. Educational Neglect.....	24
CHAPTER III METHODOLOGY	25

A. Method of Collecting Data.....	25
B. Method of Analysing Data.....	26
C. Research Procedures	26
CHAPTER IV ANALYSIS	27
A. Synopsis of <i>My Sister's Keeper</i>	27
B. Structural Devices of The Story.....	29
1. Plot	29
2. Setting.....	35
3. Theme.....	36
4. Characters and Characterization.....	37
a. Anna Fitzgerald.....	38
b. Jesse Fitzgerald.....	41
c. Kate Fitzgerald.....	42
5. The Practice of Child Rights in <i>My Sister's Keeper</i>	44
1) Physical Abuse.....	44
2) Emotional Abuse.....	45
3) Neglect.....	49
a. Physical Neglect	49
b. Emotional Neglect.....	50
c. Medical Neglect.....	51
d. Educational Neglect.....	53
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion.....	55
B. Suggestion	56
BIBLIOGRAPHY	58
APPENDIX 1.....	62
APPENDIX 2.....	64

CHAPTER I

INTRODUCTION

This chapter explains background of the study, identification of the problems, scope of the problems, research questions, objectives of the study and sequence of presentation.

A. Background

Literature is broadly defined as any written or spoken material, but the term most often refers to creative works. Literature defined as creative work is because in the process of making this works involved imagination, aesthetic device and the beauty of language that has been used from authors to express their experience or their certain thoughts. Literature can be classified as fictional or non-fictional stories, whether it is prose, poetry or drama.

Novel as a part of prose cannot be separated from human life. Some novels are reflect from our social life. Although most novels are written as a fictional story, sometimes the author added non-fictional story so that the story becomes more alive. A novel based on personal experience contains some fictional events and exaggerates the actual experience to make it more interesting, or exciting or meaningful than perhaps it actually was (Meredith and Fitzgerald 1993:1).

In this century, most novels are classify as contemporary work but not every contemporary work can be classified as literary work. Contemporary work is not a genuine literary movement. It is best characterized as the current state or

model of written fiction that has been developed over time since the end of World War II and is in a constant state of change and contradiction. Contemporary novels tend to work on fiction and inner problems with abstract patterns but the atmosphere and imagery which are so amazing (Antilah: 2010).

Contemporary is subversive. It contains an element of the surreal, bizarre names, plots and consistent, biting commentary. The writer choose contemporary is because these works are inherently distrustful. They are not only question cultural inconsistencies; they allow such inconsistencies to naturally unfold within the narrative. As a result, contemporary literature arguably continues the pattern of highly politicized fiction popularised in 18th and 19th century, along with the thought provoking philosophical questions of 20th century modernist movement.

Among other famous author from modernism, the writer chooses Jodi Picoult's work. Picoult already has world reputation in fiction. Most of her novels talk about family conflict in America. Every character she built is alive and real. Also she always gives us moral value in the end of the story. Her best seller novels are including *The Pact* (1989), *Plain Truth* (1999), *My Sister's Keeper* (2004), *Handle with Care* (2010) etc.

According to Goodreads website, *My Sister's Keeper* is categorize as the best seller novel with rating 866,825 in Books. This novel gets awards best book of the year 2005, winner of the Margaret Alexander Edward, Winner of the 2006-2007 Maryland Black Eyed Susan Book Award, Virginia Reader's Choice Award 2007.

Sara Fitzgerald, a former attorney, later on decides to be a full time mother at home because of her daughter, Kate, is sick. When Kate was two, the doctor diagnosed her with a rare leukaemia. Sara and her husband, Brian, immediately resolve to begin Kate on treatment. Kate starts chemotherapy and her oncologist, Dr Chance suggests that she might need a bone marrow transplant, from a related donor. Unfortunately, Sara and Brian did not match with Kate, so their four-year old son, Jesse. Dr Chance mentions that another unborn sibling could be a match and Sara suggests Brian to have another child.

Sara only focuses on Kate's struggles. She describes how scientists help them conceive another daughter, Anna, who is a perfectly match genetically with Kate. Over the course of the next few years, Anna undergoes several procedures, including frequent blood withdrawals, some injections and a painful bone marrow extraction to keep Kate's alive but it was never enough. Kate needs one of Anna's kidneys, but Anna wants to stop being a donor. Sara never listens to what Anna wanted, so Anna decides to hire a lawyer to represent her for lawsuit of medical emancipation from her parents. As a result, Sara and Brian's marriage suffers, to the point where they begin to feel like a stranger.

The first reason why the writer wants to analyze this novel is because the novel became phenomenal in society. The novel is based on the true story of a couple in America that successfully convince his son who was a bone marrow match for his older sister, a girl suffering from a rare leukaemia. His blood cells were given to the sister, who is still several years later in remission. When Picoult heard this story, she started to wonder, what if she ever, sadly, goes out of her

remission, what if the boy never wanted to be a donor. Picoult started to look more deeply at the family dynamics and how stem cell research might cause an impact, so then she came up with the story of Fitzgerald's.

The second reason is the writer thinks that the story contains so many good values in real life. Picoult brought up the story of humans with feelings, emotions, hopes and fears like Anna and her family. The main conflict of *My Sister's Keeper's* is about child rights abuse. The novel tells the story about the struggle of a thirteen years old girl in earning medical emancipation from her parents. The writer believes all children have rights to survive, thrive and fulfill their potential to create a better world. The novel shows a lot of cases on how parents control over their children's life could make children feel they do not have rights to do everything they wanted. In the story, Sara Fitzgerald, as a mother, only put her first priority on Kate's life. She ignores Jesse and Anna, without thinking that they need their mother's attention too.

The discussion of parents' role and children psychology development always become an interesting topic in the society. Most parents do not have knowledge of the effect of controlling their child's life will abuse their individual rights. The writer hopes that this research could help readers in the near future to give knowledge about parenting and guidance to the development of child's characters.

B. Identification of the problems

After doing a close reading on *My Sister's Keeper*, the writer finds some cases that possible taken as issues to discuss such as American modern social life, family conflict, law issues and the role of parents in a family. The identified problems are as follows:

1. Child rights abuse
2. Medical emancipation for children
3. Social anchoring from parents to children
4. Limited parental power in controlling Child's life
5. Participation and the evolving capacities of a child

C. Scope of the problems

The writer decides to analyze the practice of child rights in the novel. The problems have a relationship with the role of parents in developing child characters and self – actualization. In this study, the writer will use structuralism approach. This approach focus on intrinsic elements of the novel such as plot, theme, setting, characters and characterizations.

D. Research Questions

Based on the background explains in the previous subchapter, the writer identify some cases that are going to be issued as the object of the study. These are the following statements:

1. How does the novel reflect the practice of child rights?

2. What is the impact of the limitation of child rights on the life of child characters portrayed in the novel?
3. How are the psychological conditions of the children revealed in the novel?

E. Objective of the study

In relation to the statement of the problems, the objectives of the study are;

1. To describe the practice of child rights in the novel;
2. To explain the impact of limitation of child rights on the life of characters portrayed in novel;
3. To reveal the psychological conditions of the children in the novel.

F. Sequence of presentation

Sequence of the explanation in this thesis is divided into five chapters as follow:

The first chapter provides background, identification of the problems; scope of the problems, research questions, objective of the study, and the sequence of presentation. This chapter explained the reason why the writer chose *My Sister's Keeper* as the object of her thesis.

The second chapter explains the literary review which consists of previous studies, structuralism approach which is used by the writer and the explanation of child rights abuse. The third chapter reveals the methodology used by the writer in analyzing the object.

The fourth chapter discusses the writer's analysis about the novel. The writer uses structuralism approach which identify about plot, characters and

characterizations, theme, setting and also the writer will put the summary of *My Sister's Keeper*. The fifth chapter explains the conclusion of the research and suggestion of the study.

CHAPTER II

LITERARY REVIEW

This chapter consists of previous studies, definition of structuralism approach, and definition of Plot, Theme, Setting, Characters and Characterization. Based on the title of the research, the study analyzes the practice of child rights in *My Sister's Keeper* novel, therefore the explanation about child rights is also provided.

A. Previous Study

1. Nuraeni's work (2010), *Abuse of Parental Power in Jodi Picoult's My Sister's Keeper*. The focus on Nuraeni's research is to discuss parental power abuse which is appeared in the story of *My Sister's Keeper*. Her research use structuralism approach which analyze plot, theme, setting and characters. The difference of her thesis and this study is, Nuraeni focuses on parents characters while this study explain how the novel reveal child's rights that have been abused by adult characters to child characters.
2. Linda Ratna Susila's work (2014), School of teacher training and education, Muhammadiyah University of Surakarta. She writes *Child Rights Reflected in Jodi Picoult's My Sister's Keeper: A Sociological Perspective*. Her work is a qualitative research. The differences of her thesis and this study is her thesis focuses on how child rights that reflected in *My Sister's Keeper* in American society in the late of twentieth century and the early twenty first century. She

connects the story with the reflection of social conditions in America in late twentieth century, while this study only focuses on the story.

3. Nurfatimah Zainal's work (2013), English Department Faculty of Adab and Cultural Science State Islam University Sunan Kalijaga Yogyakarta. She writes a thesis with the title *Not All Children Are Equal: Discrimination against Children as Seen in My Sister's Keeper*. The difference between her work and this study is she focused on analyzing how the discrimination against children in society that reflected in the novel, while this study focuses on studying about child rights.
4. Ita Febrianty Ibrahim's work (2011), English Department of Hasanuddin University. She writes a thesis: *Humanism in Jodi Picoult's My Sister's Keeper*. The difference is, Ita's work aims to analyze the humanism values of each character in the novel using structural approach while this study focuses on how the practice of child rights reveal in this novel.

B. Theoretical Background

1. Structuralism Approach

Theory of literature, especially since the beginning of twentieth century is growing really fast. The development is aligned with the complexity of human life, which then triggers the development of literary genres. The improvement of information and technology made reference as research facilities as a whole can provide convenience in the process of implementation. As explained previously, the main function of literature is to reflect human life that has been evolved over the centuries.

In the research of literature, analysis or objective approach through the intrinsic elements of literary works is the initial stage to examine the literature before entering further research (Damono, 1984: 2). As definitive, structuralism means understanding the linkages between elements, which are the structure with the mechanism and their relationship. The relationships between elements are not always purely in positive as their harmony, conformity and understanding, but also in negativity such as conflict or disagreement.

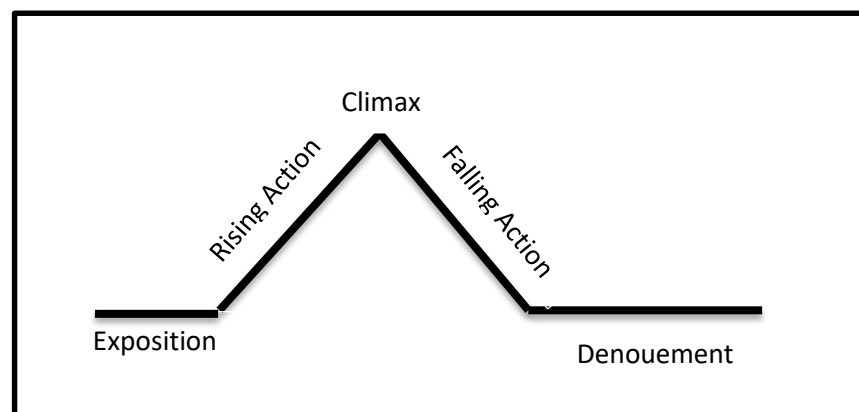
Structuralism approach is an intrinsic approach, which is analyze literary works on the elements that build the work from the inside. This approach examines literature as an autonomous work and regardless of social background, history, biography of the author, and everything that is outside of the literary works. Structuralism approach is attempted to expound the relevance and function, each element of literature as a structural unity that together produce a comprehensive meaning (Teeuw, 1984: 135).

As a conclusion, structuralism approach is an approach in the research of literature that analyzes the overall structural elements that build literary works from the inside, as well as finding the relevance or relationship between these elements in order to understand the story as whole. The intrinsic elements to build a literary work are

1) Plot

In literary works most of events are presented in specific sequences (Sudjiman, 1992:19). Events that appear in the story are called Plot. Plot is a part of intrinsic elements and has important role in developing the story.

Based on the explanation above, plot is the crucial thing in a story that helps the readers to understand the linkages between the events in the story. German novelist and critic, Gustav Freytag (1816-1895), has introduced Freytag's pyramid of plot that has five parts in a story (Ray:2017)



- a) **Exposition:** Exposition or introduction presents characters and setting and introduces the basic situation in which characters are involved (Singleton and Millet:1996). In this part, the mood and conditions existing at the beginning of the story. The setting is identified. The main characters with their positions, circumstances and relationships to one another are established.

- b) **Rising Action:** The series of events, conflicts, and crises in the story that lead up to the climax, providing the progressive intensity, and complicate the conflict.
- c) **Climax:** The turning point of the story. A crucial event takes place and from this point forward, the protagonist moves toward his inevitable end. The event may be either an action or a mental decision that the protagonist makes.
- d) **Falling Action:** The events occurring from the time of the climax to the end of the story. The main character may encounter more conflicts in this part of the story, but the end is inevitable.
- e) **Resolution/Denouement:** The tying up of loose ends and all of the threads in the story. The conclusion. The hero character either emerges triumphant or is defeated at this point.

2) Theme

The theme of a literary work is the central message, concern, or purpose. A theme can usually be expressed as a generalization, or general statement, about people or life. The theme may be stated directly by the author although it is more often presented indirectly. When the theme is stated indirectly, the reader must figure out the theme by looking carefully at what the work reveals about the people or about life.

Stanton (2007:7) stated that theme gives a strong explanation about the unity of what is happening in the story, and tells about the story of life in a common context. It is explored by the story and then gives impression for each of event in life.

Moreover Edgar has pointed out that a word theme is defined by the presence of this idea, for being theme; a piece of writing must have the central idea as its core. Everything in the theme should be directly related to this idea or should contribute to the reader, understanding of the idea (1983:8).

3) Setting

The setting of the story can mean many things besides the obvious where it takes place include the location, the background and the regional aspect. It can designate a particular time, historical era and politician situation. From the setting, it can recognize the beginning of the story set and also affect what the characters do.

Setting is environment, especially domestic interiors, my be viewd as metonymic, or metaphoric, expression of character... setting maybe the xpression of human will...again, setting maybe the mssive determinant environment viewed as physical or social causation something over the individual has little individual control (Wellek, 1997:221)

According to Sumardjo setting is the place or location of the action. The setting provides the historical and cultural context for characters (1984 : 131-132). Setting is an important part which builds up the story. Setting described the place, time and social condition of the story. Setting of place refers to the location where the story takes place in works. Setting of time means the time or period of event in the story or everything related to that period. The makeup and behaviour of fictional characters often depend on their environment quiet as much as on their personal characteristics.

In his book, *An Introduction to the Study of Literature* (1963), Hudson divided into two setting of story; there are physical settings like house, room, place etc. The second is social setting like the condition of society and culture appears in the story.

Setting in literary work is important because it may stir the readers' imagination as well as reveal the significance of the action. The elements of setting can define as: setting of place, setting of time, and setting of society or atmosphere.

4) Character and Characterization

a. Characters

Plot and characters are two important things in a story. Character is a person who carries out the events then those events become a story. Character is any person, personal, identity that exists in a work of literature. Along with plot, theme, setting and style, character is considered as the fundamental components fiction. Stanford (2003:38) described the types of characters as follows:

- 1) Dynamic character is a character who changes in some significant way during the course of work
- 2) Round character is a character who shows many different facets often presented in depth and with great detail
- 3) Flat character is a character that who usually had only one outstanding trait or future
- 4) Static character is a character who does not change in any significant ways during the course of the work

- 5) Protagonist character is a major character with whom we generally sympathize
- 6) Antagonist character is a character with which the protagonists have conflict, and generally was not sympathize.

From explanation above, the writer concludes that characters are important thing in the story. Both protagonist and antagonist characters built the conflict through what they do and how they behave in the story.

b. Characterization

Characterization is the use of literary techniques to reveal the nature of a character. Characterization refers to description and development of characters. Most fiction is a characterization in a board sense; one could say that plots and settings, for instance, generally work to develop character. Characterization can involve developing variety aspects of a character such as appearance, dialogue, external action, internal action or reaction of other characters (Boggs 2000:50).

2. Child's Rights

Children's rights are part of human rights of children with particular attention to the rights of special protection and care afforded to minors. According to the convention on the Rights of the Child (CRC) of 1989 defines a child as any human person who has not reached the age of eighteen years. Children rights include their rights to association with both parents, human identity as well as the basic needs for physical protection, food, education, health care and criminal laws. Interpretations of children's rights ranged from allowing children the

capacity for the enforcement of children being physically, mentally and emotionally free from abuse.

There are three parental duties to the child according Garbarino and Sigman (2008): maintenance, protection, and education. In modern language, the child has a right to receive these from their parents. Children have two types of human rights under international human rights law. They have the same fundamental general human rights as adults. General rights in childhood include the right to security of the person, to freedom from inhuman, cruel, or degrading treatment, and the right to special protection during childhood. Particular human rights of children include, among other rights, the right to life, the right to a name, the right to express his views in matters concerning the child, the right to freedom of thought, conscience and religion, the right to health care, the right to protection from economic and sexual exploitation, and the right to education.

Child's rights abuse refers to any non-accidental behavior by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person. (Bromfield: 2005).

1) Physical Abuse

Despite the popular notion that physical child abuse is rare, almost 200,000 cases were reported in the United States and its territories in 2007. The actual number of cases is probably much higher because many people fail to report known or suspected abuse.

Gluck has stated that social workers and other health-related professionals used to refer to signs of child physical abuse as battered child syndrome. This terminology referred to the bone fractures and related injuries occurring when the child was too young to accidentally become injured in this way.

According to Croft (2016), experts have now expanded the physical child abuse definition. They now define it as: Non-accidental injury resulting from hitting, whipping, beating, biting, kicking, or anything that harms a child's body.

Children in physically abusive situations often have unexplained broken bones, bruise marks in the shape of an object such as a belt or hand, or burn marks from cigarettes on exposed areas or on the genitalia.

Sometimes health care professionals identify physical child abuse when an adult brings a child to the emergency room with an unlikely explanation about how the injury occurred. Sometimes it's evident that the injury is old.

Child with unexplained bruises, black eyes, choke marks around the neck, human bite marks, lash marks, or the like, it's your responsibility to report it to the proper authorities. All states have laws in place requiring you to report known or suspected child physical abuse or neglect.

Child Protective Services (sometimes called Social Services, Human Services, Human Welfare, or Children and Family Services), the police or emergency services will never reveal your identity to the child or any adults involved in the abusive situation.

Social workers and other appropriate authorities will investigate the situation and evaluate whether or not abuse or neglect has occurred. If they determine the child is being abused or neglected, they may temporarily or permanently remove the child from the situation and he or she will undergo further diagnostic tests and exams. The investigative team will then come up with the best possible recovery plan for the child.

Parents or other adults involved in inflicting physical child abuse will need therapy and sometimes other (more punitive) interventions. Recovery prognosis for the child depends upon the extent of the abuse, the nature of the injuries, and the psychological effect these experiences have had on him or her.

2) Emotional abuse

Emotional abuse is the on-going emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development. Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them, or 'making fun' of what they say or how they communicate. Emotional abuse may involve bullying – including online bullying through social networks, online games or mobile phones – by a child's peers.

Because there's an element of emotional abuse in all other types of child abuse and neglect, it can be difficult to spot the signs and to separate what's emotional abuse from other types of abuse.

According to Barlow and McMillan (2010) Emotional abuse includes:

- a. Humiliating or constantly criticising a child
- b. Threatening, shouting at a child or calling them names
- c. Making the child the subject of jokes, or using sarcasm to hurt a child
- d. Blaming, scapegoating
- e. Making a child perform degrading acts
- f. Not recognising a child's own individuality, trying to control their lives
- g. Pushing a child too hard or not recognising their limitations
- h. Exposing a child to distressing events or interactions such as domestic abuse or drug taking
- i. Failing to promote a child's social development
- j. Not allowing them to have friends
- k. Persistently ignoring them
- l. Being absent
- m. Manipulating a child
- n. Never saying anything kind, expressing positive feelings or congratulating a child on successes
- o. Never showing any emotions in interactions with a child, also known as emotional neglect.

If a parent had a bad experience when they were a child or has bad role models around them now then this can affect the way they look after their own children.

Some parents may find it difficult to understand why their child is behaving in a certain way, and they can react badly. For example, they might think that their baby is crying to annoy them. Emotional abuse may also be caused by a poor bond or relationship between a parent or carer and their child.

3) Sexual Abuse

Sexual abuse occurs when an adult uses a child for sexual purposes or involves a child in sexual acts. It also includes when a child who is older or more powerful uses another child for sexual gratification or excitement. 20.7% of adults report being sexually abused as a child.

There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse.

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes sexual touching, rape or penetration, forcing or encouraging a child to take part in sexual activity, making a child take their clothes off.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. (The NSPCC: 2017)

4) **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing; shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision including the use of inadequate caretakers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Neglect refers to the failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted in a society as being essential for their physical and emotional development and wellbeing (Broadbent & Bentley, 1997; Bromfield, 2005; Scott, 2014; WHO, 2006). Neglectful behaviours can be divided into different sub-categories, which include: supervisory neglect: characterised by absence or inattention and can lead to physical harm or injury, sexual abuse or, in an older child, permitting criminal behaviour;

According to Goldsworthy child neglect includes; Physical neglect: characterised by the caregiver's failure to provide basic physical necessities, such as safe, clean and adequate clothing, housing, food and health care; medical neglect: characterised by a caregiver's failure to provide appropriate medical care.

This could occur through a failure to acknowledge the seriousness of an illness or condition, or the deliberate withholding of appropriate care; emotional neglect: characterised by a lack of caregiver warmth, nurturance, encouragement and support (note that emotional neglect is sometimes considered a form of emotional maltreatment); educational neglect: characterised by a caregiver's failure to provide an education and the tools required to participate in the education system; and abandonment: when a caregiver leaves a child alone for more than a reasonable period and does not provide for the presence of alternative age-appropriate care (where the substitute carer is capable of caring for the child) (Scott, 2014).

a) Physical Neglect

Children need enough care to be healthy and enough supervision to be safe. Adults that care for children must provide clothing, food and drink. A child also needs safe, healthy shelter, and adequate supervision. Examples of physical neglect according to Wekerle (2016):

- 1) Deserting a child or refusing to take custody of a child who is under your care
- 2) Repeatedly leaving a child in another's custody for days or weeks at a time
- 3) Failing to provide enough healthy food and drink
- 4) Failing to provide clothes that are appropriate to the weather
- 5) Failing to ensure adequate personal hygiene
- 6) Not supervising a child appropriately
- 7) Leaving the child with an inappropriate caregiver
- 8) Exposing a child to unsafe/unsanitary environments or situations

b) Emotional Neglect

Miller and Perm (2007) state children require enough affection and attention to feel loved and supported. If a child shows signs of psychological illness, it must be treated. Examples of emotional neglect:

- 1) Ignoring a child's need for attention, affection and emotional support
- 2) Exposing a child to extreme or frequent violence, especially domestic violence
- 3) Permitting a child to use drugs, use alcohol, or engage in crime
- 4) Keeping a child isolated from friends and loved ones

c) Medical Neglect

Some states do not prosecute parents who withhold certain types of medical care for religious reasons, but they may get a court order to protect the child's life. Parents and caregivers must provide children with appropriate treatment for injuries and illness. They must also provide basic preventive care to make sure their child stays safe and healthy. Examples of medical neglect according to Butchart (2006):

- 1) Not taking child to hospital or appropriate medical professional for serious illness or injury
- 2) Keeping a child from getting needed treatment
- 3) Not providing preventative medical and dental care
- 4) Failing to follow medical recommendations for a child

d) Educational Neglect

Garbarino and Sigman state parents and schools share responsibility for making sure children have access to opportunities for academic success (2008).

Examples of educational neglect:

- 1) Allowing a child to miss too much school
- 2) Not enrolling a child in school (or not providing comparable home-based education)
- 3) Keeping a child from needed special education services.

CHAPTER III

METHODOLOGY

In analyzing the object, the writer needs a methodology as instruments in order to get the purpose that the writer wants. The definition of analysis itself is a process to solve a problem with collecting data as a based in take a conclusion. This chapter explains about the methodology that is use to analyze *My Sister's Keeper*. The method covers method of collecting data, method of analyzing data and research procedure.

A. Method of Collecting Data

The writer collects data from many sources which are relevant with the object and also the theory that used to analyze the novel. The writer classifies the data into two;

1. Primary data is taken from *My Sister's Keeper's* novel as the main source of this thesis. The data collection is done by reading and taking notes of quotations that are relevant with this problem case in this research.
2. Secondary data are some additional data, which are require to support the object of this research. The writer collects them from text books related to analyze the research by taking quotations.

B. Method of Analyzing Data

In this research, the writer applies descriptive qualitative research. The data sources are library and literary data. Descriptive qualitative method ise use to

analyze the data. It means that the writer describes the text and content to get the characteristic of structuralism approach. Then, the writer interprets those data through the study.

C. Research Procedure

In order to write the result of this research, the writer uses several procedures, which are:

1. Reading the novel two or three times, and then takes little notes to be identified in this research.
2. Finding other references that are connected with structuralism analysis. The references are collected from books in the library, articles, thesis and journals.
3. Analysing the data from the novel and describes the explanation with some help from the data from other references.
4. Explaining the life aspects identified in the novel, so the writer can conclude the result of this research.

CHAPTER IV

ANALYSIS

In this chapter, the writer analyses *My Sister's Keeper* novel through plot, characters, characterization, setting and theme of the story to find out how the conflicts happen. The writer also put the synopsis of *My Sister's Keeper*, to give description about the story.

A. Synopsis of *My Sister's Keeper*

My Sister's Keeper tells story about one family. Sara and Brian Fitzgerald as the parents have two children, Jesse and Kate. When Kate was two, doctor diagnosed her with a rare leukemic syndrome. Just like another mother who does not want to lose her daughter, Sara does not want to let Kate feel the pain of her disease. Sara promises Brian to do anything for keeping Kate's alive. Kate needs a related donor, but none of them are a match for Kate. Doctor Chance recommends Sara and Brian to have another child that could save Kate and give everything she needs. Both Sara and Brian did not realize that their decision could bring them to a serious case. After nine months of waiting, Anna was born and the scientist start to take Anna's blood, bone marrow, granulocytes but it was never enough.

After thirteen years, Anna starts to ask her life goals to their parents. When Kate needs one of Anna's kidneys, Anna decides to stop being a donor. Anna hires a lawyer named Campbell Alexander to represent her to file her lawsuit for rights to her own body. Anna wants her parents to sign the petition for medical emancipation. Anna who is still thirteen years old, considered cannot make her

own decision. Sara thinks that Anna only wants her attention. When they discuss to find another way, Anna still wants her parents to file lawsuit.

In the trial to get medical emancipation, Anna gets dilemma. She admits she wants to save Kate's life, but part of her want Kate to die Anna could be free from being a donor. The problem is, both Sara and Brian never ask Anna to be a donor. All she knows that, her parents force them to give everything Kate needs. Anna starts to think that her parents used her as her best interest is never important for her parents.

The climax happens when Anna's case get attention from court. Sara decides to represent her and Brian in court. As result, Brian and Sara's marriage suffers. Brian has to take Anna to live together with him at fire station separate from Sara.

Sara only thinks about Kate rather than to think about Anna's feelings. Anna admits that she files the lawsuit because Kate's convince her. Anna said that Kate wants to die but Sara never listens to. So Kate asks Anna to stop being a donor, and Kate could die. In the end of the story, Anna gets medical emancipation from her parents so she does not have to donor a kidney. Unfortunately, on the way hospital Anna and Campbell have a car accident. Anna has serious brain damage and the doctor could not save her. Campbell as her attorney let the doctors to give kidney for Kate. After ten years, Kate is alive but she could not forgive herself on what happened to Anna.

B. Structural Devices of the Story

1. Plot

Plot gives information about the details of the story in the novel. From the plot, readers can find the theme of the story itself and how the author characterizes the characters in the novel. Plot consists of idea, tendency, motive and message leading from both of the incident and the character.

After reading *My Sister's Keeper*, the writer identified that this novel categorized as the chronological plot. This kind of plot usually starts with exposition, rising action, climax, falling action and denouncement or resolution (Singleton and Millet 1996:290).

a. The Exposition

The story begins with Anna's perspective. It starts when Anna is wondering how babies were made. Different from other kids on her age that would be busy looking up how the parents make the baby, Anna pays a lot of attention on how a family only have one child, while other families have more.

.....Now that I am thirteen, these distinctions are only more complicated: the eight-grader who dropped out of school because she got into trouble; a neighbour who got herself pregnant in the hopes it would keep her husband from filing for divorce..... I was born for a very specific purpose. I wasn't the result of a cheap bottle wine or a full moon or the heat of the moment. I was born because scientists managed to hook up my mother's eggs and my father's sperm to create specific combinations of precious genetic material....they also explained that they chose little embryonic me, specifically because I could save my sister, Kate. (Picoult, 2004:7-8)

In the beginning of the story, Picoult introduces her first character as a thirteen-year-old girl named Anna. Picoult tries to explore Anna's mind, the

reason why she was born in Fitzgerald's family. Anna never finds the right answer, all she knows that the moment she was born; her parents want her to save Kate by donating her body parts such as blood, bone marrow and granulocytes, and it seems never enough. Unfortunately, all medical treatments which are done by medical team do not care about Anna anymore. They only focus on Kate's disease without considering the negative effect toward Anna's body.

b. Raising Action

1) Anna hires lawyer to help her file the lawsuit for rights to control her own body

After thirteen years become a donor for Kate, she decides to stop. She tells her parents, but they never listen to Anna's thought. She decides to hire a lawyer named Campbell Alexander and asks him to represent her. Anna tells Campbell that she wants to sue her parents for the record of her own body;

The fact that I'm not sick, but I might as well be. The fact that the only reason I was born was a harvest crop for Kate. The fact that even now, a major decision about me is being made, and no one's bothered to ask the one person who most deserves it to speak her opinion. There's way too much to explain, and so I do the best I can, "It's not God. Just my parents," "I want to sue them for the rights to my own body." (Picoult, 2004: 18-19)

Campbell, who has a service dog, gives a sarcastic explanation whenever someone asks the reason he agrees to represent Anna for free. It was explained later that the reason Campbell wants to represents Anna is because he actually understand what Anna feels of not being able to control her own body. He has a head trauma because of car accident when he was seventeen. His head trauma

makes him cannot control his own body. He gets epileptic and that is the reason why he has service dog to help him to seizure the atmosphere around him.

“It’s not that I’m a particularly charitable man, but rather that legally, this case is a lock: she doesn’t want to give a kidney; no court in its right mind would force her to give up a kidney; I don’t have to do any research; the parents will cave in before we go to trial, and that will be that. Plus, the case will generate a ton of publicity for me, and will jack up my probono for the whole damn decade. “I’m going to file a petition for you in family court: legal emancipation for medical purposes,” I say. (Picoult 2004:23)

2) Sara Served with the papers for the lawsuit

When Kate is in renal failure, she needs one of Anna’s kidneys to put her into remission. Anna wants to file the lawsuit so she does not have to do kidney transplant for Kate. When Kate is in hospital, Vern Stackhouse, a sheriff in town who barely know Sara is visiting them. He cave in at the most unexpected places and does not seem to know whether it is all right for him to enter the room. He gives Sara serving papers for the lawsuit of Anna’s case.

“Mom?” Kate asks. “What’s going on?” “I have no idea.” She unfolds the papers. I’m close enough to read them over her shoulders. THE STATE OF RHODE ISLAND AND PROVIDENCE COURT FOR PROVIDENCE COUNTY. IN RE: ANNA FITZGERALD, A.K.A JANE DOE. PETITION FOR MEDICAL EMANCIPATION. (Picoult 2004: 51)

Sara is furious about Anna’s decision as she cannot understand Anna’s best interest. However, her husband, Brian understands Anna’s mind and recognizes that she would not have brought a lawsuit unless she were genuinely unhappy. Sara does not agree with Anna’s decision. For Sara, Anna does not entitle to take decision in this case. Sara asks Anna to withdrawal the complaint she had submit

to her lawyer, Campbell. Unfortunately, Anna keeps her decision to bring the case to the court. Sara is compelling Anna to deliver her own message to the court that this case is just a misunderstanding between them.

....My parents and I are sitting together at a table in the hospital cafeteria. Although I use the word together loosely. ... "I understand what you're trying to do here," my mother continues. "And I agree that maybe your father and I need to listen to you a little bit more. But Anna, we don't need a judge to help us do this." My heart is a soft sponge at the base of my throat. "You mean it's okay to stop?"... My mother goes very still "When I said stop, I meant the lawsuit."... "My God, Anna," my mother says stunned. "What have we done to you to deserve this?"
"It's not what you've done to me."
"It's what we haven't done, right?"
"You aren't listening to me!" I yell and that very moment, Vern Stackhouse walks up to our table.... (Picoult 2004:180)

Through the conversation above, It indicates that Sara gets mad at Anna. She tells Anna to stop the lawsuit not for being a donor for Kate, while the purpose of Anna to file the lawsuit is because she wants her parents to listen to her as she does not want to be cut open anymore. Even deep down inside Anna's heart, she wants to help Kate by give her a kidney as she does not want Kate to die.

3) Anna refuses to change her mind about the lawsuit

Sara and Brian decide to listen what Anna wants. They discuss to find the way to stop the lawsuit. Anna wants her parents to consider her decision and give her attention the way they treat Kate. She wants to feel important and do whatever she wants as long as it is positive vibes. Sara wants Anna to tell Jude DeSalvo to cancel the lawsuit as it was just misunderstanding between them. Anna thinks that

it is okay to stop being a donor, but Sara still wants Anna to give her kidney to Kate. Anna lies to her parents that she does not want to stop, but Campbell loses his patience because Anna looks like to change her mind.

“Listen. If you’re not going to go through with a lawsuit...if this is a colossal waste of my time...then I’d appreciate it if you had the honesty to tell me now, rather than later. Because I’m not a family therapist or your best buddy; I’m your attorney. And for me to be your attorney there actually has to be a case. So I will ask you one more time: have you changed your mind about this lawsuit?....But to my surprise, she looks right at me, cool and collected. “Are you still willing to represent me?” she asks. Against my better judgement, I say yes. “Then no,” she says, “I haven’t change my mind.” (Picoult 2004:79)

The conversation between Campbell and Anna indicates that Anna still wants Campbell to represent her. Even though, before Campbell asks her, she tells her parents that she will stop the lawsuit.

c. Climax

At the trial of Anna’s case, Sara represents herself and Brian in the court. Both Sara and Campbell ask witnesses, including one of the doctors familiar with Kate’s medical history, and both are effective at different times. Reluctantly, Anna takes the stand and become a witness. She admits that she files the lawsuit because Kate asks her to. At the very moment she makes this announcement, Campbell has an epileptic seizure and collapse.

“Anna, did you decide to file this lawsuit all by yourself?”
I know why he’s asking; he wants everyone to know I’m capable of making choices that are hard. And I even have my lie, quivering like the snake it is, caught between my teeth. But what I mean to say isn’t quite what slips out, “I was kind of convinced by someone.”....
“Anna,” Campbell says, “who convinced you?”

I am small in this seat, in this state, on this lonely planet. I fold my hands together, holding between them the only emotion I've managed to keep from slipping away: regret. "Kate." (Picoult 2004:378)

Anna explains that Kate asked Anna not to donate her kidney because Kate was tired of being sick and waiting to die. Even Anna admits that she loves her sister, but part of her wanted Kate to die, too, so that she could have more freedom with her life.

The day before Anna comes to Campbell's office, she is talking with Kate. Kate tell her parents that she wants to die and wants to stop fighting her disease but Sara does not want to listen her. Sara only thinks how Kate gets healthy and so she can get kidney transplant as soon as possible to put her into remission.

d. Falling Action

Judge DeSalvo decides to grant Anna medical emancipation. On the way to the hospital, Campbell and Anna get into a serious car accident. At the hospital, the doctors tell the family that Anna has irreversible brain damage and the doctor could not save her.

"Anna's head hit the window with great force, Mrs. Fitzgerald. It caused a fatal head injury. A respirator is keeping her breathing right now, but she's not showing any indications of neurological activity... she's brain dead. I'm sorry" the doctor says. "I really am." He hesitates, looks from me to Sara. "I know it's not something you even want to think about right now, but there's a very small window ... is organ donation something you'd like to consider?" (Picoult 2004:415)

Through the quotation above, the doctor explains that Anna has irreversible brain damage and they could not save her. Tragic, Anna is dead after she is being

successfully medical emancipated from her parents. The doctor asked Sara and Brian that might to do the kidney transplant for Kate since Anna is gone.

e. Resolution

Resolution is the end of the story. The end of the story in *My Sister's Keeper* is to find out what happened after Anna died. Campbell tells the doctors to give Anna's kidney to Kate. Kate narrates the prologue and epilogue. The prologues set in 2010. It is ten years after Anna's death. She discusses the grief her family went through after Anna's death. Kate also blames herself for the cause of Anna's death. She knows, however, that she will always carry Anna with her.

...And me, well, I began to hate myself. It was, of course, all my fault. If Anna had never filed the lawsuit, if she hadn't been at the courthouse signing papers with her attorney, she never would have been at that particular intersection at that particular moment. She would be here and I would be the one coming back to haunt her.... (Picoult 2004:421)

After ten years, Fitzgerald family gone through so much change. They are close to Campbell and Julia, and went together to their wedding. Jesse has graduated from police academy. Brian quits from fire-fighter and Kate become a dance teacher for kids. They live happily; even sometimes they sat down think about missing Anna so bad.

2. Setting

The setting of a story gives the reader information about when and where the story takes places. The story of *My Sister's Keeper* is set in Rhode Island's 1990 – 2010. The setting alternates between present action and events from the past fourteen years.

According to the content of the novel, the most places are at providence hospital when Kate is being hospitalized. In the beginning of the story appeared at Fitzgerald's home. The activities are happen at home. After Anna decides to stop being a donor for Kate, and hires Campbell as her attorney, all the story happen in Campbell's office and in the court. When Sara gets mad at Anna because of the petition, Sara says that she does not want to see Anna for a while. Brian takes Anna to the fire station where he works and lives there for a moment.

About the atmosphere of the story, the doctor diagnose Kate has Accute Promylistic Leukemia (APL), it is a rare leukemia that need biological donor so the patient could suffer. That news make Fitzgerald's family was very sad.

The sadness also happens when Anna get car accident and she passed away. There are also times when they are worried and fear mixed when Kate agony and Anna does not want to donate anymore. And the strained situation happens in court, when Anna against her mother for medical emancipation.

3. Theme

Stanton (2007:7) stated that theme gives a strong explanation about the unity of what is happening in the story, and tells about the story of life in a common context. Author does not express her/his novel's theme explicitly; therefore the reader must find a theme in novel by close read the story carefully. The reader should put themselves into the soul of the story. Themes are fundamental and often universal ideas explore in a literary work.

My Sister's Keeper examines what it means to be a good parent, a good sister, and a good person. Is it morally correct to do whatever it takes to save a child's life.

The main theme of this novel is the ambiguous between right and wrong. The trial, which take a considerable portion of the novel's plot, centres on resolving the conflict. For most of the trial's length no easy distinction can be made between which is right and wrong. Anna has no legal obligation to donate kidney, which would require surgery and carry risk of health problems. Yet, without Anna's kidney, Kate will die. Several of the characters struggle throughout the story determine which the right solution. Different characters arguing different sides of the point, but none of them come up with an argument that settles the issue completely.

Second is the bond of sisterhood. Relationship between sisters appears frequently in the story, between Kate and Anna. In the case of Anna and Kate, their bond is both more intense and more strained than those of other pairs of sisters. Anna's role is a donor for Kate. Since she was born, Anna has served as Kate's life saviour in addition for being her sister. Both of them recognize this fact. Kate, though she often behaves as any elder sister would also protect her little sister.

4. Characters and Characterization

From many characters in the story, this research only focuses on child characters that have connection to the main problem of this thesis. This thesis is to find how the practice of child rights appears in the novel. There are three

important children's characters in the story. These three characters have dominant personalities that make them have all views about their positions in the story. The characters are Anna Fitzgerald, Kate Fitzgerald and Jesse Fitzgerald.

a) Anna Fitzgerald

Anna is the youngest child in Fitzgerald's family. Picoult represents her as the most complicated character in the story. She is thirteen years old and one of protagonist characters in the novel. Picoult describes her as a smart, active, and obedient child; as she always does everything her parents ask for. Anna was a designer baby made to save her sister's life.

... I was born because a scientist managed to hook up my mother's eggs and my father's sperm to create a specific combination of precious genetic material... They sat me down and told me all the usual stuff, of-course but they also explained that they chose little embryonic me, specifically, because I could save my sister, Kate. "We love you even more," my mother made sure to say... It made me wonder, though, what would have happened if Kate had been healthy. Chances are, I'd still be floating up in Heaven or wherever, waiting to be attached to a body to spend some time on Earth. (Picoult 2004:8)

In the beginning of story, Anna explains that she was born because she has to save Kate who diagnosed a rare leukemia. For almost thirteen years, she has to be able to put Kate into remission, everything Kate's need, Anna could give it. Anna feels tired of helping her sister, get into so many surgeries every time Kate relapses. Anna cannot do anything she wants. She has no freedom of choice. For example, she wants to be able socialize with her friends and wants to be a great hockey player. Moreover, every time she tries, her parents always interrupt her as

Kate needs her in the hospital. That is why she wants freedom. She wants her life is meaningful for her, not for Kate. But her parents never listen to her.

Certainly I would not be part of this family. See, unlike the rest of free world, I didn't get her by accident. And if your parents have you for a reason, then that reason better exist. Because once it's gone, so are you. (Picolit 2004:8)

She thinks to get out from the situation to help her sister is if she decides to stop being a donor. She then, hires an attorney named Campbell Alexander for suing her parents for medical emancipation. She explains to Campbell that the purpose of her parents have her is to be spare part of Kate's. At the same time, Anna desperately wants to exist independently without Kate, but she knows that she cannot as long as her purpose of life is to keep Kate's alive.

These contradictory situations make up the sense of guilty on Anna's character. She thinks that if she can live separately from Kate she would live in peace without being afraid of those medical treatments. She wonders if she is an awful person for feeling that way. She even begins try to harm herself and indulge self-destructive behaviours following Jesse.

Anna wants to do the best for her family, she wants to help Kate and do whatever her mother asks her. But Kate tells Anna that she is so tired of being sick. She convinces Anna that she cannot survive and she wants to die. Anna then decides to file a lawsuit against her parents for medical emancipation. The lawsuit satisfies both desires even Anna feel sorry for Kate. It can give Anna control her own body, so she does not have to be a donor for Kate.

Anna also represents the point where science and humanity intersect. Her parents convinced her with the aid of scientist for a very specific reason, to provide Kate with a genetic match whose organs could help keep Kate alive. Her mother, Sara even admits she could only think of the unborn Anna in terms of what she could do for Kate.

“You know what you think? The reason no one ever asks you for your opinion about anything important is because you change your mind so often they don’t know what to believe. Take me, for example. I don’t even know if were still petitioning a judge for medical emancipations.”

“why wouldn’t we be?” Anna asks.

“Ask your mother. Ask Julia. Every time I turn around someone informs me that you don’t want go through with this” Campbell emphasizes his words. (Picoult 2004:199)

The quotation above shows that Campbell gets angry because Anna is uncertain. Anna always changes her mind so often that makes Campbell worries. She does not know which actually she wants to choose, to save Kate’s life or to struggle her rights. This is the weakness of Anna in her problem as she can change her mind very quick.

Thus, the writer can indicates that Anna’s life shows us that no matter how far science advances their ability to engineer humans for a specific purpose, the nature of humans are still thinking and feeling. Anna knows that her life’s purpose to save Kate, and as a child that love her parents, she needs affection and love from both parents so she can feel important too.

Anna is virtuous character because she sacrifices herself for her sister. She sacrifices herself in her family’s eyes. By choosing to take on Kate’s request, Anna becomes a martyr in the eyes of the reader, because her mother persecutes

her for the decision, thinking that Anna is acting out of selfishness as she needs their attention.

Furthermore, the reason of Anna sues her parents is for legal definition of medical emancipation. She does it because she wants to live as a normal child. She does not want to do any surgeries that will put her life in dangerous. In process for searching love and affection Anna gets support from Kate and Jesse.

b) Jesse Fitzgerald

Jesse is the older children in Fitzgerald's family. He is seventeen year-old and describes as the most delinquent character. Despite his tough exterior, Jesse is a sensitive character. He uses his destructive behaviour to cover a fundamental feeling of disappointment in getting attention from his parents. Jesse cannot save Kate's life and he has never been able to forgive himself for that.

He peels away from the curb and lights a Merit, although I know for a fact he told my mother he stopped smoking. He cranks up his music, hitting the flat of his hand on the edge of the steering wheel...In our family, it is a cardinal sin to page my father away. Since his job is emergencies, what crisis could we possibly have that compares? "Last time she paged Dad," Jesse informs me, "Kate was getting diagnosed." "Great." I cross my arms. "That makes me feel infinitely better." Jesse just smiles. He blows a smoke ring. "Sis," he says, "welcome to the Dark Side." (Picoult 2004:53)

Through the story, Jesse is the kid who always plays with fires. One day, he almost burn down the house. Brian finds out, but forgives him. He decides to leave Fitzgerald's home because he cannot get any attention from his parents. He thinks if he turns into bad things, he can get attention from his parents. So he acts out and begins to destroy himself by drink alcohol and use drugs. Unexpectedly, he is wrong, as they only focus on Kate's disease.

I am the kid who played with matches. I used to steal them the shelf above the refrigerator....Anna is the only prove I have that I was born into this family. Instead of dropped odd on the doorstep by some Bonnie and Clyde couple that ran off into the night. On the surface, we're polar opposites. Under the skin, though, we're the same: people think they know what they're getting, and they're always wrong. (Picoult 2004:93)

To Jesse whatever injustices he thinks he is suffer, people cannot decide whether his bad attitude is his real personality or it is a reflection of his disappointment for injustice he receive regarding Kate's illness.

"It wasn't like I was volunteering, I just wanted to, you know know." But inside, I'm burning just as hot as I was when that fire caught at the warehouse. What made me believe I might be worth something, even now? What made me think I could save my sister, when I can't even save myself?...I slip out of the room, because nobody needs me there anymore. In the elevator, in front of the NO SMOKING sign I light a cigarette. (Picoult 2004:98)

Jesse also cares about Anna. When Anna enters his room seeking for help, he agreed to help her to meet an attorney. He drives Anna to Campbell's office so that she can sue their parents. The writer finds out in the epilogue that Jesse graduates from police academy. He finally has gotten his life back on track.

c) Kate Fitzgerald

Kate is the second child of Fitzgerald's and the sick one. She has Acute Promyelocytic Leukemia (APL) and is dying from the moment Picoult introduces her in the beginning of story until almost the very end of the book. She is sick and tired of being sick and tired, though, because she has almost always been "The Sick One" and Sara watches over her like she is inside a giant invisible bubble. Kate's cancer is at the centre point of the story.

Another highlight in Kate's life is her brief boyfriend, Taylor Ambrose. He is also has Leukemia, so he understands how difficult it is to go through chemotherapy and readily does what few other guys would do. Most boys that age cannot even remember to pick up the phone and call their girlfriends. But Taylor is different, he accompany Kate when Kate is in her lowest part. As it turns out, this separation anxiety is all for naught, since Taylor shows up for Kate's first outpatient chemo appointment.

"What are you doing here?"
"I can't seem to stay away," he jokes. "Hey, Mrs. Fitzgerald."
He sits down beside Kate in the empty adjoining chair. "God, it feels good to be in one of these without an IV hookup."
(Picoult 2004:313)

Taylor asks her to a hospital prom night for all the sick kids, and she gets to pretend to be a normal girl going to the prom for once. But he dies after that prom night. It makes Kate sad, and she would not know. But Sara knows, and she decides to keep it from Kate, making Kate thinks that nice Taylor is just a jerk who is standing her up after the prom instead of not call her back. This shows us how Sara sometimes goes too far to protect Kate, and just ends up hurting her more.

Kate is an understanding person, on her weakness; she wants Anna to continue her petition for the right of her own body. She always supports Anna in her case. She demands Anna to not think about herself, so Anna can fight for her rights and can independently without being worry to save Kate's life.

d) The Practice of Child Rights Reflected in *My Sister's Keeper*

After doing a close reading toward *My Sister's Keeper* novel, the writer finds any types of child rights abuse. Those child rights abuse especially experience by child characters from their parents.

In chapter I, the writer has explained a lot about child rights abuse that might cause destruction in psychology and self-esteem aspects. In the story of *My Sister's Keeper*, there are a lot of child rights abuse cases that happened to child characters in novel. This part divides child right abuse into three as follows:

1) Physical Abuse

As Bromfield (2005) mentions in WHO, Physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking biting, burning, strangling and poisoning.

The parents, Sara and Brian Fitzgerald never do a serious physical abuse through their children. Except that one time, when Sara gets paper of lawsuit from Anna, she lost her mind for a moment, and ask Anna what is happening. Anna only answer that she is invincible to her parents. Sara is very angry and she slaps Anna's face.

“For God’s sake Anna,” my mother says. “Do you even realize what the consequence would be?”... My mother moves so fast I do not even see it coming. But she slaps my face hard enough to make my head snap backward. She leaves a print that stains me longer after it’s fade. Just so you know: shame is five-fingered. (Picoult 2004: 54)

Although it is not a very serious physical abuse because it does not cause severe fractures or death but it might cause physical condition of Anna. Anna

might feel un-loved and she might think that her mother hates her because she has done such physical abuse.

She sits down on the foot of my bed and I inch away. But she puts her hand on my calf before I move too far. “What else do you think Anna?” My stomach squeezes tight. “I think... I think you must hate me.” Even in the dark, I can see the shine of her eyes, “Oh, Anna,” my mother sighs, “how can you not know how much I love you?” (Picoult 2004:58)

From the conversation above, it is clear that after Sara slaps Anna, Anna think that Sara hates her. This is one of the proves that when parents do the physical abuse, it can make children feel unwanted. As a result, they might hate their parents.

2) Emotional Abuse

According to Garbarino (2008) emotional abuse refers to a parent or caregiver's inappropriate verbal or symbolic acts toward a child and/or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability. Emotional abuse could be considered as rejecting, ignoring, shaming, humiliating, terrorizing, and isolating.

Parents should not play favourites with one sibling or another. It could be considered as discrimination on giving attention and love for children. In *My Sister's Keeper*, Anna and Jesse always feel the discrimination of getting attention. Both Sara and Brian only think about Kate as the most important person just because she is very ill. They simply ignore Anna and Jesse. As parents, they maybe do not mean to ignore other children, they only make prioritize and focus on only for the one who needs them the most.

“Did you hear that?”

“Hear what?”

“Kate!

“I didn’t hear anything.”

But she doesn’t take my word for it, because when it comes to Kate she doesn’t take anybody’s word for it. She marches upstairs and opens up our bedroom door to find my sister hysterical on her bed, and just like that the world collapses again....Call Daddy. Call 911. Call Dr. Chance. My mother goes so far as to shake a better explanation out of Kate. (Picoult 2004:11)

From quotation above, it can be understood that Anna thinks Sara only considered about Kate. Even when Kate is okay, Sara always worries about Kate’s condition. Sara does not take seriously Anna’s words because when it comes to Kate, she does not take anybody’s words.

At home, my mother is having a nervous breakdown, she files out the door as soon as I pull into my parking spot. “Thank God,” she says, “I need your help.” She doesn’t even look back to see if I’m following her inside, and that is how I know it’s Kate. (Picoult 2004:96)

From Jesse’s statement above, Sara only thinks about Kate. She does not want to know if Jesse wants to help her or not. She has extremely strong maternal instincts as her mind focus on saving Kate’s life.

Anna’s view of her relationship with her mother is not a positive one. Through Anna’s mind, Sara does not care about her as a person. At the beginning of the novel Anna states this in relation to the rank she held in Sara’s eye in comparison to her sister Kate. Anna cannot tell that Sara loves her as a person separate from her sister; in fact, she believes that her mother only sees her as the spare parts for Kate.

When Jesse turned sixteen he moved into the attic over the garage – a perfect arrangement, since he didn't want my parents to see what he was doing and my parents didn't really want to see.

Don't get me wrong – it isn't that my parents don't care about Jesse or whatever trouble he's gotten himself mixed up in. It's just that they don't really have time to care about it, because it's a problem somewhere on the totem pole. (Picoult 2004: 14)

The quotation above indicates that Sara and Brian do not really put their attention to their older son, Jesse. They just think that Jesse is fine as he moved out to the garage apart from the house, when in fact Jesse turns to be a delinquent juvenile teenager as he grows up.

Emotional abuse covers rejecting and ignoring child whenever they make decision for their life. In *My Sister's Keeper*, all Fitzgerald's children do not really have right to say the things they want to do. For example, in Kate's situation, as a child who is sick, she thinks she cannot survive and she just wants to die. She does not think if that is illegal because she is already dying. But Sara, does not let her to give up, instead of to let Kate choose to stop, Sara wants Kate to struggle until she gets her kidney's function back.

"What are you doing?"

Kate rolled over. "Leave me alone, Anna."

"Are you crazy?"

"No," Kate said. "I'm just sick of waiting for something that's going to happen anyway. I think I've fucked up everyone's life long enough. Don't you?"

"But everyone's worked so hard just to keep you alive. You can't kill yourself."

...."Anna, I don't know why you'd say that?"

My eyes fill up. "Why would I make it up?"

She walks closer. "Maybe you misunderstood. Maybe she was just having a bad day, or being dramatic." She smiles in the pained way of people who really want to cry. "Because if she was that upset, she would have told me."

“She couldn’t tell you,” I reply. “She was too afraid if she killed you herself she’d be killing you, too.” (Picoult 2004: 389)

Anna was convinced by Kate to initiate the lawsuit, because Kate cannot tell her mother that she is ready to die. The reason Kate convince Anna’s assistance in perpetuating her end, is because Sara does not listen to Kate’s attempts at telling her she is ready to give up.

Sara listens to nobody in the novel, and is in discord with everyone at the same point because she is unwilling to listen to anyone’s opinion. Her behaviour is view as antagonist character by the reader because Picoult shows the effect of Sara’s choice being negative.

It happens when Kate’s boyfriend, Taylor died. Sara does not tell Kate about that, because Sara thinks Kate would be upset and it would make her feeling down.

“Kate,” I say, “I’m so sorry.”
Kate’s face crumples. “But I loved him,” she replies, as if this should be enough.
“I know.”
“And you didn’t tell me.”
“I couldn’t. Not when I thought it might make you stop fighting back, yourself.”..... “Kate, honey, I did what was best for you.” She refuses to look in my direction. “Don’t talk to me,” she murmurs. “You’re good at that” (Picoult 2004: 321)

From that quotation above, it indicates that Sara is keeping Taylor’s death as her secret because she does not want to Kate sad, but at that same time she should have told Kate because, Kate is been too depressed looking for Taylor.

“You want to know what I want? I’m sick of being a guinea pig. I’m sick of nobody asking me how I feel about all of this? I’m sick of nobody asking me how I feel about all of this. I’m sick, but I’m never fucking sick enough to this family.” (Picoult 2004:218)

3) Neglect

Child neglect is when a parent or caregiver does not give the care, supervision, affection and support needed for a child's health, safety and well-being. Child neglect includes;

a. Physical Neglect

Physical neglect can include ignoring a child's need for attention, affection and emotional support and keeping a child isolated from friends and loved ones. In *My Sister's Keeper*, parents seem to do not really care about children's opinion. They think that children under seventeen years old, cannot make decision and their opinion is not as important at all.

After Anna files the lawsuit and her mother decides to represent Brian and her in to the court, judge DeSalvo asks Anna several questions including the reason why she wants to sue her parents. She cannot say anything; she just burst into tears, and explains that she cannot give her kidney to Kate.

“Amazing how quiet you are now, when a judge isn't listening,” my mother says.

Jess turns off the television. “She made you talk to a judge?”
Damn, Anna.”

My mother closes her eyes, “Jesse, you know, now would be a good time for you to leave,”

“You don't have to ask me twice,” he says, his voice full of broken glass. We hear the front door open and shut, a whole story.

“Sara,” My father steps into the room. “We all need to cool off a little.”

“I have one child who's just signed her sister's death sentence, and I'm supposed to cool off?” (Picoult, 2004:9)

Quotation above shows that Sara is mad at Anna because Anna does not want to be open with Judge. Anna is afraid because if she is telling the truth,

everyone will get mad at her. Jesse seems so care about Anna, but Sara does not want to listen to any Jesse's opinion so she wants Jesse to leave the room. We can see that Jesse is all broken because of Sara's words as he left the room soon. It indicates that Jesse hates Sara's words as he might think that Sara does not really consider his position in the family.

b. Emotional neglect

Children require enough affection and attention to feel loved and supported.

If a child shows signs of psychological illness, it must be treated.

Anna is on the pediatric floor, one that doesn't have the hermetically sealed rooms necessary for protective isolation. I hear her crying before I even enter the room. "Mommy," she sobs. "It hurts," I sit down on the side of the bed and fold her into my arms. "I know, sweetie." "Can you stay here?" I shake my head, "Kate's sick. I'm going to have to go back." Anna pulls away. "But I'm in the hospital," she says. "I'm in the hospital." (Picoult 2004:233)

When Anna was six, she donates bone marrow for Kate, and being hospitalized because of it. The doctor and nurse have to put a big needle into Anna's hipbones to draw marrow. She has some serious complication, because she has to stay in paediatric floor. From the quotation above, Anna feels the pain and she needs her mother's attention. But Sara chooses to stay with Kate instead to take care of Anna. She says to Anna that she cannot stay as she busy with Kate. In fact, Kate does not need her so if Sara can understand Anna, she might to accompany Anna for a while and let Brian to take care of Kate, but she did not do that. She asks a nurse, to give Anna medicine so Anna could sleep for a while.

This cases show that Sara only gives her fully attention to Kate not Anna even when Anna is in the hospital. The result is Anna might feel not important because Sara cannot give her time to Anna equally.

Another case is when Campbell calls second witness in the court, Dr. Bergen, the head of medical ethics committee at Providence hospital. He says that parents control children's health care decision until age eighteen. She is an obedient child as she could not say "No" to her parents. But when Kate needs that kidney, Anna finally says that she could not give it to Kate. Everyone wonders why Anna wants to do it right now. Her statement shock us, she said that parents control everything.

Well, I could answer that. Parents control everything, unless you're just like Jesse and you do enough to upset them that they'd rather ignore you than pretend you actually exist. (Picoult, 2004:302)

c. Medical neglect

Sara and Brian are good parents but they do not really taking care of their children equally. Sara only thinks about Kate's health and Brian is busy with his job as fire-fighter. When Kate is in her remission, they will call Anna immediately even when Anna is in the school or socializing with her friends. Anna is the only person who provides everything Kate's need for her treatment.

Children characters in *My Sister's Keeper* are having medical neglect from their parents, especially Anna. Anna is become a donor for Kate since she was new-born. Sara never really pays attention to Anna's health because she only focuses on Kate's.

“No one can make you donate an organ if you don’t want to.”
“Oh, really?” She leans forward, counting off on her fingers.
“The first time I gave something to my sister, it was cord blood, and I was a newborn. She has leukemia – APL – and my cells put her into remission. The next time she relapsed, I was five and I had lymphocytes drawn from me, three times over, because the doctors never seemed to get enough of them the first time around. When that stopped working, they took bone marrow for a transplant. When Kate got infections, I had to donate granulocytes. When she relapsed again, I had to donate peripheral blood stems cells.”.... “Obviously, you’ve agreed to be a donor for your sister before.” She hesitates, then shakes her head “Nobody ever asked.” (Picoult 2004:21)

From quotation above, it is obvious that the parents have never really asks Anna to become a donor for Kate. They only want Anna give her body parts so Kate can stay alive. Even though they do it to helping Kate, but the parents seems to failing to follow medical recommendation for Anna because they put Anna in dangerous life. Every procedure in helping Kate makes Anna in pain and nobody ever think about it. They only think if the procedures are working in making Kate’s healthier.

After being diagnose of suffering from leukemia, the doctors need a donor from related blood for Kate. Unfortunately both Sara and Brian do not match with Kate’s DNA. So they test Jesse’s blood in order to know if Jesse has the same genetic with Kate.

The phlebotomist goes off with his blood sample, and Brian and the doctors release Jesse. He bolts off the table into my arms. “Mommy, they stuck me.” He holds up his finger, festooned with a Rugrats Band-Aid. His damp, bright face is hot against my skin. I hold him close. I say all the right things. But it is so, so hard to make myself feel sorry for him. (Picoult 2004 : 65)

Although after the test Sara feels sorry for Jesse, it is obvious that Jesse does not like when the doctor doing a simple injection on Jesse's finger to have example of his blood. Jesse screams down the hospital as he says to Sara that he does not like the injections.

I put my hands on her shoulders. "You don't have to do this if you don't want to, but I know that Kate is counting on you. And Daddy and me."
She nods once, then slips her hand into mine. "Don't let go," she tells me.
A nurse shepherds her in the right direction, onto the table. "Wait'll you see what we've got for you, Anna." She draws a heated blanket over her. (Picoult 2004:232)

The quotation above shows that Sara intentionally wants Anna to do kidney transplant for helping Kate, who is in relapse because of the renal failure. Sara knows very well that all the procedures have risk to Anna's health and life but she does not really aware about Anna's situation as long as the operation goes well to Kate.

d. Educational neglect

Children supposed have best interest either into sport, music or art. In *My Sister's Keeper*, the character of Anna Fitzgerald is interest to be one of hockey's athletes. She practice hockey until one day, she had been choose by her coach to play Summer Hockey Camp in Minnesota.

Anna has a dream that she could be like Sara Teuting, her coach, a goalie on Hockey Women Team of USA. Usually, all parents would be proud to their children if they could chase they dream. But it is different case with Anna. When Anna asks permission to her parents to go Minnesota for Hockey Camp, her parents did not agree.

It is the first time I can remember Anna ever indicating that she sees an end to this time line, a moment when she might finally be free of obligation to her sister. Until that point, going to Minnesota is not an option. Not because I am afraid of what might happen to Kate while her sister is gone. If Kate survives this latest relapse, who knows how long it will be before another crisis happens? And when it does, we will need Anna – her blood, her stem cells, her tissues – right here. (Picoult 2004: 269)

In fact, the parents must support their children to explore their potential. In novel, Sara did not agree if Anna wants to be hockey player. She does not let Anna to go Minnesota to practice Hockey with her team. Her reason is just because she afraid, if Kate relapsed again and she needs Anna to help her in the hospital. This should not be a reason for Sara prohibits Anna to reach her dream to be a hockey player. She must support Anna to reach her potential to be a hockey player.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on data analysis in previous chapters. The writer put forward the conclusions as follows:

A. Conclusion

After analysing *My Sister's Keeper* novel, the following conclusion can be drawn;

First, based on the structure analysis, it is obvious that in *My Sister's Keeper* novel, Picoult delivers a moral message that child has rights the same just like adults. In order to elaborate the message, she creates the character of children that is involved in the conflict that appears in the story.

Second, based on the title of this research thesis is about how the practice of child rights that reflect in novel, the writer can describe that there are physical abuse, emotional abuse and neglect which includes physical neglect, emotional neglect, medical neglect and educational neglect happened to children characters.

The kind of physical abuse suffers from Anna Fitzgerald in the novel is her mother slaps her because she tells her mother that she does not want to be a donor. Even though is not a serious physical abuse but it influence her mentally condition as she thinks that her mother does not love her.

The kinds of emotional abuses suffered from child characters in the novel are including isolating from their social environment, yelling, insulting, blaming, ignoring and rejecting. Sara and Brian seem to ignoring their children's best

interest. They do not really pay attention to their children equally. They only focus on Kate's struggle so the other children feel less important.

The serious abuse is on the right to protect from exploitation and most discriminated child is Anna. All kind of child right abuse that happened to Jesse, Kate and Anna affected to their psychology and their self-esteem. They become anti-social, lost their confidence and turn in to bad things to get attention such as drugs and alcohol. This novel is a warn for us as the readers to treat the children respectfully equally. Otherwise, there is consequence that might happen such as reflected in novel.

B. Suggestions

After reading *My Sister's Keeper* novel, the writer finds pedagogical implication. The whole theme of this novel is about child right for medical emancipation. There is education system identified as the practice of child rights in this novel.

Every child has the right to express freely their opinion on all the questions which concern their life. So a child should not be the victim of the pressure of an adult, who would try to force them in order to influence them in their opinion or who would prevent them from expressing themselves freely. The freedom of expression for the children also involves their right to be informed. It is the right of the children to know what happens and to access information which interests them. Then children can comprehend current problems, inquire and build up their own opinion on topical subjects.

All kind of child right abuse happened to Jesse, Kate and Anna affected to their psychology; they become antisocial, lost their confidence, did dangerous things and used alcohol and drug. This novel warns us as the readers to treat children respectfully. Otherwise, there are consequences which may occur to them as depicted in the novel.

Bibliography

- Alifah, A. N. (2006). *Child Abuse in Dave Pelzer's A Child Called it and The Lost Boy*. Makassar : Hasanuddin University.
- Alliance, C. R. (2010, June). *The United Nations Convention on the Rights of the Child*. Retrieved January 26, 2017, from Children's Rights Alliance: www.childrensrights.ie
- Antilah, P. (2010). *Sastra Indonesia Kontemporer*. Yogyakarta: Graha Ilmu.
- Barlow, J. a. (2010). *Safeguarding Children From Emotional Maltreatment: What Works*. London: Jessica Kingsley.
- Bennet, Andrew; Royle, Nicholas;. (2004). *Introduction to Literature, Criticism and Theory Third Edition*. Great Britain: Pearson Longman.
- Bianchi, S., & Schroskey, K. (2014). My Sister's Keeper: An Exploration of Ethical Issues. *Grand Valley State University ScholarWorks@GVSU*, 11-22.
- Bochenek, M. G. (2015). Children's Rights as Human Rights. *Carnegie Council for Ethics in International Affairs*, 473-488.
- Boggs, J. M. (2000). *The Art of Watching Films 5th Edition*. London: Myfield Publishing Company.
- Bromfield, L. &. (2005). Cumulative Harm. *The Effects of Chronic Child Maltreatment*, 38-45.
- Bromfield, L. M. (2005). *Chronic Child Maltreatment in an Australian Statutory Child Protection Sample*. Geelong: Deakin University.
- Butchart, A. a. (2006). Preventing Child Maltreatment: A Guide to Taking Action and Generating Evidence. *World Health Organization and International Society For Prevention of Child Abuse and Neglect*, 7-16.
- Cawson, P. (2000). *Child Maltreatment in the United Kingdom: A Study the Prevalence of Child Abuse and Neglect*. London: NSPCC.
- Damono, S. D. (1984). *Sosiologi Sastra Sebuah Pengantar Ringkas*. Jakarta: Pusat Pembinaan dan Pengembangan Bahasa Department Pendidikan dan Kebudayaan.

- DePanfilis, D. (2006). *Child Neglect: A Guide for Prevention, Assessment and Intervention*. United States of America: U.S Department of Health and Human Service.
- Edgar, R. (1983). *Writing Theme about Literature*. New Jersey: Prentice-Hall Inc Englewood Cliffs 5th Ed.
- Garbarino, J., & Sigman, G. (2008). *A Child's Right to a Healthy Environment*. London: Springer New York Dordrecht Heidelberg.
- Gardner, D. B. (1964). *Development in Early Childhood. The Preschool Years*. New York, Evanston and London: Harper & Row, Publisher.
- Gluck, S. (2016, May 26). *What is Child Physical Abuse? Physical Abuse Of Children*. Retrieved April 17, 2017, from Healthy Place For Your Mental Health: <http://www.healthypace.com/abuse/child-physical-abuse/what-is-child-physical-abuse-physical-abuse-of-children/>
- Goldsworthy, K. (2015, September). *What is Child Abuse and Neglect?* Retrieved April 17, 2017, from Australian Government Child Family Community Australia: <https://aifs.gov.au/cfca/publications/what-child-abuse-and-neglect>
- Goodwin, M. (2007). *My Sister's Keeper; Law, Children and Compelled Donation*. Retrieved January 27, 2017, from Western New England Law Review: digitalcommons.law.wne.edu/lawreview
- Gordon, Jane Bachman; Karen, Kuehner;. (1999). *Fiction*. California: McGraw Hill.
- Higgins, D. J. (2004). Differentiating between Child Maltreatment Experiences. *Family Matters*, 69, 50-55.
- Hudson, W. H. (1963). *An Introduction to the Study of Literature*. London: George G Harrap Company.
- Ibrahim, I. F. (2011). Humanism in Jodi Picoult's *My Sister's Keeper*. *English Department of Hasanuddin University*.
- Kennedy, X. (1991). *Literature; An Introductory to Fiction, Poetry and Drama*. New York: Harpers Collins Publisher.
- Kirman, B. H. (1973). *The Mentally Handicapped Child*. New York: Taplinger Publishing Co. Inc.

- Kutha, R. (2004). *Teori Metode dan Teknik Penelitian Sastra*. Jogjakarta: Pustaka Pelajar.
- Martin, S. (1994). *An Introductory Guide to English Literature*. Essex: Longman Group Ltd.
- Meredith, Robert; Fitzgerald, John D;. (1993). *Structuring Your Novel* . Harper Perennial.
- Miller-Perm, C. P. (2007). *Child Maltreatment: An Introduction* . Thousand Oaks, CA: Sage Publications.
- Nash, K. (2009). *The Cultural Politics of Human Rights Comparing the US and UK*. New York: Cambridge University Press.
- NSPCC. (2016, September). *Every Childhood is Worth Fighting For*. Retrieved April 17, 2017, from NSPCC: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/emotional-abuse/what-is-emotional-abuse/>
- NSPCC, T. (2016). *What is Sexual Abuse*. Retrieved 17 17, 2017, from National Society for the Preventio of Cruelty to Children: <http://www.nspcc.org.uk>
- Nuraeni. (2010). *Abuse of Parental Power in Jodi Picoult's My Sister's Keeper*. Makassar: Hasanuddin University.
- Picoult, J. (2004). *My Sister's Keeper*. New York, NY: Washington Square Press.
- Picoult, J. (n.d.). *About Jodi Picoult*. Retrieved March 13, 2017, from Jodi Picoult: jodipicoult.com
- Ratna, L. (2014). Perspective, Child Rights Reflected in Jodi Picoult's My Sister's Keeper A Sociological. *School of Teacher Training and Education Muhammadiyah University of Surakarta*, 13.
- Ray, R. (2017). *The Five Act Plat (Dramatic Structure)*. Retrieved April 17, 2017, from StoryboardThat: <http://www.ohio.edu/people/hartleyg/ref/fiction/freytag.html>
- Schultz, Duane P.; Schultz, Sydney Ellen;. (2005). *Theories of Personality Eight Edition*. United States of America: Wardsworth Cengage Learning.
- Singleton, R. H., & Millet, S. (1996). *An Introduction to Literature*. Cleveland and New York: The World Publishing Company.

- Soloai, R. (n.d.). *Virtue Ethics and My Sister's Keeper*. Retrieved January 26, 2017, from rsoloai.weebly.com: rsoloai.weebly.com
- Stanford, J. (2003). *Responding Two Literature: Stories, Poems, Plays and Essays Fourth Edition*. New York: McGraw Hill Higher Education.
- Stanford, J. A. (2003). *Responding Two Literature: Stories, Poems, Plays and Essays*. New York: McGraw-Hill Higher Education.
- Stanton, R. (2007). *Teori Fiksi*. Yogyakarta: Pustaka Jaya.
- Sudjiman, P. (1992). *Memahami Cerita Rekaan*. Jakarta: Pustaka Jaya.
- Sumardjo, J. (1984). *Memahami Kesusastaan*. Bandung: Alumni.
- Susila, L. R. (2014). *Child Rights Reflected in Jodi Picoult's My Sister's Keeper: A Sociological Perspective*. Retrieved January 26, 2017, from digilib.uin-suka.ac.id
- Sutton, L. (1997). *An Introductory to Literature*. Holbrook Press, Inc.
- Teeuw, A. (1984). *Sastra dan Ilmu Sastra*. Jakarta: Pustaka Jaya, Original from the University of Michigan.
- Washington, D. D. (2013). What is Child Abuse and Neglect? Recognizing the Signs and Symptoms. *Child Welfare Information Gateway*, 3-9.
- Wekerle, C. (2016). *Neglect*. Retrieved April 17, 2017, from The International Journals: journals.elsevier.com
- Wellek, R., & Warren, A. (1997). *Theory of Literature*. New York, London: Harcourt Brace Javanovich Publisher, San Diego.
- Zainal, N. (2013). *Not All Children Are Created Equal Discrimination Against Children As Seen in My Sister's Keeper*. Yogyakarta: English Department Faculty of Adab and Cultural Sciences State Islamic University Sunan Kalijaga.

APPENDIX

CHARACTERS

APPENDIX I

Main Characters					Minor Characters
Anna Fitzgerald	Kate Fitzgerald	Jesse Fitzgerald	Sara Fitzgerald	Brian Fitzgerald	Campbell Alexander
<p>Anna is the main character in <i>My Sister's Keeper</i>. She is a protagonist character. She is thirteen years old, a beautiful and obedient child in Fitzgerald's family. She has genetically same with her older sister, Kate who diagnose Leukimia since two years old. This condition makes Anna has to save her sister's life, as that is the purpose why Anna was born in to this family.</p> <p>Anna is courageous character. She has contributed to the Fitzgerald's family on far</p>	<p>Kate is the second child of Fitzgerald family. She is the focal point of many point's events. Kate's cancer is at the heart of the story. She has struggle with her cancer nearly for her entire life and she appears to have come to terms with the fact that she might die.</p>	<p>Jesse is the oldest of Fitzgerald's child. Picoult describes him as the most delinquent character. Despite his tough exterior, Jesse is a sensitive character. He uses his destructive behaviour to cover a fundamental feeling of disappointment in getting attention from his parents. Jesse cannot save Kate's life and he has never been able to forgive himself for that.</p>	<p>Sara is a mother in Fitzgerald's family. She is strong, stubborn and intelligent and her life centres on her efforts to save Kate's life. She has extremely strong maternal instincts. Even so, she has a deep and abiding love for her family, though she does not always know to express her love because their two kids, Jesse and Anna always feel un-loved and ignored.</p> <p>62</p>	<p>Brian is the head of Fitzgerald family. He is a fire-fighter. Brian often serves as a foil to Sara. In contrast to her, he can view the situation from his children's perspectives. Yet, Brian also escapes into his work to avoid dealing with hardships surrounding his family.</p> <p>Brian's character, he is judicious father. He can look everything from two sides. He is different with Sara, who just thinks that Anna's attitude is wrong.</p> <p>Brian has a close feeling</p>	<p>Campbell describes as one of famous lawyer in town. He always wins so many important cases. His name was found accidentally by Anna in a local newspaper. Campbell gradually emerges as a character with many layers. In many ways, he mirrors Anna. Both have found it is difficult to be their parents want to be, and both have secrets they are unwilling to share. Campbell struggles between his urges to erect barriers around himself and his genuine desire to reach out to people.</p> <p>Campbell seems to protective to Anna. He becomes worry</p>

<p>more that a medical level. Her emotional attributes that help Kate just as often as her physical ones. Thus, Anna's life suggest that no matter how far sciences work in its ability to engineer humans as purpose, humans are still thinking and feeling.</p> <p>Anna also changes her mind so often in order wants to sue her parents or not. She does not know which actually she wants to do, to save Kate's life or to struggle her rights for her body.</p>			<p>Sara is an emotional person. She speaks toward somebody without caring the language she used.</p> <p>Sara is also unfair. She only thinks about Kate's life without thinking the suffering in Anna who has maintained Kate's life by donating her body parts for Kate.</p>	<p>relation with Anna. He can directly know if something is hidden Anna's character. He is the understanding parent, while he can be fair by show his love and attention equally to his children.</p>	<p>if Sara tries to force Anna for cancelling her medical petition.</p> <p>Campbell also describe as a detail person. He does not want to miss anything about Anna's case. Even, he can trap the witness through his questions. He ultimately experiences the most personal growth of any characters and by the end of the story he has formed strong bonds with people around him.</p>
--	--	--	---	---	---

APPENDIX

CHILD RIGHTS ABUSE IN *MY SISTER'S KEEPER*

APPENDIX II

Physical Abuse	Emotional Abuse	Sexual Abuse	Neglect			
			Physical Neglect	Emotional Neglect	Medical Neglect	Educational Neglect
Both Sara and Brian Fitzgerald never do a serious physical abuse through their children. Except that one time, when Sara gets paper of lawsuit from Anna, she lost her mind for a moment, and ask Anna what is happening. Anna only answer that	In <i>My Sister's Keeper</i> , Anna and Jesse always feel the discrimination of getting attention. Both Sara and Brian only think about Kate as the most important person just because she is very ill. They simply ignore Anna and Jesse. As parents, they maybe do not mean to ignore other	The writer did not find any sexual abuse in the novel.	After Anna files the lawsuit and her mother decides to represent Brian and her in to the court, judge DeSalvo asks Anna several questions including the reason why she wants to sue her parents. She cannot say anything; she just burst into tears, and explains that she	When Anna was six, she donated bone marrow for Kate, and being hospitalized because of it. The doctor and nurse have to put a big needle into Anna's hipbones to draw marrow. She has some serious complication, because she has to stay in paediatric	Sara and Brian are good parents but they do not really taking care of their children equally. Sara only thinks about Kate's health and Brian is busy with his job as fire-fighter. When Kate is in her remission, they will call Anna	Children supposed have best interest either into sport, music or art. In <i>My Sister's Keeper</i> , the character of Anna Fitzgerald is interest to be one of hockey's athletes. She practice hockey until one day, she had been choose by her coach to play Summer Hockey

<p>she is invincible to her parents. Sara is very angry and she slaps Anna's face.</p> <p>"For God's sake Anna," my mother says. "Do you even realize what the consequence would be?"... My mother moves so fast I do not even see it coming. But she slaps my face hard enough to make my head snap backward. She leaves a print that stains me longer after it's fade. Just so you know: shame is five-fingered.</p>	<p>children, they only make prioritize and focus on only for the one who needs them the most.</p> <p>"Did you hear that?" "Hear what?" "Kate!" "I didn't hear anything." But she doesn't take my word for it, because when it comes to Kate she doesn't take anybody's word for it. She marches upstairs and opens up our bedroom door to find my sister hysterical on her bed, and just like that the world collapses again....Call Daddy. Call 911. Call Dr. Chance. My</p>		<p>cannot give her kidney to Kate.</p>	<p>floor. From the quotation above, Anna feels the pain and she needs her mother's attention. But Sara chooses to stay with Kate instead to take care of Anna. She says to Anna that she cannot stay as she busy with Kate. In fact, Kate does not need her so if Sara can understand Anna, she might to accompany Anna for a while and let Brian to take care of Kate, but she did not do that. She asks a nurse, to give Anna</p>	<p>immediately even when Anna is in the school or socializing with her friends. Anna is the only person who provides everything Kate's need for her treatment.</p> <p>Children characters in <i>My Sister's Keeper</i> are having medical neglect from their parents, especially Anna. Anna is become a donor for Kate since she was new-born. Sara</p>	<p>Camp in Minnesota.</p> <p>Anna has a dream that she could be like Sara Teuting, her coach, a goalie on Hockey Women Team of USA. Usually, all parents would be proud to their children if they could chase they dream. But it is different case with Anna. When Anna asks permission to her parents to go Minnesota for Hockey Camp, her parents did not</p>
--	---	--	--	---	---	---

<p>(Picoult 2004: 54)</p> <p>Although it is not a very serious physical abuse because it does not cause severe fractures or death but it might cause physical condition of Anna. Anna might feel un-loved and she might think that her mother hates her because she has done such physical abuse.</p>	<p>mother goes so far as to shake a better explanation out of Kate. (Picoult 2004:11)</p> <p>From quotation above, it can be understand that Anna thinks Sara only considered about Kate. Even when Kate is okay, Sara always worries about Kate's condition. Sara does not take seriously Anna's words because when it comes to Kate, she does not take anybody's words. Anna's view of her relationship with her mother is not a positive one. Through</p>			<p>medicine so Anna could sleep for a while.</p> <p>This cases show that Sara only gives her fully attention to Kate not Anna even when Anna is in the hospital. The result is Anna might feel not important because Sara cannot give her time to Anna equally.</p> <p>Another case is when Campbell calls second witness in the court, Dr. Bergen, the head of medical ethics committee at Providence hospital.</p>	<p>never really pays attention to Anna's health because she only focuses on Kate's.</p>	<p>agree.</p>
---	--	--	--	--	---	---------------

	<p>Anna's mind, Sara does not care about her as a person. At the beginning of the novel Anna states this in relation to the rank she held in Sara's eye in comparison to her sister Kate. Anna cannot tell that Sara loves her as a person separate from her sister; in fact, she believes that her mother only sees her as the spare parts for Kate.</p> <p>When Jesse turned sixteen he moved into the attic over the garage – a perfect arrangement, since he didn't</p>			<p>He says that parents control children's health care decision until age eighteen. She is an obedient child as she could not say "No" to her parents. But when Kate needs that kidney, Anna finally says that she could not give it to Kate. Everyone wonders why Anna wants to do it right now. Her statement shock us, she said that parents control everything.</p>		
--	---	--	--	---	--	--

	<p>want my parents to see what he was doing and my parents didn't really want to see.</p> <p>Don't get me wrong – it isn't that my parents don't care about Jesse or whatever trouble he's gotten himself mixed up in. It's just that they don't really have time to care about it, because it's a problem somewhere on the totem pole. (Picoult 2004: 14)</p> <p>The quotation above indicates that Sara and Brian do not really put their attention to their</p>					
--	--	--	--	--	--	--

	<p>older son, Jesse. They just think that Jesse is fine as he moved out to the garage apart from the house, when in fact Jesse turns to be a delinquent juvenile teenager as he grows up.</p> <p>Emotional abuse covers rejecting and ignoring child whenever they make decision for their life. In <i>My Sister's Keeper</i>, all Fitzgerald's children do not really have right to say the things they want to do. For example, in Kate's situation, as a child who is sick, she thinks she cannot survive and she</p>					
--	--	--	--	--	--	--

	<p>just wants to die. She does not think if that is illegal because she is already dying. But Sara, does not let her to give up, instead of to let Kate choose to stop, Sara wants Kate to struggle until she gets her kidney's function back.</p>					
--	--	--	--	--	--	--