

**MORAL VALUES REFLECTED THROUGH MAIN  
CHARACTER IN ANDERSON'S *SPEAK* NOVEL  
THESIS**



**BY:**

**ILMA NUR JANNAH**

**REG. NUMBER: A73218061**

**ENGLISH DEPARTMENT**

**FACULTY OF ARTS AND HUMANITIES**

**UIN SUNAN AMPEL SURABAYA**

**2022**

## DECLARATION

I am the undersigned below:

Name : Ilma Nur Jannah  
NIM : A73218061  
Department : English Department  
Faculty : Arts and Humanities  
University : UIN Sunan Ampel Surabaya

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Ilma Nur Jannah

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MORAL VALUES REFLECTED THROUGH MAIN CHARACTER IN  
ANDERSON'S *SPEAK* NOVEL

By:

Ilma Nur Jannah

Reg. Number: A73218061

Approved to be examined by the Board of Examiners, English Department,  
Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

Surabaya, July 25, 2022

Thesis Advisor



Itsna Syahadatud Dinurriyah, M.A.

NIP. 197604122011012003

Acknowledged by:

Head of English Department



Endratno Pili Swasono, M.Pd

NIP. 197106072003121001

## EXAMINER SHEET

This thesis of Ilma Nur Jannah (Reg. Number. A73218061) has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya on 10<sup>th</sup> August 2022.

The Board of Examiners are:

Examiner 1



**Itsna Syahadatud Dinurriyah, M.A.**

NIP: 197604122011012003

Examiner 2



**Dr. Wahyu Kusumajanti, M.Hum**

NIP: 197002051999032002

Examiner 3



**Ramadhina Ulfa Nuristama, M.A.**

NIP: 199203062020122019

Examiner 4



**Sufi Ikrima Sa'adah, M.Hum**

NUP: 201603318

Acknowledged by:

The Dean of the Faculty of Arts and Humanities

UIN Sunan Ampel Surabaya



**H. H. Mohammad Kurjum, M.Ag**  
NIP: 196909251994031002



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**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

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Nama : Ilma Nur Jannah  
NIM : A73218061  
Fakultas/Jurusan : Adab dan Humaniora/Sastra Inggris  
E-mail address : ilmanurj08@gmail.com

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## ABSTRACT

Jannah, I. N. (2022). *Moral Values Reflected Through Main Character in Anderson's Speak Novel*. English Department. Islamic State University of Sunan Ampel Surabaya. Advisor: Itsna Syahadatud Dinurriyah, M.A.

Keywords: sexual abuse, characterization, moral values.

*Speak* novel by Laurie Halse Anderson is a novel that tells the story of Melinda Sordino, a teenager trying to solve her problems after she experienced a horrible incident. Her senior harassed her at a party and called the police to break up the party. Her friends hate Melinda for the incident. Melinda did not tell anyone about the incident, including her parents, because Melinda felt that it was her fault because that night, Melinda lied to her parents that she went to Rachel's house, not to a party. Through this research, the researcher wants to reveal the values represented by the main character.

This research has three main problems 1) how is Melinda as the main character described in the novel? 2) how is Melinda's characteristic development described in the novel? 3) what moral values are reflected in Melinda in Anderson's *Speak* Novel?

The researcher used descriptive qualitative research to answer these questions. The researcher uses character and characterization theory to describe Melinda's character and how Melinda's character develops. The researcher also uses moral theory to represent the moral values in the novel.

The conclusion of this study revealed that Melinda experienced difficulties in dealing with her life after experiencing sexual harassment. After her traumatic experience, Melinda is indecisive, unsociable, depressed, and sensitive. Melinda does not have the support that makes Melinda overcome her problems. Until finally, Melinda managed to meet someone who supported her. Mr. Freeman is his art teacher. Melinda's character develops. She is finally consistent in overcoming her problems by expressing her feelings through her art. Melinda managed to tell the truth about what she was feeling, and at the end of the story, Melinda also became brave to fight Andy. The author also finds the moral values contained in the story, that being silent is not the solution. Trying to keep all the problems we have is wrong. Also, all victims of sexual violence are not to be blamed. Melinda tries to blame herself for what happened to her. It makes her feel difficult in every situation that happens to her. At the story's end, she can finally forgive what happened to her and try to grow and not blame herself.

## ABSTRAK

Jannah, I. N. (2022). *Nilai Moral Tercermin Melalui Karakter Utama dalam Novel Speak oleh Anderson*. UIN Sunan Ampel Surabaya. Dosen Pembimbing: Itsna Syahadatud Dinurriyah, M.A.

Kata kunci: pelecehan seksual, karakterisasi, pesan moral.

Novel *Speak* karya Laurie Halse Anderson adalah sebuah novel yang menceritakan tentang Melinda Sordino, seorang remaja yang mencoba menyelesaikan masalahnya setelah dia mengalami kejadian mengerikan. Seniorinya melecehkannya di sebuah pesta dan Melinda menelepon polisi untuk membubarkan pesta. Teman-temannya membenci Melinda atas kejadian itu. Melinda tidak memberi tahu siapa pun atas kejadian yang menimpanya, termasuk orang tuanya, karena Melinda merasa itu salahnya karena malam itu, Melinda berbohong kepada orang tuanya bahwa dia pergi ke rumah Rachel, bukan ke pesta. Melalui penelitian ini, peneliti ingin mengungkap nilai-nilai yang direpresentasikan oleh tokoh utama.

Penelitian ini memiliki tiga permasalahan utama 1) bagaimana Melinda sebagai tokoh utama yang digambarkan dalam novel tersebut? 2) bagaimana perkembangan karakter Melinda yang digambarkan dalam novel tersebut? 3) nilai moral apa yang tercermin dalam Melinda dalam novel *Speak* oleh Anderson?

Peneliti menggunakan penelitian diskriptif kualitatif untuk menjawab pertanyaan tersebut. Peneliti menggunakan teori karakter dan karakterisasi untuk mendeskripsikan karakter Melinda dan bagaimana perkembangan karakter Melinda. Peneliti juga menggunakan teori moral untuk merepresentasikan pesan moral yang ada di dalam novel.

Kesimpulan penelitian ini mengungkapkan bahwa Melinda mengalami kesulitan dalam menghadapi hidupnya setelah mengalami pelecehan seksual. Setelah pengalaman traumatisnya, karakterisasi Melinda adalah tidak tegas, tidak suka bersosialisasi, depresi, dan sensitif. Melinda tidak mempunyai dukungan yang membuat Melinda mengatasi masalahnya. Sampai akhirnya Melinda berhasil bertemu seorang yang memberi dukungan kepada dirinya, Mr. Freeman guru seninya. Karakter Melinda berkembang, dia akhirnya konsisten untuk mengatasi masalahnya dengan mengekspresikan perasaannya melalui seninya. Melinda berhasil mengatakan yang sebenarnya tentang apa yang dia rasakan dan diakhir cerita Melinda juga menjadi berani untuk melawan Andy. Penulis juga menemukan pesan moral yang terkandung dalam cerita, bahwa menjadi diam bukanlah solusi. Mencoba memendam semua masalah yang kita miliki adalah sesuatu yang salah. Serta, semua korban kekerasan seksual tidak boleh disalahkan. Melinda mencoba menyalahkan dirinya sendiri atas kejadian yang menimpanya, hal itu membuat dia mengalami hari yang sulit. Berkat hati Melinda yang lapang, dia akhirnya mampu memaafkan kejadian yang menimpanya dan berusaha untuk tumbuh serta tidak menyalahkan dirinya sendiri.

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S U R A B A Y A

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

A novel is a literary work that reflects a life that can be created depending on the author's experience and contains values for people's lives (Hornby, 2008). The author wants to convey a moral message that anyone can enjoy. Moral values are values about principles of right and wrong and standards of behavior (Hornby, 2008). As found in the novel by Laurie Halse Anderson entitled *Speak*. This novel was written in 1999. The novel is taken from Anderson's experience of being raped as a teenager. Indirectly, this novel contains moral values that provide lessons to readers through Melinda as the main character.

Melinda Sordino, the main character of the novel, experienced sexually abused by her senior, Andy Evans. The story starts when Melinda has just entered high school. Melinda was a cheerful girl before she got sexual abuse. One day, Melinda went to Rachel's home as her friend. Rachel said to her brother to went to the summer party. At the party, Melinda met Andy Evans. Andy Evans then brought his body closer to Melinda. Melinda realized that she was being abused. Melinda screamed as hard as she could and fought Andy to get away from him, but it did not work. Then she finally called the police without telling people around her, and the police broke up the party, and Melinda was hated by her friends, especially her best friend, Rachel. Rachel did not believe Melinda was

sexually abused because the culprit was her best friend's boyfriend. Melinda as a victim kept her horrible experience for this reason

After Melinda got sexual abuse, Melinda became an introvert. She became depressed, kept away from the crowd, skipped school, avoided her parents, and ignored herself. Melinda felt she had lost trust in other people, including her family. On this occasion, Melinda's family was unharmonious, so she did not have support for the problem she faced. Melinda was not confident in herself because she felt guilty for what had happened to her. She was harassed when she was drunk. Melinda feels that everything that happened because of her fault, even though she is a victim. Since Speak novel has a problem represented in the main character, the researcher finds the matter attractive to discuss in this research.

Sexual violence against adolescents is all forms of coercion and threats to engage in sexual activity. Sexual activity can include fingering, molestation, and even rape. The impact of sexual violence can be physical, psychological, and social. The physical impact can be in the form of being injured in the harassed part, if psychologically, it can be mental depression, fear of men, to suicide. Also, the social impact is the fear of being involved with the surrounding community (Purbararas, 2018).

The researcher analyzed this novel because this novel explains and describes the story of how the main character in the novel shows her courage to overcome her problems, the figure of the main character is the most influential in the whole story. Melinda, as the main character, shows that she has difficulty dealing with her life after her traumatic experience. Reading the novel, the researcher

understands how supporting someone after something horrible happens is very influential. Melinda cannot deal with every situation that happens to her because she is afraid that if she speaks up, everyone did not believe her. Besides that, Melinda has no support after her being raped. But, Mr. Freeman shows that he is one of the biggest supporters of Melinda. Melinda finally wants to speak up and express her feelings through art and support from her teacher.

In relating to the novel, the researcher finds several studies about this novel that use Melinda as their main data. The researcher presents four previous studies. The first researcher is Katrin (2014), who analyzed the psychology of the main character with Psychosocial Development by Erikson. The second researcher is Anindita (2018). She analyzed the impact of the traumatic experience on Melinda's use feminist approach. The third researcher is Nur Firza (2020). She identifies the trauma that happened to Melinda using Laurie Vickroy's theory and identifies character changes using Richard's Kraut theory. The last researcher is Oetomo (2015). He analyzed formal elements in the novel using a new criticism approach to analyze how Melinda overcomes her trauma uses new criticism approach.

Many studies used *Speak* novel as an object for their research. However, to make it different, the researcher focuses on Melinda's characterization. Looking for the characteristics of Melinda, the researcher finds her character and her problems interesting to be analyzed. The researcher wants to explore how the development of Melinda's characterization deals with her problems and explore more moral values reflected in the novel.

From the background of the study the researcher formulates the research question as below:

## **1.2 Statement of Problem**

1. How is Melinda as the main character described in the novel?
2. How is Melinda's characteristic development described in the novel?
3. What moral values are reflected in Melinda in Anderson's *Speak* Novel?

## **1.3 Objective of the Study**

This research tries to find and explores about moral values reflected in *Speak* novel main character. Specifically, this research has three main objectives. First is to see characteristic of main character. Second is to observe the characteristic development of main character. The third is exploring the moral values reflected in Melinda as main character.

## **1.4 Significance of the study**

The researcher hopes this research can contribute theoretically and practically. Theoretically, this study can use the field of literature as a reference for further research, especially for readers who want to research this topic. Practically, the researcher hopes that the analysis related to characterization can provide a clear picture to the reader. In addition, the researcher also hopes to understand better a person's characterization and how a person needs someone to support them to heal from difficult situations.

## **1.5 Scope and Limitation of the Study**

The scope of this research is the *Speak* novel by Laurie Halse Anderson. The limit of this research is in the main character and the way she overcome her problem in the novel. To make it clearly the researcher uses Murphy theory to analyze Melinda's characterization.

## **1.6 Method of Study**

### **1.6.1 Research Design**

This study present about is qualitative research. The researcher uses descriptive method to analyze the novel because the data taken from the dialogues or quotation in Anderson's *Speak* novel. Creswell stated that a qualitative research is an approach for analyzing and describing the meaning of the text of narrative studies without any survey and experimental research (Creswell, 2014, p.183).

### **1.6.2 Data Source**

In this study there are two types of sources: primary data and secondary data. The primary data was taken from Laurie Halse Anderson entitled *Speak*. The secondary data taken from books, journals, articles, and previous studies that examine the related matter.

### **1.6.3 Data Collection**

The researcher uses several steps to collect the data:

The researcher used several steps to collect the data, which consist of:

1. Read the novel intensively to understand the whole of the story. Then, the researcher read three times to looking the issue of the story.

2. Made a list or data table based on the issue in the novel.
3. Collected the data, based on dialogue or sentences related to Melinda's characterization.
4. Classified the data based on several points such as;
  - a. Melinda's characterization in the novel after she got sexual abuse.
  - b. Melinda's support influences her characteristic development
  - c. Examines moral values that reflected through main character
5. Collected the supporting data from books, articles, journals, or previous studies to support the primary data.

#### **1.6.4 Data Analysis**

1. Divided the discussion into three sections. Those are the kinds of Melinda's characterization after she got sexual abuse before she met a support. Then, the researcher analyzed how is Melinda's characteristic development after she met support from her teacher and what are moral values reflected in *Speak* novel.
2. Analyzed the result of the explanation.
3. Concluded the study.

## CHAPTER II

### THEORETICAL FRAMEWORK

In this chapter, the researcher explaining of literary theory used to analyze the characterization of Melinda in *Speak* novel.

#### 2.1 New Criticism

According to Lois Tyson, new critics were introduced to America and called “close reading.” It has been the standard method of teaching high schools and colleges literary studies for the past several decades. So in this sense, new criticism is still a real presence among us and probably will remain so for some time to come (Tyson, 2006, p.135). However, few students today know the theoretical underpinning that supports the classroom instruction that new criticism has promoted or its contribution to literary studies (Tyson, 2006, p.135). To fully appreciate new criticism’s contribution to literary studies today, we need to remember new criticism dominated literary studies in the nineteenth century and the early decades of the twentieth (Tyson, 2006, p.136).

It is about how to analyze the formal elements of meaning that actually exist in the text, what the writer writes is to carefully examine or “read carefully”. The form of formal elements is point of view, it's the setting, the characterizations, plot, and so on. (Tyson, 2006, p.137).

At that time, it was common to interpret a literary text by studying the life and time of the author to determine the author’s intent, i.e., the meaning the author intended for the text. (Tyson, 2006:136). So, if the reader wants to understand the



importance of the literary texts or the author's intention, the reader must focus on the text.

### **2.1.1 Character**

According to Abrams and Harpham, a character is a person who is represented in a dramatic or narrative work, which the reader interprets as a person who has certain moral, intellectual, and emotional qualities in the novel from what people say and their characteristic way of saying the dialogue and from what they do (2015, p.48).

Gill (1995, p.127) also explains that a character is someone in a literary work who have some identity. An identity which made up of appearances, such as conversations, actions, names, and (perhaps) thoughts that occur in the head. In addition Gill (1995, p.127) also explains that there is an important distinction between characterization and character. A character is a person in a literary work, and characterization is how a character is created.

In other words, characterization is the method and character of the product. It can be concluded that the character is someone featured in the story. The author writes the characters to move the story through the dialogues along the storyline. There are several kinds of characters in a story. Below, the researcher will explain the types of characters.

#### **2.1.1.1 Types of Character**

The researcher represents types of characters based on Nugiyantoro's book (2010) entitled *Teori Pengkajian Fiksi*. Nurgiyantoro classifies types of characters based on characterization into four kinds. There are main character and peripheral

character, protagonist and antagonist character, flat and round character, then static character and developing character.

The following is Nurgiyantoro's quotation definition between main and peripheral character:

The main character is a character who is prioritized and really determines in the story which concerned inside the novel. Even in certain novels, the main character is always present in every event and can be found and often appears on every page, because main character very important in influencing the development of the plot. Besides, Nurgiyantoro explains definitions of peripheral characters are characters that appear lacking, not essential, and only occur if there is a connection with the main character (Nurgiyantoro, 2010, p.177).

Based on the quotation above, it can be concluded that the main character is a character who often appears in every event and is very important in influencing the development of the plot. While a peripheral character is a character that is not so important and is not often mentioned in the story, and its existence is not important.

He also shows that type characters have a protagonist and antagonist. The following definition of protagonist and antagonist based on Nurgiyantoro's (2010):

Protagonist is a character who is described as a hero who often get sympathy and empathy from the readers. The protagonist is a character who displays something as we expect, while the antagonist character is the opposite of the protagonist. This character can cause conflict and tension between the protagonist and the antagonist (p.178).

Besides, antagonist characters who get sympathy from readers because he plays a good character in the story. While the antagonist is a character who is hostile to

the reader because he plays an evil character in the story and causes conflict between the protagonist and the antagonist.

Nurgiyantoro (2010) also explains defines about flat and round character:

Round characters are different from flat characters, round characters are characters that have various sides in their lives. A round character is difficult to understand, it can have a specific character, but it can also display many characteristics and behaviors, even difficult to predict, they also often give surprises (p.181).

Besides, Nurgiyantoro explain about flat character as follows:

A flat character is a character who only has one particular personal quality, one particular character trait. As a character, he does not have traits and behaviors that can surprise the reader. The nature of the flat character is flat, monotonous, flat, and only reflects one particular character (Nurgiyantoro, p.182).

In addition Roberts divide the fictional character into two, flat and round character. Those the definition of flat and round character, it can be seen in Roberts's quotation below:

Round characters are the center of our attention and are individual and unpredictable. Round characters benefit from the experience and undergo changes or developments in the storyline or play. Flat characters don't have complex emotions. Flat characters are Simple and one-dimensional. They may not have more than one role to play in a story or be associated with no more than one dominating idea. Usually, flat traits are minor, not individual but functional and structural, static, unchanging, and distinguished from round characters (2012, p. 155-156).

Based on the quotation above, flat characters have only one character and do not change throughout the story. While round characters are different from flat characters, round characters are unpredictable and surprise the reader, and round characters also experience development and change in the story.

Nurgiyantoro also explains definition static and developing character, the following are definition about static and developing character:

Static character is character who are less involved and influenced by story changes that occur due to human relationships. The static character does not develop from the beginning to the end of the story. While, a developing character is a character who experiences changes and developments in a storyline with the development and changes in the events of the plot story. There are changes that occur outside of them, and the existence of human relationships can cause changes and the development of attitudes and character (Nurgiyantoro, 2010, p. 188).

Perrine also supports the definition about static and develop character. It can be seen through the quotation bellow:

Fictional characters may also be classified as either static or developing fictional character. Static characters stay basically the same person from the story's beginning to the end. A developing character, on the other hand, goes through some changes in character, personality, or a different outlook. (Perrine, 2016, p.145).

According to the quotation above, the researcher concludes that static characters a character who does not change, and there is no development in their character. Meanwhile, developing character is a character who experiences changes and developments according to the plot of the story. Developing character also reacts to something outside their self, both to other characters and their environment.

According to the explanation of the type of character above, the writer concludes that Melinda is the main character. She can be categorized into the protagonist and round character.

### 2.1.2 Characterization

Characterization in literature is the way that an author introduces, develops, and describes a character in literary works (Bennet and Royle, 2005:65). The character can be defined directly or indirectly by the author through the actions, thoughts, and speech of the character (Eliza and Septiani, 2021, p.92).

Bennett and Royle (2005, p.60) also explain that characterization in literary works is the process used by the author to develop character and create character images for readers. On the other hand, it is how the writer expresses his personality in a work of fiction or, in other words, the method of characterization of the depiction of the character.

In addition, according to MJ. Murphy, in his book *Understanding Unseen* (1972:161-173), there are nine methods of describing characters in literary work, so that the character can be understood by the reader, such as character of personal description, character as seen by another, character as seen by speech, character as seen by past life, character as seen by conversation character of other, character as seen by reaction, character as seen by direct comment, character as seen by thought, and character as seen by mannerism.

#### a) Personal description

A character can be analyzed through their personal description. The details about the character's appearance include the face, eyes, skin, and so on. The detail of character also can describe by the author to find important things that relate to characterization (1972:161). This method can provide certain clues related to the character because each character has a different appearance. It means the

character's personality can be known from the clothes that the character wears and from facial expressions because each character has their own appearance (1972:162).

b) Character as seen by another

A Character can be analyzed from other characters' opinions. The author can describe the character thoroughly from the eyes and views of other characters (1972:163).

c) Speech.

The character is analyzed through speech. The author conveys some explanation about the character through what the character says. Whenever a character speaks, whenever a character talks to other people, whenever a character expresses an opinion. Through what the character says, he gives directions to the reader (1972:164).

d) Past life

A character can be analyzed through a past life. The author usually gives clues to the reader through the character's past life and how past events have helped shape a person's character (1972:166).

e) Conversation of Others

A character can be analyzed by conversation. The author provides clues and describes the character through the conversations with other characters and the things they say about the character themselves (1972:167).

f) Reactions

A character can be analyzed through reactions. The author describes the character by telling how the reactions of the character and how the character responds to various situations and events that occur in the story (1972: 168).

g) Direct comment

A character can be analyzed through direct comments. The author describes the character directly by providing an explicit description or comment and giving the reader the opportunity to imagine the character's characteristics about the meaning of the author's comments (1972: 170).

h) Thoughts

A character can be analyzed through thinking by knowing the thoughts in these characters' minds. The author provides an overview of the characteristics of what the character thinks. The author also provides information on the characters' feelings (1972:171).

i) Mannerism

The character can be analyzed in its behavior as a whole. The author describes a person's behavior, habits, or anomalies to say something about the character. This means that the author describes a character's behavior, a description of the character's habits and behavior (1972: 173). Mannerism implies that the author can explain how the character's habits and behavior.

Based on the statement above, the researcher focuses on analyzing Melinda as the main character who changes along with the problems in her life. The problems experienced by Melinda will affect her personal life. The theory used by the researcher presents the main character's complete figures by seeing a personal

description character as seen by another, speech, past life, the conversation of others, reactions, direct comment, thought, and mannerism. Thus, these ways help the reader understand how Melinda's characterization overcomes her problems in her life because how people deal with problems is influenced by their characterization.

## **2.2 Moral Values**

Moral in the story is a suggestion related to certain moral teachings that are practical, which can be taken (and interpreted) through the story in question by the reader. The moral is a 'guidance' that is deliberately given by the author on various matters related to life problems, such as attitudes, behavior, and social manners. Morals can be found in real life, as the model shown in the story through the attitudes and behavior of the characters (Kenney, 1966).

Nurgiyantoro (2010) defines about moral value in the following quote:

A literary work is written by the author to among other things, offer his idealized model of life. Fiction contains the application of morals in the attitudes and behavior of the characters in accordance with their views on morals. It is through the stories, attitudes, and behavior of the characters that readers are expected to be able to take lessons from the moral messages conveyed, which are mandated (p.322).

It can be concluded that a work of fiction conveys morals through stories, attitudes, and behavior of characters in the story that the reader can take lessons from.

In addition, Nurgiyantoro (1995) also explains, that morals in literary works, or the wisdom that readers get through literature, are always in a good sense. Almost every work of fiction contains a moral message. For example, there are



often more than different moral messages in such a relatively long novel. This is not to mention based on the considerations and interpretations of the readers, which can also vary in terms of number and type (p.322).

The type of moral message teaching itself can address problems that can be said to be unlimited. It can cover all of the issues of life. The problems of life and human life can be divided into of human relations with oneself, human relations with other humans in the social sphere, including their relationship with the natural environment, and human relations with God (p. 323).

Moral values that often appear in literary works are usually problems in the form of social relations, for example, problems related to humans, which include; friendship, loyalty, betrayal, kinship, parent-child relationships, and others that involve human interaction (Nurgiyantoro, 2010, p.336). The form of delivering a moral message in a work of fiction may be direct or indirect. In a novel itself, it is possible to find a message that is hidden so that not many people can feel it, but there may also be a message that is rather direct and seems to be highlighted. The first is a form of direct delivery, which means that the author, in this case, is patronizing the reader, directly giving advice and advice. Readers can easily understand what is meant (Nurgiyantoro, 2010, p.336). The second is indirect delivery, which means the author gives the message in a less communicative way. That is, the reader does not immediately understand what the author conveys. However, this is seen as an advantage of a literary work because literary works are essential, which means that they can allow an interpretation from other people, including readers (Nurgiyantoro, 2010, p.328)

As contained in the *Speak* novel, the problem faced by Melinda. The problem that Melinda faces is a problem that has to do with social problems. She has problems with her parents and friends and the perpetrator who harassed Melinda. After Melinda successfully solves the problem, the researcher concludes that the author indirectly conveys several moral values to the reader.

### 2.3 Review Related of the Studies

To support this study, the researcher looked at some of the previous studies on *Speak* Novel. The first study is compiled by Katrin Rahma Pandansari (2014) student majoring in the English Department in Yogyakarta State University, the title is "*The Cause and Effect in Melinda's Traumatic Experiences: A Psychosocial Analysis in Anderson's Speak*". In her thesis, she analyzed the main character of the novel with Psychosocial Development by Erikson. The author explain how the life experience of the main character and her struggle. The results is the researcher finds that Melinda suffers from identity diffusion in her adolescence period. The pressure of life leads her into identity diffusion.

The second previous study written by Anindita Kris Wicaksono (2018) student majoring in the English Department in Unika Soegijapranata Semarang, her title from her thesis is "*Sexual Abuse in Laurie Halse Anderson's Speak: A Feminism Perspective*". In her thesis she analyzed the main character of the novel with radical feminism approach. In her thesis she used qualitative method and also use theory from Sexual Politics book written by Kate Millet for analyzed sexual abused. The result is Melinda an example of the society misconceptions on how sexual violence should be treated. Melinda experienced both psychological and

emotional trauma such as depression, anxiety, excessive self-consciousness, losing trust and self-mutilation.

The third previous study written by Nur Firza Chaerunisa (2020) student majoring in Sastra Jepang at Universitas Komputer Indonesia, the title from her thesis is "*Trauma Pada Melinda Di Novel Speak*". From the two previous studies found by the researcher, this thesis uses Indonesian language. She uses a descriptive qualitative research method by identifying the trauma that happened to Melinda using Laurie Vickroy's theory and identifying character changes using Richard's Kraut theory. In her thesis, the author finds changes that Melinda explores flashbacks and combinations of elements such as sounds, experiences and emotions so that the reader can capture the changes in character and trauma as described in Vickory's Theory.

The fourth previous study was written by Doni Herdiawan Oetomo (2015), a student at Airlangga University. The title is "*Melinda's Struggle to Overcome Her Sexual Abuse Trauma in Laurie Halse Anderson*" he analyzed formal elements in the novel such as characterization, plot, setting, theme, and symbolism in his thesis. The results show that the plot and setting explain how Melinda's struggles appear and continue to overcome her trauma. The researcher found Melinda's characterization is introverted, sarcastic, and depressed.

Those previous studies inspired the researcher to conduct this research. That previous study focuses on Melinda's psychology. None of them put moral values in her research. However, this research only focuses on Melinda's characterization. Melinda has interesting characteristics. Melinda has some

developments in her character. Melinda's character is round. She is unpredictable and surprises the reader at the end of the story. The researcher wants to analyze how Melinda's characterization after she got sexually abused because she has no support from anyone. Melinda does not say what happened to her because she feels that she was raped at her fault. The researcher also analyzes how Melinda's character develops and how she solves her problem after getting support from her art teacher. Then, the researcher can explore the moral values reflected in the *Speak* novel.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER III

### ANALYSIS

This chapter discusses in accordance with the issue in this paper. This chapter will explain Melinda's characterization after she got sexual abuse.

Melinda's characterization shows that she deals with every situation in her life because she has no support. Moreover, the next is to analyze and examines in detail Melinda's characteristic development and how Melinda's character has changed because she finally found someone who can support her, Mr. Freeman as her art teacher. Lastly, the researcher explains what moral values are reflected in *Speak* novel through Melinda as the main character.

#### **3.1 The Description of Melinda's characterization**

This part describes Melinda's characterization in the novel after she got sexual abuse. Melinda has several characteristics in the novel as the main character. According to Nurgiyantoro (2010, p.177), the main character is a character who is prioritized in the story in which concerned inside the novel.

The main character is very influential in every plot of the story, which means the main character determines the development of the whole plot of the story.

Melinda is the main character because Melinda has shown from the beginning of the story to the end of the story. As the main character, Melinda becomes the center because she is prioritized in story development,

how Melinda's character deals with every difficult situation that occurs in her life because of her past life events, that Melinda has no support that makes her not want to speak up about what happened to her.

### **3.1.1 Melinda is a Indecisive Person**

Melinda is described as a character who finds it difficult to talk about the problems that occur in her life because of the horrible incident at the party. Her indecisive character shows that Melinda always chooses to keep silent about what problems she faces. Melinda feels that her problems are because of her fault. Melinda was afraid that people around her could not believe that she was harassed. It makes Melinda feel doubt if she tries to speak up, she will be blamed.

Melinda does not want to tell about what she is facing to other characters, namely her parents or teachers. The following quote is, "I know my head isn't screwed on straight. I want to leave, transfer, warp myself to another galaxy. I want to confess everything, hand over the guilt and mistake and anger to someone else." (Anderson, 1999, p.38). Based on the quotation, every time Melinda wants to tell what is in her head, Melinda's reaction is that she cannot speak and freezes.

Another quotation shows that Melinda cannot speak anything "Me: [inside my head] Would you listen? Would you believe me? Fat chance." (Anderson, 1999, p.77)." Melinda was forced to tell her teacher what problem she has happened to her, but again Melinda chose to remain silent and not tell because her head showed that telling stories would not solve the problem. Based on the quotation, Melinda's reaction is still doubtful about herself. Melinda also feels unsure of

herself and does the same to those around her. Melinda felt that if she told her story, no one would believe her the incident she was in.

In another situation, the school feels that Melinda's grades are below average, and Melinda often skips classes. The school plans to call her parents and bring in a guidance counselor so that Melinda will tell her about what made her like this.

We have a meeting with Principal. Someone has noticed that I've been absent. And that I don't talk. They figure I'm more a head case than a criminal, so they call in the guidance counselor, too. (Anderson, 1999, p.76).

Melinda felt she was being treated like a criminal because she didn't want to talk. Her parents had forced her to speak, and Melinda's mother was annoyed because Melinda still not speak up.

The next situation is Melinda's mother is mad at Melinda because she won't say anything. Melinda's mother wants to solve the problem that happened to Melinda, but Melinda refuses her and her cooperate school.

"Why won't you say anything?" "For the love of God, open your mouth!" "This is childish, Melinda." "Say something." "You are only hurting yourself by refusing to cooperate." "I don't know why she's doing this to us." (Anderson, 1999, p.77).

The principal said that the school was ready to help what happened to Melinda, as long as Melinda said what made her skip school. But Melinda felt she didn't need to say anything, and she didn't want to say anything. Melinda's Indecisive characterization shows that she still does not have firmness, so the problem is solved by being helped by others. Due to her indecisive character, Melinda always felt that she must keep her story about what happened to her because she felt the horrible incident is because of her fault.

The next following quote is, Melinda's mother was mad. Melinda's mother should have forced Melinda to speak with kind words, but Melinda's mother snapped at her. Melinda's father also felt that Melinda's school had a bad impact on Melinda.

Mother: "You think this is funny? We are talking about your future, your life, Melinda!"

Father: "I don't know where you picked up that slacker attitude, but you certainly didn't learn it at home. Probably from the bad influences up here." (Anderson, 1999, p.78).

Because Melinda's parents' reaction was not what Melinda expected, Melinda finally reacted the same as before, and she remained silent again. The characterization of doubt in Melinda makes her lose faith in her teachers and even her parents. It shows that Melinda feels that Melinda is always required to do what they want.

Do they choose to be so dense? Were they born that way? I have no friends. I have nothing. I say nothing. I am nothing. I wonder how long it takes to ride a bus to Arizona. (Anderson, 1999, p.78).

Melinda felt forced by her teachers and parents because they wanted to know what was really going on in her mind, which finally made Melinda want to run away. Melinda felt that everyone was forced to help Melinda. They just wanted Melinda to talk about why Melinda skipped school without wanting to know what else happened to Melinda. Based on the quotation above, Melinda's indecisive characterization finally affected her image of the principal, guidance counselor, and her parents to be bad. It was shown by Melinda's couldn't tell about what really happened to her. Melinda felt when she speak up, her parents didn't not trust her because at the night party Melinda lied to her parents.



In another situation, Melinda needed a lawyer to show up every day this semester because she did not want to do anything, especially since she had to talk about what had happened.

I need a lawyer. I showed up every day this semester, sat my butt in every class, did some homework, and didn't cheat on tests. I still get slammed in MISS. There is no way they can punish me for not speaking. It isn't fair. What do they know about the inside of my head? Flashes of lightning, children crying. Caught in an avalanche, pinned by worry, squirming under the weight of doubt, guilt. Fear' (Anderson, 1999, p.102).

Based on the quotation above, Melinda is still forced by her teacher to tell what really happened to her because it affects their learning at school. Melinda's teacher wants to know why she does not do her homework. Even though Melinda was threatened with bad grades in her class, her reaction was still not wanting to speak. Melinda felt it was unfair that she was constantly forced to tell what she should not be able to tell. Based on the quotation above, Melinda's characterization is analyzed through her thoughts. According to Murphy (1972, p.171). "Characters can be analyzed through thinking by knowing the thoughts that are in the minds of these characters." Melinda's thoughts showed that she couldn't say anything, she thought that no one would believe her when she told her what had happened. The feeling that Melinda feels worried and afraid. Melinda's feeling shows that she is always indecisive about her decisions.

### **3.1.2 Melinda is a Unsociable Person**

Melinda describes that she has almost no friends. Indeed Melinda is described as an unsociable person. Melinda chooses to avoid the people around her even though when Melinda is at school. Melinda only has a true best friend

named Heather. Even during school holidays, Melinda chooses not to go out; she stays home. Melinda prefers spending her holidays watching cartoons rather than going to crowded places, such as malls and swimming pools. Even Melinda is reluctant to answer the phone. The following quote describes how Melinda avoids the crowd “I wasted the last weeks of August watching bad cartoons. I didn't go to the mall, the lake, or the pool, or answer the phone.” (Anderson, 1999, p.9). Melinda does not want to interact with anyone and chooses to be alone and stay at home. This shows that Melinda does not want to socialize or do things involving others.

In another situation, Melinda does not want to participate in club activities in her school because she thinks the club is a waste of time. Melinda is described as a genuinely anti-social person. Melinda prefers to be alone and chooses not to do any activities.

Heather: “What should we do? What do you want to join? Maybe we should tutor at the elementary school.” She increases the speed of the treadmill. “What about your friends from last year? Don't you know Nicole? But she does all those sports, doesn't she? I could never do sports. I fall down too easy. What do you want to do?” (Anderson, 1999, p.22).

Based on the quotation above, Heather Melinda's friends ask her to join a club because they are new students at senior high school. When Heather asked Melinda what clubs Melinda wanted to join, Melinda said that clubs are stupid. Melinda prefers to stay silent rather than join a club that she thinks is crowded and needs interaction with other people who will waste her time.

Another conversation shows that Heather wants to suggest Melinda have a goal in every period. Heather asked again to Melinda what her goals was, and Melinda said that her goal was to go home and take a nap.

“..... Heather: “What are your goals, Mel?”

I used to be like Heather. Have I changed that much in two months? She is happy, driven, aerobically fit. She has a nice mom and an awesome television. But she’s like a dog that keeps jumping into your lap. She always walks with me down the halls chattering a million miles a minute. My goal is to go home and take a nap. (Anderson, 1999, p.22).

Melinda is more comfortable at home than having activities related with other people. Melinda thinks that just being at home is enough. Based on the quotation above, it can be seen that Melinda and Heather have different characteristics, Heather is a sociable person, and she has a goal by inviting Melinda to plan something so that they have activities together. According to Murphy (1972, p.167). “Characters can be analyzed by conversation of others. The author provides clues and describes the character through the conversations with other characters.” Based on the quotations above, Melinda has conversation with Heather. Through the conversations they had, it was shown that Melinda is a person who doesn’t want to socialize with other people, Melinda doesn’t want to join clubs because she feels it's a waste of time and is better off sleeping at home.

### **3.1.3 Melinda is a Depressed Person**

The impact of the sexual abuse that happened to Melinda was that Melinda's psychological condition was disturbed. Melinda becomes depressed because she is not interested in any social activities, does not care about her appearance, and tries to hurt herself.

Before Melinda had a bad experience that she had been harassed, Melinda was a person who had a beautiful face. Even someone who harassed him said that Melinda was a beautiful girl. The following quote shows that Melinda was a beautiful Greek God: “Where did you come from? You’re too beautiful to hide in the dark. Come dance with me.” (Anderson, 1999, p.89).

After the incident that Melinda had been harassed, Melinda became indifferent to her appearance. Melinda is getting messy.

I watch myself in the mirror across the room. Ugh. My hair is completely hidden under the comforter. I look for the shapes in my face. Could I put a face in my tree, like a dryad from Greek mythology? Two muddy-circle eyes under black-piggy-nose nostrils, and a chewed-up horror of a mouth. Definitely not a dryad face. I can’t stop biting my lips. It looks like my mouth belongs to someone else, someone I don't even know. (Anderson, 1999, p.18).

When Melinda had just entered the new school year when she was about to go to school, she looked in the mirror and found her face was very messy and scary. As quoted above, Melinda showed after she was got sexual abused was that she became indifferent to her appearance. Melinda became indifferent to her appearance, and her face turned very ugly with dark circles in her eyes. She realized that she was like a Dryad from Greek mythology. She felt that her nose was like a pig's, and her mouth was terrible. Teenagers of her age should take good care of their bodies, including their faces.

The most extreme impact that Melinda did was Melinda tried to commit suicide. This is shown because Melinda's character is described as having a characterization that shows Melinda really depressed after she was abused.

'I open up a paper clip and scratch it across the inside of my left wrist. Pityful. If a suicide attempt is a cry for help, then what is this? A whimper, a peep? I draw little window cracks of blood, etching line after line until it stops hurting. It looks like I arm-wrestled a rosebush.' (Anderson, 1999, p.60).

After the horrible incident that happened to Melinda, Melinda likes to sleep in her closet. Melinda also tried to commit suicide by slashing her hand with a paper clip until it bled. Based on the quotation above, according to Melinda's character, she really feels depressed. She feels she can't heal herself because of her depression over what happened to her.

In another situation, Melinda's mother saw Melinda's wrist, which she cut with a paper clip, and her mother did not care. Her mother saw Melinda's wrist when they had breakfast. The following quote shows that Melinda's mother really does not care about Melinda Mom: "I don't have time for this, Melinda." Me: She says suicide is for cowards." (Anderson, 1999, p.61). Based on the quotation, the family beside Melinda should have asked Melinda what happened. Melinda's mother said that she did not have time for that. Melinda's mother did not care when Melinda slashed her hand. Her mother says suicide is only for rewards. Her mother should have asked what happened, feeling worried, asking the reason why Melinda cut her own hand, but Melinda's mother did the opposite. She did not have time for Melinda, and it bothered her a lot.

In another situation Heather as Melinda's friend said she was depressed because Melinda did nothing and did not want to tell anyone what was happening. Heather said that Melinda and she were not really friends because they did not tell

each other how they felt. Melinda also tells what happened to her. What does Melinda like, and other things that need to be talk between friends.

Heather: [smiling with her mouth but not her eyes] “We were never really, really friends, were we? I mean, it’s not like I ever slept over at your house or anything. We like to do different things. I have my modeling, and I like to shop...”

Me: “I like to shop.”

Heather: “You don’t like anything. You are the most depressed person I’ve ever met, and excuse me for saying this, but you are no fun to be around and I think you need professional help.” (Anderson, 1999, p.71).

Heather felt that Melinda was not her friend. Real friends talk a lot, go to the mall for shopping together, and do other things. Even though Melinda has considered Heather to be her true friend since she entered high school, Melinda still never tells her what she is going through. According to Murphy (1972, p.163). “Characters can be analyzed from the opinions of other characters. The author can describe the character as a whole from the eyes and views of other characters” Based on the quote above based on Heather's view, Melinda is a depressed person. Melinda does not like anything and does not like to do anything. Heather said Melinda needed professional help to deal with her depression.

One of the characteristics of depressed person is feeling worried and feeling excessively afraid. Melinda is afraid when she met Andy Evans, Melinda wants to scream but she can't do anything. Melinda was really struggling was when she met Andy Evans, the man who was harassing her.

I am a deer frozen in the headlights of a tractor trailer. Is he going to hurt me again? He couldn't, not in school. Could he? Why can't I scream, say something do anything? Why am I so afraid? (Anderson, p.105).

Based on the quotation above, Melinda's depressed character is shown through her panicked reaction, frozen, and unable to scream when she meets Andy Evans. Melinda wants Andy not to meet her at school. It makes Melinda worried that she would be harassed again.

When I close the closet door behind me, I bury my face into the clothes on the left side of the rack clothes that haven't fit for years. I stuff my mouth with old fabric and scream until there are no sounds left under my skin. (Anderson, p.105).

After meeting with Andy Evans at school, Melinda then rushed home. Based on the quotation above, Melinda's reaction then entering the closet and shouts silently. Melinda again felt that the closet was the most comfortable and safe place to hide when she was worried.

#### **3.1.4 Melinda is a sensitive person**

After the horrible incident, Melinda also describes that she is sensitive person. Every time Melinda remember about what happened to her, Melinda is crying, she is feeling hurt. Melinda did not tell her parents how she felt because Melinda felt guilty about what had happened at the party. Melinda lied about that night, it made it difficult for Melinda to try to tell what she really felt. Melinda feels like drone, she full secret and lies and she felt that she had to pretend until she graduated.

I'm just like them—an ordinary drone dressed in secrets and lies. I can't believe we have to keep playing until I graduate. It's a shame we can't just admit that we have failed family living, sell the house, split up the money, and get on with our lives (Anderson, 1999, p.50).

Based on the quotation above, Melinda feels that she cannot be honest with her own family because Melinda knows incident that happened to her is her fault.

Melinda still has no support that make her speak up to her family. The family should be the place where she can talk and the main support if someone experiences painful things or problems in her life.

In another situation when Christmas, Melinda was gifted by her parents with a drawing book and charcoal pencils. Melinda was happy, but when Melinda wanted to try to talk to her mother, she could not. Melinda could only wipe her tears. Every time she remembers that incident, Melinda's reaction is to cry, especially since Melinda can't tell her parents what happened. "I almost tell them right then and there. Tears flood my eyes." (Anderson, 1999, p.51). During the Christmas season, Melinda showed that she always remembers the bad things that have happened to her, but she cannot say anything. Melinda became sensitive person, she always crying when she remember the horrible incident. Melinda still not tell her parents even though her parents gave her the gifts that made her happy. Her quite happy. Melinda feels everything that happened because her fault, Melinda blame herself.

### **3.2 The Description of Melinda's Character Development**

This part will describe the development of Melinda's character in dealing with her problems. Melinda is indecisive, unsociable, depressed and sensitive but there are some developments in her character. Her biggest changing happens after Mr. Freeman come in at the beginning semester. Melinda personality changes than before. She turns from lousy personality into kind personality.

The transformation of Melinda is not just in her personality but also and her attitude. At the beginning, Melinda described as indecisive, unsociable, depressed,



and sensitive. Then she changes become a truthful, consistent, and courage person. According to Nurgiyantoro (2010), a round character has various side in their life. A round character is difficult to understand, they can have a specific character, but they can also display multiple characteristics and behaviors, even difficult to predict (p. 181).

Melinda has multiple characteristics and is difficult to predict. At the beginning of the story, Melinda shows that she has difficulty dealing with her problems because there is no support in her life. After getting support from her art teacher, Melinda finally wants to try to tell her what happened to her slowly. Melinda also tries to grow and talk to other people. Melinda also tries to be consistent with art lessons to express her feelings until she can finally fight someone who has hurt her.

### **3.2.1 Melinda becoming a consistent person**

Before Melinda wants to interact with other people, Melinda tries to enjoy in Mr. Freeman's class, art. Mr. Freeman helped finish Melinda's work and did not blame her. Mr. Freeman helped Melinda by making her pour her feelings into art "Welcome to the only class that will teach you how to survive," he says. "Welcome to Art." (Anderson, 1999, p.13). Based the following quotation the situation shown is the first week at school, Mr. Freeman tries to introduce what art is. Mr. Freeman is one person who is able to change Melinda's character little by little to cure the problems faced by Melinda. Mr. Freeman tackles Melinda's problems through art.

Mr. Freeman suggests to his students that they have to spend their time on art. Art can express feelings, and art is too easy to learn that algebra.

Mr. Freeman: “Why not spend that time on art: painting, sculpting, charcoal, pastel, oils? Are words or numbers more important than images? Who decided this? Does algebra move you to tears?” (Hands raise, thinking he wants answers.) “Can the plural possessive express the feelings in your heart? If you don’t learn art now, you will never learn to breathe!!!” (Anderson, 1999, p.14).

Mr. Freeman also said that art could describe how one finds the real soul and learning art can express the feelings in the real heart, and Mr. Freeman said that all students should create an object to express their emotions. Mr. Freeman tries to explain the advantages of studying art instead of the dizzying learning of algebra. Mr. Freeman tries to explain to his students that if they don’t learn art now, they won’t be able to express how they feel.

Mr. Freeman is give his student task to draw an object. The end of the year they have to make their object say something. Mr. Freeman is really shows that he want to know how the student feels through their object, especially Melinda.

On the paper you will find one word, the name of an object. I hope you like it. You will spend the rest of the year learning how to turn that object into a piece of art. You will sculpt it. You will sketch it, papier-mâché it, carve it. If the computer teacher is talking to me this year, you can use the lab for computer-aided designs. But there’s a catch—by the end of the year, you must figure out how to make your object say something, express an emotion, speak to every person who looks at it. (Anderson, 1999, p.15).

In the next situation, Mr. Freeman gave the task to their students, especially Melinda, to draw one of the objects of their choice on paper as they could like it. At the end of the semester, they had to change the objects they drew to express

their feelings. Based on the quotation above, Mr. Freeman clearly makes their students really express what they feel. And Melinda finally chose to draw a tree.

‘Tree.’ Tree? It’s too easy. I learned how to draw a tree in second grade. I reach in for another piece of paper. Mr. Freeman shakes his head. ‘Ah-ah-ah,’ he says. ‘You just chose your destiny, you can’t change that.’ (Anderson, 1999, p.15).

In this situation, Melinda’s tries to do first task from Mr. Freeman, draw an object. Melinda just chose to draw a tree which she thought was easy and not difficult for herself. Melinda doubted that she would have a hard time drawing anything else. Mr. Freeman said Melinda drew something too easy because she only drew trees. Based on the quotation above, however, Mr. Freeman considers the object Melinda chose to draw an easy object. Mr. Freeman still supports Melinda for what she chooses for her destiny. The situation above is the first Mr. Freeman support, Melinda.

The next situation, even though Melinda is still difficult in situation around her. Melinda still consistent about what she doing, Melinda still do her art object even though she has to hide in the closet. The following quotation shows that Melinda feels that the art room cannot provide Melinda with comfort because too many people watch her. “I work on Heather's posters for two weeks. I try to draw them in the art room, but too many people watch me. It is quiet in my closet, and the markers smell good.” (Anderson, 1999, p.59). Based on the quotation, Melinda also draws and does her homework in the closet. Melinda realized that if she drew in the art room, Melinda would be the focus of attention of her friends. Melinda is an unsociable character. Therefore she is not confident if the people around her, including her friends, pay attention to what she is doing. Melinda

prefers to stay away from her friends by going into the closet so that she feels calm.

In the next situation, Melinda do another work given by Mr. Freeman.

Melinda repeated what she was doing because she felt the last tree she had made failed.

I start a new linoleum block. My last tree looked like it had died from some fungal infection—not the effect I wanted at all. The cold makes the linoleum stiffer than usual. I dig the chisel into the block and push, trying to follow the line of a tree trunk. (Anderson, 1999, p.62).

In another situation, Melinda did well in art class, and she could carve a picture of her tree on a linoleum block. According to the quotation above, this situation shows Melinda is consistent about what she is doing, she trying to do well in art class and finished her work.

Melinda still try to enjoy in art class, she continued what she was doing, but Melinda was cut because she wasn't careful.

I follow the line of my thumb instead and gash myself. I swear and stick my thumb in my mouth. Everybody looks at me, so I take it out again. Mr. Freeman hurries over with a box of Kleenex. It isn't a deep cut, and I shake my head when he asks if I want to go to the nurse's office. He washes my chisel off in the sink and puts bleach on it (Anderson, 1999, p.63).

In the next situation, when Melinda was doing her art lessons, her hand was cut. Although not very deep, Mr. Freeman immediately rushed to take the medicine box to treat Melinda and suggested Melinda to go to the nurse's office but Melinda refused. Mr. Freeman also helped wash his chisel in the sink because it was exposed to blood. Based on the quotation above, even though she was hurt

because she was not careful, Melinda still tries to be consistent with what she does in art class.

In another situation, after school, Melinda stayed to do her work on tree sketches. Melinda finished her tree sketch on brown paper. Melinda still tries to do her best for the work she does according to what Mr. Freeman suggested.

I stay after school to work on tree sketches. Mr. Freeman helps me for a while. He gives me a roll of brown paper and a piece of white chalk and shows me how to draw a tree in three sweeping lines. He doesn't care how many mistakes. The art room is one of the places I feel safe. I hum and don't worry about looking stupid. (Anderson, 1999, p.104).

Based on the quotation, shows that Melinda is still consistent about what she doing. Even though that her time to go home after school, she stayed in art class to do her homework. Mr. Freeman shows that he supports what Melinda is doing. Mr. Freeman also helps Melinda to finish her work by giving her a roll of brown paper and a piece of white chalk. Then, Mr. Freeman also helps Melinda to show how to draw a tree in three sweeping lines. Melinda felt that Mr. Freeman helped her. She felt supported because Mr. Freeman did not care about Melinda's mistakes as long as she wanted to try. Melinda also felt that the art room was the safest place because she did not feel worried about looking stupid. Melinda feels art is to make her learn from mistakes.

### **3.2.2 Melinda becoming a truthful person**

Before Melinda becoming truthful person, Melinda felt that she cannot speak with anyone because she doesn't have support. But, her teacher Mr. Freeman tries to give Melinda explanation about art can make survive and through art we can

express our feelings. Mr. Freeman said to Melinda when someone is having a hard time about how he or she is feeling, they need someone else to listen. Finally, Melinda wants to carry out the advice of Mr. Freeman. Melinda tries to speak up about her horrible incident to her friends and to Rachel even Rachel cannot believe what Melinda said.

The first situation is shows that Melinda tries to interact with other people, namely her art teacher, Mr. Freeman. Mr. Freeman gives support to Melinda through praise for what Melinda has done. Before she wants to interact with other people she felt that she cannot speak with anyone because she doesn't have support.

'You did a good job with that Cubist sketch,' he says. I don't know what to say. We pass a dead dog. It doesn't have a collar. 'I'm seeing a lot of growth in your work. You are learning more than you know.'

Me: 'I don't know anything. My trees suck.' Mr. Freeman puts on his turn signal, looks in the rearview mirror pulls into the left lane, and passes a beer truck. 'Don't be so hard on yourself. Art is about making mistakes and learning from them.' He pulls back into the right lane. (Anderson, 1999, p.82).

The quotation above shows that Melinda wants to tell Mr. Freeman that she feels indecisive about her actions. Although Melinda thought that the tree as the object she chose was lousy and there was no progress, Mr. Freeman said that Melinda had done her job well more than she thought. Mr. Freeman supports Melinda that the development of the art that Melinda is doing is perfect. Mr. Freeman also supported her by saying not to be too hard on her. Art is about learning from mistakes. Melinda attended Mr. Freeman's classes for an entire semester and was rarely absent. Melinda expresses what she feels through art.

Melinda also tried to follow what Mr. Freeman said. Mr. Freeman explained to Melinda that she had to express emotions in her art.

The story continues, and Melinda is still confused about Mr. Freeman's explanation. Melinda wants to put her emotion into her art, but she does not know what she is supposed to feel.

Me: All right, but you said we had to put emotion into our art. I don't know what that means. I don't know what I'm supposed to feel. My fingers fly up and cover my mouth. What am I doing? (Anderson, 1999, p.82).

Melinda is with Mr. Freeman in the car. Melinda asked what Mr. Freeman meant because all this time, he had not felt what he was feeling through his image. Melinda did not know what she had to do to get the picture to describe how she felt. Based on the quote above, Melinda dared to ask what difficulties she had when working on an art assignment from Mr. Freeman. The quotation above shows Melinda's courage to talk to people other than her parents and friends.

Mr. Freeman answered what was asked of him. Mr. Freeman feels that Melinda really needs an explanation so that the art that she draw can express what she feels.

Mr. Freeman: "Art without emotion is like chocolate cake without sugar. It makes you gag." He sticks his finger down his throat. "The next time you work on your trees, don't think about trees. Think about love, or hate, or joy, or rage— whatever makes you feel something, makes your palms sweat or your toes curl. Focus on that feeling. When people don't express themselves, they die one piece at a time. You'd be shocked at how many adults are really dead inside—walking through their days with no idea who they are, just waiting for a heart attack or cancer or a Mack truck to come along and finish the job. It's the saddest thing I know." (Anderson, 1999, p.82).

Based on the quotation stated, Mr. Freeman explained in detail what Melinda had to do in the description. This situation shows that Mr. Freeman is trying to support Melinda so that Melinda can express and express her art through her drawings. Mr. Freeman told Melinda that someone who cannot express their self, he will not know the days without knowing who they are and how he feels.

Mr. Freeman tries to approach Melinda by trying to talk in more detail about what art is and what Melinda should do when she is in her art class. Mr. Freeman also gave Melinda a ride which shows that Mr. Freeman cares about Melinda.

‘If you ever need to talk, you know where to find me.’ I unbuckle the seat belt and open the door. ‘Melinda,’ Mr. Freeman says. Snow filters into the car and melts on the dashboard. ‘You’re a good kid. I think you have a lot to say. I’d like to hear it.’ I close the door. (Anderson, 1999, p.83).

Based on the quotation, Mr. Freeman shows that he supports Melinda. Mr. Freeman explained that when Melinda had trouble, Melinda could talk to Mr. Freeman whenever she needed to talk to him. Mr. Freeman was ready to hear her story. Mr. Freeman said that Melinda is a good kid. Even though Melinda is having a hard time telling what really happened, Mr. Freeman will still try to listen to what Melinda is feeling.

After Melinda meet Mr. Freeman in the last time, Mr. Freeman said that Melinda don't have to be silent about what happened to her. Melinda felt that she must try to speak about what happened to her. In the next situation, Melinda felt that she must be talk to her friends about what happened to her. When Melinda was sick, Melinda's friends visited her, and finally, Melinda told the truth about what had happened to her. The following quote shows that Melinda want to speak



about what happened to her “I would speak in front of an auditorium of my peers on How Not to Lose Your Virginity. Or, Why Seniors Should Be Locked Up. Or, My Summer Vacation: A Drunken Party, Lies, and Rape. Was I raped?”

(Anderson, 1999, p.107). Melinda try to speak to her friends about what happened to her. After Melinda told the events that happened at the party that made Melinda became like this in detail, Melinda convinced herself and asked if she was being raped?

Melinda’s friends did not believe what happened to Melinda. Melinda’s friends say that she is being raped no matter if she were drunk. It’s a horrible experienced.

Oprah: “Let’s explore that. You said no. He covered your mouth with his hand. You were thirteen years old. It doesn’t matter that you were drunk. Honey, you were raped. What a horrible, horrible thing for you to live though. Didn’t you ever think of telling anyone? You can’t keep this inside forever. Can someone get her a tissue?” (Anderson, 1999, 107).

Based on quotation above, Based on the quotation above, after Melinda said that she was harassed. Oprah's response said that what Melinda experienced was a terrible incident. Moreover, Melinda kept everything to herself. Oprah says that, despite Melinda drinking, what the perpetrator did was wrong.

Another response, is from Sally. Sally also said that what happened to Melinda was not her fault.

Sally Jessy: “I want this boy held responsible. He is to blame for this attack. You do know it was an attack, don’t you? It was not your fault. I want you to listen to me, listen to me, listen to me. It was not your fault. This boy was an animal.” (Anderson, 1999, p.107).

Based on the quotation above, Melinda finally want to tell what had been experienced. Oprah and Sally saying that Melinda was not wrong. It was all Andy Evans' fault for harassing her. Oprah and Sally didn't blame Melinda for what had happened.

The next situation is Melinda meet Rachel, her ex-best friend. The events at the summer party make their relationship between friends has broken. However, Melinda decide to still tell about why she called the police to break up the party, so there is no misunderstanding between them. The following quote shows that Melinda tries to tells about the incident "I didn't call the cops to break up the party, I write. I called—I put the pencil down. I pick it up again—them because some guy raped me. Under the trees. I didn't know what to do." (Anderson, 1999, 119).

After several times Melinda considers whether or not she needs to tell the incident to Rachelle. Melinda finally wants to say hello to Rachelle and tell her what she could not tell. Melinda was very happy to be able to talk to Rachelle again. Because she felt that she could be honest with what really happened at the party.

Oh my God, I am so sorry, she writes. Why didn't you tell me? I couldn't tell anybody. Oh my God, are you OK?

No, I don't think so. But, yeah, I'm OK.

Who did it?

Andy Evans

LIAR!

She stumbles out of her chair and grabs her books off the table. I can't believe you. You're jealous. You're a twisted little freak and you're jealous that I'm popular and I'm going to the prom and so you lie to me like this. And you sent me that note, didn't you? You are so sick. (Anderson, 1999, p.120).

In another situation, Melinda tries to speak honestly to tells another friend, Rachel. Melinda thought Rachel that Andy Evans was harassing her, and Rachel says that Melinda is lying because Andy Evans is Rachel's boyfriend. Rachel could not believe that Andy Evans was harassing Melinda. Rachel said that Melinda was sick and envious of her. Based on the quotation above, Melinda has been trying to be honest because she wants to be best friends again with Rachel and does not want to cause any more misunderstandings about why she called the police at the party.

### **3.2.3 Melinda becoming a courageous person**

Melinda's character development does not only occur in her characterization but in her attitude too. The story's beginning shows that Melinda was distraught when she faced Andy Evans. Melinda feels afraid every time she meets Andy Evans. Over time, because Melinda has received support from her teacher, and Melinda is also consistent with what she does so that she can express what she feels, finally her attitude also changes. Melinda bravely fought Andy Evans.

This part shows that Melinda's problem can solved. Melinda takes action against the perpetrator who harassed her. Before semester ends, Melinda shows no indecision to fight Andy. It shows that her personality and attitude totally changed. Melinda's action also shows that she can face Andy. Andy attacks Melinda because Andy feels that Melinda blows him up for breaking up with Rachel. Andy said Melinda was a disgusting woman because Andy felt that Melinda said things that were not true about him.

I reach in and wrap my fingers around a triangle of glass. I hold it to Andy Evans' neck. He freezes. I push just hard enough to raise one drop of blood. He raises his arms over his head. My hand quivers. I want to insert the glass all the way through his throat, I want to hear him scream. I look up. I see the stubble on his chin, a fleck of white in the corner of his mouth. His lips are paralyzed. He cannot speak. That's good enough. (Anderson, 1999, p.127).

In fact, Andy harassed Melinda. Initially, Melinda is unable to fight Andy because her body is small. However, Melinda is trying to get anything she can use against Andy. Melinda broke the glass. She held the shards in her hands and aimed them at Andy's neck. Melinda wanted to put the broken glass down her throat, but Melinda did not have the courage. Andy was silent for a moment, his lips were pale, and he could not speak. This situation shows that Melinda has released all the anger she has been hiding for so long. Melinda's action shows that she was courage to be able to fight Andy and shows that Melinda can overcome the things that have scared her all this time. Seeing Andy, who cannot speak, is enough for Melinda. It shows that Andy really cannot speak. Melinda just wanted to make Andy stop bothering her. Melinda can fight someone who harasses her.

At the semester's end, everyone knows what happened to Melinda. Melinda finally told her that Andy Evans had harassed her.

'It happened. There is no avoiding it, no forgetting. No running away, or flying, or burying, or hiding Andy Evans raped me in August when I was drunk and too young to know what was happening. It wasn't my fault. He hurt me. It wasn't my fault. And I'm not going to let it kill me. I can grow.' (Anderson, 1999, p.128).

Based on the quotation above, Melinda has made great progress. Melinda does what Mr. Freeman says, and she draws something that representation on her. Melinda feels her trees need something, and Melinda draws birds who have wings

on her paper. Melinda added birds with wings in her paper because she felt the birds have a meaning. Melinda believes that birds have growing feathers, just like her. So far, it is not her fault, and it is Andy Evans' fault. Andy hurt her, and it is not her fault. She believes she can heal. She can grow again and rise from adversity. Finally, Melinda can express her emotion in her art, which means Melinda expresses how she is feeling in her art.

In the following situation, Mr. Freeman was worried about Melinda. He did not want Melinda to run away while studying in class. At the end of the semester, Melinda finally collects the work that she did for a whole semester.

Mr. Freeman: 'No crying in my studio. It ruins the supplies. Salt, you know, saline. Etch like acid.' He sits on the stool next to me and hands back my tree. 'You get an A+. You worked hard at this.' He hands me the box of tissues. 'You've been through a lot, haven't you?' (Anderson, 1999, p.129).

The quotation above is from the end of the story. Mr. Freeman gave Melinda an A+. He said Melinda should not cry anymore because she has been through a lot. Based on the quotation above, Melinda can survive in her art class. Melinda really can express her feelings in her art. Mr. Freeman stays to support Melinda that Melinda is trying very hard to deal with what she is feeling. At the end of the story, Melinda progresses that she works hard about her work. At the end of the story, Melinda progresses that she works hard about her work. Mr. Freeman is the biggest support for Melinda. Without Mr. Freeman's support, Melinda's character won't develop and she doesn't have the courage to solve her problem and speak up about what happened to her friends, her parents, and Mr. Freeman.

### 3.3 Moral value reflected in *Speak* novel

Literature plays an important role in teaching some values and touches the heart of the readers. Based on Nurgiyantoro's book, literary works provide not only the function of magnificence but also the function of emotional and intellectual enjoyment. Every literary work has a moral message, including; human relations with oneself, human relations with other humans in the social environment, including their relationship with the natural environment, and human relations with their God. Moral values are represented through the attitudes and behavior of the characters in the literary work. It can be represented in *Speak* novel.

Anderson, through *Speak* novel, wants to deliver some values through the main character. *Speak* novel represents how a teenager deals with a problem that she created in her past and deals with it without anyone's support. Melinda, as the main character, shows her characterization very influences how she deals with every difficult situation that occurs in her life because of the horrible incident in her past life. The development of Melinda's characterization because of her support also affects how she solves her problems. How Melinda's characterization shows that she finally solved her problem brings some indirect moral values reflected in the *Speak* novel.

#### 3.3.1 Be silent about our problems is not solution

Melinda is described as having problems that she made herself, which resulted in her having to hide what she felt. Melinda never speak up about what happened

to her with people around her, including her parents, that she was having problems; she was harassed. The reason Melinda did not say how she felt was that Melinda was afraid that no one would believe her that she was being harassed. Melinda should not be silent about what happened to her to resolve the problem.

Melinda's silence shows that she is fine and has no problems. This makes Melinda worse. She ends up losing her best friend, Rachel. Rachel and other school friends also bully Melinda because they feel Melinda is a party wrecker. Melinda also remained silent and did not tell what happened at the party that night, and why she called the police to break up the party. Her school counselor had tried to help Melinda tell her how she was feeling, but Melinda remained silent as if nothing had happened. Melinda was quiet and kept to herself what she was feeling. It made Melinda depressed and depressed. She did not want to do anything as described in the story.

The indirect moral value that the author wants to convey is that being silent is not the solution. Trying to share or tell about the problems we have with people we trust is one of the things that relieve what problems we have. Being silent is not a solution because it can make the mind uncomfortable. People can solve their problems because they dare to speak up about what happened to them. On the other hand, the issue will be resolved thanks to the courage to speak up about what they feel.

### **3.3.2 Be forgiving of others**

Forgiving someone is one of the things that is not easy to do, especially when forgiving someone who did terrible things to us. What happened to Melinda was

something wrong happened to her seniors that made Melinda feel like her world had to disappear. Since that incident, Melinda has also been bullied by her best friend, Rachel, because she broke up at the party. Rachel never understood Melinda. On the other hand, Zitty also said that Melinda was a bastard because she had kept her sister in prison.

Besides that, Melinda also hates Andy Evans. But in the end Melinda forgave what had happened to her, and Melinda tried to accept what had happened to her. At the end of the story, Rachel finally understands why Melinda broke up the party. Rachel wants to be friends with Melinda again. Melinda does not hold grudges for what Rachel did at school. Melinda forgives Rachel. Melinda also forgives all events in the past and tries to rise above all events that happened to her because Melinda knows that it's not all her fault.

The author wants to convey the moral value through Melinda, that is trying to forgive is a process for a better life and creates a sense of peace in the heart, and trying to forgive is a form of loving yourself. Thanks to Melinda's generosity in forgiving, she managed to grow and forgive those around her.

### **3.3.3 Don't blame your self**

Blaming ourselves for the mistakes that have been made because of our actions is one of the wrong things. Keeping what you feel, not taking responsibility, and not telling what happened are irresponsible actions. Melinda's problem that she was raped by her senior at the party is a problem that Melinda cannot tell anyone, including her parents. The beginning of Melinda's troubles was when she decided to go to Rachel's house to stay the night, but she ended up



going to the party. Melinda felt that everything was wrong. Melinda felt that if she did not go to the party, she would not be harassed. Melinda could not tell her parents this. Melinda was afraid that no one would believe that she was being abused because Melinda had lied. However, when the story was almost over, Melinda managed to tell it to her friends, and they did not blame Melinda. What happened in the past was not Melinda's fault.

Melinda blamed herself for everything that had happened because of her. Victims of sexual harassment, like Melinda, are not to blame. Even though Melinda and the perpetrator were drunk, it did not become a benchmark that everything happened because of Melinda's fault. Sexual violence is something that is done without the consent of the victim. Including what Andy did to Melinda, Melinda refused and fought everything Andy did so that she would not be harassed, but it still happened. If only Melinda had known she would be harassed, she would not have gone to the party.

Likewise, all victims of sexual harassment will know they will be harassed, and they will not do anything and stay home so that nothing terrible will happen. Sexual violence is an event in the absence of consent from the victim. The perpetrator does something that the victim does not want. Therefore, the victim should not be blamed and blame himself for what the perpetrator did. Victims have the right to report and not blame themselves.

Even though Melinda blamed herself for the problem because of her fault, because she was lying. In the end, she tried to solve the problem. Melinda's generosity made her finally forgive everything that happened to her. She no longer

blamed herself and tried to grow and tell what really happened. The author shows the moral value that every victim of sexual abuse should not be blamed. They need to be understood and given support so that they can rise above the bad events that happened to them.



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## CHAPTER IV

### CONCLUSION

The researcher concludes that *Speak* novel represents moral values through the main character. How Melinda's characterization overcomes her problem of giving indirect moral values to the reader.

After the horrible incident, Melinda experienced a change in her character. She became indecisive, depressed, and unsociable. She did not want to socialize with people around her, and sensitive. She continuously cried every time she remembered the horrible incident. Melinda has a difficult time dealing with her problems because she does not have support. Melinda does not want to try to speak up about how she feels because everything that happened is because of her fault. Finally, Melinda felt she had support and wanted to try talking and interacting with her art teacher. Melinda began to develop and change by expressing her feelings through art. Mr. Freeman always supports every work of art that Melinda does. Until the end of the story, Melinda dares to fight someone who harasses her.

The support given by Mr. Freeman to Melinda affects the development of Melinda's character. Melinda experiences unexpected effects, and Melinda becomes truthful, consistent, and courageous. Melinda overcame her problems, braved Andy, and grew to not blame herself for the bad things that happened to her.

*Speak* is a novel based on Anderson's true experience. This novel is about sexual harassment that happened to a teenager who was only thirteen years old. *Speak* contains moral values, represented through the main character that every person needs support when they face problems, and every situation does not have to be kept to itself. Being silent and blaming yourself is not the solution. Melinda is one example that no matter how difficult a problem can be solved if we are willing to grow and have the courage to overcome it.



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