

**THE INFLUENCE OF CONFLICTS TOWARDS LILY BLOOM'S
CHARACTER DEVELOPMENT IN COLLEEN HOOVER'S
*IT ENDS WITH US***

AN UNDERGRADUATE THESIS

Presented as Partial Fulfillment of the Requirements
for the Degree of *Sarjana Sastra*
in English Letters



By

OLIVIA MAYANG TASANO
Student Number: 194214056

**DEPARTMENT OF ENGLISH LETTERS
FACULTY OF LETTERS
UNIVERSITAS SANATA DHARMA
YOGYAKARTA
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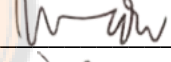

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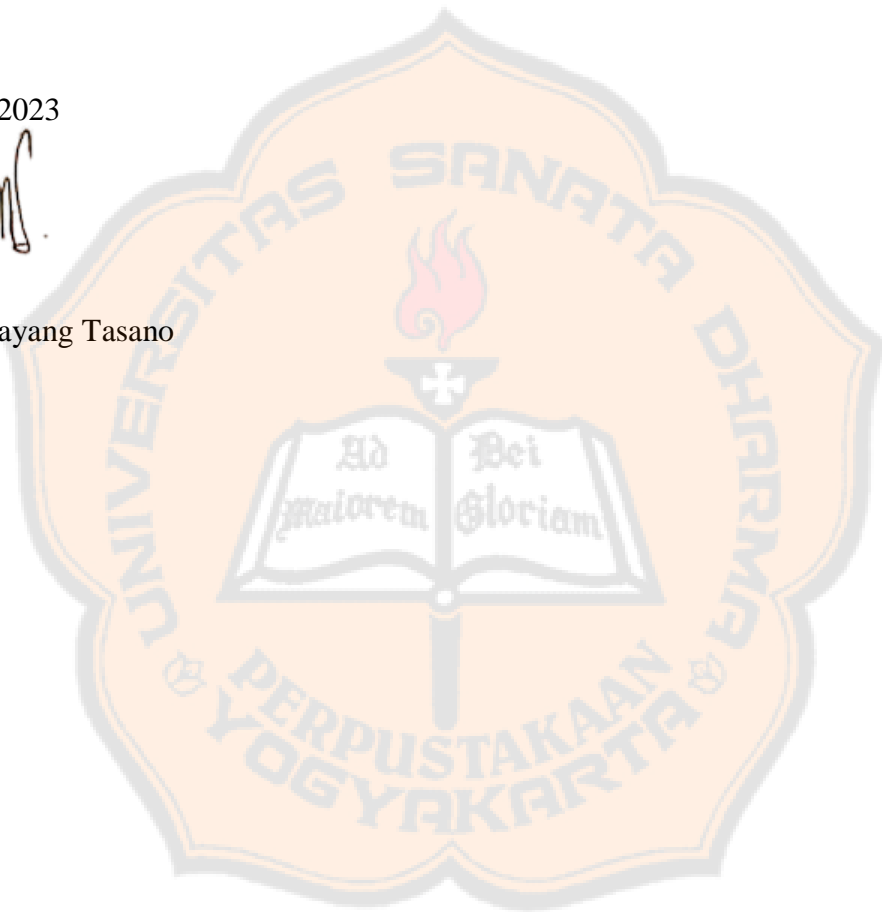
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May 15, 2023



Olivia Mayang Tasano



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*IT ENDS WITH US***

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**“Do what you feel in your heart
to be right—for you’ll be
criticized anyway.”**

- Eleanor Roosevelt

**For me,
my beloved parents,
family, best friends, and
especially you who are always
there for me in times of joy and
sorrow.**

ACKNOWLEDGEMENTS

First of all, I would like to express my deepest gratitude to Jesus Christ for all His blessings and guidance during the process of working on my thesis. I would also like to express my gratitude to my thesis advisor, Drs. Hirmawan Wijanarka, M.Hum., and my co-advisor, Sri Mulyani, Ph.D., for their kindness, guidance, and feedback so that I could finish this undergraduate thesis.

I would like to thank both of my beloved parents and big family. Thank you for always praying for, supporting, and believing in me to finish my thesis writing. Another thank you goes to my middle school dan high school best friends who have always been kind and there for me until now: Julieta, Silvia, Kalista, and Sisil. Furthermore, I want to thank my “Convo Sejuta Kerinduan” friends: Tere, Hani, and Fira. Thank you for all the fun, *receh*, and sometimes full-of-gossip times we had together during our college years. I am grateful to know you guys.

Special thanks to you, who always cheer me up and fill my days with happiness while working on this thesis (you know who you are). Thank you for always believing in me. I feel very grateful to have you all in my life. You are the reason I felt excited to finish my thesis. Without all of you, I would not be proud of myself at this point.

Olivia Mayang Tasano

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ABSTRACT

TASANO, OLIVIA MAYANG. (2023). **The Influence of Conflicts towards Lily Bloom's Character Development in Colleen Hoover's *It Ends with Us***. Yogyakarta: Department of English Letters, Faculty of Letters, Universitas Sanata Dharma.

Conflict is an essential component of any literary work, particularly a novel. It affects the readers by creating a strong plot. In other words, conflict propels the story forward. In general, conflict is divided into two types: internal and external. Furthermore, character development is as essential as conflict because it involves developing a character to build the readers' interest as the story begins. It shows how the character grows throughout the story and changes by the end. In this study, the writer analyzes the influence of Lily Bloom's conflicts on her character development from the novel *It Ends with Us* written by Colleen Hoover.

The writer of this study formulated three problems. First, it discusses the characteristics of Lily Bloom. Second, it discusses the internal and external conflicts faced by Lily Bloom. Third, it discusses the influence of Lily Bloom's conflicts on her character development.

To analyze the problem formulation, the writer uses the library research method. The primary source is the novel *It Ends with Us* written by Colleen Hoover, published in 2016. The other sources are printed books, journal articles, undergraduate theses, and websites on the internet related to the theories in this study. The writer uses a new criticism approach and three theories to analyze this study, namely the theory of character and characterization, the theory of character development, and the theory of conflict.

The writer found that there are three characteristics of Lily Bloom. Those characteristics are compassionate, traumatized, and in denial. Lily faced one internal conflict and two external conflicts. The internal conflict occurred between herself and her feeling. Whereas the first external conflict occurred between Lily and her father, Andrew Bloom, the second external conflict occurred between Lily and her partner, Ryle Kincaid. The conflicts that Lily faced led to her character development. She decided to stop being a woman who denied the abusive behavior of Ryle Kincaid. She finally ended the cycle of abuse and left Ryle.

Keywords: *Abusive relationship, character development, conflicts*

ABSTRAK

TASANO, OLIVIA MAYANG. (2023). **The Influence of Conflicts towards Lily Bloom's Character Development in Colleen Hoover's *It Ends with Us***. Yogyakarta: Program Studi Sastra Inggris, Fakultas Sastra, Universitas Sanata Dharma.

Konflik adalah bagian penting dalam segala jenis karya sastra, khususnya novel. Ia memengaruhi pembaca dengan menciptakan alur yang kuat. Dengan kata lain, konflik mendorong cerita untuk maju. Secara umum, konflik dibagi menjadi dua jenis: internal dan eksternal. Selain itu, pengembangan karakter juga sama pentingnya dengan konflik karena meliputi pengembangan karakter yang membangun minat pembaca saat cerita dimulai. Ia menunjukkan bagaimana karakter bertumbuh sepanjang cerita dan berubah pada akhirnya. Dalam penelitian ini, penulis menganalisis pengaruh konflik Lily Bloom terhadap perkembangan karakternya dari novel *It Ends with Us* karya Colleen Hoover.

Penulis penelitian ini menurumkan tiga masalah. Pertama, membahas tentang karakteristik Lily Bloom. Kedua, membahas tentang konflik internal dan eksternal yang dihadapi Lily Bloom. Ketiga, membahas tentang pengaruh konflik Lily Bloom terhadap perkembangan karakternya.

Untuk menganalisa rumusan masalah, penulis menggunakan metode penelitian kepustakaan. Sumber primernya adalah novel berjudul *It Ends with Us* karya Colleen Hoover yang diterbitkan pada tahun 2016. Sumber-sumber lainnya adalah buku-buku cetak, artikel jurnal, skripsi, dan situs web di internet yang berkaitan dengan teori-teori dalam penelitian ini. Penulis menggunakan pendekatan kritik baru dan tiga teori untuk menganalisis penelitian ini, yaitu teori karakter dan penokohan, teori pengembangan karakter, dan teori konflik.

Penulis menemukan bahwa ada tiga karakteristik Lily Bloom. Karakteristik tersebut adalah berbelas kasih, trauma, dan dalam penyangkalan. Lily menghadapi satu konflik internal dan dua konflik eksternal. Konflik internal terjadi antara dirinya dan perasaannya. Sedangkan konflik eksternal pertama terjadi antara Lily dan ayahnya, Andrew Bloom, konflik eksternal kedua terjadi antara Lily dan pasangannya, Ryle Kincaid. Konflik yang dihadapi Lily mengarah pada perkembangan karakternya. Dia memutuskan untuk berhenti menjadi wanita rapuh yang menyangkal perilaku kasar Ryle. Dia akhirnya mengakhiri siklus kekerasan dan meninggalkan Ryle.

Kata kunci: *Abusive relationship, character development, conflicts*

CHAPTER I

INTRODUCTION

A. Background of the Study

Conflict is an essential component of any literary work, particularly a novel. According to Barnet, Burto, and Cain (2008), conflict is “a struggle between a character and some obstacle (for example, another character or fate) or between internal forces, such as divided loyalties” (p. 1586). Milne (2009) added that “the conflict in a work of fiction is the issue to be resolved in the story” (p. xlv). Conflict affects the readers by creating a strong plot. In other words, conflict propels the story forward. In general, there are two types of conflict: internal and external. Internal conflict refers to a conflict between a character and something within themselves. External conflict, however, is a conflict between a character and an external or outside force. A character in a story has to deal with at least one conflict. As a result, the conflict will make the story more interesting to read. A story will be meaningless if it lacks conflict.

Character development, in addition to conflict, is also essential in a novel because it involves developing a character to build the readers’ interest as the story begins. When the character in a story has either internal or external conflict, the conflict will develop the character. It will also show how the character grows throughout the story and changes by the end. In short, a character faces challenges or conflicts that they must overcome, and it will lead to their character development as they resolve the

conflicts. Sharer (2023) added that “character development can help to establish setting and tone, and can help to create conflict within the story” (para. 7). Thus, conflict and character development are components that help a character’s growth from the beginning to the end of the story.

In this study, the writer analyzes one of the novels written by Colleen Hoover in 2016 entitled *It Ends with Us*. The novel follows the story of Lily Bloom, a twenty-four-year-old college graduate who grew up in an abusive home in Plethora, Maine. She moves to Boston and opens her flower shop. There, she encounters Ryle Kincaid, a successful and gorgeous neurosurgeon. Lily and Ryle start their relationship, even though it is initially difficult because they have different purposes in the relationship.

As Lily explores her relationship with Ryle, she recalls her past with Atlas Corrigan, a homeless boy who was also Lily’s first love when she was fifteen. In her relationship with Ryle, Lily experiences several forms of violence from Ryle, but she tolerates all his abusive behaviors because Ryle has a dark past. He gets too emotional sometimes when he is angry. Lily feels that she needs to understand Ryle and helps him. As a result, she lives in a toxic household, just like her parents used to be.

In the novel, Lily Bloom, as the main character, experiences many internal and external conflicts that affect her life. At the beginning of the story, Lily’s conflict is her hatred for her abusive father, Andrew Bloom. She hates Andrew for being abusive to Jenny, her mother. The story begins with Andrew’s funeral. He is a cruel father figure in Lily’s life. During her childhood, Lily witnessed how abusive her father was to her mother. Now that her father has passed away, she feels relieved because no one can hurt her mother anymore. Lily gives the eulogy at her father’s funeral and heads to Boston afterward.

Relationship abuse usually involves a pattern of abusive events. Except in rare cases, a single incident usually does not constitute abuse. Instead, victims typically experience a repetitive, cyclic pattern of destructive or violent behaviors that tend to escalate over time (Dugan and Hock, 2006, p. 4).

Lily, as a young girl who had witnessed her father's violence against her mother, was afraid of going through what Jenny had. However, she finds herself in the same situation as her mother when she marries Ryle. Ryle seems to be an attractive and brilliant man at first. As their relationship progresses, Ryle begins to show abusive behaviors toward Lily, including physical assaults, domestic violence, and marital rape. This is because Ryle believes he has power over and dominates their relationship. Nevertheless, Lily does not mind Ryle's abusive behaviors.

For some victims, the cycle of abuse disguises an abusive relationship until the violence becomes extreme. This is because, typically, the abuse increases very gradually over time, making it difficult to recognize exactly where or when it began (Dugan and Hock, 2006, p. 6).

All of the conflicts that Lily faces affect her character development throughout the story because the conflicts change her perception, attitude, and mind at the end. The first conflict that changes Lily is growing up as a daughter of an abusive father figure in the family. This traumatized Lily and made her fearful of experiencing the same violence her mother had. The second conflict is that her relationship with Ryle becomes toxic and abusive because of Ryle. For a long time, Lily accepts and tolerates all of Ryle's abusive behaviors toward her. She thinks Ryle does not mean to hurt her because Ryle is probably just being too emotional. She also thinks Ryle is abusive because of his past trauma, and she understands and forgives him whenever he hurts her.

Another conflict is coming from herself. She is in a dilemma to tell Allysa, Ryle's sister, and her mother that she is pregnant because she thinks they might ask her to

take Ryle back. She is also in a dilemma about leaving Ryle because she is pregnant. However, before Lily is in a dilemma to leave Ryle, she is in denial when she knows he is abusive. In the end, Lily finally ends the cycle of abuse. She leaves Ryle after she gives birth to their daughter.

This study focuses on the influence of conflicts faced by Lily Bloom on her character development in Colleen Hoover's *It Ends with Us*. In analyzing this study, the writer uses three theories, namely, the theory of character and characterization, the theory of conflict, and the theory of character development. Violence in relationships, especially in a household, often occurs in real life. The novel *It Ends with Us* depicts violent conflicts in relationships very well.

Through the novel chosen, the writer of this study wants to highlight the issue of violence in a relationship. An unhealthy environment is the cause of Lily Bloom's conflicts. During her childhood, she lived and grew up with a father who was abusive to her mother and sometimes herself. This traumatized her and made her more careful about having a romantic relationship. Then, she married Ryle, who became as abusive as her father. Colleen Hoover provides a solid message to leave an abusive partner, especially in committed relationships. Hoover manages to create a character who has to face difficult situations and decisions that can be understood by people in the same condition in real life. By analyzing the conflicts of Lily Bloom in *It Ends with Us*, the writer of this study can see and learn how Lily, as the main character, deals with the issue of domestic violence in her life as portrayed in the novel. Furthermore, it is significant to understand how all of her conflicts affect her character development at the end of the story.

B. Problem Formulation

To analyze this study, the writer formulated the following three questions:

1. What are the characteristics of Lily Bloom in Colleen Hoover's *It Ends with Us*?
2. What are the conflicts faced by Lily Bloom in Colleen Hoover's *It Ends with Us*?
3. How do the conflicts affect Lily Bloom's character development in Colleen Hoover's *It Ends with Us*?

C. Objectives of the Study

Based on the problem formulation above, this study has three objectives. First, this study aims to reveal the characteristics of Lily Bloom as the main character in Colleen Hoover's *It Ends with Us*. Second, this study aims to discover the internal and external conflicts faced by Lily Bloom. Last, this study also aims to find out how all of the conflicts faced by Lily Bloom affect her character development in the story.

D. Definition of Terms

To get a clear understanding, the writer provides several definitions of two terms used in this study. The first term used is **conflict**. Thompson (2018) stated that, "conflict is a part of the narrative arc and does not much connect with a story or its characters that involves problems or obstacles that arise within a story" (para. 1). The second term used in this study is **character development**. According to Glatch and Smith (2021), "character development is the process of creating fictional characters with the same depth and complexity as real-life human beings" (para. 5). In addition, Stein (2022) defined character development as "the process of creating a persona in a

story and the changes this persona goes through during the course of the story” (para. 7).



CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Studies

The first related study is a journal article entitled *The Simplification Domestic Violence in Colleen Hoover's It Ends with Us (2016)*, written by Winda Dwiastuti and Harumi Manik Ayu Yamin (2020), from the Faculty of Humanities of Universitas Indonesia, published in *INUSHARTS 2019* (Vol. 453, July 2020, 76-81). Dwiastuti and Yamin analyzed the *It Ends with Us*' characters' attitudes and responses to the domestic violence issue experienced by the main character, Lily Bloom. They analyzed how the peripheral characters perceive the issue of domestic violence, how these peripheral characters provide help to the abused woman, and whether they construct a positive support system that helps the abused woman.

In their study, they applied the qualitative methodology and used Flood, Pease, Taylor, and Webster's (2009) concept of attitudes and Schipper's (2007) concept of hegemonic femininity to analyze how the characters of *It Ends with Us* respond to domestic violence. In the analysis, Dwiastuti and Yamin found that none of the peripheral characters of the novel provide any actual suggestions or provide support and help maximally for the main character's issue. They also found that the problem of domestic violence is simplified through its plot and the perspectives of the peripheral characters, as shown by their responses to the abuse experienced by the main character in her marriage.

The manner in which Jenny and Allysa help and advice Lily reveals that they regard domestic abuse to be a problem that will end after the abused leaves her abuser. When Lily first decides to tell Allysa about the abuse, Allysa's response is, "As his sister, I wish more than anything that you could find a way to forgive

him. But as your best friend, I have to tell you that if you take him back, I will never speak to you again” (p. 315). From this excerpt, it can be inferred that Allysa’s conflicted position also affects the way she proposes solutions to Lily’s problem (Dwiastuti and Yamin, 2020, p. 77).

Dwiastuti and Yamin (2020) also stated that “the perspectives of both the supporting female characters on how Lily should end the abusive relationship are facile” (p. 78). Leaving an abuser is not an easy thing to do when someone is in an abusive relationship. Other perspectives and responses from the other characters also show that they do not fully support the abused main character. This includes the attitude and response of Atlas Corrigan, Lily’s first love and someone who knows Lily’s experiences with domestic violence. Atlas should be the person that Lily can completely trust, but in reality, it is quite the opposite.

Throughout the novel, Atlas demonstrates a strict no-tolerance policy toward violence against women, and his perspective is shaped by several factors such as his nature, his past experiences with domestic violence, his ability to cope with adversity, and his age. Just like Lily, Atlas has experienced domestic violence in the past, suffering severe abuse at the hands of his stepfather in his childhood. Despite—or perhaps because of—Atlas’ traumatic growth years, he develops an absolute intolerance of violence against women (Dwiastuti and Yamin, 2020, p. 78).

Their study is different from the writer’s study as their study focuses on the domestic violence in Colleen Hoover’s *It Ends with Us* and how the other characters respond to the main character’s issue with domestic violence. In contrast, the writer’s study focuses on the conflicts experienced by the main character and how those conflicts affect the main character’s development in Colleen Hoover’s *It Ends with Us*. Dwiastuti and Yamin’s study uses theories on attitudes and hegemonic femininity, whereas the writer uses the theory of character and characterization, the theory of conflict, and the theory of character development.

The second related study is a journal article entitled *Gender-Based Violence against the Female Main Character in Colleen Hoover's It Ends with Us* written by Taria Ayu Lestari, Agnes Setyowati, and Tetty Yukesti (2019), from the Department of English Literature, Faculty of Social Sciences and Humanities of Universitas Pakuan, published in *Journal Albion: Journal of English Literature, Language, and Culture* (Vol. 1, No. 2, July 2019, 1-14). In their study, Lestari *et al.* (2019) analyzed several forms of gender-based violence experienced by Lily Bloom, such as child abuse, physical attacks, domestic violence, pornography violence, and an act of rape.

They analyzed the gender-based violence against the main character that can be seen from the main character and characterization, conflicts, settings, symbols, and irony. They used intrinsic and extrinsic theories such as gender and feminism. Besides character and characterization, they used supporting elements such as conflict, setting, symbols, and irony to analyze the main character. In analyzing gender-based violence, they used the elaboration of the characteristics of the main character based on physiological, psychological, and sociological dimensions. According to their analysis results, it is proven that Lily Bloom, as the main character, experiences various forms and impacts of gender violence. Lily Bloom experiences violence in the form of pornography.

Ryle accidentally took a photo of Lily and then made it a large figure and display it without Lily's knowledge. This shows Ryle's desire to make Lily the object of his sexual fantasy. This is also supported by the situation when Lily has repeatedly refused Ryle's invitation to have sexual intercourse, but Ryle still pleaded with Lily so they could have that at another opportunity. This can also be categorized as violence in the form of pornography (Lestari *et al.*, 2019, p. 6).

The impact of the violence experienced by Lily Bloom is that she suffers psychological and physical injuries. Furthermore, Lily Bloom also experiences physical attacks.

The form of gender-based violence experienced by Lily is in the form of physical attacks. This was triggered by a conflict between Ryle and Lily (man against man). The impact of the incident is that Lily got a wound on her body. In addition, Lily experienced emotional disturbances remembering flashbacks to the figure of her father who acted abusive to her mother (Lestari *et al.*, 2019, p. 8).

Another violence experienced by Lily is in the form of marital rape. She experiences rape because she is forced to do sexual intercourse with her husband, Ryle. This causes her to experience a deep emotional disturbance.

Symbols can also play a role in triggering gender-based violence such as diaries and tattoos. This can be seen in Ryle's actions such as biting Lily's neck where there is a heart tattoo which is a symbol of Lily's love for Atlas. The violence continues with Ryle who crushed Lily's body and forced Lily to have sexual intercourse with him. It was seen that Lily was very frightened and so shaken by Ryle's actions toward her (Lestari *et al.*, 2019, p. 10).

All of the violence that Lily Bloom experienced impacted her physical and psychological condition. She also gets some injuries and gets traumatized. Lestari *et al.*'s and writer's studies are similar in that both examine Colleen Hoover's *It Ends with Us*. Their study is different from the writer's study because they focus on gender-based violence experienced by the main character in the novel, Lily Bloom. They use the theories on intrinsic and extrinsic elements, including gender and feminism, for supporting elements. They use the elaboration of the characteristics of the main character based on physiological, psychological, and sociological dimensions. Whereas the writer's study focuses on the conflicts of Lily Bloom and the impacts of the conflicts she faced on her character development. The writer also uses the theory of character and characterization, the theory of conflict, and the theory of character development.

The third related study is a journal article entitled *The Development of Bilbo Baggins' Character through Leadership in J.R.R. Tolkien's The Hobbit* written by Iline Megale and F.X. Dono Sunardi (2017), from the Faculty of Language and Arts,

Universitas Ma Chung Malang, published in *Journal of Language and Literature* (Vol. 17, No. 2, October 2017, 133-143). In their study, Megale and Sunardi analyzed the character development of Bilbo Baggins in *The Hobbit* and the servant leadership attributes in him as his character develops.

To analyze their study, they applied character and characterization theories to find out the character development of Bilbo Baggins and also the servant leadership attributes found in him. Megale and Sunardi also applied the qualitative method. In the finding or conclusion section, they found that Bilbo Baggins' character develops during the journey with the dwarves. Before going on the adventure, Bilbo is a hobbit who loves to live in his comfort zone.

Bilbo, as a typical hobbit, will not usually take a dangerous path of adventure. He prefers to stay at home, prepare a regular meal, and live a life like the "normal" hobbits of his village. Bilbo cannot even make it to why there are those who like to take an adventure and put themselves in danger (Megale and Sunardi, 2017, p. 137).

They found that there were changes in Bilbo's character after going on the adventure with the dwarves. Bilbo develops into a braver and risk-taking character. For example, when Thorin asks him to check the source of the bright light, Bilbo has no choice but to accept and carry out the order. Besides being brave and willing to take risks, Bilbo becomes a firm and active leader.

There is a moment in the novel when the dwarves are being captivated by the elves of Mirkwood. Bilbo makes a plan to get them out of the jail. One option is to make use his magic ring, as he has done several times before this. But, his magic ring could not make all the members disappear at the same time. So cunningly Bilbo chooses to make the guards drunk and then instructs the dwarves to escape through the tunnel with barrels. His idea is protested by the dwarves but Bilbo shows his firmness as a leader (Megale and Sunardi, 2017, p. 139).

They found nine attributes of the servant-leadership of Bilbo Baggins: vision, honesty, integrity, trust, service, modeling, pioneering, appreciation of others, and empowerment.

Some of the attributes can be seen from the beginning of the story but the others emerge later on. But basically, Bilbo develops all of the attributes through the journey that he takes with the dwarves (Megale and Sunardi, 2017, p. 141).

They also stated that “Bilbo is perceived as a round character because of his character complexities and as a dynamic character because of his character development” (p. 142). Their study is similar to the writer’s study because both use the theory of character and characterization. Both of the studies also discuss the character development of the main character. On the other hand, the two studies are different because they discuss different objects. Megale and Sunardi discuss the novel by J.R.R. Tolkien, *The Hobbit*, and focuses on the leadership attributes that cultivate Bilbo Baggins’ character development. Meanwhile, the writer of this study discusses Colleen Hoover’s *It Ends with Us* and focuses on the influence of conflicts on Lily Bloom’s character development.

The fourth related study is an undergraduate thesis entitled *Institutional Racism Reflected Through Conflicts in Langston Hughes’ “One Friday Morning”, “Berry”, and “One Christmas Eve”* written by Vanesa Adisa Herman (2021), from the English Letters Department, Faculty of Letters, Universitas Sanata Dharma, published in the Universitas Sanata Dharma Repository. In her study, Herman discussed the experience of African-Americans against racial discrimination, namely institutional racism. The problems of the study are about the conflicts presented in Langston Hughes’ short stories “One Friday Morning,” “Berry,” and “One Christmas Eve” and about how the conflicts imply institutional racism reflected in those three short stories.

To analyze the problems, Herman applied four theories. First, the theory of conflict is used to analyze the types of conflicts in Langston Hughes' selected short stories. The theory of discrimination, the theory of racism, and the implication of institutional racism are used to analyze the conflicts related to institutional racism, the idea of racism, and forms of discrimination. Besides those theories, she used the social-historical approach in her study. She also used the library research method. Her primary sources were three short stories by Langston Hughes, namely "One Friday Morning," "Berry," and "One Christmas Eve." Her secondary sources were taken from books and articles related to the topic of her study.

In the analysis or finding part of her study, Herman found that the conflicts in the selected short stories are the same, namely racial discrimination. In the first short story, "One Friday Morning," the conflict occurred when the main character had a problem with the school committee.

Nancy Lee Johnson acts as the main character does not have the same opportunities in education, such as scholarships that can be obtained for other students in her school, because of her race and color of skin she has (Herman, 2021, p. 37).

The conflict is included in institutional racism, which is educational racism. In the second short story, "Berry," the conflict occurred when Millberry Jones, a black person, worked in a white environment. The conflicts are unequal salaries, excessive division of working hours, and Berry's unpaid dismissal. The conflict is included in the type of institutional racism, which is employment racism. In the third short story, "One Christmas Eve," the conflict occurred when Arcie and Joe lived in a white majority. They experienced unfair and unpleasant treatment from the environment because both of them were black. The conflict is included in the types of institutional racism, namely employment racism and environmental racism.

All the conflicts that occurred in the three short stories caused by the institutional racism that occurred caused several major impacts on the lives of all the characters who experienced it. It can be seen in the historical background that existed in the 1930-the 1940s that black people had minimal education and even equal opportunities or equality in education was very difficult to achieve. The facilities provided to support education are also very minimal, even they are only given used books from white people to study (Herman, 2021, p. 65).

Herman and the writer discuss conflicts that are happening in the object of the study. Both of the studies also use the theory of conflict. The difference between Herman's study and the writer's study is the object of the study. Another difference is the approach of the study. Herman uses the social-historical approach, whereas the writer uses the new criticism approach. In her study, Herman focuses on the institutional racism reflected through conflicts in three short stories by Langston Hughes. Meanwhile, the writer focuses on the influence of conflicts on Lily Bloom's character development in Colleen Hoover's *It Ends with Us*.

B. Review of Related Theories

In analyzing this study, the writer uses three theories. The first theory is the theory of character and characterization. The second theory is the theory of character development. The last theory is the theory of conflict.

1. Theory of Character and Characterization

The first theory is the theory of character and characterization. This theory helps the writer analyze the characteristics of Lily Bloom in *It Ends with Us* through her thoughts, her dialogues with other characters, and her actions in dealing with conflicts. Arp and Johnson (2017), in *Perrine's Literature: Structure, Sound & Sense*, mentioned some types of characters, such as flat, round, stock, static, and dynamic (developing).

The static character remains essentially the same person from the beginning of the story to the end. The developing (or dynamic) character, on the other hand, undergoes some distinct change of character, personality, or outlook (Arp and Johnson, 2017, p. 145).

The writer also took this theory from Ira Mark Milne (2009) in his book *Literary Movements for Students*.

Characterization is the process by which an author creates vivid, believable characters in a work of art. Characterization may be done in a variety of ways, including a direct description of the character by the narrator, the direct presentation of the speech, thoughts, or actions of the character, and the responses of other characters to the character (Milne, 2009, p. xliii).

In addition, there are nine methods to describe a character proposed by M.J. Murphy (1972), in *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students*, to let the readers understand the characterization of the characters (pp. 161-173). The writer uses a few of these methods to answer the first problem of this study.

a. Personal Description

The author describes the character based on his/her physical appearance, such as eyes, hair, skin color, etc., and the clothes the character wears.

b. Character as Seen by Another

The author describes the character through other characters' eyes or points of view. The perspectives and comments of the other characters will help the readers understand the character better.

c. Speech

The author describes the character through his/her speech (what the character says). The character's speech will give clues about himself/herself.

d. Past Life

The author provides a direct comment through the character's thoughts, the conversation, or the medium of other characters about the character's past that influenced or shaped him/her in the present time.

e. Conversation of Others

The author describes the character through the conversation of other characters. What the other characters say about the character will give readers clues about the character's personality.

f. Reactions

The author gives clues about a character's personality through his/her reactions to various situations or events.

g. Direct Comments

The author directly describes the character's personality in the story. Direct comments by the author will easily help reveal the character's personality.

h. Thoughts

The author lets the readers reveal the character's personality through the character's thoughts (what the character thinks about). When the character is thinking about something, it will reveal what he/she wants to do in a certain circumstance.

i. Mannerisms

The author describes the character's mannerisms or habits that tell the readers about the character's personality.

2. Theory of Character Development

The second theory used in this study is the theory of character development. This theory is used to help the writer answer the third problem: the influence of conflicts on Lily Bloom's character development in Colleen Hoover's *It Ends with Us*. Arp and Johnson (2017) stated that readers of literary fiction typically expect a convincing change in a character to fulfill three conditions. First, it must be consistent with the individual's characterization as dramatized in the story. This means that the character change must not deviate from the characterization, as seen from the beginning of the plot. Second, it must be sufficiently motivated by the circumstances in which the character is placed. This means that the change of character must be inspired by their circumstances. Last, the story must offer sufficient time for the change to take place and still be believable. This means there must be enough time for the change of character to happen and remain trustworthy to readers.

Arp and Johnson (2017) added that, "many stories show a change in the protagonist as the result of some crucial situation in his or her life" (p. 146). In Colleen Hoover's *It Ends with Us*, Lily Bloom's character development is caused by the conflicts that occur in her life. According to this theory, the change of the character does not deviate from the character at the beginning of the plot or from their circumstances or surroundings. Moreover, a character also does not change overnight as the change must occur in a sufficient and appropriate time, and some factors influence it.

In addition, Orson Scott Card (1988) in *Characters and Viewpoint* stated that there are four factors or reasons why fictional characters change.

First, the cause of change in people might be the drives and hungers born in their genes. Second, the cause of change might be the way they are treated by others.

Third, people can change their own nature by an act of will. Last, changes in human beings are random, absurd, and uncaused (pp. 121-123).

It can be concluded that the change of fictional characters occurs due to things beyond their control. When a character changes, there must be a reason for the change as well as a result of the transformation. These changes occur throughout the story. However, there is an exception to the last-mentioned factor by Card (1988). On this factor, characters do things for no apparent reason. If there is a reason, the reader is unlikely to know.

3. Theory of Conflict

The writer uses the theory of conflict to answer the second problem. This theory helps the writer of the study to discover the conflicts faced by Lily Bloom as the main character in *It Ends with Us* and how those conflicts influence her character development. According to Arp and Johnson (2017), “conflict is a clash of actions, ideas, desires, or wills” (p. 98).

In general, there are two types of conflict, namely internal conflict and external conflict. Internal conflict is a conflict that occurs internally between a character and himself or herself. This conflict cannot be seen physically. On the other hand, external conflict is a conflict that occurs between a character and an outside force, for example, a character against another character. This conflict can be seen physically.

In some stories, the conflict is single, clear-cut, and easily identifiable. In others, it is multiple, various, and subtle. A person may be in conflict with other individuals, with social norms or nature, and with herself or himself all at the same time, and sometimes may be involved in conflict without being aware of it (Arp and Johnson, 2017, p. 98).

In literature, conflict is related to the main character or the protagonist of the story. Furthermore, Holman (1985), in his book *A Handbook to Literature*, stated that,

“conflict provides the elements of interest and suspense in any form of fiction” (p. 98). He also added that there are four different kinds of conflict.

a. A struggle against nature

It is a conflict in which a character struggles against the forces of nature, such as extreme weather or natural disaster.

b. A struggle against another person

It is a conflict in which a character struggles against another character in the story.

c. A struggle against society

It is a conflict in which a character struggles against society, government, or a societal norm.

d. A struggle for mastery by two elements within the person

It is an internal conflict in which a character struggles against two opposites within himself or herself. The character might find difficulties in deciding.

C. Theoretical Framework

In analyzing this study, the writer uses three related theories. The first theory is the theory of character and characterization. This theory is taken from the book *Perrine's Literature: Structure, Sound & Sense* by Arp and Johnson (2017), *Literary Movements for Students* by Ira Mark Milne (2009), and *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students* by M.J. Murphy (1972). The second theory is the theory of character development. This theory is taken from *Perrine's Literature: Structure, Sound & Sense* by Arp and Johnson (2017) and *Characters and Viewpoint* by Orson Scott Card (1988). The last one is the theory of conflict. This theory is taken from the book *Perrine's Literature:*

Structure, Sound & Sense by Arp and Johnson (2017) and *A Handbook to Literature* by C. Hugh Holman (1985).

The theory of character and characterization is used to analyze the characteristics of Lily Bloom as the main character in Colleen Hoover's *It Ends with Us*. The writer applies some methods by Milne (2009) and Murphy (1972) to see how Lily Bloom is described through her thoughts, actions, and dialogues with other characters in dealing with conflicts. This theory helps the writer reveal Lily's characteristics by using the methods to describe a character in order that the writer can understand the influence of conflicts on her character development. Therefore, this theory is significant to be applied to answer the first problem formulation.

The theory of character development is used to analyze the development of Lily Bloom's character. This theory helps the writer determine that Lily Bloom experiences several changes throughout the story, which are influenced by the conflicts she faces. This theory shows that character change occurs gradually and is influenced by the character's circumstances in the story. Therefore, the theory of character development is significant in answering the third problem formulation.

The theory of conflict is used to analyze the conflicts faced by Lily Bloom in the story and how the conflicts contribute to her character development. By applying this theory, the writer can discover the internal and external conflicts in Lily Bloom's life. In other words, Lily's character develops as she faces conflicts throughout the story. Therefore, the use of this theory is significant in answering the second problem formulation.

CHAPTER III

METHODOLOGY

A. Object of the Study

The object of this study is a romance novel entitled *It Ends with Us*, written by Colleen Hoover. It was first published by Simon & Schuster in 2016. This novel is 384 pages long. *It Ends with Us* is one of the best-selling novels by Colleen Hoover. It also won the Goodreads Choice Award for the Best Romance category in 2016. In 2022, the novel reached the top of several bestseller lists, including the New York Times. Furthermore, it has been translated into over twenty languages and sold over four million copies around the world.

It Ends with Us follows the story of Lily Bloom, a twenty-four-year-old college graduate who grew up in an abusive home. Lily's father, Andrew Bloom, is a cruel and abusive father figure in her life. Following Andrew's death, Lily relocates to Boston and opens a flower shop. In Boston, she encounters Ryle Kincaid, a successful and gorgeous neurosurgeon. Lily and Ryle start their relationship, even though it is initially difficult because they have different purposes in the relationship. Lily is also good friends with Allysia Kincaid, Ryle's sister who works with Lily at her flower shop.

As Lily explores her relationship with Ryle, she recalls her past with Atlas Corrigan, a homeless boy who is Lily's first love when she was fifteen. Lily experiences several forms of violence from Ryle, but she tolerates all his abusive behaviors. She forgives Ryle because she believes that Ryle is not as abusive as Andrew. Lily begins to hate Ryle when he physically hurts her for the umpteenth time

because he is envious of Atlas' role in Lily's life. In the end, Lily leaves Ryle after giving birth to her daughter. She does this to break the cycle of abuse so her daughter does not have to go through what she went through as a child in an abusive home.

It Ends with Us is one of Colleen Hoover's best-selling novels. This novel tells the story of Lily Bloom, a woman who faces conflicts in her life, particularly those involving violence. Lily goes through trauma and denial while attempting and struggling to break the cycle of abuse. At the end of the story, she decides to stop being a victim of abuse.

B. Approach of the Study

This study focuses on the conflicts faced by Lily Bloom and the impacts of the conflicts on her character development. To analyze this study, the writer needs an approach. Hence, the writer applies the new criticism approach. Bressler (2011), in *Literary Criticism: Introduction to Theory and Practice*, stated that new criticism "provides the reader with a formula for arriving at the correct interpretation of a text using—for the most part—only the text itself" (p. 53). In other words, this approach is a literary approach that focuses on the text of the work under study.

For the new critics, the best response to a literary text is an interpretation of that text. And the best way to develop interpretation, according to the new critics, is through close reading, which means detailed, careful attention to evidence from the text itself, to the words on the page (Parker, 2019, pp. 17-18).

The new criticism approach does not analyze the external elements of the text being analyzed, such as the author, historical background, and so forth. Güven (2022) stated that "New Criticism believes that interpreting the literary texts begins with analyzing its form, a deep understanding of the definitions of certain formal elements is essential" (para. 3). Furthermore, this approach emphasizes close reading.

According to Cleaver (2014), “close reading is an interaction that involves observation and interpretation between the reader and a text” (para. 5). Therefore, all interpretations made must be supported by the evidence found in the text itself.

By using this approach, the writer has to focus on the intrinsic elements of the novel *It Ends with Us*. In other words, the writer has to focus only on the text itself. The writer has to find out the conflicts in the novel and their influence on Lily Bloom’s character development. The new criticism approach is appropriate and significant for this study as it focuses on the intrinsic elements and does not involve extrinsic elements of the literary work itself. Therefore, this approach is applied to get the facts and details of the text in order that the writer can answer the problem formulation by providing the textual evidence found in the novel *It Ends with Us*.

C. Method of the Study

The writer uses library research as the method of this study. There are several sources that the writer uses. The primary source is the novel *It Ends with Us* by Colleen Hoover. The secondary sources are printed books, electronic books, journal articles, undergraduate theses, and websites on the internet related to the theories, approach, and object of the study itself. The significant secondary sources in this study are Arp and Johnson’s *Perrine’s Literature: Structure, Sound & Sense*, Orson Scott Card’s *Characters and Viewpoint*, Ira Mark Milne’s *Literary Movements for Students*, M.J. Murphy’s *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students*, and C. Hugh Holman’s *A Handbook to Literature*.

There were several steps taken to conduct this study. First, the writer read the primary source of this study, namely the novel *It Ends with Us*. The writer took some notes while reading the novel. The writer did this to get a better understanding of the plot as well as Lily Bloom's character. Next, the writer formulated three research problems. Then, the writer read the secondary sources related to the approach and theories needed to answer the research problems. The writer applied the new criticism approach to analyze this study.

The next step that the writer took was to analyze the first research problem, namely Lily Bloom's characteristics, using the theory of character and characterization. After analyzing Lily Bloom's characteristics, the writer analyzed the second research problem, namely the conflicts Lily Bloom faces, using the theory of conflict. The writer divided the conflicts into internal and external. Next, the writer analyzed the third research problem, namely the influence of conflicts on Lily Bloom's character development, using the theory of character development. Finally, the writer made a conclusion based on the results of the analysis.

CHAPTER IV

ANALYSIS

A. The Characteristics of Lily Bloom

This first section discusses Lily Bloom's characteristics as the main character in *It Ends with Us*. It is significant to understand Lily's characteristics to determine the conflicts she faced and how they influenced her character development. In analyzing the characteristics of Lily Bloom, the writer applied nine methods to describe a character proposed by M.J. Murphy in his book *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students* (1972).

1. Compassionate

Lily Bloom is the main character in the novel. She cares about people around her, even those she barely knows. Her compassion is shown in the second chapter of the book when she found her old journals addressed to Ellen DeGeneres, host of the talk show *The Ellen DeGeneres Show*. She wrote those journals when she was fifteen and put them in the shoeboxes. In the journals, she wrote to Ellen about a guy in Mrs. Burleson's house. The house has been emptied since Mrs. Burleson died. The guy who lived in that empty house is Atlas Corrigan, a senior in Lily's school.

I went inside my house and made a couple of sandwiches. I grabbed two sodas out of the fridge and a bag of chips. I put them in a lunch bag and I ran it over to the abandoned house and set it on the back porch by the door (Hoover, 2016, p. 33).

From the lines above, it can be seen that Lily helped Atlas for the first time without knowing anything about Atlas except his name and the fact that he was a senior in her school. Furthermore, Lily's compassion is also shown when she let Atlas take a shower in her house before her parents, Andrew and Jenny Bloom, got home. She felt

panicked and looked out the window to see if her parents were home or if the neighbors might have seen Atlas enter her house.

In between looking out the window and checking the clock, I was filling up one of my old backpacks with stuff. Food that didn't need refrigerating, a couple of my father's T-shirts, a pair of jeans that were probably going to be two sizes too big for him, and a change of socks (Hoover, 2016, pp. 36-37).

In the fourth chapter of the book, it can be seen from the old journal that Lily read, she grew closer to Atlas after she helped him. She felt comfortable being friends with him. Their friendship started when Atlas sat next to Lily on the bus. He gave her a bunch of old gardening tools. After that, they talked on the bus ride—mostly about Ellen DeGeneres. She invited Atlas to watch *The Ellen DeGeneres Show* at her house after school. Two weeks had passed, and during that time Atlas had been living in that empty house.

He's taken a few more showers at my house and I give him food every time he visits. I even wash his clothes for him while he's here after school. He keeps apologizing to me, like he's a burden. But honestly, I love it. He keeps my mind off things and I actually look forward to spending time with him after school every day (Hoover, 2016, p. 64).

The evidence above indicates that Lily's compassion for Atlas grew over time. Due to her closeness to Atlas, Lily expressed concern and compassion for him. Despite the fact that Lily did not know much about Atlas, they had been friends for a few weeks. She often felt worried for Atlas because he lived alone in an empty house. He had no one there.

I'm worried about him. It started getting really cold this week and it's supposed to be even colder next week. If he doesn't have electricity, that means he doesn't have a heater. I hope he at least has blankets (Hoover, 2016, p. 103).

It began to snow heavily at that time. Lily wanted to give blankets to Atlas when he left her house in a hurry. When Jenny arrived home earlier than expected, Lily

forgot about the blankets. Thus, she waited for her parents to go to sleep so she could give Atlas the blankets. She sneaked away to the empty house where Atlas was staying. She looked around that house and wondered how Atlas could have survived there for weeks. Then, Atlas told her that she should not be in that house.

“You shouldn’t be here, either.” I started to pull him out the front door with me, but he yanked his hand back. That’s when I said, “You can sleep on my floor tonight. I’ll keep my bedroom door locked. You can’t sleep here, Atlas. It’s too cold and you’ll get pneumonia and die.” (Hoover, 2016, p. 114).

From the evidence above, it can be seen that Lily cares about Atlas. She noticed wind and snow pouring in through a large hole in the roof above the kitchen. She could not bear the thought of Atlas living and sleeping in that house. She asked Atlas to sleep on her bedroom floor.

According to Murphy’s (1972) nine methods to describe a character, the writer discovered Lily’s compassion in her reactions to a situation as well as her speeches. The things that she did as well as what she said to Atlas indicated Lily’s compassionate characteristic.

2. Traumatized

Living with an abusive father as a child traumatized Lily in many ways, particularly in relation to romantic relationships. She was traumatized every time Ryle physically hurt her. When Ryle abused her, she frequently remembered painful memories, such as Andrew’s abusive behavior toward Jenny.

When Lily and Ryle started their relationship, Ryle came over to Lily’s house when she cooked him a casserole for dinner. Lily had already drunk three glasses of wine. They talked until they forgot about Lily’s casserole in the oven. Ryle opened the oven door, took out the burned casserole, and forgot to put the pot holder on. Lily

laughed because Ryle did not even think to use a pot holder. She could not stop laughing and thought it was the result of too much wine.

Ryle's arm slammed against her when Lily stopped laughing. Lily lost her footing and hit her face on a cabinet door handle as she fell. She could feel pain radiating from the corner of her eye. Then, Ryle realized what he had done to his girlfriend. He pulled Lily against him and apologized to her. Lily could not think about anything else but her father's words. It was the first time Ryle hurt her and it shocked her. She could not think straight. She seemed to be reminded of her father again.

I don't hear Ryle's voice this time. All I hear is my father's voice.

"I'm sorry, Jenny. It was an accident. I'm so sorry."

"I'm sorry, Lily. It was an accident. I'm so sorry." (Hoover, 2016, p. 186).

Lily's trauma can also be seen when she and Ryle were already married. One day, when Lily returned home, Ryle asked about the Boston magnet that Lily stuck on the fridge. Then, Lily found out that Ryle had read her journals. Ryle was very angry with her. He sank his teeth into Lily's skin so deeply that she screamed and cried. Lily sobbed and tried to push Ryle away from her because he tried to rape her.

My fear folds in on itself, and I become diluted with rage. All I can see when I squeeze my eyes shut is my mother crying on our old living room couch; my father forcing himself on top of her. Hatred rips through me and I start screaming (Hoover, 2016, p. 266).

The violence Lily experienced evoked her trauma of the violence Andrew, her father, had done to Jenny, her mother. The thing she feared the most became what she experienced. Every time Ryle physically hurt Lily, she was reminded of Jenny's pain. These painful events brought out her trauma.

After Ryle's forehead hit Lily's, Lily felt blood running down her right eye. Then, he apologized to her. When Ryle already slept, Lily's pain began to get worse because there was too much blood in her eye. She called Atlas and then he took her to the

hospital. In the hospital, Lily found out that she got pregnant. She blamed herself for what happened to her.

I did this to myself.
I allowed this to happen to me.
I am my mother (Hoover, 2016, p. 273).

Lily was angry at herself because she hated that Jenny did not do anything when Andrew abused her. She could not accept the fact that she became like her mother. She was angry because she let Ryle abuse her and she did not fight in the slightest.

Atlas took Lily to his house in Wellesley because she did not want to stay in the hospital and did not want to see Ryle at home. She also could not stay at her mother's, Allysa's, or Lucy's because Ryle would find her there. Lily went to work the next day. It was the first time Lily saw Ryle after the incident that night. Ryle told her that he left for England for three months. He gave Lily the keys so she could return to her apartment. Then, Lily asked Atlas to drive her home. When they arrived, Lily's hands were shaking when she tried to open the door.

I fish around in my purse for the keys and don't even realize my hands are shaking until my third failed attempt to open the door. Atlas calmly takes the keys from me and I step aside as he opens the door for me.
"Do you want me to make sure no one's here?" he asks.
I nod. I know Ryle isn't here because he's on his way to England, but I'm honestly still a little scared to walk into the apartment by myself (Hoover, 2016, p. 307).

The evidence above indicates that the incident the other night traumatized Lily. She was afraid of returning to her apartment because she kept remembering what had happened to her. Even with Atlas by her side, she felt unsafe in her own apartment. Lily felt a surge of emotion. She was afraid and angry at the same time. There was anger in her after experiencing violence committed by her own husband.

Based on Murphy's (1972) nine methods to describe a character, the writer of this study found that Lily's traumatized characteristic is from the methods of thoughts and speech. This characteristic can be seen in Lily's thoughts and speech.

3. In denial

Lily's trauma from past events made her believe that her choice at this time was right. She felt sure of Ryle because he loved her. Therefore, when Ryle physically hurt her for the first time, she was sure that Ryle was not like her father. It was when Ryle did not use the pot holder when he pulled out the burned casserole from the oven. Lily laughed when she saw Ryle's hand, but Ryle pushed her. There was blood on Lily's eye, near her temple, and also on Ryle's hand. Ryle's apologies made her feel that Ryle obviously did not do it on purpose. "*He's not like my father. He can't be. He's nothing like that uncaring bastard*" (Hoover, 2016, p. 188).

Ryle kept apologizing to Lily. Lily was hurt on the inside and wanted to get angry at him, but she could not do what she always wanted Jenny would do when Andrew abused her. She denied once again that Ryle was not like Andrew. "Ryle isn't like my father. *He's nothing like him*" (Hoover, 2016, p. 188). Lily felt her anger disappear instantly and did not want to talk about it anymore. She told Ryle that if he ever hurt her again, she would leave him. Besides apologizing, Ryle tried to convince Lily that he was unlike Andrew. "I can't take the pain in his voice. "I know you're nothing like my father," I say. "Just . . . please don't ever make me doubt you again. Please." (Hoover, 2016, p. 191).

Lily felt Ryle deserved forgiveness. She loved him. She believed that Ryle was different and that he could not be the same as Andrew. "I feel if I don't find a way to forgive him, I'll somewhat be placing blame on him for the resentment I still hold for

my father. *He's not like my father*" (Hoover, 2016, p. 192). Lily hated her father and she could not place the blame on Ryle just because he abused her. She knew that Ryle never meant to do it intentionally.

When Lily, Ryle, Ryle's sister, Allysa, and his brother-in-law, Marshall, went to a restaurant called Bib's for dinner, Lily found out that Atlas was the owner. Atlas caught Lily's eye and then turned to Ryle's bandaged hand. He was aware that something had happened to Lily. Lily went to the women's restroom not long after. She planned to tell Ryle that she was sick so they could leave the restaurant. Atlas stepped inside and locked the restroom door immediately after Lily unlocked it. He asked Lily about what happened to her eye but she said nothing happened. Atlas realized she had lied to him and told her to leave Ryle. "I take a step forward and shake my head. "He's not like that, Atlas. It wasn't like that. Ryle is a good person"" (Hoover, 2016, p. 197). The evidence previously shows that Lily was in denial. She knew she was hurt but she refused to believe that Ryle was bad for her. After that, Ryle caught Lily alone with Atlas in the restroom. Lily told him that Atlas followed her there and she did not want to be with Atlas. She only wanted to be with Ryle because they loved each other. "Atlas is wrong about Ryle. I just wish Atlas knew he was wrong" (Hoover, 2016, p. 202).

Lily's denial can also be seen when she and Ryle have already married. Ryle discovered Atlas' phone number hidden in the back of Lily's phone case. Lily ran after Ryle as he walked straight to the door. Then, he pushed Lily away when she finally reached him. Nevertheless, he told Lily that she fell down the stairs. The next day, Ryle tried to apologize to Lily many times. When Lily arrived at her flower shop, Allysa and Ryle were there. Allysa asked Ryle to tell Lily about something. It was the

time when Ryle told Lily about Emerson, his older brother, who died when he was seven because Ryle accidentally shot him. Ryle told Lily ever since that incident, things were out of his control and he had no intention of hurting her. He regretted everything that happened.

He holds me against him and I know deep in my heart that I'm doing the right thing. There is so much more good in him than bad, and I'll do whatever I can to convince him of that until he can see it, too (Hoover, 2016, p. 244).

Lily felt more pain for Ryle than she did for herself. The evidence above shows that she believed that Ryle was not a bad person. "I am a strong woman. I've been around abusive situations my whole life. I will never become my mother. I believe that a hundred percent. And Ryle will never become my father" (Hoover, 2016, p. 246). From this evidence, it can be seen that Lily believed Ryle would never be like her father. Furthermore, she wanted to help Ryle get through this. She was sure that the cause of Ryle's abusive behavior was because of his dark past.

One day, when Lily got home from work, Ryle asked her about the Boston magnet that she stuck on the fridge. Then, he asked her to read aloud an article about Bib's, Atlas' restaurant, from a newspaper. Ryle also had read Lily's old journal and knew the Boston magnet was from Atlas. He sank his teeth into Lily's skin, right over her tiny heart tattoo where Atlas used to kiss her. Ryle knew everything about Atlas in Lily's life. He was angry at his wife. His hand gripped her ankle and he pulled her until she was under him. He almost raped Lily and his forehead collided with Lily's. Then, Lily felt blood dripping into her eye. Ryle realized it and apologized to Lily.

He knows what he's done. He's Ryle again, and he knows what he's just done to me. To us. To our future.

I utilize his panic to my advantage. I shake my head and I whisper, "It's okay, Ryle. It's okay. You were angry, it's okay." (Hoover, 2016, pp. 266-267).

From the evidence above, it can be seen that Lily felt like she understood Ryle's abusive behavior toward her. She knew she was mistaken because she still kept everything related to Atlas. She thought that if she did not keep those things perhaps Ryle would never lose his temper and physically hurt her. None of this would have happened if she had only focused on Ryle and had long since forgotten about Atlas. Therefore, she felt Ryle's anger was natural because he loved Lily. Being in denial is Lily's last characteristic which can be seen from the methods of thoughts and speech based on Murphy's (1972) nine methods to describe a character.

B. The Conflicts Faced by Lily Bloom

In this second section, the writer discussed the conflicts faced by Lily Bloom. The writer categorized the conflicts into internal and external conflicts. The conflicts in Lily's life are factors that develop her character. To find out the conflicts, the writer applied C. Hugh Holman's theory proposed in *A Handbook to Literature* (1985). He stated in the book that there are four types of conflict. However, the writer only found two types of conflict: a struggle for mastery by two elements within the person (internal conflict) and a struggle against another person (external conflict).

1. Internal Conflict: Lily Bloom and Her Feeling

The internal conflict in *It Ends with Us* is the struggle of young Lily when she sees Andrew choke Jenny during a heavy snowfall. Lily could not bear witnessing her mother being mistreated. Thus, she yelled at Andrew, jumped on his back, and hit him on the side of his head. Lily had no idea what had happened. All she knew was that she had fallen and her forehead was hurting and bleeding.

My mom gave me a rag and told me to hold it to my head because it was bleeding and then she helped me to her car and drove me to the hospital. On the way there she only said one thing to me.

“When they ask you what happened, tell them you slipped on the ice.”

When she said that, I just looked out my window and started crying. Because I thought for sure this was the final straw. That she would leave him now that he had hurt me. That was the moment I realized that she’d never leave him. I felt so defeated, but I was too scared to say anything to her about it (Hoover, 2016, p. 110).

Jenny drove Lily to the hospital. She told her daughter to tell people that she had slipped on the ice. On the way to the hospital, Lily could not help but cry. Lily knew Jenny would never leave Andrew no matter how much he physically hurt them both. She would stay with Andrew even if he had hurt her and her daughter.

The next internal conflict that Lily faced was when she and Ryle started their relationship. Lily was dizzy after having three glasses of wine. She grabbed the counter to steady herself as Ryle pulled out the burned casserole they were about to eat. Lily laughed, but Ryle pushed her. Then, Ryle apologized over and over to her. “I can’t tell if I’m more disappointed in him or myself. Him for losing his temper in the first place or me for somehow finding comfort in his apology” (Hoover, 2016, p. 188). Lily was perplexed by her disappointment, whether it was directed at Ryle, who had hurt her, or at herself, who had easily forgiven Ryle.

I bring my hands to my face and I sob, because I feel more pain for that man out there, knowing what he went through as a child, than I feel for myself. And that doesn’t make me feel selfless or strong. It makes me feel pathetic and weak. I’m supposed to hate him. I’m supposed to be the woman my mother was never strong enough to be (Hoover, 2016, p. 242).

Lily did not understand her feeling. She felt that she was supposed to hate Ryle, but instead, she felt empathy for him. She has two opposing sides to her. On the one hand, she felt she should hate Ryle for what he had done to her. On the other hand,

she felt that he did not deserve to be hated because he had been through a difficult period in his life.

Sometimes the girl inside of me—the daughter of my father—is really opinionated. She tells me I shouldn't have forgiven him. She tells me I should have left the first time. And sometimes I believe that voice. But then the side of me that knows Ryle understands that marriages aren't perfect (Hoover, 2016, p. 246).

It had been a month since Ryle pushed her down the stairs, but Lily still found it difficult to forgive Ryle. Deep down, she felt that Ryle was actually different from Andrew. Ryle was a good person compared to Andrew; it was just that he had a bad temper. She knew Ryle was false because he was abusive to her but she also gave him another chance. She did not want to break their marriage vows.

Lily's inner conflict occurred due to her denial of Ryle's abusive behavior. She was confused about whether she was disappointed in Ryle or herself. She was too carried away in her toxic and unhealthy relationship with Ryle. Her love for Ryle blinded her from the actual pain she felt. Therefore, when Ryle physically hurt her, she denied that Ryle was not like her father. She has an inner conflict between what she experienced and what she felt toward Ryle.

The first internal conflict arose when Lily expected Jenny would leave Andrew after he hurt Lily physically and caused her to get hurt. She was in tears when Jenny told her to lie about what had happened if anyone asked. Lily wanted Jenny to leave Andrew because of his violence, but Jenny would never do it. She was afraid to say anything to Jenny, so she did not. Furthermore, the other internal conflict arose because Ryle pushed Lily, triggering her trauma. She could not believe that the man she loved would physically hurt her. Ryle apologized repeatedly and Lily forgave him. She later discovered Ryle had a dark past, leading to his abusive behavior. She

had no idea what she was feeling. She felt that she should have left Ryle the first time he hurt her, but another part of her knew that Ryle was not perfect and he made mistakes. The things that had happened made it difficult for Lily to understand her feelings and to determine what should have happened and what had already happened. According to Holman (1985), this is one type of conflict, namely a struggle for mastery by two elements within the person.

2. External Conflicts

a. Lily Bloom and Andrew Bloom (Her Father)

The first external conflict faced by Lily Bloom is the conflict between her and her father, Andrew Bloom. This conflict occurred because young Lily witnessed her mother, Jenny, being choked by Andrew in the garage. Lily shouted at him because she could not stand his treatment of Jenny. She jumped on Andrew's back and hit him on the side of his head, but she did not remember anything afterward.

I don't really know what happened, but I'm guessing he threw me off of him. I just remembered one second I was on his back and the next second I was on the ground and my forehead hurt like you wouldn't believe (Hoover, 2016, p. 110).

As a result of the incident, Lily received nine stitches on her forehead. Moreover, Andrew did not intend to check his daughter's condition. He immediately left his daughter and wife in the garage after violently assaulting them. Through the lines above, it can be seen that Andrew's abusive behavior towards Jenny caused the conflict between Lily and Andrew.

Lily never liked Andrew's abusive behavior. Therefore, she hit Andrew on the head when she saw Andrew physically hurt Jenny. Andrew threw her off of him, and as a result, Lily suffered a cut on her forehead. Most of the conflicts between Lily and

Andrew occurred because Andrew hurt Jenny, and Lily could not accept her father's behavior. However, it was only during this conflict that Lily was physically injured due to Andrew.

b. Lily Bloom and Ryle Kincaid (Her Partner)

The following external conflict is Lily's conflict with Ryle. Their first conflict started before they got married. Ryle came over to Lily's apartment when she cooked him a casserole for dinner. Lily consumed three glasses of wine. She and Ryle talked for so long that they forgot about the casserole in the oven. Ryle rushed to the kitchen. He opened the oven door and took out the burned casserole. However, he forgot to put on the pot holder. Then, Lily laughed because she thought it was funny when Ryle's hand dropped the casserole to the floor. Ryle's arm slammed against her and knocked her backward in a split second while she was laughing.

In a matter of one second, Ryle's arm came out of nowhere and slammed against me, knocking me backward. There was enough force behind it to knock me off balance. When I lost my footing, I hit my face on one of the cabinet door handles as I came down (Hoover, 2016, p. 185).

The evidence above indicates that Lily experienced abuse for the first time. She did not expect Ryle would hurt her physically because she thought he was not that kind of person. She was surprised to see Ryle did the same thing Andrew did to Jenny.

Another external conflict between Lily and Ryle occurred when they had dinner with Allysya and Marshall at Atlas' restaurant called Bib's. Atlas saw Ryle's bandaged hand and Lily's eye. He knew something bad happened between them. When Lily went to the restroom, Atlas approached her and asked her to leave Ryle. He did not want Lily to be in an abusive relationship with Ryle. Shortly after that, Ryle came and he saw Lily alone with Atlas in the restroom. Ryle found out that Atlas, Lily's first love, was the owner of Bib's. He was angry at that time and it made Lily feel guilty.

He doesn't speak to me the entire time we're driving. I say his name once, but he just shakes his head like he's not ready to hear my explanation yet. When we pull into my parking garage, he gets out of the car as soon as he turns it off, like he can't get away from me fast enough (Hoover, 2016, p. 200).

Similar to her mother, Lily experienced domestic violence. She often received harsh treatment from Ryle. She was violently treated when Ryle found Atlas' number on the back of Lily's phone cover. Ryle threw Lily's phone away, causing it to shatter into pieces. Then, he walked straight to the door and left her.

I open the door and run after him. He's taking the stairs two at a time, and I finally reach him when he's at the landing of the second floor. I shove myself in front of him and grab his shirt in my fists. "Ryle, please. Let me explain."
He grabs my wrists and pushes me away from him (Hoover, 2016, p. 230).

In the bedroom, Ryle told Lily that she fell down the stairs. Lily still clearly remembered that Ryle pushed her. Ryle's jealousy made him treat Lily violently. He repeatedly told Lily that she fell down the stairs. However, Lily was unsure if Ryle wanted to convince Lily or himself. This shows that the conflict between Lily and Ryle occurred because of Ryle's abusive behavior.

One day, Ryle asked Lily where did she get the Boston magnet that she stuck on the fridge. However, Lily did not tell the truth about it to Ryle. Then, he asked Lily to read aloud an article from a newspaper. Atlas' restaurant, Bib's, which stands for *Better In Boston*, was featured in the article. According to the article, the name of the restaurant was chosen to honor someone who had a significant impact on Atlas' life. When Lily walked to her bedroom, she found out Ryle had read her journals. Afterward, Ryle almost raped her because he got very angry.

He spins me, but my eyes are still closed. I'm too scared to look at him. His hands are digging into my shoulders as he pushes me toward the bed. I start trying to fight him off of me, but it's useless. He's too strong for me. He's angry. He's hurt. *And he's not Ryle* (Hoover, 2016, p. 265).

From the evidence above, it can be seen that Ryle was very angry that he tried to rape Lily. Meanwhile, Lily was terrified. He even sank his teeth into Lily's skin, right over her tattoo. He knew that tattoo had something to do with Atlas. Lily could only sob and try to push Ryle away from her body but she could not. Then, Ryle's forehead hit Lily's forehead until it bled. "His forehead comes crashing down against mine. In an instant, all the pain fades as a blanket of darkness rolls over my eyes and consumes me" (Hoover, 2016, p. 266). The evidence previously indicates that the conflict between Lily and Ryle caused Lily to be physically and also mentally hurt due to his anger and jealousy.

C. The Influence of Conflicts on Lily Bloom's Character Development

Conflicts in Lily Bloom's life have influenced her character development. From the previous analysis, it can be seen that the conflicts have slowly changed Lily's behavior. She was initially traumatized by the violence Andrew had done to Jenny. She felt emotional when Ryle physically hurt her for the first time before they married. However, Lily forgave Ryle and believed that Ryle was not like her father. The second time Ryle pushed Lily was when they were already married. Ryle told Lily that she fell down the stairs, but she remembered it was obviously Ryle who pushed her away.

After the incident, Ryle told Lily that he accidentally shot his brother when he was six years old. He also told her that he had no intention of hurting her when he pushed her away the other night. After hearing his story, Lily felt she understood Ryle's past and why he did what he did. She felt that she had to help Ryle because she loved him. One day, Ryle read Lily's journals and found out everything about Atlas. Then, he became emotional. He got very angry and almost raped her. That was

when Lily started to hate Ryle. All her good thoughts about Ryle were shattered at that moment. Lily called Atlas, and he took her to the hospital. Then, she discovered that she was pregnant.

As soon as Lily gave birth to their daughter, she told Ryle she wanted a divorce. She did this because she did not want her daughter to live as she lived.

I know I'm not giving her the life I dreamed for her. A home where she lives with both parents who can love her and raise her together. But I don't want her to live like I lived. I don't want her to see her father at his worst. I don't want her to see him when he loses his temper with me to the point that she no longer recognizes him as her father. (Hoover, 2016, p. 360).

The changes in her led to a happy ending, in which she ended Ryle's cycle of abuse. She was determined to leave Ryle so that she would not have to experience violence again and her daughter would never feel the same way Lily did when she was a child witnessing what her father did to her mother. Lily ended the cycle of abuse primarily because she did not want the abuse to continue in her daughter's life.

Sometimes it seems easier to just keep running in the same familiar circles, rather than facing the fear of jumping and possibly not landing on your feet.

My mother went through it.

I went through it.

I'll be damned if I allow my daughter to go through it.

I kiss her on the forehead and make her a promise. "It stops here. With me and you. It ends with us." (Hoover, 2016, p. 361).

From the evidence above, it can be seen that Lily Bloom is no longer a traumatized woman who denies violence, but she becomes a woman who is determined and dares to end the cycle of abuse. She wants her daughter to live a better life without being in an abusive household. Based on Card's (1988) *Characters and Viewpoint*, there are four factors why fictional characters change. However, there is only one factor that influences Lily's character change, which is the way she is treated by others. She was treated violently by Andrew and Ryle, and it led to her character development at the

end of the story. The most influential conflict in Lily's character development is the external conflict she has with Ryle. She gradually realized that she needed to break free from the cycle of abuse and begin a new life with her daughter.

According to the theory of character development proposed by Arp and Johnson (2017) in their book *Perrine's Literature: Structure, Sound & Sense*, the change of a character must fulfill three conditions. First, it must be consistent with the characterization as seen in the story. Second, it must be motivated or inspired by the character's circumstances. Third, there must be enough time for the change of character to happen and still be trustworthy to readers. As the main character, Lily Bloom has met these conditions in facing conflicts.

Related to the first condition, Lily's character change is consistent with her characteristics at the beginning of the story. She developed from a compassionate to an uncaring person when she could not stand Ryle's abusive behavior. Then, she developed from a person who denies Ryle's abusive behavior to a conscious person when Ryle often abused her. Last, she developed from a traumatized to a brave person who finally ended the cycle of abuse. The second condition, Lily's character development is motivated by the circumstances in which she is placed. In other words, all of the conflicts that Lily faced surround her condition and encourage her character development to happen. The last condition, the story of *It Ends with Us* provides sufficient time for Lily's character change to occur and still be believable. In the story, Lily's character development has enough time to occur and remains trustworthy to the readers.

CHAPTER V

CONCLUSION

The writer of this study formulated three problems. The first problem is about Lily Bloom's characteristics. The second problem is about Lily Bloom's conflicts. The third problem is about how Lily Bloom's conflicts influence her character development at the end of the story. The writer applied three theories to analyze the problem formulation. These theories are the theory of character and characterization, the theory of character development, and the theory of conflict.

The writer used the theory of character and characterization proposed by Arp and Johnson in *Perrine's Literature: Structure, Sound & Sense* (2017), Ira Mark Milne in *Literary Movements for Students* (2009), and M.J. Murphy in *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students* (1972) to answer the first problem. The writer found three characteristics of Lily Bloom. These characteristics are compassionate, traumatized, and in denial. Compassionate, as the first characteristic of Lily, is depicted through her reactions and speech. Lily's reactions when she helped Atlas indicated her compassion toward him. The second and last characteristic, traumatized and in denial, are depicted through Lily's thoughts and speech.

The theory of character development is taken from Arp and Johnson's *Perrine's Literature: Structure, Sound & Sense* (2017) and Orson Scott Card's *Characters and Viewpoint* (1988) to answer the last problem. Based on Card's (1988) four factors of characters change, the writer found Lily's character development is influenced by the way she is treated by others. Meanwhile, based on the theory proposed by Arp and

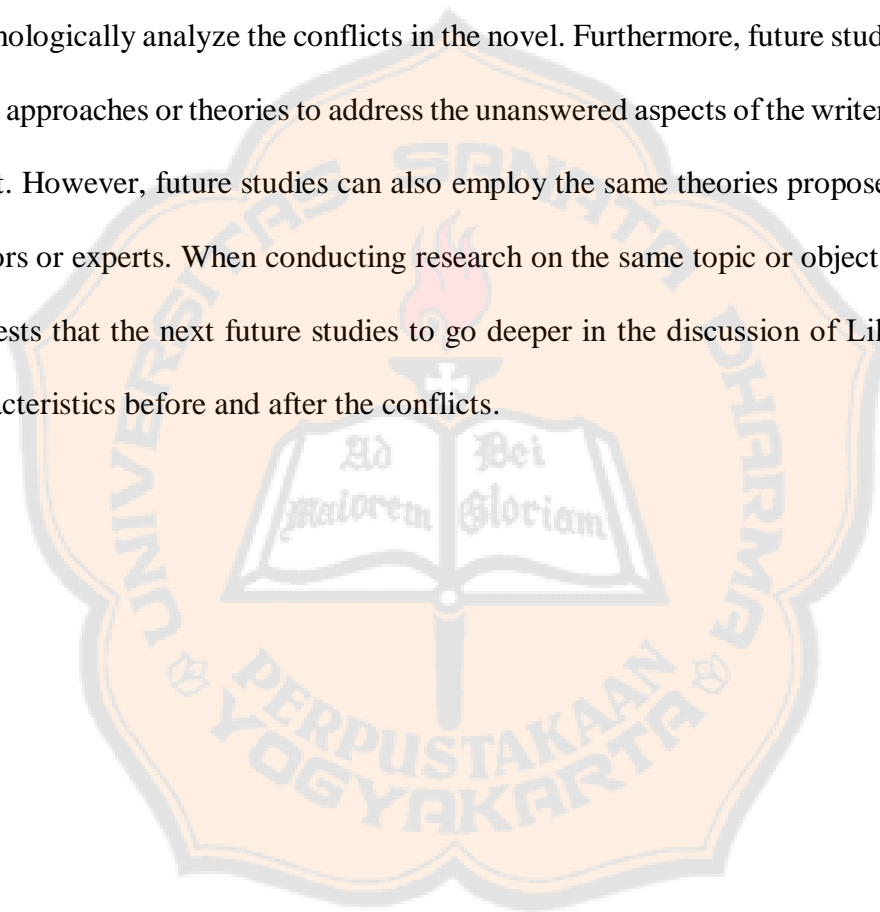
Johnson (2017), Lily has fulfilled three conditions of a character change. First, Lily's characteristics are consistent throughout the story. When she could not stand Ryle's abusive behavior, she transformed from compassionate to uncaring, traumatized to brave, and from a woman who denied Ryle's behavior to a conscious woman who finally ended the cycle of abuse. Second, Lily's character development is motivated or influenced by the circumstances in which she is placed. In other words, the conflicts surrounding Lily's condition drove her character development to occur. Last, *It Ends with Us* gives enough time for Lily's character development to occur and still be believable to readers.

The writer used the theory of conflict proposed by Holman in his book *A Handbook to Literature* (1985) to answer the second problem. Holman mentioned four different types of conflict. However, in the analysis, the writer only found two types: a struggle for mastery by two elements within the person (internal conflict) and a struggle against another person (external conflict). The internal conflict occurred between Lily and her feeling. Meanwhile, the external conflicts occurred twice. First, it occurred between Lily and her father, Andrew Bloom. Second, it occurred between Lily and her partner, Ryle Kincaid.

In addition to the three theories mentioned previously, the writer also used the new criticism approach. New criticism is significant for this study as this approach is applied to get the facts and details of the novel in order that the writer can answer the problem formulation by providing the textual evidence found in *It Ends with Us*. In conclusion, all of Lily Bloom's conflicts influenced her character development in terms of her behavior and thoughts. As a result of these conflicts, Lily developed the courage to break the cycle of abuse and leave the person who had hurt her, Ryle

Kincaid. Therefore, her external conflict with Ryle is the most influential conflict in her character development.

The writer of this study would like to give suggestions for future studies. Future studies that would like to discuss conflicts in Colleen Hoover's *It Ends with Us* should use a different approach, such as the psychological approach, in order for the analysis can come from different perspectives. A psychological approach can be used to psychologically analyze the conflicts in the novel. Furthermore, future studies can use other approaches or theories to address the unanswered aspects of the writer's analysis result. However, future studies can also employ the same theories proposed by other authors or experts. When conducting research on the same topic or object, the writer suggests that the next future studies to go deeper in the discussion of Lily Bloom's characteristics before and after the conflicts.



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