

**TEACHER-STUDENT ROMANTIC  
RELATIONSHIP AS A REFLECTION OF  
AMERICAN DATING CULTURE IN LAUREN  
OLIVER'S BEFORE I FALL**

**THESIS**



**UIN SUNAN AMPEL  
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TEACHER-STUDENT ROMANTIC RELATIONSHIP AS A REFLECTION  
OF AMERICAN DATING CULTURE IN LAUREN OLIVER'S BEFORE I  
FALL

by

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approved to be examined by the board of examiners of English Literature  
Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya

Surabaya, 20-June-2023

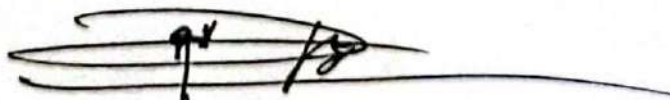
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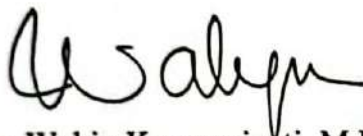
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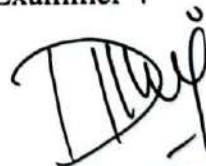
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## ABSTRACT

Rohmah, L.D.M (2023). *Teacher- Student Romantic Relationship as a Reflection of American Dating Culture in Lauren Oliver's Before I Fall*. English Literature Department, Faculty of Adab and Humanities, UIN Sunan Ampel Surabaya. Advisor : Dr. Wahyu Kusumajanti, M. Hum.

Teacher-student bonds are characterized by trust, emotional safety, support, and academic achievement. However, in the modern era, teacher-student relationships have evolved, particularly in university settings. The teacher-student romantic relationship is a potential conflict of interest, as many people are not inclined to approve of a romantic relationship between a minor and an adult. Student-teacher relationships were outlawed to safeguard pupils who are not old enough to assume responsibility for such involvement. On the other side, romantic relationships are more accepted in American culture than other cultures, with dating being a positive social norm. Here, adult students have the same liberties as other adults.

This study aims to elaborate the teacher-student romantic relationship between Mr. Daimler and Samantha in Lauren Oliver's "Before I Fall" novel. The analysis aims to answer the research questions: 1) How do the relationship between Mr. Daimler and Samantha reflected in American culture; and 2) What are the impacts of the teacher-student relationship in American culture on the characters of Mr. Daimler and Samantha?

The analysis uses a sociological approach to analyze the first research question, while the psychological aspects of the student-teacher romantic relationship will be elaborated. Overall, the teacher-student relationship in American culture is a complex and multifaceted relationship that requires careful consideration and understanding to foster a positive and supportive environment for both students and teachers.

**Keywords:** teacher-student relationship, romance, dating, American culture, obsession

## ABSTRAK

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Ikatan guru-murid ditandai dengan kepercayaan, keamanan emosional, dukungan, dan prestasi akademik. Namun, di era modern, hubungan guru-murid telah berkembang, khususnya di lingkungan universitas. Hubungan asmara guru-murid merupakan potensi konflik kepentingan, karena banyak orang cenderung tidak menyetujui hubungan asmara antara anak di bawah umur dan orang dewasa. Hubungan siswa-guru dilarang untuk melindungi siswa yang belum cukup umur untuk memikul tanggung jawab atas keterlibatan tersebut. Di sisi lain, hubungan romantis lebih diterima dalam budaya Amerika daripada budaya lain, dengan berkencan sebagai norma sosial yang positif. Di sini, siswa dewasa memiliki kebebasan yang sama dengan orang dewasa lainnya.

Penelitian ini dilakukan dengan tujuan untuk mengelaborasi hubungan percintaan guru-murid antara Mr. Daimler dan Samantha dalam novel "Before I Fall" karya Lauren Oliver. Analisis ini bertujuan untuk menjawab pertanyaan penelitian: 1) Bagaimana hubungan antara Daimler dan Samantha tercermin dalam budaya Amerika; dan 2) Apa dampak hubungan guru-murid dalam budaya Amerika terhadap karakter Daimler dan Samantha?

Analisis dilakukan menggunakan pendekatan sosiologis untuk pertanyaan penelitian pertama, sedangkan aspek psikologis dari hubungan romantis siswa-guru akan dielaborasi. Secara keseluruhan, hubungan guru-murid dalam budaya Amerika adalah hubungan yang kompleks dan beragam yang membutuhkan pertimbangan dan pemahaman yang cermat untuk menumbuhkan lingkungan yang positif dan mendukung baik bagi siswa maupun guru.

**Kata Kunci:** hubungan guru-murid, romansa, percintaan, budaya Amerika, obsesi

## TABLE OF CONTENTS

<b>Title Page</b> .....	<b>ii</b>
<b>Approval Sheet</b> .....	Error! Bookmark not defined.
<b>Examiner Sheet</b> .....	<b>iii</b>
<b>Declaration</b> .....	<b>iv</b>
<b>Acknowledgment</b> .....	<b>v</b>
<b>Abstract</b> .....	<b>viii</b>
<b>Abstrak</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 Problems of the Study .....	5
1.3 Objectives of the Study .....	6
1.4 Significances of the Study .....	6
1.5 Scope and Limitation.....	6
1.6 Definition of Key Terms .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	<b>9</b>
2.1 Teacher-Student Relationship.....	9
2.2 Romantic Relationship.....	10
2.2.1 Dating or Courtship in American Culture.....	13
2.2.2 Seduction – Hitting on the Opposing Sex.....	15
2.3 Feeling Romance and the Euphoria.....	19
2.3.1 Anxiety and Attachment.....	20
2.3.2 Imagining – Expecting Romance and Dreaming of the Lover .....	23
2.3.3 Obsession – Getting Addicted to Love .....	24
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>30</b>
3.1 Research Design .....	30
3.2 Data Collection.....	30
3.2.1 Research Data .....	30
3.2.2 Data Source.....	31
3.2.3 Instruments.....	31
3.2.4 Data Collection Techniques.....	31



3.3 Data Analysis Technique.....	32
<b>CHAPTER IV ANALYSIS .....</b>	<b>33</b>
4.1 Daimler-Samantha Relationship as the Reflection of Teacher-Student Romantic Relationship in American Culture.....	33
4.1.1 The Use of Romantic Chat.....	36
4.1.2 The Celebration of Cupid Day.....	41
4.2 The Impacts of Teacher-Student Romantic Relationship to the Characters of Daimler and Samantha.....	44
4.2.1 Anxiety.....	44
4.2.2 Imagining and Expecting Romance.....	47
4.2.3 Obsession.....	50
<b>CHAPTER V CONCLUSION .....</b>	<b>55</b>
5.1 Conclusion.....	55
5.2 Suggestion.....	57
<b>REFERENCES.....</b>	<b>58</b>
<b>CURRICULUM VITAE.....</b>	<b>61</b>

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher elaborates introduction to the study which consists of the background of the study, problems and objectives of the study, significances of the study, scope and delimitations, and definition of key terms.

### 1.1 Background of the Study

Teacher- student relationships are an important component of student success (Hattie, 2009; Klem & Connell, 2004). Successful teacher-student bonds are frequently characterized as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel academically (Cornelius-White, 2007; Gregory & Ripski, 2008). This relationship can include getting to know your students better, giving them choices, and motivating them to improve as learners every day. Teachers who act in this way respect their students, value their uniqueness, and are (Cristine, Russo, Fitzmorris, Beninato, & Rivolta, 2022).

As in this modern era, teacher-student relationship slightly changes, especially in the university setting. Romance involves so the relationship between teacher and student might be romantic.

The status of a romantic relationship was traditionally decided by a particular occasion (such as a wedding). If a couple wasn't married, they were premarital, and if they were, they were marital. Additionally, this differentiation described clearly established social norms that established

appropriate conduct and interactions for various kinds of couples. The boundaries relating to romantic relationships have slipped in recent years (and for a variety of causes). According to Collins et al. (2009), a romantic relationship is defined as two partners engaging in continual, voluntary interactions that are expressed specifically as affection and closeness. This definition is current with regards to romantic relationships. For instance, it's unclear what a partner's gender and marital status are. This definition, on the other hand, emphasizes interactions (i.e., reciprocal, continuing, and voluntary) and expressions (i.e., affection and intimacy).

Americans are the most accepting of romantic relationships compared to other cultures, which see them in varying ways. However, dating is intended to be enjoyable and memorable in American culture. American culture does not prioritize dating as a major concern. They think that because teenagers are still developing as individuals, they should have a variety of independent life experiences. In American culture, dating is regarded as a positive social norm since it is thought that through going on multiple dates, one might gain a deeper understanding of the other sex and also further one's own personal growth. For instance, a person who is dating will need to understand what he or she wants and needs personally. For Americans, dating is a positive experience for young teens to have, but of course going slowly.

Due to the abundance of television shows, dating websites, and other general exposure to sexual content in the media, the dating process is so lax in American society. "Sexual content is prevalent in today's television

programming, from daytime soap operas (which are very popular with teenagers) to primetime broadcast" (Turner 2003, p.32). Teenagers are influenced by this media culture to have premarital sex while dating and develop certain mentalities. Additionally, American teenagers are expected to be more independent and have less parental influence over their behavior when they turn sixteen. They no longer need to ask their parents for permission before going on dates thanks to this. Additionally, because America is a free nation, people have the right to free.

Here, teacher-student romantic relationship in the university setting is largely one of potential conflict of interest. If a student and a professor are in a relationship while the student is enrolled in that professor's class, there is the possibility that their relationship could create conflicts. Besides the potential breach of classroom etiquette, there is also concern over grading impartiality. Another possible issue that since professors have so much power over their students like in matters of grading, etc. It is uncertain if the consent to sex by the student is valid and un-coerced (Marsden, Harry. *Sex with Students: How Some Get Away with It*. New York Times Educational Supplement. June 25, 2004).

There is no question that the majority of people are not inclined to approve of a romantic relationship between a minor and an adult. In the first place, student-teacher relationships were outlawed to safeguard pupils who aren't old enough to assume responsibility for such an involvement. However, a minor and an adult do not necessarily interact as students and teachers. The legislation

stipulates that if the student is an adult, they have the same liberties as other adults. To be in a love connection with another adult, even a teacher, falls under this category. Adults have the capacity to make their own decisions, and the public has no business intervening in people's personal relationships.

This study is conducted to elaborate the teacher-student romantic relationship between the characters of Daimler and Samantha in “Before I Fall” novel written by Lauren Oliver. The young adult novel about Sam Kingston’s repentance was published in 2010. Samantha Kingston, a high school senior who died in a car accident, discovers that she is reliving the same day, February 12, often known as Cupid Day, when she wakes up the following morning. After reliving the same day seven times, she balances the difficulties of bullying, developing sexuality, self-confidence, and self-sacrifice. She finds a means to accept her death and enter the afterlife gently through this experience, knowing that she left the earth she left behind with a better place than she found it. Sam's motivations are wholly self-serving at first. Sam discovers that selflessness is the secret to her redemption, which is sparked by Kent's generosity.

Sam gains a fresh, more optimistic perspective on her family and friends as a result of this transformational experience. She seduces her teacher and lover Rob on one of the days she lives it again, and makes the decision to sacrifice her own life in order to save Juliet's. Before the accident, Sam partied and got wasted to get away from her ennui, but by the time her transition is complete, she is prioritizing the needs of everyone else she loves and thinking about

everyone else before herself. She is able to accept the idea that her life is finite and makes the judgment that life is what one makes of it.

The analysis in this study is conducted to answer the research questions that are: 1) How do the relationship between Daimler and Samantha as the reflection of teacher-student relationship in American culture in “Before I Fall” novel by Lauren Oliver?; and 2) What are impacts of the teacher-student relationship in American culture to the characters of Daimler and Samantha in “Before I Fall” novel by Lauren Oliver? The result of the analysis explains how or what kind of method Samantha used to seduce Daimler as her teacher to show the reflection of student-teacher romantic relationship in American culture. The analysis regarding the first research question is conducted using sociological approach. Besides, the impacts of the student-teacher romantic relationship will also be explained. In addition, the analysis regarding the second research question is conducted using psychological approach.

## **1.2 Problems of the Study**

In line with the background above, the problems of study are formulated as follows:

1. How do the relationship between Mr. Daimler and Samantha as the reflection of teacher-student relationship in American culture in “Before I Fall” novel by Lauren Oliver?
2. What are impacts of the teacher-student relationship in American culture to the characters of Daimler and Samantha in “Before I Fall” novel by Lauren Oliver?

### **1.3 Objectives of the Study**

This study has two goals as in the following lines.

1. To elaborate the relationship between Daimler and Samantha as the reflection of teacher-student relationship in American culture in “Before I Fall” novel by Lauren Oliver.
2. To describe the impacts of the teacher-student relationship in American culture to the characters of Daimler and Samantha in “Before I Fall” novel by Lauren Oliver.

### **1.4 Significances of the Study**

Theoretically, the researcher hopes this study can be a reference for students of the English Department who want to conduct researches in the related field. The researcher also hopes that the readers can take a significant lesson, especially about how the teacher-student romantic relationship happened in American culture.

### **1.5 Scope and Limitation**

The scope of this study is data in form of quotations taken from “Before I Fall” novel written by Lauren Oliver. This study is limited to the specific issue to examine. The focus of the issue lies on the teacher-student romantic relationship presented within the story. In analyzing, the researcher relies on Daimler-Samantha relationship as the reflection of teacher-student relationship in American culture. Besides, the researcher also elaborates the impacts of the teacher-student romantic relationship in American culture to the characters of Daimler and Samantha using

psychological approach. In other words, such romantic relationship is seen as factors affecting both characters psychologically.

## 1.6 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

**Teacher-Student Relationship** is Successful teacher-student bonds are frequently characterized as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel academically (Cornelius-White, 2007: Grefory & Ripski, 2008). This relationship can include getting to know your students better, giving them choices, and motivating them to improve as learners every day.

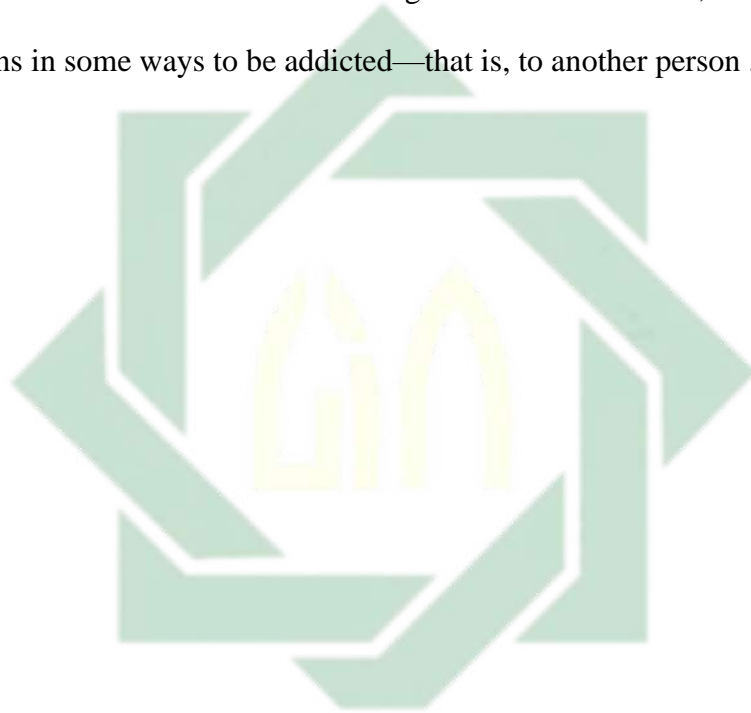
**Romantic Relationship** is A romantic relationship, according to Collins et al. (2009), is defined as two partners participating in continuous, voluntary interactions that express specifically as fondness and closeness. This definition is current in terms of romantic relationships. For example, it's unclear what a partner's gender and marital status are.

**Seduction** is a romantic and aesthetic performance as well as a biological necessity that is occasionally viewed as beautiful and mysterious. The definition of seduction provided by Cave (2009) acknowledges the various ways in which sexual reluctance can be transformed into willingness, but it distinguishes these from seduction by defining the criteria that this readiness to have sex is founded on sexual desire (Peláez).



**Romantic Chat** is communication, or chit-chat/talking. If someone can be seductive from the first minute of meeting, she or he can immediately develop attraction and rapport. Romantic talks, including flirting and seduction, are a widespread speech act phenomena (Motschenbacher, 2020).

**Obsession** in romantic love is regarded as an addiction, and being in love means in some ways to be addicted—that is, to another person .



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## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter elaborates approaches applied in this study. They become tools to analyze the novel and answer the research questions.

#### **2.1 Teacher-Student Relationship**

Teacher- student relationships are an important component of student success (Hattie, 2009; Klem & Connell, 2004). Successful teacher-student bonds are frequently characterized as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel academically (Cornelius-White, 2007; Grefory & Ripski, 2008). This relationship can include getting to know your students better, giving them choices, and motivating them to improve as learners every day. Teachers who act in this way respect their students, value their uniqueness, and are kind (Coristine, Russo, Fitzmorris, Beninato, & Rivolta, 2022).

The success of communication and interaction between teachers and students is crucial to the educational process and its quality since it establishes the teaching and learning process. When two or more individuals communicate, they flexibly exchange messages and codes in order to accomplish a goal. Interpersonal communication, on the other hand, uses both verbal and nonverbal cues to convey information, meanings, and emotions (Rachmat, 2022).

As in this modern era, teacher-student relationship slightly changes, especially in the university setting. Romance involves so the relationship between teacher and student might be romantic. Here, teacher-student romantic

relationship in the university setting is largely one of potential conflict of interest. If a student and a professor are in a relationship while the student is enrolled in that professor's class, there is the possibility that their relationship could create conflicts. Besides the potential breach of classroom etiquette, there is also concern over grading impartiality. Another possible issue that since professors have so much power over their students like in matters of grading, etc. It is uncertain if the consent to sex by the student is valid and un-coerced (Mardsen, Harry. *Sex with Students: How Some Get Away with It*. New York Times Educational Supplement. June 25, 2004).

There is no question that the majority of people are not inclined to approve of a romantic relationship between a minor and an adult. In the first place, student-teacher relationships were outlawed to safeguard pupils who aren't old enough to assume responsibility for such an involvement. However, a minor and an adult do not necessarily interact as students and teachers. The legislation stipulates that if the student is an adult, they have the same liberties as other adults. To be in a love connection with another adult, even a teacher, falls under this category. Adults have the capacity to make their own decisions, and the public has no business intervening in people's personal relationships.

## **2.2 Romantic Relationship**

The status of a romantic relationship was traditionally decided by a particular occasion (such as a wedding). If a couple wasn't married, they were premarital, and if they were, they were marital. Additionally, this differentiation described clearly established social norms that established appropriate conduct

and interactions for various kinds of couples. The boundaries relating to romantic relationships have slipped in recent years (and for a variety of causes). According to Collins et al. (2009), a romantic relationship is defined as two partners engaging in continual, voluntary interactions that are expressed specifically as affection and closeness. This definition is current with regards to romantic relationships. For instance, it's unclear what a partner's gender and marital status are. This definition, on the other hand, emphasizes interactions (i.e., reciprocal, continuing, and voluntary) and expressions (i.e., affection and intimacy).

Fletcher et al. (2015) have presented a more contemporary evolutionary theory-based definition of romantic love. Instead of offering a set of discrete lines, they provide a working definition of "romantic love" that is explained by making use of some psychological studies on the topic and by summarizing five key characteristics of romantic love that are:

- a. Romantic love, which consists of desire, intimacy, and providing for others, is a potent commitment tool;
- b. Romantic love transcends all cultures and is linked to pair bonding;
- c. When in romantic love, effort and attention are naturally diverted away from potential partners;
- d. There are specific emotional, behavioral, hormonal, and cognitive characteristics of romantic love; and
- e. Successful pair-bonding across cultures indicates higher health and survival for both adults and offspring (Bode & Kushnick, 2021).

Romantic love, also known as passionate love, erotic love, eros, or being "in love," is a type of love that brings out the best in people. It is one of four basic human needs, and satisfying these needs is crucial for growth and self-actualization. Berscheid and Walster developed the first social psychology model of love, which divided love into two categories: passionate love and compassionate love. Passionate love is characterized by physiological arousal, sexual attraction, extreme emotions, and instability, while compassionate love is affection and tenderness, based on trust, respect, honesty, caring, and commitment (Sailor, 2013).

Sternberg's triangular theory of love, which consists of passion, intimacy, and decision/commitment, focuses on the combination of intimacy and passion in a loving relationship. The decision/commitment component involves long and short-term decisions, including the decision to love someone and maintain that love. Sternberg believes that romantic love is a combination of intimacy and passion, and couples must work to build and rebuild their relationships (Sailor, 2013).

Aron, Paris, and Aron's self-expansion model of love examines the motivations for individuals entering romantic love relationships. It suggests that individuals enter relationships with the intention of expanding themselves by incorporating aspects of the loved ones' self into one's own self. The greater the overlap of the partner or self-expansion of the individual, the greater the commitment and satisfaction reported in the relationship (Sailor, 2013).

### **2.2.1 Dating or Courtship in American Culture**

Dating and courtship are crucial cultural stepping stones that both men and women take before finding the right mate. Dating can be characterized as behaviors meant to start and maintain a romantic connection, hence it only happens in social settings where romantic love is acceptable (Dating and Courtship, 2015). For a very long time, dating rituals and styles have been revolutionized, and throughout time, there have been significant alterations that have signaled a shift in perceptions and autonomous states of judgment. The responsibilities that were expected of a particular pair on a date evolved with time, but at first dating rituals were established by the church and the community as well. The age group structure of dating was also impacted by the shifts, and premarital sex has been a problem throughout all of the generational variations in dating (Gray, 1999).

Americans are the most accepting of romantic relationships compared to other cultures, which see them in varying ways. However, dating is intended to be enjoyable and memorable in American culture. American culture does not prioritize dating as a major concern. They think that because teenagers are still developing as individuals, they should have a variety of independent life experiences. In American culture, dating is regarded as a positive social norm since it is thought that through going on multiple dates, one might gain a deeper understanding of the other sex and also further one's own personal

growth. For instance, a person who is dating will need to understand what he or she wants and needs personally. For Americans, dating is a positive experience for young teens to have, but of course going slowly.

Due to the abundance of television shows, dating websites, and other general exposure to sexual content in the media, the dating process is so lax in American society. "Sexual content is prevalent in today's television programming, from daytime soap operas (which are very popular with teenagers) to primetime broadcast" (Turner 2003, p.32). Teenagers are influenced by this media culture to have premarital sex while dating and develop certain mentalities. Additionally, American teenagers are expected to be more independent and have less parental influence over their behavior when they turn sixteen. They no longer need to ask their parents for permission before going on dates thanks to this. Additionally, because America is a free nation, people have the right to free.

Hooking up is a prevalent issue among adolescents and young adults in the United States, especially on college campuses. Most young people agree that hooking up involves sexual activity outside of an exclusive relationship. Research on hooking up expresses concern for women's well-being and suggests that it benefits men at the expense of women. This concern is based on the assumption that a committed relationship is the most likely context for pleasurable sex, especially for women.

Research supports the claim that sex in committed relationships is better, particularly for women (Armstrong, England, & Fogarty, 2012).

However, little is known about the quality of sex among adolescents and young adults, as most existing research focuses on explaining early sexual debut and its negative consequences. This situation is unfortunate, as the majority of heterosexual Americans engage in premarital sex in contexts ranging from high to no commitment (Armstrong, England, & Fogarty, 2012).

### **2.2.2 Seduction – Hitting on the Opposing Sex**

According to Cave (2009), "sexual seduction can be best described as one person's deliberate attempt to persuade another, who is initially unwilling, to have sex." Seduction is a romantic and aesthetic performance as well as a biological necessity that is occasionally viewed as beautiful and mysterious. The definition of seduction provided by Cave (2009) acknowledges the various ways in which sexual reluctance can be transformed into willingness, but it distinguishes these from seduction by defining the criteria that this readiness to have sex is founded on sexual desire. According to him, desire is the "motivation, conscious or unconscious, to experience a sort of sui generis pleasure" (Cave, 2009).

Seduction can mean "to persuade to disobedience or disloyalty" or "to lead astray, usually by persuasion or false promises." It involves various strategies, such as conversation, sexual scripts, paralingual



features, non-verbal communication, and short-term behavioral strategies. Negative seduction involves temptation and enticement, often sexual, to lead someone astray into a behavioral choice they would not have made otherwise. Positive seduction is a synonym for charming someone by appealing to the senses, often with the goal of reducing unfounded fears and leading to their "sexual emancipation." (Wikipedia, Seduction, 2023)

Kenrick and Trost's Biosocial theory (1987) of heterosexual relationships outlines five stages of seduction: individuals identify potential partners based on physical attraction, establish contact, analyze non-explicit traits for fitness, establish a physical relationship, and either succeed or discontinue the relationship.

Seduction is a widely used strategy in love and relationships, involving manipulation of others based on desire and attraction. It is often subconsciously used and can be compared to the concept of attraction or love. Seduction can be used to persuade individuals to engage in sexual intercourse and reproduce, and is statistically more common among males than females. This is due to females' higher parental investment and the lack of guarantee of male parental investment. Females need to be seduced more before engaging in sexual intercourse, and men often seek more frequent short-term mating, which may require seduction to access them.

However, non-verbal seduction results suggest that females have more control in this area. Other potential strategies for gaining access to a mate include courting or having relatives select mates for socioeconomic reasons. Both males and females have reported preferring seduction over other strategies like power or aggression for securing sexual intercourse (Wikipedia, Seduction, 2023).

#### **2.2.2.1 Romantic Chat**

A good partnership requires effective communication, which is a crucial component of all relationships. All relationships have ups and downs, but having a good communication style can help to deal with disagreements and forge a stronger, healthier relationship. Communication is the act of conveying information from one place to another (Health, 2022). In romantic relationship, seduction begins with the first exchange, communication, or chit-chat/talking. Someone can immediately develop attraction and rapport if she/he can be seductive from the first minute meeting. By doing so, it will be simpler to get personal (Guide, 2023).

Romantic chats including flirting and seducing are a common phenomenon of speech act. The concept of a speech act originates from the philosophy of language, specifically Austin's (1962) and Searle's (1979) discussions on the use of utterances to perform actions. However, most speech acts in language use perform actions without explicit function (Motschenbacher, 2020).

Speech acts consist of three components: locutionary, illocutionary, and perlocutionary. The locutionary refers to the linguistic forms used in an utterance and their literal meaning, while the illocutionary describes the action or communicative function that the speaker performs with a particular utterance. The perlocutionary act covers the consequences of an utterance, such as the recipient's mental, emotional, or behavioral responses (Motschenbacher, 2020). Here, speech acts and linguistic performativity in romantic chats have been recognized as relevant to study language and sexuality.

#### **2.2.2.2 Cupid Day**

Cupid, the Greek god of desire, attraction, and affection, is often depicted as the son of Venus and Mars, or Amor. During the Hellenistic period, Cupid was often depicted as a chubby boy, symbolizing his power. Cupid is a minor character in myths, serving to set the plot in motion. He is a main character in the tale of Cupid and Psyche, where he experiences love ordeal when wounded by his own weapons. His tradition is rich in poetic themes and visual scenarios, such as "Love conquers all" and retaliatory punishment.

Cupids are a frequent motif in Roman and later Western art of the classical tradition. In the 15th century, Cupid's iconography became indistinguishable from the putto. Cupid continued to be popular in the Middle Ages, with Christian influence, and in the Renaissance, with complex allegorical meanings. In contemporary popular culture, Cupid

is often depicted drawing his bow to inspire romantic love, often as an icon of Valentine's Day. His powers are similar to Kamadeva, the Hindu god of human love.

Cupid, a winged and boyish Cupid, symbolizes love's irrational nature and its ability to wound and inflame the heart. His symbols include the arrow and torch, which were established by late antiquity. Cupid is sometimes depicted blindfolded, describing him as blinkered and arbitrary, rather than sightless. Additionally, Cupid, a mythical nymph, carries two types of arrows: a sharp golden arrow and a blunt lead arrow. The golden arrow causes uncontrollable desire, while the lead arrow causes aversion and desire to flee (Wikipedia, 2023).

Here, Cupid Day is a day of love which is an event every month at certain American schools and has become a routine activity. On Cupid Day, students give something to their loved ones, such as flowers etc.

### **2.3 Feeling Romance and the Euphoria**

Cross-culturally, everyone experiences intense romantic love. Romantic love has distinct physiological, psychological, and behavioral characteristics, especially in its early stages. These include emotional reactions like euphoria, intensely concentrated attention on a favored person, obsessive thoughts about them, emotional dependence on and a desire for emotional union with this cherished, and greater energy (Aron, et al., 2005).

In the United States, romantic love is a significant aspect of a couple's dating, engagement, and marriage process. Falling in love is a common

occurrence for most North Americans, and it is considered normal for late adolescents and young adults. The culture in the United States promotes and endorses romantic love, with the general goal of selecting a mate, marrying, and living together for the rest of one's life (Sailor, 2013).

In the early stages of a romantic relationship, individuals experience euphoria, energy, emotional dependence, desire closeness, and focused attention. Neuroimaging studies have shown that these feelings are linked to neural activations in reward-system and affect-processing regions of the brain (Younger, Aron, Parke, Chatterjee, & Mackey, 2010). Love can be both thrilling and perilous. It can lead to euphoria, hardship, or personal ruin, and can also lead to distraction, unreliability, and even violence. When relationships end, we experience pain, grief, and loss, and may even become depressed or withdrawn from society. These phenomena, including cycles of alternating ecstasy and despair, desperate longing, and extreme thoughts and behaviors, bear a resemblance to conventional addictions like drugs, alcohol, or gambling. However, love is distinct from substance-based addictions, as nearly everyone aspires to fall in love at least once in their life. This makes it unlikely that there is a real similarity between lovers and "genuine" addicts. Relapse is a common issue for those with substance or behavioral addictions and rejected lovers (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

### **2.3.1 Anxiety and Attachment**

Attachment theory is a framework that explains how various forms of love develop and how social experience shapes relationship styles. It

provides a framework for understanding how both healthy and unhealthy forms of love originate as adaptations to specific social circumstances. Attachment theory includes both negative and positive emotions, such as fear of intimacy, jealousy, emotional ups and downs, caring, intimacy, and trust. It also addresses separation and loss, explaining how loneliness and love are related.

Attachment theory can be summarized in three propositions: first, that when an individual is confident in their attachment figure's availability, they are less prone to intense or chronic fear than those who lack such confidence. Second, the sensitive period during which confidence develops, postulating that confidence in the availability of attachment figures is built up slowly during the years of immaturity, and that expectations developed during those years tend to persist relatively unchanged throughout life. Third, the role of actual experience, postulating that the varied expectations of the accessibility and responsiveness of attachment figures developed during immaturity are tolerably accurate reflections of the experiences individuals have actually had.

Ainsworth, Blehar, Waters, and Wall (1978) delineated three types of attachment: secure, anxious/ambivalent, and avoidant. People in the anxious/ambivalent category often exhibit protest, while the avoidant often exhibit detachment. People's expectations concerning accessibility and responsiveness construct inner working models of themselves and

their social-interaction partners, which are crucial sources of continuity between early and later feelings and behaviors. Bowlby's work models, also known as mental models, are central components of personality, and this evidence for continuity adds plausibility to the notion that a person's adult style of romantic attachment is also affected by attachment history (Hazan & Shaver, 1987).

On the other hand, everyone encounters anxiety on numerous occasions. Most people are anxious before big events or when they have to make a tough choice. According to research on the origins of this feeling in response to stress, it is believed to have developed as a coping mechanism in hazardous circumstances and as a defense against potential dangers ("Causes and effects of anxiety", 2016). Research on romantic relationships and mental health highlights the impact of past life experiences on functioning later in life. A longitudinal study by Shulman et al. (2014) found that negative romantic experiences at the initial measure were positively correlated with negative romantic experiences at time. Those who never had a romantic relationship, had a current partner, or had more negative interactions with romantic partners showed higher levels of dating anxiety. Romantic relationships in adolescence have been linked to both positive and negative outcomes in adulthood. Adolescents who supported romantic partners during times of need showed a reduction in externalizing behaviors during the transition into adulthood. Conversely, those who experienced higher

levels of conflict during adolescent relationships exhibited an increase in externalizing behaviors (Gay, 2020).

### **2.3.2 Imagining – Expecting Romance and Dreaming of the Lover**

In the early stages of intense romantic love, men and women exhibit basic traits associated with addiction. They focus on their beloved (salience) and yearn for them (craving), feeling a rush of exhilaration when seeing or thinking about them. As their relationship builds, they seek to interact more frequently (tolerance). If the beloved breaks off the relationship, the lover experiences common signs of drug withdrawal, including protest, crying spells, lethargy, anxiety, insomnia, hypersomnia, loss of appetite or binge eating, irritability, and chronic loneliness (Fisher, Xu, Aron, & Brown, 2016).

Rejected lovers often go to extremes, even doing degrading or physically dangerous things to win back the beloved. Romantic partners are willing to sacrifice, even die for the other, and romantic jealousy can lead to major crimes like homicide and/or suicide. Lovers also relapse the way drug addicts do, triggering memories and initiating renewed craving, obsessive thinking, and compulsive calling, writing, or showing up in hopes of rekindling the romance (Fisher, Xu, Aron, & Brown, 2016).

Passionate lovers also express strong sexual desire for the beloved, but their yearning for emotional union tends to overshadow their craving for sexual union. They often think obsessively about the beloved



(intrusive thinking) and compulsively follow, incessantly call, write, or unexpectedly appear in an effort to be with their beloved day and night. This intense motivation to win them is paramount to this experience. These behaviors are common to those with substance addictions, but not everyone exhibits these types of behaviors after a breakup, just as not everyone who uses a substance exhibits dependency and withdrawal effects (Fisher, Xu, Aron, & Brown, 2016).

Expecting romance and dreaming of the lover are somehow the impact of the romantic love as romantic love promotes sex. Sex is an essential component of romantic relationships, and the earliest stages of a relationship are when sex is initiated and occurs more frequently (Call et al., 1995). Romantic love is a common reason for having sex, with men being more willing to engage in short-term mating than women. Sex can provide sexual access, gain reputation, and increase status through children. It is intrinsically pleasurable, reinforcing, and promotes bonding (Bode & Kushnick, 2021).

### **2.3.3 Obsession – Getting Addicted to Love**

The relationship between addictive substance use and love- and sex-based interpersonal attachments has been argued to rely on similar psychological, chemical, and neuroanatomical substrates. The neurobiology and neurochemistry of romantic love have seen a dramatic increase in published studies, suggesting that the subjective state of "being in love" is intimately tied to characteristic biochemical reactions

occurring within the brain. These reactions involve compounds like dopamine, oxytocin, vasopressin, and serotonin, which recruit brain regions known to play a role in the development of trust, pleasure, and reward signaling. The involvement of similar neurochemicals and neural activities in processes associated with addiction has already been well established (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

Scientists have begun to draw parallels between the naturally rewarding phenomena associated with human love and the artificial stimulation afforded by the use of addictive substances like alcohol, heroin, or cocaine. Two main approaches to conceptualizing the relationship between love and addiction can be usefully teased out: the first approach, which counts only the most extreme cases of love and love-related behaviors as potential instances of addiction, and the second approach, which considers even "normal" romantic passions as chemically and behaviorally analogous to addiction. Studies in this vein emphasize the commonality between the experience of someone under the influence of certain drugs and the quite ordinary experience of someone in love, including focused attention, mood swings, craving, obsession, and compulsion, distortion of reality, emotional dependence, personality changes, risk-taking, and loss of self-control (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

Burkett and Young (2012) defend the hypothesis that basic social attachment, covering the entire course of love-based relationships from

initiation to break-up, may be understood as a form of behavioral addiction, where the subject becomes addicted to another individual and the cues that predict social reward (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

Recent research highlights romantic love as an addiction, based on behavioral, neurophysiological, and neuroimaging studies, emphasizing the connection between love and addiction.

- a. one can indeed become addicted to love, and
- b. to be in love is in some sense to be addicted—i.e, to another person (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

To summarize, a lover may suffer from addiction if they exhibit abnormal sexual or attachment behaviors, possibly due to abnormal brain processes, that hinder their ability to participate in everyday life, engage in healthy relationships, or have negative consequences for themselves or others. In ordinary love, these feelings, behaviors, and ill consequences are not present or are mildly manageable (Earp, Wudarczyk, Foddy, & Savulescu, 2017). Psychologists believe romantic love can potentially become an addiction due to its association with addiction traits. However, researchers are hesitant to categorize romantic love as an addiction due to its positive nature (Earp, Wudarczyk, Foddy, & Savulescu, 2017).

## 2.4. Review of Related Studies

There are three previous analyses used in this study. They are relevant or related to this study as they analyzed the same novel, Lauren Oliver's *Before I Fall*. The first title is "The Analysis of the Characters in *Before I Fall* and Its Relevance in Today's Society" by Asifa Inggit P. et al. (2020). The purpose of the analysis is to discover the character, personality, dynamic of their relationship, and its relevance to today's society. The researcher sees characters as one of the most crucial aspects of literature since they are the driving force of the plot. Characters also represent the author's idea of individuals in narrative. A side from representing how humans are portrayed in the story, characters can also symbolize the dynamic of a relationship in the actual world or today's culture, including the dynamic of bullying.

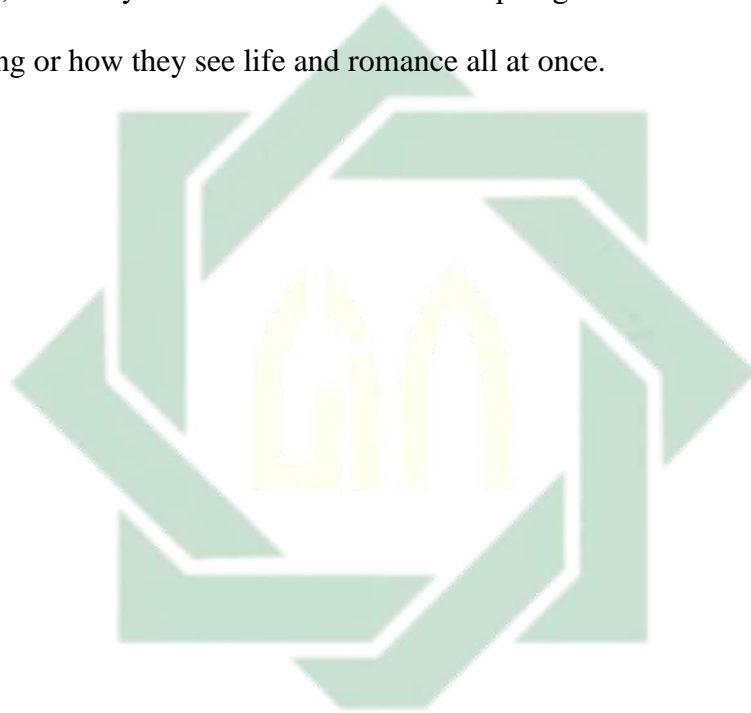
The second is entitled Personality Structure of the Main Character in Lauren Oliver's *Before I Fall* by Lalu Imam Mujahidin (2019). According to Mujahidin (2019), personality research is crucial for understanding a person's societal personality and addressing internal and external conflicts. His analysis focuses on the main character Samantha Kingston in Lauren Oliver's novel, *Before I Fall*, focusing on Sigmund Freud's theory. The study considers three aspects of personality structure: *id*, *ego*, and *superego*. The results show that Samantha Kingston is primarily controlled by her *id*, which is evident from the beginning to the middle of the story. However, the *superego*'s effectiveness is influenced by factors such as the school environment, self-identity, self-esteem, needs, and social factors. In the analysis, at the end of the story, Samantha Kingston's *superego*

dominates more than the id, leading to her actions such as saving her friend, bullying, and insulting her. Ultimately, Samantha Kingston sacrifices her life for Juliet, highlighting the importance of understanding personality in literature.

The third research is “Analysis of Teenager’s Lifestyle in Lauren Oliver’s Novel *Before I Fall* (2010): Sociological Approach” by Rizaqotul Adilla (2019). The purpose of the analysis is to examine the adolescent lifestyle in Lauren Oliver’s (2010) novel, *Before I Fall*. Adilla outlines the teenager’s lifestyle as the reason Lauren Oliver, the author, developed the novel. She employs a sociological strategy with three approaches offered by Swingewood and Laurenson (1972), and three sociology of literature principles presented by Wellek and Warren (1948). Friendship, romantic relationships, and bullying are all aspects of adolescent life depicted in the story. She also overlooks the author’s sociology as well as her history in writing the novel. The result of her analysis shows that *Before I Fall* provides a vivid portrayal of a teenager’s lifestyle, particularly in senior high school. Her finding also reveals that *Before I Fall* was inspired by the author’s personal experience showing her actual social condition.

The difference between this study and those three analyses significantly lies on the research problem. The issue of romantic relationship is the highlight in this study. Even though using the same approach which is sociological to the first and the third analyses, the concern of this study is different. This study specifically points out how romantic relationship between teacher and student is lax in American dating culture through Mr. Daimler and Samantha’s flirtatious every day chats with the academy as the setting in the story. However, the analysis on the

impact of the relationship is what matters the most in this study. Although a bit similar to the second analysis which analyzes character and personality, this study focuses on how teacher-student romantic relationship slowly builds and changes both Mr. Daimler and Samantha's character development. By using psychological approach, this study reveals that such relationship might affect both characters' way of thinking or how they see life and romance all at once.



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## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher presents the research methods used to analyze data and consist research design, data collection, instruments, data collection techniques and data analysis techniques.

#### **3.1 Research Design**

This study applied a qualitative method. Qualitative research methods encompass a variety of approaches that aim to understand and interpret human behaviour, experiences, and social phenomena in depth, which relied on the researcher's interpretation of the data based on the theory (Creswell, 2009: 175). Therefore, the researcher analyzed the data by interpreting them from "Before I Fall" novel by Lauren Oliver. The data use to interpret are in the form of quotation which are significant to this study. This method is used to give an in-depth understanding of the data.

#### **3.2 Data Collection**

In this part, the researcher explains the data that found in the novel and the supporting data from other references. The researcher collected the main data from the novel *Before I Fall* and other references from other related books, journals, articles, and the internet as the second data. a more detailed explanation will be explained below.

##### **3.2.1 Research Data**

In this part, the researcher found several descriptions of the main characters in the novel *Before I Fall*, namely Samantha and her teacher, Mr.

Daimler who had a romantic relationship. Therefore, the researcher analyzed the romantic relationship that occurred with Samantha and Mr. Daimler. First, the researcher analyzed the data through the depiction and description of the character in the novel. Researchers find data by analyzing the words, actions, and feelings of the main character. Thus the researcher found several reflections about the romantic relationship experienced by teachers and students.

### **3.2.2 Data Source**

The primary and secondary data sources were the essential aspects of this research. “Before I Fall” novel became the primary data source of this research, while books, articles, journals, and previous researches that were related to the issue of this research became the secondary data sources.

### **3.2.3 Instruments**

The researcher using notebook and computer to collect the data from novel and other references. The researcher also using a small note to collect the data analysis and categorizing the important points.

### **3.2.4 Data Collection Techniques**

The researcher uses some steps to collect the data:

1. The researcher reads the novel to understand the whole story well.
2. The researcher chooses and highlighted all the quotations containing phrases, sentences, and dialogues that relate to Teacher- Student Romantic Relationship of Mr. Daimler and Samantha and impact.



3. After categorizing the quotation based on the problem of study, the researcher related all quotations with the theory and enhanced them with other sources to better understand the data.

### **3.3 Data Analysis Technique**

To conduct the analysis, the researcher followed the steps below:

1. The researcher divided the discussion into two significant issues, i.e., Daimler-Samantha's relationship as the reflection of teacher-student relationship in American culture, and the impacts of the teacher-student relationship of Mr. Daimler and Samantha in "Before I Fall" novel.
2. The researcher elaborates the concept of teacher-student relationship in American culture using sociological approach. Besides, the researcher also explains the impacts of the teacher-student relationship of Mr. Daimler and Samantha in "Before I Fall" novel using the psychological approach.
3. Through the analysis, the researcher interpreted the result.
4. The researcher concluded the analysis.

UIN SUNAN AMPEL  
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## **CHAPTER IV**

### **ANALYSIS**

In this chapter, the researcher presents and discusses the finding obtained by collecting and analyzing the data. This chapter included the presentation of results and the data description focusing on two research questions. First, the researcher describe how the romantic relationship between teacher and student reflected in American culture. Lastly, the reseracher explain the impacts between Mr. Daimler and Samantha in terms of thinking and behaving.

#### **4.1 Daimler-Samantha Relationship as the Reflection of Teacher-Student Romantic Relationship in American Culture**

The phenomenon of student-teacher romantic relationship is one that is found across many types of school system, age groups, and demographic (Sawyer, Thomas H. *Teacher-Student Sexual Harassment. Journal of Physical Education, Recreation and Dance*). The student-teacher relationship is an important part of education. It not only impacts the success of students in school, but also influences the students' behavior, attitudes, and interactions with others (Hamre & Pianta, 2006). The relationship between students and teachers can be defined as the meaningful emotions and relationships developed between students and teachers in the process of long-term interaction (Marengo et al., 2018; Pasta & Settanni, 2013; Sclavo & Settanni, 2016). There is evidence that student-teacher relationships are related to academic behavior and student performance (Bergin& Bergin, 2009; Birch & Ladd, 1997; Willms, 2003. There is a great deal of literature that provides substantial evidence that strong relationships between teachers and students are essential components to the

healthy academic development of all students in schools (Birch & Ladd, 1998; Hamre & Pianta, 2001; Pianta, 1999; Eccles & Wigfield, 2002).

Culture is an important aspect when considering different culture have different types of communication patters, owing to their social norm and social structure. What is respectful in one culture may be considered rude in another, the practice of pre-marital sex or being a, 'single mother 'is not considered derogatory in the American culture, but is looked down upon in another culture. While American culture is liberal and individualistic, the other culture is more conservative and communistic. Likewise, Romantic relationships are seen in different ways is different cultures and Americans the most open-minded regarding them, especially if there is a relationship between teacher and student that is more than that they can be open to that attitude, and especially if the age of the teacher is not too far from the students, for example the relationship between teachers and students at universities where there are various ages and attitudes.

However, in the collegiate setting, this phenomenon is different. While social problem of these relationship is relatively clear in elementary and secondary setting, and the issue becomes more complicated in a university. Teacher-Student romantic relationship in the university setting is largely one of potential conflict of interest. If a student and a professor are in a relationship while the student is enrolled in that professor's class, there is the possibility that their relationship could create conflicts of interest. Besides the potential breach of classroom etiquette, there is also concern over grading impartiality. Another

possible issue that since professors have so much power over their students like in matters of grading, etc. It is uncertain if the consent to sex by the student is valid and uncoerced (Mardsen, Harry. *Sex with Students: How Some Get Away with It*. New York Times Educational Supplement June 25, 2004).

Applying the totality of circumstances in student-teacher relationship cases in this day and age is problematic for school administrators. This is because student-teacher interaction is no longer limited in university. And when both the student and the teacher belong to the same generation and their age difference is irrelevant, the moral ascendancy or influence can no longer be presumed especially when they interact not as such students and teachers but simply, as persons.

Teenage dating among American is quite common. Dating is a tricky subject, especially when it comes to teenagers, as good advice is needed for the young teens. However, in the American society, dating is supposed to be fun and memorable. Americans do not consider dating as a crucial issue. Dating is considered to be a healthy social norm in the American society because they believe that through numerous different dates, a person will be able to get more insight into the opposite sex, and it will help in their self-development as well. According to the American culture, it is good for young teens because they will eventually evolve into serious relationship. In society, especially in a college or university environment. In America, the advancement of birth control programs laid down by organizations may be another factor for the popularity of dating and sex ([https://www.academia.edu/5304635/Romantic\\_Relationships\\_in\\_the\\_](https://www.academia.edu/5304635/Romantic_Relationships_in_the_)

American\_Culture). So the relationship between Samantha and Mr. Daimler is also said to be a very close relationship between teacher and student, especially in the crowd of a lecture which might bring out very close teacher and student relationships even more than that relationship as the lecture environment is sometimes open minded.

#### 4.1.1 The Use of Romantic Chat

In this part, we can know what kind of attitude or relationship Samantha and Mr. Daimler show as teacher-student, especially from the romantic side because in the novel there are some romantic moments. The relationship between Samantha and Mr. Daimler in this novel is like more than the usual teacher and student, they sometimes often pray to each other. Especially Samantha who really admired Mr. Daimler who made herself imagined that she could be closer to Mr. Daimler.

“What can I say darling, so you can believe me? I’ll do everything  
” I make my voice as smooth and flirtatious as possible. “The  
people love me.” (14)

Romantic chat is an expression that usually can be seen from the way you speak or the language used, such as sweet or intimate calls, like a darling, baby, sweetie or other. From that word people usually use to express the feelings they have for loved ones. But from the other side it can also be interpreted as a temptation to the opposite sex to captivate their interest. And in the sentence or quotation it can be seen that the attitude between Mr. Daimler and Samantha, from those they spoke, it was already seen that there was a closeness between the two of them.

In addition, the use of "I'll do everything" which seems like excessive persuasion or persuasion indicates Samantha's intention to seduce Mr. Daimler. The affirmation of the use of a softened voice in that sentence also makes it clear that Samantha intends to seduce Mr. Daimler.

"I can see that," he says, and winks at me. I let him move a little farther down the aisle before I say, loudly, "I still haven't gotten my rose from you my darling." I can see the tips of his ears go red. (15)

From the quotation above, it can be seen from the response or attitude of Mr. Daimler seduced Samantha, but on the other hand Samantha also responded to that attitude from the sentence "I still haven't gotten my rose from you my darling" which means Samantha was indeed waiting for flowers from Mr. Daimler. You could say Samantha expected something from Mr. Daimler. And even from the title darling, it's clear that the two of them have an interest in each other, more than a teacher and student. Because there is a special call between them. Dating in American culture is like that too. Romantic chat that contains sweet words, sex, etc.

"Just for you, Darling," I say, making my voice extra sweet. (58)

From some of the quotations, it can be seen that the two of them really have an interest in each other, because they often use the nickname "darling" and act like people who are in love and they shouldn't do that because of their teacher-student status. But their relationship is more than that of a teacher and student. Often there is temptation between the two of them.

*"If you got it, flaunt it darling," I say, making my voice soft and steady. I see something flicker in his eyes. I've surprised him. (79)*

This quotation shows that Samantha really wants to be closer to Mr. Daimler. She always uses voice trying to make Mr. Daimler was tempted. And show that Samantha actually have a feeling with Mr. Daimler so she was trying to get his attention.

“Okay.” He looks down, fiddles with one of his sleeves. “Take a seat, Sam. It’s time to get started.”  
“I thought you were enjoying the view.”(81)

This quotation We can see that between the two of them there is indeed a relationship between Mr. Daimler and Samantha, moreover they tease each other and Samantha also admires Mr. Daimler also tries to seduce Samantha to get closer, and Mr. Daimler looks like he wants to do something about Samantha. Like wanting to kiss Samantha because they are too close, moreover Samantha looks to admire her.

Mr. Daimler looks at me, his face dark. “Sit.”  
“If you insist.” I swivel off the edge of the desk and move around to his chair, then sit down and cross my legs slowly, folding my hands in my lap. (81)

From this quotation, we can see they have a very close relationship not as teacher and student but more than that. Samantha attitude who always shows her flirtation towards Mr. Daimler and vice versa.

Understanding young adults’ experience with love can also involve studying their ways of expressing love. We believe that an additional aspect of any cultural comparative project on love would be to determine the speech events and linguistic forms associated with expressing love. In his classic essays, Hymes (1972, 1974) has argued that understanding communication in cultural communities means acquiring knowledge of the communicative events that constitute that speech community. From understanding the speech events of the community comes knowledge of

social roles, relationships and culturally preferred ways of speaking (Scollen & Scollen, 1995).

For Americans, the most frequent activity for expressing or showing love in marriage was having dinner together, physical intimacy (e.g., sex, kissing, hugging), talking (e.g., sitting and talking, talking on the phone, talking about problems), and doing things together. Most often about expressing love to someone is the act and expression of support and enjoying the general experience and is the way to reward a loved one by expressing actions as support.

“My skirt is riding so high I know my underwear is showing. It’s a pink lace thong, one of the first I’ve ever owned. And you can see that Mr. Daimler” I say in my *sexiest voice*. Mr. Daimler is staring into my eyes. “Yeah, you’re right and I like it dear Samantha” (83)

From this quotation, we know how they tease each other to be attracted to each other, especially with Samantha who is always looking for opportunities to approach Mr. Daimler. So we can also know how Samantha's attitude or talk to Mr. Daimler, by often teasing Mr. Daimler, Samantha thought that the temptation would make him and Mr. Daimler even closer. Even Samantha thought if he could make Mr. Daimler feel what he was feeling.

“I’m always excited if you teach my class, if possible, every day”  
I say making my voices sweet and flirtatious and he’s smile and winks to me. (81)



From this quotation above, we know that from the attitude of Samantha and Mr. Daimler, they really like each other, because their responses were neither rejection nor ilfil one another. Each of their chats is sometimes interspersed with sweet calls and making sounds that can excite one another.

“In class I’m thinking about you, Sam. make me unconfused”. his eyes winks to me and make my feel nervous. (83)

In romantic chat, it is customary to use intimate sentences to attract the attention of the opponent, so that he can be attracted again and respond to his feelings. In the quotation, it can be seen that the two of them really have the same feelings that want to belong to each other or you can say they want to have a relationship that is not just a student and a teacher.

“ He licks his lips nervously and runs a hand through his hair. “What?” . “Your heart.” I pull myself up so I’m sitting on the corner of his desk, my skirt riding up almost to my underwear.(81)

In the sentences “ I pull myself up so I’m sitting on the corner of his disk , and my skirt riding up “it already indicates the attitude of Samantha trying to seduce Mr. Daimler. Romantic chat can also be seen from their attitude towards sex talk or attitudes that will lead to something like that. So in this quotation you can say that Samantha and Mr. Daimler does have a close relationship, because their attitudes and conversations are not only limited to class lessons but other discussions. And teasing each other, there should be a teacher and student boundary.

“In your *own* chair.” Mr. Daimler’s practically growling and his face is dark red, almost purple. I’ve made him lose it—probably a first in Thomas Jefferson history. (81)

From Samantha's attitude here, it can already be seen that she was trying to seduce Mr. Daimler. And it is also a romantic chat which can be seen from the attitude, the sweet and seductive attitude so that the opposite sex is also interested. she tried to approach mr. Daimler goes even deeper.

#### **4.1.2 The Celebration of Cupid Day**

Cupid Day is a day of love which is an event every month at Samantha school and has become a routine activity. On Cupid Day, students give something on that special day to their loved ones, such as flowers etc.

“Nine roses already?” He raises his eyebrows, “And it’s only eleven fifteen. Well done.” I make my voice as smooth and flirtatious as possible. And I’m psyched to get four Valograms from you.” (15)

This quotation, we know how this cupid day opportunity is used by Samantha to get closer and seduce Mr. Daimler to get a valogram that she wants, especially from Mr. Daimler. Therefore, Samantha really took advantage of this moment to be able to get something she wanted from Mr. Daimler. Moreover, she admired Mr. Daimler. Because in this cupid day Samantha always gets a lot of valograms and roses from her friends because she is very popular at school, but one thing Samantha wants in this cupid day is to get a valogram from Mr. Daimler, therefore Samantha does the

trick, namely by teasing Mr. Daimler so that on this cupid day she managed to get a valogram from Mr. Daimler.

“Hey darling, in this cupid day your smile makes me happy "I make my voice as flirtatious as possible. And I know Mr. Daimler is embarrassed, his ears red. (16)

From this above, Samantha continues to make the best of the moment so that Mr. Daimler seduces her so that she thinks she can get something special from Mr. Daimler in this cupid day. Because that opportunity could have made Samantha closer to Mr. Daimler because it was a day of love.

Cupid is a symbol of love or you could say the god of love in classical Roman mythology, and in pop culture, Cupid is also sometimes used as an icon for Valentine's Day. And in celebrating Valentine or Cupid, people usually give something romantic at that moment. Cupid or Valentine's Day was already becoming popular in the 18th century, and by the turn of the 19th century, Cupid had become linked to the holiday for his love-creating abilities. It's no surprise that many greeting cards are made for Valentine's Day or Cupid Day. Not only that they also give red roses as symbolizing emotions or messages carrying non-verbal messages. Naturally, Schmidt writes, they created “lines of ‘juvenile valentines’.” Cupid came to have a new visual. Middle-class Americans of the nineteenth century had a “sentimental devotion to the child,” Schmidt writes, so the “piety of the angelic youngster” was reflected in a wide range of Valentine's Day cards. The repackaging, Schmidt contends, was “very much a new image for the holiday.” So in the case of Samantha and Mr. Daimler on this cupid day they

really used to expect to give each other a card or red rose, especially with Samantha who had admired her teacher.

“I let him move a little farther down the aisle before I say, loudly, “I still haven’t gotten my rose from you, Mr. Daimler.” And I can see the tips of his ears go red.” (15)

From this above, we know how much Samantha is expecting flowers from Mr. Daimler on cupid day. So from that Samantha gave a code to Mr. Daimler so she could give roses to him, because Samantha took advantage of Cupid Day to get closer to Mr. Daimler. Because it's Samantha's wish in this cupid day.

“Mr. Daimler doesn’t skip a beat. “—and it’s Cupid Day. Love is in the air.” He looks straight at me and my heart stops for a second. And Mr. Daimler approached and seduced me.” “This is for you” my cheeks flushed, embarrassed. (57)

From this above, we know Mr. Daimler stole a chance on cupid day to get closer to Samantha. Samantha, who from the beginning teased Mr. Daimler, made Mr. Daimler tease Samantha back, and this cupid day moment was used by the two of them to get closer and chat and give something in cupid day.

“Mr. Daimler comes up and down the aisles, collecting homework, and he pauses at my desk. I have to admit it: he’s the reason I’m psyched to get four Valograms in calc.(14)”

The quotation above shows that Samantha really hopes that on a special day or Cupid's day she wants to receive flowers from Mr. Daimler whom he had always admired.

“After the Cupids came in he took a look at my four roses, raised his eyebrows, and said I must have secret admirers everywhere.”

(58)

At Samantha School, an event is Cupid Day, Cupid Day is a day of love, where everyone at school gets roses and cards from their admirers. Moreover, Samantha, she is a popular student in her school at least she has a secret admirer who is probably quite a lot. So from that Samantha waited for flowers from Mr. Daimler because she is one of the most popular girls in her school, which of course many boys give flowers. The one he wished for was Mr. Daimler.

## **4.2 The Impacts of Teacher-Student Romantic Relationship to the Characters of Daimler and Samantha**

### **4.2.1 Anxiety**

I'm feeling anxious about tonight—half dread and half excitement—like when you hear thunder and know that any second you'll see lightning tearing across the sky, nipping at the clouds with its teeth. (22)

From this sentence Samantha was in an anxious situation thinking about Mr. Daimler. he thought whether he could achieve his wish of having Mr. Daimler. Even though Samantha and Mr. Daimler responded to each other's attitudes or deep conversations, Samantha did have a boyfriend at that time, but Samantha was more interested in Mr. Daimler, therefore Samantha felt a little happy and a little sad because on the other hand Samantha and Mr. Daimler Respond well to each other, but Samantha still has a relationship with someone. Based on context It has been established that Samantha is

actually feeling anxious as a result of her thoughts about the complex bond between Mr. Daimler and Kents.

“I'm not in the mood today to go to class, Kent suddenly ignores me”, Samantha say to Lindsay , Kent’s faces like an angry. (86)

In this situation Samantha thinks that if Kent doesn't care about her because Kent knows about his feelings for Mr. Daimler, because Samantha's attitude towards Mr. Daimler looks really close which makes Kent jealous. Even though Samantha is very attracted to Mr. Daimler but Samantha also didn't want to hurt Kent who was already good with him. Therefore, he was worried about what he had done with Mr. Daimler.

“Not so secret,” I said, and he winked at me .After class I gather up my stuff and go out into the hall, pausing for just a second to check over my shoulder.(58)

Because Samantha is a popular girl at school, everyone understands Samantha. Samantha felt a little worried because stories about her could spread and many would know. And in this quote Samantha is worried if Mr. Daimler knows that she has a relationship with someone else, which might make Mr. Daimler thought not to approach Samantha again. So Samantha tried to calm herself down for a while to let those bad thoughts happen. Then Samantha felt anxious, because Samantha have a some secret .

“The cigarette drops from his mouth and lands between his thighs. he starts cursing and trying to brush the embers off the seat cushion,” (33)

From this quotation above we know if Samantha often feeling anxious with what happens with her as in her dreams. Where Samantha dreamed about Mr. Daimler was a little disappointed because he knew Samantha had a

relationship with someone else, because Samantha was very interested in or liked Mr. Daimler, she does not want Mr. Daimler knew about her having a boyfriend, because Samantha didn't want Mr. Daimler walked away from her. at that moment Samantha was feeling anxious about the current situation.

“ For the rest of the class I keep quiet, even though people keep whispering and breaking out into giggles, and I get three notes sent my way”.(81)

Samantha was worried because she was worried that her relationship to Mr. Daimler could be known by many people at school, moreover Samantha was one of the most popular girls at school. Even though Samantha felt happy because she could be close to Mr. Daimler but she was also a bit anxious about the relationship. Worried that he will be laughed at or become gossip at school for her relationship to Mr. Daimler.

“ A student in the back of the class laughs and another one mutters, “Jesus.” Maybe it’s my imagination, but I think I recognize Kent’s voice.(81)

From this quotation above, we know that Samantha very anxiety because she’s afraid if Kent know about her relationship with Mr. Daimler. Moreover Samantha and Mr. Daimler's closeness is beyond the boundary between teacher and student. In the previous situation Samantha and Mr. Daimler was in class together and they were seen kissing, so Samantha was afraid if Kent knew it, because Samantha was aware or had a feeling that at that time Kent's voice was in the same place as him, namely in class.

“ Little giggles and gasps erupt around the classroom, bursts of sound. I don’t know where this is coming from, this feeling of complete and total control. (81)

Samantha really tried to control herself from that feeling of anxiety, so that no one would suspect her relationship with Mr. Daimler. Because she also doesn't want to be the subject of laughter and gossip at her school which can damage her name in her school environment, especially to her friends and boyfriends.

Samantha sometimes feels anxious about her relationship with Mr. Daimler. Not only because of their status as teacher and student, but on the other hand Samantha also has a boyfriend. And she doesn't want her relationship with Mr. Daimler is known by her boyfriend, because Samantha doesn't want to disappoint Kent who has been kind to her. However, that was the feeling of Samantha who had already admired Mr. Daimler and feel the difference between Kent and Mr. Daimler.

#### **4.2.2 Imagining and Expecting Romance**

A student admires his teacher sometimes looks natural, especially if the teacher has a good appearance and is still young. That is what the Samantha attitude to Mr. Daimler illustrates. Samantha admired Mr. Daimler so much that when she saw his teacher, she always imagined being closer to Mr. Daimler more than a teacher.

“As always the dirty hemp necklace is peeking out from under his collar, and I let myself think about looping my fingers through it, pulling him toward me, and kissing him.” (80)

From this quotation, we know if when Samantha saw Mr. Daimler and the appearance of Mr. Daimler who made Samantha interested, Samantha also imagined that she would be able to approach Mr. Daimler even closer. And from that we can know that how Samantha really admired her teacher, so she imagined things that smelled of romance such as wanting to kiss Mr. Daimler.

“His lips are thick—but not too thick—and shaped exactly how a guy’s mouth should be shaped, like if he just parted his lips at all, your mouth would fit directly on top of it.” (80)



From this quotation, Samantha really admired Mr. Daimler so much that she imagined if she could kiss him. Because indeed Mr. Daimler's charm makes Samantha amazed. Because when Samantha saw Mr. Daimler she was immediately interested and imagined what if she could do something romantic like kissing Mr. Daimler that she had been imagining.

“It’s so ironic that the hottest guy at Thomas Jefferson is on the faculty. As usual, when he smiles my stomach does a little flip. He runs a hand through his messy brown hair, and I fantasize about doing the same thing.” (15)

This quotation, we know with Mr. Daimler’s appearance like that made Samantha interested in him and really admired him, so that Samantha could imagine if whatever Mr. Daimler did make him nervous. Moreover, the two of them sometimes threw teasing at each other. And it makes fantasizing about romantic things. Especially kiss him.

“It’s supposed to rain later,” Mike Heffner interjects, and everyone laughs. He’s an idiot. Mr. Daimler doesn’t skip a beat. “—and it’s Cupid Day. Love is in the air.” He looks straight at me and my heart stops for a second. “*Everyone* should be smiling.”(57)

Every thing that Mr. Daimler always gets attention from Samantha. Samantha who always feels happy when she sees Mr. Daimler, and often imagined how happy he would be to be with Mr. Daimler. Because every near Mr. Daimler Samantha seemed to feel the vibrations of the heart so fast. From the quote "he looks straight at me and my heart stops for a second" already shows Samantha's attitude that often imagines things with Mr. Daimler and made her expectations about Mr. Daimler.

“ I think of the picture from his high school yearbook, when he’s standing with his arm around his prom date. he was thin, high, long brown hair, even smile. Like me”.(80)

From the quotation, Samantha really likes Mr. Daimler so he often imagines Mr. Daimler to be his, and get closer to Mr. Daimler without Limits. Samantha is very interested in the physique of Mr. Daimler who is practically perfect as a man and besides that with the smarts of Mr. Daimler too. So from that imagine Mr. Daimler can also make Samantha happy.

“Glad the printer pulled through,” he says, raising his eyebrows. His sleeves are rolled up and his arms are tan. Or maybe that’s just the color of his skin: like burnt honey. imagining him like making my life more enjoy, admiring his good looks .(80)

From the quotation above, it can be seen that Samantha is really interested in Mr. Daimler. From the attitude and way of speaking, it already indicates that the two of them are close, more than a teacher and student. With all perfection Mr. Daimler was what made Samantha keep imagining herself being able to reach Mr. Daimler with the status of lovers is not just a teacher and student.

“ My heart is beating so fast it’s a hum. I feel like I’m skimming above the air. “Am I breaking it?” I’m imagine about Mr. Daimler with my ears red. (81)

In this quote Samantha is in a situation where she is being called Mr. Daimler stepped forward to inquire about the assignment. But at that time Samantha felt nervous because she thought Mr. Daimler called him to discuss another chat.

That way he can be close to Mr. Daimler. So from that Samantha was so confident that it made her heart feel nervous and imagined good things with Mr. Daimler.

“ I lean back a little and stretch my arms above my head. There’s a kind of electricity in the air, a zipping, singing tension running in all directions, like every particle of air is extra charged and vibrating.”(81)

From this quotation above, at that moment Samantha felt nervous, the whole body felt tense Samantha, because Mr. Daimler seduced and brought herself closer, especially when Samantha never imagined if she wanted to kiss Mr. Daimler because she admired him. everything about Mr. Daimler imagined Samantha in the hope that all the shadows could happen to her and Mr. Daimler.

“ When I open my eyes Mr. Daimler has his hands on his hips. He’s staring at me and smile at me “What the hell were you thinking?”. it made me imagine something with Mr. Daimler..(82)

From this quotation we know that The closeness of the two of them made Samantha often imagine things that would make Samantha happy. Every attention and sweet word Mr. Daimler sparked an interest in Samantha about Mr. Daimler, as if Mr. Daimler is something that makes his life Happy and confident.

#### **4.2.3 Obsession**

In the story Samantha really admires her own teacher who is still young and physically handsome so that Samantha is obese and wants Mr. Daimler to be closer to herself, and even Samantha also often imagines Mr. Daimler, but not only Samantha but Mr. Daimler also often recorded seduction or Samantha's teasing that Mr. Daimler is also attracted to Samantha. In this some part or Reflection about Mr. Daimler and Samantha who make love and are attracted to each other:

“Then he’s bending over me, kissing me and licking my neck and ear and making little grunting noises that remind me of Pickle when he has to pee.”

I’m nervous but I want it . (83)

From the quotation, we know that Samantha is very obsessed with Mr. Daimler. From the word "I want it" it already illustrates that Samantha's attitude is really interested in Mr. Daimler and want to be closer than just as teacher and student.

“For the rest of the class he barely looks at me, and even then only when I raise my hand. But I swear that when our eyes do meet, it makes my whole body feel like a giant shiver. And I swear he’s feeling it too.”(15)

From the quotation above, we can see that Samantha is obsessed with Mr. Daimler which makes Samantha very confident if she can approach Mr. Daimler did exactly what he wanted. He always imagined romantic things or you could say sex with Mr. Daimler. And Mr. Daimler’s appearance made Samantha interested in him. So that is what causes Samantha to admire her teacher, because she is handsome and young.

“He looks toward the door and a muscle twitches in his jaw. Just that, that little twitch, returns all my confidence. I want to reach out and touch him, put my fingers in his hair.” (82)

From this quotation, we know if imagining Mr. Daimler, Samantha can feel confident if she will be closer to him later as she imagines and wants. Samantha looks like he wants to kiss, approach and touch Mr. Daimler because of her admiration.

“I...I want you.” I don’t mean for it to come out so uncertain. This is what I want. This is what I’ve been wanting: Mr. Daimler. My mind keeps spinning and I feel like laughing hysterically. (83)

From this quotation, Samantha looks very admired and obsessed with her teacher named Mr. Daimler. Because Mr. Daimler’s physique, who is still young and handsome, is able to charm Samantha to his teacher. She always wished she could be closer to Mr. Daimler even always imagining if she could kiss Mr. Daimler.

“He was prom king, and in one picture he ‘swearing a tux and smiling with his arm around his prom date. You can just see a hemp necklace peeking out of his shirt collar. I love that picture. He *still* wears that hemp necklace.”(14)

From this quotation above, we know Mr. Daimler's appearance and physique were the reason Samantha admired one of her teachers. Moreover, the appearance of Mr. Daimler when wearing Samantha's hemp necklace seemed to hope to be close to Mr. Daimler.

“That’s what I like to see.” Mr. Daimler drums his fingers on my desk as he walks the aisles at the end of class collecting homework. “A big smile. It’s a beautiful day—”(57)

From this quotation , Samantha has clearly admired Mr. Daimler. She always likes whatever things are in Mr. Daimler. She always felt happy when she saw Mr. Daimler, and that can be said to be Samantha's obsession to get closer to Mr. Daimler.

“ I turn my attention back to Mr. Daimler. He’s standing at the front of the room with his arms crossed, his expression fake-serious. That’s another thing I like about him: he’s never really mad.” (80)

From the quotation above, it can be seen that Samantha's attitude indicates that she is really obsessed with Mr. Daimler, because whatever he saw in Mr. Daimler it's his thing and there's nothing wrong with Mr. Daimler. although Mr. Even Daimler was angry, Samantha remained confident that Mr. Daimler the perfect person.

“ I don't bother reading the note that's attached to this one, and for the rest of class I keep my eyes glued to the blackboard to avoid any sign from Kent. I'm concentrating so hard on not looking at him I almost miss it when Mr. Daimler winks at me and smiles.” (41)

From the quotation above, it can be seen that Samantha is trying to focus only on Mr. Daimler. Because too obsess with Mr. Daimler, she doesn't care about her surroundings, except for Mr. Daimler. That was Samantha's admiration for Mr. Daimler who made her infatuated.

“ The whole class has been like this. I'm in a good mood, certain everything will be okay. I've got it all figured out. I'm going to get a second chance. Plus Mr. Daimler's been paying me extra attention.(58)

We know with the quotation if When Samantha sees Mr. Daimler and everyone looks fine, Samantha feels that her feelings are no longer worried, it is better than before, because Samantha is sure that if bad things have been going on all this time, she will be fine. So that Samantha does not worry about the incident about her dream or bad things. Because Samantha is now optimistic or sure that she will be all right.

“ Mr. Daimler throws up his hands and leans against his desk. “I give up,” he says. Then he turns his smile to me for just a second—just a second, but long enough for my whole body to light up like a Christmas display.(80)

From the sentences “ long enough for my whole body to light up like Christmas” we know that she obsesses with Mr. Daimler that she feels on fire, she's burning with desire, to want him. Samantha always tries to get close to Mr. Daimler. all about Mr.

Daimler always makes Samantha feel happy, different when she is with her boyfriend. Therefore, Samantha is always confident if she can approach or get Mr. Daimler.



UIN SUNAN AMPEL  
S U R A B A Y A

## **CHAPTER V**

### **CONCLUSION**

In the final section of research , the researcher discussed all the information which was discussed in the previous section. This means that the researcher must write a summary of all research problems answered. Thus, this section is divided into two parts, namely, conclusion and suggestion.

#### **5.1 Conclusion**

Successful teacher-student relationships are frequently described as ones in which the teacher gains the student's trust, in which the student feels emotionally safe, supported by the teacher, and in which the student is pushed to achieve academic excellence. As part of this relationship, teachers can get to know their students better, provide them options, and inspire them to become better learners every day. Teachers who behave in this way value their student's individuality, respect them, and are kind.

In university contexts, teacher-student interactions can lead to arguments, violate classroom protocol, and raise questions about grading objectivity. Since professors have a lot of influence over their students, it is difficult to determine whether their consent is genuine and voluntary. In order to safeguard young children who aren't yet mature enough to take on responsibilities, teacher-student relationships were forbidden. A love connection with another adult, even a teacher, falls under the category of situations in which adults do not engage as students and teachers.

Although American culture is the most welcoming of love relationships when compared to other cultures, dating should still be enjoyable and memorable.



Since it is believed that teenagers should have a variety of distinct life experiences, dating is not regarded as being of the utmost importance in American culture. Dating is viewed as a positive social norm since it encourages personal growth and increased understanding of the other sex. In this regard, American culture is similarly lax given that media constantly deals with sexual themes. Teenagers are coerced into dating while engaging in premarital sex and into adopting certain mentalities. They should also be more self-reliant and less influenced by their parents in terms of how they act.

This study elaborates the teacher-student romantic relationship between the characters of Mr. Daimler and Samantha in Lauren Oliver's novel, "Before I Fall." The analysis shows the relationship between Mr. Daimler and Samantha as the reflection of teacher-student relationship in American culture. This study also highlights the impacts of the teacher-student relationship in American culture to the characters of Mr. Daimler and Samantha in "Before I Fall" novel.

In order to demonstrate how student-teacher romances function in American culture, the study's findings will clarify how or what type of strategy Samantha employed to woo Mr. Daimler as her teacher. The first study issue will be analyzed using a sociological perspective, and Mr. Daimler and Samantha's characters will be affected by the student-teacher romantic relationship, according to a psychological perspective, which will be utilized to explain the effects.

The teacher-student romantic relationship could be seen through the interaction between Mr. Daimler and Samantha both in romantic and sexual way.

They get involved in romantic chats. Besides, it could also be proven from how Samantha seduces Mr. Daimler. She makes us of Cupid Day as a reason to see and attract him. The impacts of such involvement in relationship causes both characters to experience anxiety, obsession, and romance expectation.

## **5.2 Suggestion**

Readers, lecturers, and other researchers, including those suggested by researcher. Researchers find information based on analysis and discussion with a data from the novel. The researcher would like to suggest other researchers to conduct further studies on this topic. Future research may analyze the same topic, but with different data, for example: future researchers might investigate teacher-student romantic relationship in other novels. The researchers could also overlook society today's point of view and compare it to the year of the novel published. The author's background can be a focus too, so that the result will be more valid.

In addition, it will be interesting to compare the different novels with the same case so romantic relationship across cultures could be analyzed in terms of causes and impacts. Various theories and approaches other than sociological and psychological can also be used, such as new criticism which lies on readers and author's perspectives so that the analysis over characters' personality and development more enhanced. Moreover, further researchers can focus on the impact of romantic relationship to the main woman character, such view is strongly recommended so the analysis is deeper and the finding is more insightful. The researcher also suggests that other researchers conduct research on the same topic or problem with this thesis by using a qualitative descriptive method.

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