STRUCTURAL VIOLENCE IN THE TOTALITARIAN STATE AS REFLECTED IN GEORGE ORWELL’S NINETEEN EIGHTY-FOUR

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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December 20th, 2014
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Rohandi, Ph.D.
To all of the Proles in the world, this thesis is dedicated.
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cite in the quotations and the references, as a scientific paper should.

Yogyakarta, January 21st, 2015

The Writer

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ABSTRACT

Wijanarko, Bayu. 2015. Structural Violence in the Totalitarian State as Reflected in George Orwell’s Nineteen Eighty-four Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers and Training and Education, Sanata Dharma University.

This thesis discusses the structural violence experienced by the citizen characters of George Orwell’s Nineteen Eighty-four. The citizen characters in this novel are having structural violence experiences from the totalitarian state. This study aims at identifying and finding out how the institution of totalitarian state with its system represses the citizen through some ways and proving whether such actions are truly structural violence by considering the criteria and its impacts. The Problems, therefore, are formulated as follows: 1) Through what institutions of totalitarian state is the structural violence toward citizen in the story established? 2) How is the structural violence in totalitarian state toward citizen revealed?

This study is a library research. There are two main sources: there are primary and secondary sources. The primary source is the novel itself, Nineteen Eighty-four. The secondary sources are obtained from several relevant books related to literary theories such as the sociological approach, the theory on setting, the theory on character, theory of state, the theory of totalitarianism, and the theory of structural violence. In order to relate the structural violence and totalitarian state, the sociological approach is used to examine the novel.

Based on the analysis, this study found that the totalitarian state establishes the structural violence through its ministries such as The Ministry of Truth, The Ministry of Plenty, The Ministry of Peace, and The Ministry of Love. Besides the state’s ministries, the structural violence is also established in family. There are the evidences of structural violence toward citizen in totalitarian state as depicted in the novel. The first is the execution or brainwashing of dissidents. The second is the divorce from values and memory of the past. The third structural violence is total terror and super surveillance toward the citizen. The last is the hostility to the joy of personal relationships and the appetite for joy itself.

This thesis offers suggestions to the future researchers who are interested in researching the George Orwell’s Nineteen Eighty-four as the object of study. They can examine this novel from other aspects such as cultural violence. This thesis also provides suggestions about the teaching and learning implementation by employing Orwell’s Nineteen Eighty-four for Book Report courses.

Keywords: structural violence, totalitarian state, institution, citizen character
ABSTRAK


Tesis ini membahas kekerasan struktural yang dialami oleh tokoh yang berperan sebagai warga negara dalam novel Nineteen Eighty-four karya George Orwell. Karakter masyarakat dalam novel ini mengalami pengalaman kekerasan struktural dari negara totaliter. Penelitian ini bertujuan untuk mengidentifikasi dan untuk mengetahui bagaimana lembaga negara totaliter dengan sistem yang merepresi warga dan membuktikan apakah tindakan tersebut benar-benar kekerasan struktural dengan mempertimbangkan kriteria dan dampaknya. Masalah, oleh karena itu, dirumuskan sebagai berikut: 1) Melalui lembaga negara totaliter apakah kekerasan struktural terhadap warga dalam cerita dibentuk? 2) Bagaimana kekerasan struktural dalam negara totaliter terhadap warga diungkapkan dalam cerita?


Kata kunci: structural violence, totalitarian state, institution, citizen character
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Leo Agung Bayu Wijanarko
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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, problem formulation, objectives of the study, and the definition of terms. The background of the study explains the description of the study and the reason of choosing the topic. Problem formulation present the formulation of problems discussed or analyzed in the study. Objectives of the study cover the goals of the study. Next, the last part is the definition of terms that contains important key terms mentioned in this study. Specific terms in this thesis need to be defined precisely to avoid misunderstanding of the readers.

A. Background of the Study

The main role of literary criticism, according to Eagleton, is to define the relationship between literature and ideology because literature contains real ideological effects (Selden, 2005, p. 43). In social life, there is always certain of ideology that lives in the society. Literary criticism should define and examine the ideology contained in the literary work, so its frailty can be eluded. The basic assumption from literary criticism is literature vitally depicted in human concrete life and that is not just an abstract description, so criticizing literary work is an act to criticize the reality (Eagleton, 2005, p. 196). Eagleton (2005) sees that most of the literature studies start their studies with appropriate approach, but then fail to
see its socio-political relevance. Most literary criticism even more strengthens the status quo systems than to make a social change (p. 170).

Inspired by Eagleton’s thought about the function of literary criticism and its relation with the reality, George Orwell’s *Nineteen Eighty-four* was chosen to be the object of this study. This Orwell’s novel, as the other novels, describes the social conditions that occur in people's lives. Hence, analyzing intrinsic elements contained in the novel can take us into a new perspective to know the social problems that are happening in real life. Hopefully, with a new perspective, the readers of this thesis can react by making a motion to correct the social problems that exist.

One of the main issues occurred in society viewed deeply through Orwell’s novels is the acts of structural violence. What is violence? In sociological discussion, violence is any acts which are intended to cause physical and mental pain or serious injury to another person (Cheal, 2002). The *Encyclopaedia of Psychology* (1994) defines violence as harm caused to persons, destruction of property, violent intentions, and specific other behaviour. Galtung (1969) sees more deeply on the violence definition. He proposes a concept of structural violence in the study of violence. Structural violence refers to any constraint on human potential due to economic and political structures. Unequal access to resources, to political power, to education, to health care, or to legal standing are the forms of structural violence (Galtung, 1969). This kind of violence is present all around us, close to us, and we are not even aware that we are the victims. For this reason, I was drawn to the theme of violence in this study.
The acts of violence, which Galtung said as structural violence, as depicted in the novel, is actually a reflection of the social problems occurred in the level of social structure. Structural violence, however, is usually invisible, embedded in ubiquitous social structures, normalized by stable institutions and regular experience. “Structural violence occurs whenever people are disadvantaged by political, legal, economic or cultural traditions because they are longstanding, structural inequities usually seem ordinary” (Winter, D. D., & Leighton, D. C., 2001, p. 23).

The structural violence that infiltrates social structure becomes invisible and seems ordinary. It is because social structure, as the parts or elements in society that regularly arranged to form a systematic unity, works as a placement scheme of socio-cultural values and society’s organs into a position that is considered appropriate to maintain the community as a whole organism. As a consequence, the function and the interests of each social part work in a relatively long time (Olanike, 2012).

Socio-cultural values in a social structure, which consist of religion, ideology, moral and government regulations, play an important role to maintain structural violence in society. The institutions that maintain the social structure which are infiltrated by violence could be anything. Schools, churches, families, hospitals, and government are the examples of institutions that develop the social structure and spread moral values believed by society. According to Gramsci (1983), those institutions are called ideological state apparatus that their works are making invisible rules (norms) in the civil society through civil institutions.
mentioned above. It works to disciple civil society in order to maintain the power of state (pp. 244).

The social institution in the form of the government, the family, religion institution, even educational institution have the potencies for establishing a structural violence. The thing which must be underlined from this kind of violence is the motive of power. In spreading the values and ideology, these institutions are not neutral but actually favouring the ruler. That violence is committed by the state in the name of securing the state’s power and stability. “This kind of violence can deny freedom and plurality, which means, it destroys private and public spaces” (Arendt, 1959, p. 70).

The chosen novel, in the writer's point of view, contains the acts of structural violence in great quantities. This novel provides rich experience of life of the violence’s victim as portrayed mainly in the main character. Winston Smith, the main character in the novel, lives in a country called Oceania which implements totalitarian system. He lives with the social problem under totalitarian system such as extreme poverty, unequal wealth distribution, underdevelopment, repression and super high surveillance from the government.

The level of surveillance and repression of every individual in totalitarian society requires a huge, bloated bureaucratic state-apparatus. In Orwell’s society there are four enormous institutions taking care governing society. They have names that are opposite to the idea of their main function. The Ministry of Truth is responsible for spreading propaganda. The Ministry of Peace is responsible for conducting the constant wars. The Ministry of Plenty is responsible to run the
economy. Finally, the Ministry of Love is responsible for maintaining law and order, repressing, torturing, and assassinating any rebellious individuals.

Those ministries in the perspectives of state power are an instrument of the state to run the system that contributed to the hegemony of state power. Hegemony is a condition in which people obey everything commanded by the authorities without any qualms. That places are the places to inculcate and invest the ideology of the state. Its job is to make the insurgent being obedient so that the state can continue its existence (Gramsci, 1983, p. 244). The real side effect from it is the continuity of structural violence to the citizen.

Understanding *Nineteen Eighty Four* just as George Orwell’s prevision confirmation literally for our world today would be obviously disappointing. We will not find the things contained in the Orwell’s imaginary world like thought police, telescreen, Ministry of Love, and totalitarian system in the real world as we live in today. Nonetheless, apparently totalitarianism characteristic can be found in any ideology, including in the ideology of liberal democracy which in Francis Fukuyama’s opinion is the “end point of mankind’s ideological evolution”. Government censorship, strict surveillance, wiretapping, political oligarchy, media controlling by only a few of people are phenomena with totalitarian characteristics that can even be found in the ideology of liberal democracy though.

In novel, it can be seen that Orwell as the author cannot take for granted the absolute domination and power from the state. Through Winston, the main character in the story, the resistance from the state’s domination is depicted.
Winston shows that state, with its absolute domination, will never be able to go in-depth into the individual thinking and muzzle it at once. This novel shows how great the impact of the discipline is when forced into the people by the state apparatus. I use the main characters of the novel as the sample of society that is disciplined through structural violence and how this act to discipline affects the behaviours and ways of thinking. Hopefully, my reading on this case can give a new perspective to the reader of this thesis that in every part of social structure they can be a victim of structural violence.

This study could be relevant to English learners, especially for English Language Education Study Programme (ELESP) students since Sanata Dharma University implements three important principles namely: competence, conscience, and compassion. As soon-to-be teachers, we do not only give formal education to our students, however, we also teach them how we respect and care with others. By knowing and understanding structural violence, the ELESP students will be more considered how important peace for humanity is. Furthermore, based on the understanding in structural violence study, the ELESP students would be able to design education system to be more humanist and less violent.

B. Problem Formulation

Referring to the background of the study, there are two questions presented to lead the analysis in this study. The questions are:
1. Through what institutions of totalitarian state is the structural violence toward citizens in the novel *Nineteen Eighty-four* established?

2. What are the evidences of structural violence actions in the totalitarian state experienced by the citizens in the novel?

C. **Objectives of the Study**

The objectives of this study are to answer the research problem stated in the problem formulation. This research aims to look and pay more attention to how a state continuously does structural violence toward its people in the condition where the people are usually not aware of it. Specifically, there are two objectives presented. The first one is to find out the institutions of totalitarian state where the structural violence toward the citizens in the novel *Nineteen Eighty-four* established. The last objective is to find the evidence of structural violence experienced by the citizen in the novel.

D. **Benefits of the Study**

This study is expected to bring broader knowledge of balanced views of violence in society, particularly to the English Language Education Study Program students of Sanata Dharma University, to those who are interested in violence issues, and to those who want to conduct a research in the same topic and field. Hopefully this study can be used as supporting references which can be a help for them in understanding the story and the problem related to this study. In addition, this study is also expected to benefit the writer himself in promoting
critical thinking towards general assumptions found in society and in promoting Galtung’s peace idea to the learners or students in general within the workplaces where the writer will have in the future.

E. Definition of Terms

In analyzing the novel, it is important to define the terms related to the problem formulation. It aims to avoid misinterpretations and give clearer explanations. Therefore, I attempt to define six main terms as follows.

1. State

Skocpol (1993) says that the state needs an instrument in the form of institutions to maintain its power. The instrument is, according to Gramsci and Althusser, called state apparatus. Althusser (1971) mentions two main apparatuses which establish the state power and all its system. Those are repressive state apparatus and ideological state apparatus (pp. 127-188). In this study, state is defined as organization that aims to adjust the power of the community to control it. State as an organization of power is essentially a system of cooperation with systems and structures in it to make a group of people to act or behave in accordance with its ideology.

2. Totalitarian

According to The Dictionary of Concepts in History, totalitarian is theoretical concept used by many social scientists since the 1930s to describe the most advanced forms of twentieth-century dictatorship. It designates those political systems utilizing advanced methods of mass communication, education,
administration, and technology, to monopolize and control every aspect of life of a society, private (thought control through propaganda, indoctrination, and ritual) as well as public (Ritter, 1986, p.430-432). In this study, totalitarian is defined as the description of the state, regime, ideology, and any political party leaders who want transformation and total control in the society.

3. Violence

Violence is any acts which are intended to cause physical and mental pain or serious injury to another person. It is harm caused to persons, destruction of property, violent intentions, and specific other behaviour (Corsini, 1994). In this study, violence refers to the harmful actions and intentions, both physical and mental ones, of state towards the citizen characters in the novel.

4. Structural Violence

Structural violence is a situation causes high unbalances on resources, education, personal income, intellectuality, justice, and authority to make communal decision. This situation influences person’s physical and psychology. In general, structural violence victims do not realize it because of the system that makes them familiar with the situation (Galtung, 1969, pp. 167-169). In this study structural violence refers to the violence done by an individual unit or a group through the system of law, economic, education, and norm order in society. Therefore, this violence is difficult to be recognized.

5. Citizen

Citizens are the people who settled in the region and certain people in conjunction with the state. In the relationship between citizens and the state,
citizens have obligations to the state and the citizens also have rights that must be granted and protected by the state. (Merriam Webster Online Encyclopaedia, 2014). In this thesis, the definition of citizen refers to all the characters, which live in Oceania, a totalitarian state in Orwell’s Nineteen Eighty-Four.

6. State Institution

In this study state institutions are divided into two fields of State Apparatuses, Repressive State Apparatus and Ideological State Apparatus. Repressive State Apparatus institutions consist of police, courts, prisons, etc.. While ideological State Apparatus (ISA) is composed of several specialized institutions such as religious institutions, educational institutions, family, political institutions, trade institutions, communication institutions, and cultural institutions.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three parts. The first is a review on related studies which provides two literary criticisms on Orwell’s Nineteen Eighty-four. The second is review of related theories. It is used to review the theories which are relevant to the study. The last part is theoretical framework which draws on how the theories are systematically utilized in the analysis.

A. Review of Related Studies

This part contains two studies conducted by two different researchers. Both of the studies connect to the present thesis in terms of similar object of study, Orwell’s Nineteen Eighty-four, but differ in their approach and analysis focuses. The first study uses a biographical and socio-cultural historical approach to analyze the novel. This study was conducted by one of Sanata Dharma English Language Education Study Programme’s alumni Anita Andriani in the form of undergraduate thesis entitled Analysis on the Theme of Orwell’s Political Novel. She conducted the research using the combination of the biographical approach and socio-cultural historical approach to discover Orwell’s purpose in writing the book and the characteristics of totalitarianism adopted in the book in which the ideology becomes the major theme of the book.
In her study, Andriani (1987) found that Orwell’s political thought and background influence him in writing. Most of Orwell’s works contain personal experiences in engaging in some political events. He spent all his life in the year of World War II. As a writer, Orwell starts to record what he feels about a lot of things and his experiences in his essay and novels. Orwell hates imperialism and he feels that he wants to escape from it and from every form of man’s dominion over man. After conducting her biographical research, Andriani concludes that Orwell’s purpose in writing *Nineteen Eighty-four* is to warn the readers of the danger of totalitarianism when it is practiced (p. 52).

The second related study is Adiyanti’s thesis entitled *Arts and Religion as Threats for a Totalitarian Power as Seen in George Orwell’s Nineteen Eighty-four*. Unlike the first study which focuses on the Orwell’s biography and his motives in writing *Nineteen Eighty-Four*, in the study Adiyanti seeks to scrutinize the profound link between art and religion related on totalitarian power.

Based on the Adiyanti’s analysis, the conclusion that can be drawn is that the presence of arts and religion may become threats for a totalitarian regime in the efforts to maintain their power. Empirically, both arts and religion are able to open people’s eyes. They share ideas or concepts that can drive human mind to take action. On the other hand, the target of a totalitarian regime is to gain control over human mind. Therefore under the regime arts and religion are strictly controlled and limited. Realizing the capability of arts and religion, they are made to be compatible with government. Thus, arts and religion are employed as means to spread government’s ideology (1998, p. 56).
I would like to see from a deeper perspective on art and religion in the limited existence and repression as a part of structural violence. The study of oppression and violence would be more complete if the structures that maintain the oppression and violence are also dismantled.

In this present study, I discover a new aspect of the novel that has not been discussed and analyzed in those two previous studies. It pays more attention to totalitarian state and its relation with the structural violence as the main problem in this novel. This research figures out how the action of structural violence is maintained in the totalitarian state.

B. Review of Related Theories

This part discusses the theories conducted in this study. The major theory applied in this study is the theory of critical approaches, which focus on sociological approach, theory on setting, theory on character, the theory of state, the theory on totalitarianism, and the theory of structural violence.

1. Sociological Approach

Sociology is an objective and scientific study of human social institutions and its processes. Sociology figures out how society is possible, how it progresses, and how it survives by studying social institutions and all economic issues, religion, politics, etc. in a social structure (Giddens, Duneier, & Applebaum, 2007, p. 5).

Indeed, sociology and literature share the same problem. As well as sociology, literature is also dealing with human beings in society as human’s
effort for adapting their self and customizing their society in order to make it developed progressively (Damono, 1979). Thus, the novel can be regarded as an attempt to recreate the social world of human relations with the society, the environment, politics, the state, the economy, which is also a matter for sociology. It can be concluded that sociology can provide helpful explanations about literature, and even can be said that without sociology, understanding literature would be incomplete (Faruk, 1994).

The sociological approach is applied in this study because the purpose of it is to improve understanding of the literature in relation to the society, explaining that the fiction is not contrary to the reality, in this case, literature is constructed imaginatively, but the imaginative framework cannot be understood outside the empirical framework. Furthermore, literature is not merely an individual phenomenon but also a social phenomenon. It is “a social institution, using as its medium language, a social creation. They are conventions and norm which could have arisen only in society” (Wellek & Warren, 1964, p. 94).

The sociological approach in literature observes art and literature as an integral part of the society. Thus, as Lucaks (1962) says, the sociological approach in literature concerned with aspects of documentary literature, which means, essentially it is concrete social phenomena, occur around us every day, can be observed, photographed, and documented. The phenomenon is re-elected by the author as a new discourse with the creative process (observation, analysis, interpretation, reflection, imagination, and evaluation) in the form of literary works.
Literature presents a picture of life, and life itself is mostly shaped by social reality. In this sense, it includes the relationships of society with people, between the events that occur in one's mind. Therefore, looking at literature as a depiction of the world and human life is the main criteria imposed on the literary work. However, Wellek and Warren (1964) remind that the literary work is to express life, but it is wrong to regard it as expressed complete life. This is due to the phenomenon of social life found in the literature may not be intentional written by the author, or because of the nature of literature itself, which is never directly revealed social phenomenon, but indirectly, which the author himself may not know. Literary works can also reflect and express aspects that are sometimes less obvious in the society.

2. Setting

Abrams (1969) defines setting as “the general locale, historical time, and social circumstances in which its action occurs; the setting of an episode or scene within a work is the particular physical location in which it takes place” (p. 192). Harvey suggests that setting also includes the social environment of the novel where “a complex web of individual relationship” operates (Harvey, 1965, p. 56). Within this social environment, Langland suggests further that there exist subsequent constructing elements of a particular society including the people, their classes, customs, conventions, beliefs and values (Langland, 1984, p. 4).

Furthermore, Holman and Harmon (1986) state that the setting is constructed upon these elements: 1) the actual geographical location, 2) the
occupations and daily manner of living of the characters, 3) the time or period in which the action takes place, 4) the general environment of the characters, for instance religious, moral, mental, social and emotional conditions through which the people in the narrative move (p. 465).

3. Character

Character is one of the main elements needed in a novel. Without the existence of characters, the story will not be meaningful and interesting. Characters make the story alive. They help the readers to imagine and feel the atmosphere of the story through actions and dialogues. Abrams (1969) defines characters as “the persons represented in a dramatic or narrative work, who are interpreted by the reader as being endowed with particular moral, intellectual, and emotional qualities by inferences from what the persons say and their distinctive ways of saying the dialogue and from what they do” (p. 33). Abram believes that dialogues and actions which are presented by each character in the story help the readers to find out the motives and the values lay behind what they say and do.

There are nine ways of describing the characters according to Murphy (1972). The nine ways will be shed in the paragraphs below. The first way is by analyzing the character’s personal description. In this way, the writer characterizes the character by seeing a character from his physical appearance like his build, his face, his skin, his eyes, his hair or his clothes. The second is by analyzing from other character point of view or character as seen by another.
Next, a character can be characterized by character’s speech. The readers can have an opinion about the character by paying attention on the character’s speech.

The next is by considering the characters’ past life. It can be described by the author’s direct comment, through the character’s thoughts, through the character’s conversation, or through the medium of another person. Fifthly, a character could be analyzed from conversation of others. Sixthly, by perceiving the character’s reactions to various situations and events, an author shows his character’s tendency, and this tendency gives the readers a clue about the character’s personality. Seventhly, a character can be characterized by the author’s direct comment and description on the character. Eighthly, the thought of the character can be used to characterize the character. The author shows the character’s personality by letting the readers understand the deepest thought of the character in a novel. The last is the author characterizes the character by describing the character’s mannerisms, habits, or idiosyncrasies (pp. 161-173).

Theory on characters in the present study is utilized complementarily to support the main intrinsic analysis i.e. the setting of the novels. It is impossible to analyze elements of the setting i.e. social circumstances, the occupations and daily manner of living of the characters, the general environment of the characters such as their religious, moral, mental, social and emotional conditions without referring to the individuals (characters) that construct them. The utilization of the theory is inevitably integrated.
4. State

To understand the definition of state, the development of the state theory should be understood first to comprehend the state meaning. Discussing the state theory comprehensively becomes very important because, according to Weber in his lecture entitled “Politics as a Vocation” (1918), the state is the only institution that has legitimacy to commit acts of violence against its citizens so people should know how its history and how it works clearly (Warner, 1991, p. 9).

The first phase of state theory is organic state theory. This theory regards civil society as the natural sovereignty of a state order in which humans find themselves in the pre-state societies. The meaning of civil society is an individuals organization beyond the family, production system and others. This leads to a collective entity ruled by law. People voluntarily entered the collective society, giving them the freedom to protect their freedom itself. Civil society, then a kind of natural state governed and regulated by a collective will (Schmid, 1965).

Hegel, on the other hand, refers to civil society as a pre-political society, which by the organic state theory called "natural state". For Hegel, civil society is the sovereignty of the uncivilized people, suffering, and physical corruption and unethical condition, so it is contrary to the conception of the organic state theory. According to Hegel, “civil society is governed and controlled by the super intellectual capacity from entity called state, which is the highest order of ethical and moral human being” (as cited in Beck, 1967, p. 244).

After the organic state theory, comes the instrumentalist state theory from Marx and Engel. Hegel defines civil society as a whole of life pre-state; which is
the development of economic relations that drive and determine the organizational structure and politics. For Marx and Engels, civil society and the state are an antithesis. Engels argued that the state (political order) is a subordinate element, in which civil society (the fact of economic relations) is a determining element. Thus, the structure and superstructure (civil society and the state) is the basic form of a dialectic antithesis of the Marxist system (Beck, 1967, p. 243). The civil society controls State, the structure controls superstructure. "Karl Marx says that overall this production relation supports the economic structure of society; which is the real foundation of the emergence of juridical and political superstructure in accordance with the forms of social consciousness" (Tucker, 1978, p. 4).

Thus, Marx clearly put the state under the civil society. Moreover, civil society defines and shapes the state as organization and the purpose of the state in compliance with the material relations of production at a particular stage of capitalist development. The difference between Marx and Weber’s theory lays in the way Marx views the society. Weber views society and state horizontally, whereas Marx views society vertically or classed (Skocpol, 1993).

Weber’s view that considers the state as a neutral arena for community groups (society-centred) has grown to be state as an actor (state-centred). Skocpol (1993) develops state-centred view or institutionalism approach. He improves the arguments of the previous state theory with regard to the autonomy of the state from ruling class. He finds the way to link the state with the structured society system has a relationship with its socio-economic class structure on the other side. The state is not understood merely as the arena where people did socio-economic
struggle. Instead, the state is a set of administrative organizations, policy makers, and the military organization led or coordinated by the government as the executive authority. State obtains the resources of the community and uses these resources to create and support coercive organizational and administrative organization (p. 433).

Of course, this state organization should be established and must operate within the context of socio-economic class relations, as well as in the context of national and international economic dynamics. In addition, the coercive and administrative organizations are only the part of overall political system. These systems contain many institutions where social interests are represented in policymaking and contain state institutions where non-state actors are mobilized to participate in the implementation of the policy (Skocpol, 1993, pp. 49). However, administrative and coercive organization is the basic of state power. The state organization potentially has autonomy from direct control of the dominant class. State potentially has the autonomy to examine the political and economic interest from the dominant class to be afforded.

State as organization needs to compete with the dominant class in the fight over the resources of the economy and society. The resources are used for varied interests of the dominant classes. It is used to amplify the volume and the autonomy of the state itself, something which threatens the dominant class unless that state power is needed and used to support the interests of the dominant class. Nevertheless, the use of state power to support the interests of the dominant class can actually be avoided (Skocpol, 1993, p. 433). “Indeed, the efforts of the state
authorities to perform the functions of the state itself may be causing a conflict with the interests of the dominant class” (Skocpol, 1993, p. 434).

Marx notes that the state usually performs its function to preserve the economic structure and the existing class structure, because with this function the state easily able to enforce the order. However, according to Skockpol (1993), the state has its own interests *vis-a-vis* with the subordinate class. Although both of state and the dominant classes have a wide interest to keep the subordinate classes in subordinate position and working within the existing economy, the fundamental interests of the state in order to maintain the physical and political peace can lead the state, particularly in times of crisis, giving concessions to the demands of subordinate class.

The political theories above give a vague boundary between state, regime, and government. There is an interesting thought from Cardoso related to differences between state and regimes. State, according to Cardoso, was a domination pact of one or several groups of people for the purpose of development of a particular production system. Cardoso gives an example, in capitalistic state, the state’s goal is to develop a system of capitalism for the people it leads (Skaaning, 2006).

Cardoso’s view about state is different from the Skocpol’s that says state is an administrative, legal, continuous, and coercive systems that seeks to not only manage the state apparatus, but also to develop the relationship between the civil power and government (civil society and politics society). Furthermore, Cardoso defines regime as the principles, norms, rules and decision-making procedures
adopted by the state rulers. In that understanding, regime can be authoritarian, totalitarian, or democratic. Government is defined as a state executive agency, including technical and political bureaucratic apparatus who became leader of the state institutions (Skaaning, 2006, p. 3).

Further, to recognize state structures and the institutions that shape it, Althusser (1971) proposes the concept of Repressive State Apparatus (RSA) and Ideological State Apparatus (ISA) to explore the functions of state institutions and their role in injecting ideology of the state to its citizens. His concept is useful to study about state and its power. Repressive State Apparatus (RSA) consists of federal police, courts, prisons, etc. While Ideological State Apparatus (ISA) is composed of several specialized institutions such as religious institutions, educational institutions, family, political institutions (refer to the political system, including the political parties), trade institutions, communication institutions (press, radio, TV, etc.), and the last cultural institutions (literature, sports, arts, etc.) (p. 17).

Althusser (1971) says that repressive state apparatus tends to work in one single entity, whereas ideological state apparatus works in many entities. The form of ideological state apparatus is more difficult to define and recognize. Secondly, repressive state apparatus works in public area. The framework is called as public area because the repressive state apparatus work for every citizen of the State. It has the privilege to work on everyone in the country. On other word, it means that the area is established by the state, because only the state has such ability to work on every people with one single formal entity. It can be seen from
the examples of the repressive state apparatus that can force one same rule for every citizen. The examples of repressive state apparatus are military force or police department. On the other hand, ideological state apparatus works in rather private area. Private area in this sense means the area that is formed by the people themselves (pp. 18-20). From the surface, these institutions do not have any relationship to the state. Yet, in fact, they are the ideological state apparatus.

5. **Totalitarianism**

Totalitarianism is a typical word used to describe the state, regime, ideology, and any political party leaders who want transformation and total control in the society. In 1925, Mussolini in a speech using "la nostra feorce voluntu totalitarian" (our fierce totalitarian will) as words to express totalitarian regime. The word “totalitarianism” derives from the Italian language, “totalitario”, which means complete, absolute, and at the end the term “totalitarian” quickly is used as the official state ideology as formulated by Italian fascist regime thinkers, Giovanni Gentile. A few years later Mussolini adopts this totalitarian system and injected it into the state ideology as 'lo stato totalitario' (totalitarian state) (Kamenka, 2007, p. 629).

The concept of totalitarianism and its characteristics later became an important discourse for the work of Hannah Arendt (1959). According to her, technically, totalitarian regime monopolizes mass communication, weapons and centralizes the control of economy. Under the dictatorial leader, secret police serves the leader’s domestic security. It carries out their duties based on the theory
and techniques of modern psychology. They performed a total of terror against the society in the form of arresting the people with the "danger category" which was determined by the government and then do a total of terror such as detention, torture, and murder in the federal judiciary or concentration camps.

Arendt (1959) describes how propaganda and terror committed by totalitarian states are used to lure the masses using indirect and veiled threats against all those who rebels and then do a mass murder to establish the state power. Propaganda and terror come like two sides on the same coin. Propaganda is part of a package of "psychological warfare", while terror is more than that. It is used by totalitarian regimes continuously even though the target has been achieved. When the terror had reached the stage of perfection, as happened in the concentration camps, the propaganda becomes completely lost. Propaganda therefore is one of the important instruments for totalitarianism in conjunction with the non-totalitarian state, while terror is the essence of the government behaviour (pp. 341-344).

Once received the power, then the totalitarianism develops new political institutions and destroys the previous tradition, social, legal and political value. Totalitarian governments always transform social classes to one unit mass and replace the party system with a mass movement then shift the centre of power from armed forces to secret police and build a openly foreign policy that lead to world domination (Arendt, 1959).

Frederich and Brzezinski (1956) explain that totalitarianism is a political system that point up six important aspects as follows:
a. Family as a State Apparatus to Elaborate State’s Ideology

What the totalitarian regimes do is setting an official doctrine that organizes everyone lives in their society. The state uses the ideology to authorize all vital aspects of human life, family is included. The state uses disciplining actions. It will lead the society to the new consciousness of the disciplinary object, the acceptance of the ideology. The acceptance of the ideology will support the State and also its systems to maintain their existence for the ideology of the disciplined object is the ideology of the State.

Family is one of state’s institution in which state’s ideologies is planted. It is one of state’s instrument to maintain state’s power to the citizen through hegemony. Because this institution is work in the realm ideology, family can be categorized as Ideological State Apparatus institution. The family unit in totalitarian state plays an important part to totalitarian society. These families are become state’s instrument to inject the ideology rather than become households of affection and comfort. The only recognized purpose of marriage was to beget children for the service of the Party. Children are taught by the government to be a lookout for the people who against the Party. Family members should not be so out of touch with each other. After all the surveillance and total terror to the citizen will work completely and efficiently.

b. A Single Mass Party with the Leadership of One Man

There is only a political party existing in a totalitarian government. A single person called dictator generally holds the leadership of the ruling party. Meanwhile, the members of mass party have a role as representative for clarify
the policies the government promote. They are obliged to devote their life for the existence of the party ideology.

c. A System of Terror

Terror is used to realized a total domination of humankind and maintain a regime’s power. The secret police and the party commonly exercise terror toward the citizens and the member of the party suspected as the opponents of the party’s ideology. With this method, an authority attempts to vanish everybody who wants to oppose the regime’s ideal. Terror can be an instrument to abolish “objective enemies”, the ones who do not betray the party’s ideology, but are viewed as the owner of negative tendencies.

d. A Monopoly of Mass Communication

In the totalitarian state, the ruling regimes usually hold the monopoly of the media. They control “all means of effective mass communication”, such as radio, motion, picture and press.

e. A Monopoly of Weapons

As seen in modern states, the ruling regimes invariably monopolize in terms of weapons. They legitimate themselves as the ones who own an opportunity in applying the state’s armaments.

f. A Monopoly of Economy

Aside from having an entire power in mass community and weapons, the ruling regime also acts as the controller and director of the state’s economy. They urge the manager of an enterprise neither to thinks of a profit and fulfil the consumer’s needs and demands. In other words, the ruling regimes make an
economic policy that is not directed for the purpose of the citizens but it is for the regime’s benefit.

6. **Structural Violence**

Violence, in sociological discussion, is any acts which are intended to cause physical and mental pain or serious injury to another person (Cheal, 2002). The *Encyclopaedia of Psychology* (1994) defines violence as harm caused to persons, destruction of property, violent intentions, and specific other behaviour. In understanding violence, Galtung combines actor-oriented analysis with structure-oriented analysis (Windhu, 1992). It means that violence occurred in society are not only caused by individual mistake but also structural error. The factor to be blamed is not only on one person but also on the social structure which shapes that person. Between actors and structures there should be a balanced interaction because both of them actually influence each other (Windhu, 1992, p. 29).

Johan Galtung, a Norwegian peace researcher, is the first researcher who proposed the theory of structural violence (Barash & Webel, 2009). Galtung is considered as the contemporary founder of peace and conflict studies and has contributed greatly to initiating and articulating discourses of peace and violence. Galtung (1990) constructs a typology of violence with three categories: personal, cultural and structural. He defines violence as the avoidable disparity between the potential ability to fulfil basic needs and their actual fulfilment due to economic and political structures.
Galtung (1969) explains that violence can attack an individual physically and psychologically. Physical violence hurts human body and can kill people directly while the psychological violence is mental pressure intended to reduce mental ability or brains. Both of them actually equally dangerous for human being. According to Galtung, violence always has a subject and an object of violence (p. 182). However, the subject of violence could be clearly visible or invisible. For example, when there is a robbery, people can see clearly the subject of violence, who is the robber, but when military kills people at war, the subject of violence becomes vague. The military just perform their state’s job. They are just a part of the bigger system called state.

The other example is when people in wealthy country are dying because of starvation. People can see the act of violence in that example in its social discrepancy. There are some people who can live excessively prosperous but on the other side, some people are dying because of starvation. From the example, it can be recognized that the subject of that act of violence is difficult to find because it works systematically. Galtung sees that kind of violence as a structural violence or indirect violence. It is called direct or personal violence if there is a visible subject of violence, but if the subject is vague, it is called indirect or structural violence. Structural violence has become part of the structure and manifests as unequal power that causes unequal life chances.

Galtung (1969) says that structural violence occurs when poverty and unjust socio-political and economic institutions, systems and structures harm, or kill people. He explains that Structural Violence is indirect, avoidable violence
built into structures where there is unequal power and consequently unequal life chances. Structural violence exists when some groups, classes, genders, nationalities, etc. are assumed to have, and in fact do have, more access to goods, resources, and opportunities than other groups, classes, genders, nationalities, etc, and this unequal advantage is built into the social, political and economic systems that govern societies, states and the world. It is an oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst its leaders, prioritization of their political agenda, and an enforcement of their methods and ideologies.

Farmer (2004) adds, “Structural violence is one way of describing social arrangements that put individuals and populations in harm’s way”. It is called structural because this violence is embedded in the political and economic organization. “Either culture nor pure individual will is at fault; rather, historically given (and often economically driven) processes and forces conspire to constrain individual agency” (Farmer, 2004, p. 45). Structural violence visits to all who cannot access to the fruits of scientific and social progress because of their social status.

Theories of structural violence explore how political, economic and cultural structures result in the occurrence of avoidable violence, most commonly seen as the deprivation of basic human needs. Galtung’s original definition about structural violence includes a lack of human agency; that is the violence is not a direct act of any decision or action made by a particular person but a result of an
unequal distribution of resources. Furthermore, he attempts to link personal suffering with political, social and cultural choices (Windhu, 1992, p. 23).

Structural violence can be investigated through individual suffering. Through individual experiences and from its effects, the structural violence becomes objective. It is important that the structural violence can only be understood from the perspective of the individual (Windhu, 1992). It means that to analyze structural violence, inductive thinking method is needed. From the particular to the general, from the individual to the general structure. It is always necessary to think that there is no violence reflection that is not based on individual biography.

Galtung also distinguishes structural and personal violence’s characteristics. The nature of personal violence is a dynamic, easily observed, and shows great fluctuations that may cause a quick change. While the structural violence shows certain stability, static and does not appear clearly. Structural violence’s invisibility is more likely because of violence’s ceaseless repetition in the open space rather than because it has been hidden away in the dark or hidden place. It is the normalcy of everyday violence, Winter (2001) argues, that the culture and social structure enables the violence to be “inherited” across generations, and that renders it invisible.

The differences of personal violence and structural violence are not sharp. Both have a causal relationship and may dialectical relationship. The isolation between personal violence from structural violence means neglecting structural element in personal violence and structural violence in the personal element
(Galtung, 1969). Structural violence has two characteristics, those are vertical top to bottom (the strong to the weak, the ruling to the ruled, large to small) and contains repression (domination, hegemony, exploitation). This kind of violence occurred in the context of the macro, with great actors (state, military/security forces, non-state, transnational companies, syndication, and organization). The basic effects of structural violence are power domination, monopoly of resources in various forms, and negation (every value from the ruler should be considered as perfection, out from it is considered as wrong values) (Galtung, 1969).

C. Theoretical Framework

This part is formulated to show how each theory mentioned earlier gives contribution to the analysis. Mainly, there are six major theories applied in this study. Those are sociological approach theory, theory on setting, theory on character, the theory of state, the theory on totalitarianism, and the theory of structural violence.

Galtung recommends that, in studying violence, the combination of actor-oriented analysis with structure-oriented analysis is significant. It means the factor of social structure, which shapes the violence, cannot be ignored. (Windhu, 1992, pp. 22-23). Therefore, the structural violence discussed in this thesis is also regarding social structure’s elements which establish structural violence in the novel. Based on that point, the theory of sociological approach is chosen to be the most suitable approach to this study since this approach focuses on the analysis of
literary text’s structure and used to understand the deeper social phenomenon in the novel.

Theory on setting becomes the primary intrinsic theory to analyze the first analysis step. The analysis on state apparatus, for instance, connects to the element constructing setting such as “social structure” in the society, which is identified by the occupations and daily manner of the living characters. Further instance, relation between state apparatus and society connects to social circumstances of the societies in the novels, in which “complex web of individual relationship” occurs. The theory of state and the theory on totalitarianism are combined with theory on setting to answer first question in problem formulation. Those theories provide the researcher an analysis to discover institutions of totalitarian state system where the structural violence toward citizen in the story done.

Structural violence can be investigated through individual suffering. Through individual experiences and from its effects, the structural violence becomes objective. It is important that the structural violence can only be understood from the perspective of the individual. Based on that theory, to answer the second question in problem formulation, structural violence theory combined with theory on character are utilized as it is impossible to analyze structural violence and social structure without analyzing the individuals in the society (characters in the novels) which construct them. In this regard, theory on character is used in so far it supports the elaboration on the societal elements.
CHAPTER III

METHODOLOGY

This chapter is divided into three parts. The first is a review on the literary texts covering from the information on the publication to the synopses. The second is the elaboration on the selected approach of the study including some of its general ideas, its applicability and connection with the thesis problem formulations and objectives, and its methodological limits. The third is an explanation on the sources of the thesis and the procedure of the analysis chapter.

A. Object of the Study

The object of this study is Nineteen Eighty-four, a novel written by George Orwell publicized by Penguin Books in 1954. It was originally written in English language. Orwell's Nineteen Eighty-four is surely one of the best known novels of the century. It projects a negative utopia, or dystopia, of a future totalitarian society which uses terror, surveillance, and a repressive bureaucracy to exert total power over the individual. From the 1940s to the present, Nineteen Eighty-four has been used in the Cold War struggle against communism. George Orwell was the pseudonym of Eric Arthur Blair, who was born in 1903, at Motihari, in Bengal, India. In 1947 he already became a successful author and an established journalist. In the meantime, he began to write Nineteen Eighty-four, which was completed two years later because his condition worsened. The book was then...
published in 1949. Orwell had something to say about this book, "It wouldn't have been so gloomy, if I hadn't been so ill"

In 1984, Orwell’s *Nineteen Eighty-four* was honoured with the Prometheus Award for its contributions to dystopian literature. This novel, which is Orwell’s last novel, consists of three parts with twenty-four chapters and one appendix. The first part of the novel has eight chapters. The second one has ten chapters. The third part consists of six chapters.

In 2005, the novel was chosen by TIME magazine as one of the 100 best English-language novels from 1923 to 2005. It was awarded a place on both lists of Modern Library 100 Best Novels, reaching number 13 on the editor's list, and 6 on the readers' list. In 2003, the novel was listed at number 8 on the BBC's survey The Big Read. The Times ranked him second on a list of "The 50 greatest British writers since 1945". When first published, Nineteen Eighty-Four was generally well received by reviewers.

The first part deals with human life in *Nineteen Eighty-four*. It is a miserable life under totalitarian party, a condition in which a party control all aspects of life and terrorise its citizens. In this part, the author presents his main character (Winston Smith) and his life in the future under control of the ruling party. The second part of *Nineteen Eighty-four* depicts some efforts that Winston does in order to change his life. Winston shows his ideal by having a love affair with Julia. The other one is by meeting O’Brien, a man he always thinks as the enemy of the ruling party. The third part of the novel is concerned with Winston’s punishment. It shows how O’Brien brainwashes to the opponents of the ruling
party’s policy. This part also depicts the end of Winston’s struggle. The last, the appendix is a part in which the author points out the description of Newspeak in detail.

B. Approach

Situmorang says that in order to be critical, a literary research should involve an approach or a theory. Situmorang writes that any approaches will only focus on the matters it concentrates on (2009, p. 133). Therefore, the application of any approach depends and, in the same time, is ignited by certain aspect of the literary work criticized. Realizing the situation, the writer chooses sociological approach applied in this literary research.

According to Kennedy and Gioia (1995), sociological criticism examines the literary work in the cultural, economic, and political context. It also explores the relationship between characters and the society. Sociological critics emphasize the ways power relations are played out by varying social forces and institutions (pp. 97).

The writer conducted this study by applying sociological approach because it helped the writer to see deeply the society or social background and its systems as depicted in the novel and hence the writer could find the evidences of structural violence that experienced by the main characters.
C. Method of Study

A library research was applied to conduct the study. It means that the data needed were collected from various references and other important sources. The primary source used was the novel *Nineteen Eighty-four*, written by George Orwell. The secondary sources were books providing the discussions of literature, totalitarianism, state and its apparatuses, and structural violence perspectives.

In analyzing the questions as stated in the problem formulation, the researcher took some steps. Firstly, the writer read carefully the novel to comprehend well the novel. Secondly, the writer decided the topic of the discussion; it was structural violence perspectives, to formulate the problems. The next step was to find data on sociology in general, totalitarian state and structural violence perspective from books, electronic books, and from other electronic sources compiled from the internet. These data gathered were to support the facts that were wanted to be found. After the supporting data were collected, the writer reread the novel, underlined important parts found in the novel related to the study, and took some important notes carefully. From the rereading, the writer found some facts related to the structural violence towards the citizen characters live as described in the novel.

The theory used in this study was sociology theories because structural violence actions were put into sociology domains. Structural violence, therefore, were parts of sociological studies as they were phenomena found in a society and its social structure. The conclusion, at last, was drawn based on the analysis of the
problem formulated. Related to the author’s biography and facts about the novel, the writer gathered information from the internet.
CHAPTER IV

ANALYSIS

This thesis aims at answering the aforementioned problems in the previous chapter, they are finding out the institutions of the totalitarian state in which the structural violence is established and at finding out structural violence toward citizen in totalitarian state as reflected in the novel under the light of sociological views. Firstly, this study tries to find the institutions of the totalitarian state in which the structural violence is established. Secondly, it is to find the structural violence towards citizens within the life of totalitarian state as described in the novel. Sociological approach and related theories are the basis for the data findings of those two proposed problems.

A. The Institutions of the Totalitarian State in which the Structural Violence toward Citizens is Established

In this subchapter, the discussion provides the explanation of some cases happened in the story in order to understand through what institution of totalitarian state the structural violence towards citizen is established.

Following Galtung’s recommendation in studying violence, combining structure-oriented analysis with actor-oriented analysis is applied in this analysis chapter. The structure-oriented analysis needs to regard the social structure’s elements which establish structural violence in the novel’s setting. As the title
indicates, the story is set in 1984 in Airstrip One (England) which is a part of Oceania. The country is ruled by the Party which is led by Big Brother. The population of the country is divided into three groups. Those are Inner Party, Outer Party and Proles. The Party uses indoctrination, propaganda and fear to establish order and conformity through its state institutions.

The social structure analyzed this chapter is totalitarian state’s structure which shaped from state institutions as seen in the novel. To recognize the state structure and the institutions that shape it, the writer uses Althusser’s concept of state apparatus. According to Althusser, the state actually has two kinds of state apparatuses. To maintain the State’s existence (hegemony), the State does not merely needs physical force (repressive state apparatus), but also ideological force (ideological state apparatus). The reason is the state needs to plant its ideology on the heads of the people so that the people will help the state to continue its power. The use of physical force in the repressive state apparatus is no longer the centre of the state’s effort for hegemony.

Specifically, according to Althusser (1971), repressive state apparatus (RSA) consists of federal police, courts, prisons, etc.. While ideological state apparatus (ISA) is composed of several specialized institutions such as religious institutions, educational institutions, family, political institutions, trade institutions, communication institutions, and the last cultural institutions.

In accordance with state institution theory, Arendt (1959) state that technically totalitarian regime monopolized mass communication and weapons and centralized the control of economy. Under the dictatorial leader, its institution
and secret police serves the leader domestic security. It carries out their duties based on the theory and techniques of modern psychology. They performed a total of terror against the society in the form of arresting the people with the "danger category" which was determined by the government and then do a total of terror such as detention, torture, and murder in the federal judiciary or concentration camps (p. 341).

By observing the condition in totalitarian state system, structural violence occurs in there because its unjust socio-political and economic institutions, systems and structures harm, or kill people. Galtung (1969) explains that structural violence is indirect, avoidable violence built into structures where there is unequal power and consequently unequal life chances. Structural violence is established in an oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst its leaders, prioritization of their political agenda, and an enforcement of their methods and ideologies.

In this part, the researcher analyzes institutions of the totalitarian state in which the structural violence is established as depicted in the Orwell’s Nineteen Eighty-four. Those institutions could be seen below.

1. The State’s Departments / Ministries:

In Oceania there are four enormous institutions which govern the society. They have names that are opposite to the idea of their main function. The institution that is responsible for spreading propaganda is called the Ministry of
Truth; the institution that is responsible for conducting the constant wars, is called the Ministry of Peace; the institution responsible the run-down economy, is called the Ministry of Plenty; and finally the institution that is responsible for maintaining law and order, repressing, torturing, and assassinating any rebellious individuals, is called the Ministry of Love. The deeper analysis of each ministry could be seen below.

a. The Ministry of Truth (Minitrue)

Ministry of Truth is one of ideological state apparatus institution in the totalitarian state as depicted in Orwell’s *Nineteen Eighty-four*. As Althusser (1971) says, the duty of ideological state apparatus is to plant state’s ideology on the heads of the people so that the people will help the state to continue its power (p. 103).

This is one of how the institution plant state’s ideology to the citizen. There is a department called Records Department as a part of Ministry of Truth where Winston Smith works. It is a propaganda department in the Ministry of Truth, where they change historical records. If the newspapers reported that Oceania a year ago was at war with Eastasia, and they today has entered a pact with Eastasia, then all reporting about its old war with Eastasia would be erased from the records, and they will be changed into speeches about the great friendship between Eastasia and Oceania.

If Big Brother predicts something at one point in time, but the prediction turned out not to come true, then they change the prediction after the fact, so
posterior generations can only read it as a truth. For example, it appears from the Times of 17th March that Big Brother, in his speech of the previous day, he predicts that “the South Indian front would remain quiet but that a Eurasian offensive would shortly be launched in North Africa. As it happened the Eurasian Higher Command had launched its offensive in South India and left North African alone” (p. 34). It is therefore necessary to rewrite a paragraph of Big Brother’s speech, in such a ways as to make him predicts the thing that has actually happened.

The Records Department’s job is to erase historical facts forever, and to make history nothing but an arbitrary fiction. It also invents fictions of model citizens for propaganda purposes. Ministry of Truth also changes history when something does not seem right, or when a person has a thought against the ideals of the Party. It is done to make the people believe that the Party is always right. The past is constantly altered to go along with the Party’s standards. A citizen in this society is standardized by the government, for example the model soldier as described in this passage.

At six, he had joined the spies, the children are taught to spy on their parents and report any possible thought-crime occurring in the family (p. 41).

... At seventeen he had been a distinct organizer of the Junior Anti-Sex league. Sex is adamantly discouraged, and especially love it prohibited, since this involves a thought-crime. The youth therefore form anti-sex leagues (p. 41).

About this model-soldier, the Department adds:

He was a total abstainer and a non-smoker, and no recreations except a daily hour in the gymnasium, and had taken a vow of celibacy, believing marriage and the care of a family to be incompatible with a twenty-four-
hour-a-day devotion to duty. He had no subjects of conversation except the principles of Ingsoc, and no aim in life except the defeat of the Eurasia enemy and the hunting down of spies, saboteurs, thought-criminals and traitors generally (p. 41).

Structural violence is established in this ministry because it builds an oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst its leaders, prioritization of their political agenda, and an enforcement of their methods and ideologies. It can be recognized by how it works.

The primary job of the Records Department is not only to reconstruct the past but also to control information, news, entertainment, education, and the arts. This institution supplies the citizens of Oceania with “newspapers, films, textbooks, telescreen programmes, plays, novels with every conceivable kind of information, instruction, or entertainment, from a statue to a slogan, from a lyric poem to a biological treatise, and from a child’s spelling-book to a Newspeak dictionary” (Orwell, p. 38).

The Ministry of Truth is not only supply the multifarious needs of the party, but also “repeat the whole operation at a lower level for the benefit of the proletariat” (Orwell, p. 38). It produces cheap entertainment material for proletariats. It is intentionally done under totalitarian regime to condition the society by discursive methods so that they pay less attention to the important things than to pay attention to the trifles. The motive of the government is to retain power by making people not to think independently. There is even a whole sub-section called “Pornsec”, in Newspeak, produced “the lowest kind of
pornography, which was sent out in sealed packets and which no Party member, other than those who work on it, was permitted to look at” (p. 38).

In matter of language, a new language called ‘Newspeak’ is created by the government, through Ministry of Truth, to minimize the use of words and thereby limiting the process of thought itself. Newspeak, the official language of Oceania, is created with the intention of meeting the ideological needs of Ingsoc or English Socialism. The Newspeak language is compiled in a dictionary entitled Newspeak Dictionary. Even though in the year 1984 it “is not used by all to be the sole means of communication, either in speech or writing, newspaper articles were written in it with the help of a specialist. Newspeak is used not only to provide mediums of expression but also to make all other modes of thought impossible” (Orwell, p. 241).

In chapter five, Syme who works in the Research Department talks to Winston that the eleventh edition of Newspeak Dictionary is getting into its final shape.

“I dare say, that our chief job is inventing new words. But not a bit of it! We are destroying word – scores of them, hundreds of them, everyday. We’re cutting the language down to the bone” (p. 44).

Words are reduced to minimum in the futuristic world of Orwell’s. For example, adjectives and nouns are reduced so that a word contains its opposite in itself. A word like ‘good’ will not give ‘bad’ as antonym. ‘Ungood’ will be considered as an exact opposite. Similarly expressions like ‘splendid’ ‘excellent’ will lose their significance. Instead, ‘plusgood’ or ‘doubleplusgood’ will convey
the meaning (p. 44). Syme, an intelligent person unlike many other citizens of Oceania, understands the purpose of reducing words.

“...the whole aim of Newspeak is to narrow the range of thought. In the end we shall make thoughtcrime literally impossible. Every concept ...will be expressed by exactly one word...all its subsidiary meanings rubbed out and forgotten. The Revolution will be complete when the language is perfect. Newspeak is Ingsoc and Ingsoc is Newspeak.” (p. 45)

Language is used effectively in Orwell’s futuristic world to make people accept the government’s designs. Language, rhyme and metre are used by dictators to condition their citizens. Language assumes meaning only in a social context. It is a powerful tool for supporting the dominant group within a society. In totalitarian society, language becomes a tool to construct an individual’s reality and it is biased in favour of the ruler. In Oceania, the language is destroyed and reconstructed to favour The Party’s interest.

b. The Ministry of Peace (Minipax)

The Ministry of Peace (minipax) ensures the people to believe that there is a war going on. Its own city Oceania is bombed by the Party just to scare the people. The fear of people about the ongoing war will prevent them from paying any attention to other happenings in the country.

“Steamer!” he yelled. “Look out, guv’nor! Bang over’ead! Lay down quick!”

‘Steamer’ was a nickname which, for some reason, the proles applied to rocket bombs. Winston promptly flung himself on his face. The proles were nearly always right when they gave you a warning of this kind. They seemed to possess some kind of instinct which told them several seconds in advance when a rocket was coming, although the rockets supposedly travelled faster than sound. Winston clasped his forearms above his head. There was a roar that seemed to make the pavement heave; a shower of
light objects pattered on to his back. When he stood up he found that he was covered with fragments of glass from the nearest window (p. 70-71).

In Orwell’s novel, *Nineteen Eighty-four*, the state insists that passion, desire and love must be expressed only towards Big Brother. The citizens are conditioned to hate others. From the novel, it can be recognized how the fear of war is exploited by Big Brother to manage social solidarity. The purpose of Big Brother is to install fear and paranoia in society so that the only way of security is to believe that the government is always taking the right measures to protect its citizens. The citizen are conditioned to believe that they are in eternal war with Eurasia or Eastasia.

Since about that time, war had been literally continuous, though strictly speaking it had not always been the same war. For several months during his childhood there had been confused street fighting in London itself, some of which he remembered vividly. But to trace out the history of the whole period, to say who was fighting whom at any given moment, would have been utterly impossible, since no written record, and no spoken word, ever made mention of any other alignment than the existing one. At this moment, for example, in 1984 (if it was 1984), Oceania was at war with Eurasia and in alliance with Eastasia (p. 31).

Totalitarian regime uses this tactic to prevent the threat of social upheaval, revolution or civil war. It is projected by the ruling elite to succeed in snuffing/silencing all political debates which weaken state’s authority. As Bernard Crick (1984) rightly observes, “the theory of false or perpetual war is in part a sophisticated version of the time honoured tactics for maintaining domestic order” (p. 45).
Keeping the ideas and assuring the continued existence of the regime, militarism are promoted among the member of society. Therefore, the military has to be applied as a mean of assuring the existence of Big Brother regime.

"In our own day they are not fighting against one other at all. The war is waged by each ruling group against its own subjects, and the object of the war is not to make or prevent conquest territory, but to keep the structure of society intact" (p. 164).

"There were armies of reference clerks whose job was simply to draw up the list of books and periodically which were due to recall" (p. 38).

It seems that militarism is promoted among the members of society. The army's main job are not keeping the human rights or fighting against the enemies which try to conquest the country, but to keep the stability of totalitarian regime. In this case, the army are totally needed to prevent people from realizing the reality in the society. The army's support to maintain the power and stability of regime is absolutely needed by the totalitarian regime.

Structural violence potentially occurs in this institution because its unjust socio-political institutions, systems and structures harm, or kill people. This institution established an oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst regime political agenda. Recognized by its work, which uses physical and coercive power, Ministry of Peace is included in Repressive State Apparatus.
c. The Ministry of Plenty (Miniplenty)

Aside from having an entire power in mass community and weapons, the totalitarian regimes also acts as the controller and director of the state’s economy. The ruling regimes make an economic policy that is not directed for the purpose of the citizens but it is for the regime’s benefit. The ministry which is responsible for the economic affairs of the Oceania state is the Ministry of Plenty. It makes sure that all food items are supplied to people. This Ministry makes people believe that there is plenty of production and equal distribution for all the citizen. This institution rations and controls food, goods, and domestic production; every fiscal quarter, the Miniplenty publishes false claims of having raised the standard of living, when it has, in fact, reduced rations, availability, and production.

In Oceania there is no free market; although there is a black market, these shabby products have euphemistic names as well, in order to disguise their poor quality. The gin, Winston is drinking throughout the novel, is called Victory Gin (and the cigarettes he smoke, Victory Cigarettes):

He took down from the shelf a bottle of colorless liquid with a plain white label marked Victory Gin. It gave off a sickly, oily smell, as of Chinese rice-spirit. Winston poured out nearly a tea cupful, nerved himself for a shock, and gulped it down like a dose of medicine (p. 7).

Instead of improving citizen life standard, Miniplenty makes life condition in Oceania is set under standard of human life. It is full of hunger and poverty. Intentionally, life condition is created to be full of misery. Indeed, the governments spread the emotion of hatred and pain.

The reality was decaying, dingy cities where underfed people shuffled to and fro in leaky shoes, in patched-up nineteenth-century houses that smelt
always of cabbage and bad lavatories. He seemed to see a vision of London, vast and ruinous, city of a million dustbins, and mixed up with it was a picture of Mrs Parsons, a woman with lined face and wispy hair, fiddling helplessly with a blocked waste-pipe (p. 63).

On the contrary, news always tells that life continuously develops. In fact, the rate of living standard is always decreasing. Even the condition of this moment is worse than the day before Big Brother leads the country.

Day and night the telescreens bruised your ears with statistics proving that people today had more food, more clothes, better houses, better recreations—that they lived longer, worked shorter hours, were bigger, healthier, stronger, happier, more intelligent, better educated, than the people of fifty years ago. Not a word of it could ever be proved or disproved (p. 63).

Quotation above shows that the Minitrue substantiates the Miniplenty claims by revising historical records to report numbers supporting the current, "increased rations". In reality, only the members of the Inner Party enjoy all privileges while the other sections of the society are conditioned to toil and consuming dilapidated stuff. While the proles and Outter Party live in low standard and consume dilapidated foodstuff, the Inner Party member enjoys good foods stuff.

‘It isn’t sugar?’ he said.
‘Real sugar. Not saccharine, sugar. And here’s a loaf of bread—proper white bread, not our bloody stuff—and a little pot of jam. And here’s a tin of milk—but look! This is the one I’m really proud of. I had to wrap a bit of sacking round it, because——’

...‘It’s Inner Party coffee. There’s a whole kilo here,’ she said.
‘How did you manage to get hold of all these things?’
‘It’s all Inner Party stuff. There’s nothing those swine don’t have, nothing. But of course waiters and servants and people pinch things, and—look, I got a little packet of tea as well’ (p. 115).
To Winston Smith, readjusting Ministry of Plenty’s figures is not even forgery. Rather it appears like substituting one piece of nonsense for another because most of the figures mentioned do not have any connection with the real world.

Most of the material that you were dealing with had no connexion with anything in the real world, not even the kind of connexion that is contained in a direct lie. Statistics were just as much a fantasy in their original version as in their rectified version. A great deal of the time you were expected to make them up out of your head (p. 36).

For example, the Ministry of Plenty’s forecast had estimated the output of boots for the quarter year at 145 million pairs. The actual output was sixty-two millions.

Winston, however, in rewriting the forecast, marked the figure down to fifty-seven millions, so as to allow for the usual claim that the quota had been over fulfilled. In any case, sixty-two millions was no nearer the truth than fifty-seven millions, or than 145 millions. Very likely, no boots had been produced at all. Likelier still, nobody knew how many had been produced, much less cared. All one knew was that every quarter astronomical numbers of boots were produced on paper, while perhaps half the population of Oceania went barefoot (p. 36).

The economic system built by the totalitarian regime government through Miniplenty makes the structural violence potentially occurs. Its unjust economic systems and structures harm, or kill people. There is an unequal power and consequently unequal life chances which faced by the citizen. Besides that, the state’s institution (Miniplenty) guarantees economic privilege only amongst the elite (Inner Party members).
d. The Ministry of Love (Miniluv)

By using Althusser’s concept of state apparatus, the Miniluv can be categorized as repressive state apparatus. It uses physical and psychological force to plant state ideology in its own citizen. Under the dictatorial leader, its institution and secret police serves the leader domestic security. The Miniluv carries out their duties based on the theory and techniques of modern psychology. It works in repression and citizen espionage to maintain state power and its ideology.

The Ministry of Love is concerned with law and order. It makes sure that people do not even think against the ideals of the Party. If they do that, they will be caught by the Thought Police and later conditioned to adopt themselves to the policies of the Party.

This is the physical description of Miniluv building from the outside:

The Ministry of Love was the really frightening one. There were no windows in it at all. Winston had never been inside the Ministry of Love, nor within half a kilometre of it. It was a place impossible to enter except on official business, and then only by penetrating through a maze of barbed wire entanglements, steel doors, and hidden machine-gun nests. Even the streets leading up to its outer barriers were roamed by gorilla-faced guards in black uniforms, armed with jointed truncheons (p. 7).

From the inside:

In the Ministry of Love there were no windows. His cell might be at the heart of the building or against its outer wall; it might be ten floors below ground, or thirty above it. He moved himself mentally from place to place, and tried to determine by the feeling of his body whether he was perched high in the air or buried deep underground (p. 181).

The Ministry of Love identifies, monitors, arrests, and converts dissidents. In Winston's experience, the dissident is beaten and tortured, then, when near-
broken, the dissident is sent to Room 101 to face "the worst thing in the world"
until love for Big Brother and the Party replaces dissension. They performed a
total of terror against the society in the form of arresting the people with the
"danger category" which was determined by the government and then do a total of
terror such as detention, torture, and murder in the federal judiciary or
concentration camps.

Jason Caminiti (1996) argues that modern technology is great. However in
the wrong hands it can be a dangerous weapon of mass destruction, and worse yet,
mass control. In Nineteen Eighty Four, people are controlled by the government
through super tight surveillance. Managing by the Miniluv, the government uses
tele-screen as surveillance technology.

Telescreen is like a television which completed by surveillance camera. It
works in two ways communication. It receives and transmits sounds and pictures
simultaneously. Any sound that Winston made, above the level of a very low
whisper, would be picked up by it, “moreover, so long as he remained within the
field of vision which the metal plaque commanded, he could be seen as well as
heard. There was of course no way of knowing whether you were being watched
at any given moment” (p. 6). The instrument (the telescreen) could be dimmed,
but there was no way of shutting it off completely (p. 5).

Moreover, the telescreen is always connected to Thought Police whose job
is to arrest people who think differently, critically, and considered dangerous to
the state.

How often, or on what system, the Thought Police plugged in on any
individual wire was guesswork. It was even conceivable that they watched
everybody all the time. But at any rate they could plug in your wire whenever they wanted to. You had to live—did live, from habit that became instinct—in the assumption that every sound you made was overheard, and, except in darkness, every movement scrutinized (p. 6).

Structural violence is established through this ministry to the citizen because its unjust socio-political and institutions, systems and structures harm people. This novel depicts a society that resembles a concentration camp. The citizens are conditioned, monitored and made to live in eternal fear without protest. They merely exist and do not protest against totalitarian rule. People are deprived to live a decent life and lose social identity and their privacy. In Nineteen Eighty-four the citizens are monitored and conditioned through coercive methods. They live under a sense of perennial fear so that they cannot think or question the motives and principles of the Party. Winston Smith wrote on his diary, “I understand HOW: I do not understand WHY” (p. 67).

The Ministry of Love is a part of social structure where there is an highly unequal power and works in oppressive method.

...what happened inside the Ministry of Love, but it was possible to guess: tortures, drugs, delicate instruments that registered your nervous reactions, gradual wearing-down by sleeplessness and solitude and persistent questioning. Facts, at any rate, could not be kept hidden. They could be tracked down by enquiry, they could be squeezed out of you by torture (p. 136).

This ministry is establishing a structural violence in an oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst its leaders, prioritization of their
political agenda, and an enforcement of their methods and ideologies by harming or killing people.

2. Family

Family is one of state’s institution in which state’s ideologies is planted. It is one of state’s instrument to maintain state’s power to the citizen through hegemony. Because this institution is work in the realm ideology, family can be categorized as Ideological State Apparatus institution. The family unit of Oceania State in George Orwell’s *Nineteen Eighty-four* plays an important part to totalitarian society. These families are broken rather than become households of affection and comfort. Oceania’s government controls the families in every aspect.

The aim of the Party was not merely to prevent men and women from forming loyalties which it might not be able to control. Its real, undeclared purpose was to remove all pleasure from the sexual act. Not love so much as eroticism was the enemy, inside marriage as well as outside it (p. 56).

All marriages between Party members had to be approved by a committee appointed for the purpose, and permission was always refused if the couple concerned gave the impression of being physically attracted to one another. The only recognized purpose of marriage was to beget children for the service of the Party. “Sexual intercourse was to be looked on as a slightly disgusting minor operation, like having an enema. This again was never put into plain words, but in an indirect way it was rubbed into every Party member from childhood onwards” (p. 56).
In order to keep their power, the government purposefully breaks up families in Oceania. The pieces of these hollow and artificial families are the building blocks of the vast and manipulative Party. Families need to be non-existent so that the people cannot unite or feel loved. However, the Party also needs to have total control over the children. In Oceania, it is normal to turn other people in when you have any suspicions that the person does not have genuine love for the Party. Even family members would give each other up.

The family could not actually be abolished, and, indeed, people were encouraged to be fond of their children, in almost the old-fashioned way. The children, on the other hand, were systematically turned against their parents and taught to spy on them and report their deviations. The family had become in effect an extension of the Thought Police. It was a device by means of which everyone could be surrounded night and day by informers who knew him intimately (p. 149).

The government’s control over families creates a stronger Party. With more children taught to continue the legacy of the Party, there is increased authority of the government. As government gains more power, the people lose will over their own lives. However, the greater masses of the people do not believe in a strict society of absolute control.

Ultimately, families which is completely controlled by state create a selfish and unsuspecting society that is ruled by a government of great dominance over the people. Children are taught by the government to be a lookout for the people who against the Party. Family members should not be so out of touch with each other. The quotation below describes how the children in *Nineteen Eighty-four* become frightening.
Nearly all children nowadays were horrible. What was worst of all was that by means of such organizations as the Spies they were systematically turned into ungovernable little savages, and yet this produced in them no tendency whatever to rebel against the discipline of the Party. On the contrary, they adored the Party and everything connected with it. The songs, the processions, the banners, the hiking, the drilling with dummy rifles, the yelling of slogans, the worship of Big Brother—it was all a sort of glorious game to them. All their ferocity was turned outwards, against the enemies of the State, against foreigners, traitors, saboteurs, thought-criminals. It was almost normal for people over thirty to be frightened of their own children. (p. 23)

Even children are trained to monitor the movements of their parents and neighbours. Clubs such as Spies and Youth Leagues are meant for children and young people who are “systematically turned into ungovernable savages”. Yet this type of training did not produce in them any tendency to rebel against the discipline of the party. The Party undermines family structure by inducting children into an organization called the Junior Spies, which brainwashes and encourages them to spy on their parents and report any instance of disloyalty to the Party. In this novel family becomes institution in which structural violence is established. Family is government’s right hand in spreading the terror and surveillance to the citizen.

B. The Evidences of Structural Violence Actions in the Totalitarian State Experienced by the Citizens

Structural violence can be investigated through individual suffering. Through individual experiences and from its effects, the structural violence becomes objective. It is important that the structural violence can only be understood from the perspective of the individual (Windhu, 1992). Based on that
theory, to answer the second question in problem formulation, structural violence theory combined with theory on character are utilized as it is impossible to analyze structural violence and social structure without analyzing the individuals in the society (characters in the novels) which construct them. In this regard, theory on character is used in so far it supports the elaboration on the societal elements.

1. The Execution or Brainwashing of Dissidents

The system in Oceania have powerful and pervasive secret police forces. These forces have the responsibility of engendering fear and discouraging dissent in the society. They do their job through arbitrary arrest, confinement to prisons, forced labour camps, or be vaporized. Be vaporized means that the existence of dissidents is vanished from reality. Every record about them will be burn into ashes. This action is a terror for the citizen which is used to realized a total domination of humankind and maintain a regime’s power. The secret police and the party commonly exercise terror toward the citizens and the member of the party suspected as the opponents of the party’s ideology.

People who show intelligence against the wrath of the Party will disappear suddenly. The “Thought-criminals” are arrested and, either condemned publicly or released after cleansing but are killed after a few years. This is one example how the government handles thoughtcriminals:

“Praising the work of an organisation known as FFCC, Big Brother awared the order of Conspicuous Merit, Second Class to a person known as Withers. Soon FFCC was dissolved for no obvious reason. Withers and his associated might fall out of the favour of the Party” (p. 39)
Nevertheless, it is not reported in the Press or on the telescreen. It is unusual for political offenders to be tried publicly and publicly denounced. Traitors and criminals are made to confess their crimes publicly and afterwards they are executed. It is a show-piece that occurred rarely, once a couple of years. But, more commonly, “people who had incurred the displeasure of the Party simply disappeared and were never heard of again. One never had the smallest clue as to what had happened to them” (p. 39).

One evidence of the structural violence action toward the citizen is experienced by Withers, a character in the novel who rebels against the party. In consequence, the party orders that award given to Withers should be rewritten so that the very existence of a human called Withers will never have any proof. Winston, who works in Records Department has to rewrite the speech of the Big Brother and submit it to authorities for editing. With this method, an authority attempts to vanish everybody who wants to oppose the regime’s ideal. Terror can be an instrument to abolish “objective enemies”, the ones who do not betray the party’s ideology, but are viewed as the owner of negative tendencies.

The other example is experienced by Winston Smith himself. Winston Simth, the protagonist of the novel, becomes one of state’s torture and brainwashing victim after arrested by Ministry of Love due to his thoughtcrime and his love affair with Julia. The torture and brainwashing process is executed in Ministry of Love. The torture has three phases. First, there are the usual beatings, which are meant to make him confess his crimes and inform to other thought-
criminals. Secondly, there is a phase of interrogation, where the beating is replaced with electric shock. This is meant to break down his mind, and makes him accept party philosophy. The third, there is the room 101, the absolute horror that implements whatever torture most feared by the individual. This is meant to erase the last residues of individuality.

Winston is guilty in having kept a diary, in which he has written “down with big brother”

His eyes re-focused on the page. He discovered that while he sat helplessly musing he had also been writing, as though by automatic action. And it was no longer the same cramped, awkward handwriting as before. His pen had slid voluptuously over the smooth paper, printing in large neat capitals—DOWN WITH BIG BROTHER DOWN WITH BIG BROTHER DOWN WITH BIG BROTHER DOWN WITH BIG BROTHER DOWN WITH BIG BROTHER (p. 18).

And he has had the clandestine love affair with Julia. Now the torture is about to start. The torture has different purposes, the most trivial is to make him confess to a long series of other crimes, and implicate as many of his acquaintances as possible. The more pervasive purpose is to change his mind; to make him believe the dictates of the party, however absurd they may be. Finally, it is to destroy his individuality.

In the interrogation room, Winston’s memory is being manipulated. O’Brien is the torturer. When Winston gives a “wrong answer”, he turns up the knob on the apparatus that distributes electricity to Winston’s body. The level goes from 0 to 100. And already at level 40 Winston is in agonize pain and thinks that his back is about to snap. The idea of the torturing is to destroy Winston’s memory. “Look me in the eyes. What country is Oceania at war with?” (p. 206)
O’Brien (the torturer) asks. Winston answers that, Oceania is in war with Eastasia. It is always in war with Eastasia. He remembers correctly, but it is the wrong answer, and O’Brien turns up the knob (p. 207). O’Brien wants to convey Winston that Oceania has always been at war with Eastasia even it is wrong in fact according to Winston.

O’Brien says:

“We have always been at war with Eatsia. Since the beginning of your life, since the beginning of the Party, since the beginning of history, the war has continued without a break, always the same war. Do you remember that?” (p. 207)

Still, the party is not content by simply controlling an individual’s memory, it also wants to control his perception. O’Brien holds up four fingers, and asks Winston,

How many fingers am I holding up, Winston?’
Four.
And if the Party says that it is not four but five then how many?’
Four (p. 200).

Winston get the answer wrong, and O’Brien turns the dial to fifty-five. They try again. How many fingers, Winston believes he still sees four, so O’Brien turn up the dial to another notch.

They try again, and Winston does not what else to say than four. The dial goes up again. At the fourth time, in order to escape the pain, Winston finally says that he sees five fingers. O’Brien’s response:

“No, Winston, that is no use. You are lying. You still think there are four. How many fingers, please?”
“How can I help it. Winston blubbered. How can I help seeing what is in front of my eyes? Two and two are four” (p. 201).
“Sometimes, Winston. Sometimes they are five. Sometimes they are three. Sometimes they are all of the mat once. You must try harder. It is not easy to become sane” (p. 202).

This torturing experience goes on. Winston tries his best to see five fingers. O’Brien does not believe that he is trying hard enough, and continues to turn the dial, first to sixty, then to eighty, ninety. At the end,

“How many fingers am I holding up, Winston?”
“I don’t know. I don’t know. You will kill me if you do that again. Four, five, six in all honesty I don’t know.”
“Better” said O’Brien (p.202)

The interrogation develops into a philosophical discussion about reality.

“Does the past have real existence? Does it exists concretely in space?” O’Brien asks. Since apparently it doesn’t, Winston suggests that it exists in the records and in human memories. O’Brien resorts that the party controls the records and the memories, and therefore the past too. Winston gives a wrong response, “How can you stop people remembering things?”

O’Brien responds:

I tell Winston, that reality is not external. Reality exists in the human mind, and nowhere else. Not in the individual mind, which can make mistakes, and in any case soon perishes: only in the mind of the Party, which is collective and immortal. What the Party holds to be truth, is truth. It is impossible to see reality except by looking through the eyes of the party. That is the fact that you have got to re-learn, Winston. It needs an act of self-destruction, and effort of the will. You must humble yourself before you can become sane (p. 285).

Winston has to re-learn not to trust his memory. He has to remember, not just say that he remembers, but in fact remember what the party says he remembers.
After being subjected two weeks of this intense treatment, Winston comes to the conclusion that nothing is more powerful than physical pain, no emotional loyalty or moral conviction can overcome it. Having been tortured and broken, Winston awaits his execution, which will be carried out at a later stage. He is sitting at a cafe drinking Victory Gin, supplemented with laudanum. In the background the telescreen displays his confessions.

Julia visits. She is also broken by the torture; they have both informed on each other; now they have nothing more to say to each other, except commenting on the news coming from the telescreen. Winston is playing a game of chess with himself. At the end, Winston letting his hatred to the party remain a presence deep in his unconscious. Then he would finally let it surface again at the moment of his execution so that the bullet would enter his “free mind”.

The execution or brainwashing of dissidents is clearly an act of violence. From the characteristic, that act of violence can be categorized as structural violence. It is vertical top to bottom (the strong to the weak, the ruling to the ruled, large to small) and contains repression (domination, hegemony, exploitation). This kind of violence occurred in the context of the macro, with great actors (state, military/security forces, syndication, and organization), in the context of Nineteen Eighty-four, the actor is the State through The Ministry of Love. The basic effects of structural violence are power domination, monopoly of resources in various forms, and negation (every value from the ruler should be considered as perfection, out from it is considered as wrong values) (Galtung, 1969). The execution and dissidents brainwashing is destruction of the capacity to
think through the rejection of empirical evidence and physical torture. The destruction is not only physically but also psychologically.

2. The Erasing of Values and Memory of the Past

The Party controls every source of information, managing and rewriting the content of all newspapers and histories for its interest. The Party does not allow individuals to keep records of their past, such as photographs or documents. As a result, memories become fuzzy and unreliable, and citizens become perfectly willing to believe whatever the Party tells them. By controlling the present, the Party is able to manipulate the past. Moreover, in controlling the past, the Party can justify all of its actions in the present.

In totalitarian states, the government ensures that all evidences contrary to the ideology of the party are destroyed, and the records are falsified or forged. They also ensure that the falsification does not get exposed. Winston was ordered to rewrite the speech of the Big Brother without mentioning FFCC and Withers. Therefore, he invented a name Captain Oglivy who sacrificed his life fighting for the nation. Even though he did not exist in real life, Big Brother tributes to Oglivy and some faked photographs would make others believe that he was a real character. The quotation below is the description of Captain Oglivy:

At seventeen he had been a distinct organizer of the Junior Anti-Sex league. Sex is adamantly discouraged, and especially love it prohibited, since this involves a thought-crime. The youth therefore form anti-sex leagues (p. 41).

He was a total abstainer and a non-smoker, and no recreations except a daily hour in the gymnasium, and had taken a vow of celibacy, believing marriage and the care of a family to be incompatible with a twenty-four-
hour-a-day devotion to duty. He had no subjects of conversation except the principles of Ingsoc, and no aim in life except the defeat of the Eurasia enemy and the hunting down of spies, saboteurs, thought-criminal and traitors generally (p. 41).

History is constantly rewritten to suit the current goals of the Party. Only the destruction of human memory will make it possible. Hence, the Ministry of Truth (Minitru) modifies history perpetually to the tune of the ideals of the Party.

In the year 1984 Oceania is at war with Eurasia, and Eastasia is Oceania’s alliance. “In no public or private utterance was it ever admitted that the three powers had at any time been grouped along different lines” (p. 30). Though Winston knows that four years ago Oceania was at war with Eastasia and in alliance with Eurasia he could tell it to any one and not can it be proved as the records are rewritten to create an impression that Oceania is at war with Eurasia, as it is eternal enemy. “The enemy of the moment always represented absolute evil, and it followed that any past or future agreement with him was impossible” (p. 31).

The Party history books claim that the Party invents aeroplanes. Winston thinks that he has saw aeroplanes long before the Party formed government. However, it cannot be proved because there is no evidence. Even people cannot rely on their memory. Winston struggles to remember his childhood.

It was extraordinarily difficult. Beyond the late fifties everything faded. When there were no external records that you could refer to, even the outline of your life lost its sharpness (p. 29).

Galtung (1969) explains that violence can attack an individual physically and psychologically. The act of violence as depicted in the novel, the divorce from
values and memory of the past, is categorized as psychological violence. It is a destruction of human memory. Physical violence hurt human body and can kill people directly while the psychological violence is mental pressure intended to reduce mental ability or brains. Both of them actually equally dangerous for human being. Maintained by state’s institutions, through the Ministry of Truth, in order to defend state’s power domination this act of violence is categorized as a structural violence. The subject of violence seems invisible is more likely because of the violence’s ceaseless repetition in the open place rather than because it has been hidden away in a dark or hidden place.

3. Total Terror and Super Surveillance toward the Citizen

The structural violence in Oceania exists in the form of total terror and super surveillance toward its citizen. The citizens are constantly monitored by the Party. At the beginning of the novel we find Winston Smith in his dingy apartment trying to write in the diary furtively which was bought by him without the knowledge of the Party. He finds the face of Big Brother on the wall in the form of a poster and it is designed in such a way that people are always apprehensive of being watched by it (p. 1).

The giant telescreen in every citizen’s room blasts a constant stream of propaganda designed to make the failures and shortcomings of the Party appear to be triumphant successes. The telescreens also monitor behaviour, everywhere they go, citizens are continuously reminded, especially by means of the omnipresent signs reading “BIG BROTHER IS WATCHING YOU,” that the authorities are
scrutinizing them. The super tight surveillance such that destroys people’s privacy and their freedom.

When Winston took a twenty-five cent piece out of his pocket he finds the slogans of the Party “War is Peace; Freedom is Slavery; Ignorance is Strength” being inscribed and on the other face of the coin he finds of the head of Big Brother. “Even from the coin the eyes pursued you. On coins, on stamps, on the covers of books, on banners, on posters, and on the wrappings of a cigarette packet everywhere”. (p. 23)

Always the eyes watching you and the voice enveloping you. Asleep or awake, working or eating, indoors or out of doors, in the bath or in bed—no escape. Nothing was your own except the few cubic centimetres inside your skull (p. 25).

The state’s surveillance system is involving the children too. Since childhood, children are already taught about the totalitarian system and asked to spy on every stranger and neighbour in which children do not know what they have done and what is wrong and what is right. The passage below shows Winston’s experience in dealing with children espionage.

"...d'you know what that little girl of mine did last Saturday, when her troop was on hike out Berkhampstead way? She got two others girl to go with her, slipped off from the hike, and spent the whole afternoon following a strange man. They kept on his tail for two hours, right through the woods, and then, when they got into Amersham, handed him over to the patrol" (p. 50)

Winston's experience with that children's mannerism shows the influence of society system on the educational system. The children are acting like the government wants. They never have an acknowledgement about the human right
and good morality, and further the society teaches their children in their own way. The system that is given to the children by the educational system is to glorify and praise the totalitarian regime, further the society will produce dehumanized people.

With those children, he thought, that wretched woman must lead a life of terror. Another year, two years, and they would be watching her night and day for symptoms of unorthodoxy (p. 23)

The Party constantly watches for any sign of disloyalty, to the point that, as Winston observes, even a “tiny facial twitch” could lead to an arrest. By means of telescreens and hidden microphones across the city, the Party is able to monitor its members almost all of the time. That kind of surveillance becomes a structural violence because it maintains deprivation of basic human needs, freedom and privacy. Moreover, it is embedded in political and cultural structures such as the Ministry of Love and family.

4. The Hostility to the Joy of Personal Relationships and the Desire of Love

In Orwell’s novel, Nineteen Eighty-four, the state insists that passion, desire and love must be expressed only towards Big Brother. The citizens are conditioned to hate each others. In Nineteen Eighty-four, we also see how the fear of war is exploited by Big Brother to manage social solidarity. The Party is trying to kill the sex instinct, or, if it could not be killed, then to distort it and dirty it. The people do not know why, but it seemed natural that it should be.

There were even organizations such as the Junior Anti-Sex League, which advocated complete celibacy for both sexes. All children were to be
begotten by artificial insemination (*Artsem*, it was called in Newspeak) and brought up in public institutions (p. 56).

Winston believes that the aim of the party is to remove all pleasure from sexual acts. For the party, sex and marriage are mere necessity, to be undertaken for the purpose of producing infant Party members. He understands that the party is trying to suppress the sexual instinct.

The aim of the Party was not merely to prevent men and women from forming loyalties, which it might be not be able to control. Its real, undeclared purpose was to remove all pleasure from the sexual act. Not love so much as eroticism was the enemy, inside the marriage as well as outside it (p. 68-69).

The only recognized purpose of marriage was to beget children for the service of the Party. Sexual intercourse was “to be looked on as a slightly disgusting minor operation, like having enema” (p. 69). Winston Smith has bad experience in the past connected to sexual pleasure with his ex-wife, Khatarine. Once Winston touches her, she seems “to wince and stiffen”. To embrace her was like embracing a jointed wooden image. And what was strange was that even when she was clasping him against her he had the feeling that “she was simultaneously pushing him away with all her strength” (p. 57). The rigidly of her muscles managed to convey that impression. “She would lie there with shut eyes, neither resisting nor co-operating but submitting. It was extraordinarily embarrassing, and, after a while, horrible. But even then he could have borne living with her if it had been agreed that they should remain celibate” (p. 57).

They must, she said, produce a child if they could. So the performance continued to happen, once a week quite regularity, whenever it was not impossible. She even used to remind him of it in the morning, as
something which had to be done that evening and which must not be forgotten. She had two names for it. One was ‘making a baby’, and the other was ‘our duty to the Party’ (yes, she had actually used that phrase). (p. 57)

The Party also forces individuals to suppress their sexual desires, treating sex as merely a procreative duty whose end is the creation of new Party members. The Party then channels people’s frustration and emotion into intense, ferocious displays of hatred against the Party’s political enemies.

One of the reasons why Winston and Julia are arrested by Ministry of Love is because of their love affair. Having sexual pleasure and a personal relationship is a human right and basic needs for every person. Destroying human’s desire is the same as establishing psychological violence. Furthermore, because of its connection with oppressive framework that operates through powerful associations, organizations and institutions that guarantees prioritization of political agenda, it can be categorized as structural violence.
CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter consist of three parts. The first part presents the conclusions in which the writer draws conclusion of this study by summarizing all of the study findings. The second part is the implication of the study. The last part is suggestions for future researchers and for teaching Book Report by using this Orwell’s Nineteen Eighty-four.

A. Conclusions

Based on the analysis in Chapter IV the following findings can be drawn to answer problems formulated in Chapter I. The first problem formulation: through what institutions of totalitarian state is the structural violence toward citizens in the novel Nineteen Eighty-four established? Based on the analysis in Chapter IV, the structural violence toward citizen in the novel Nineteen Eighty-four is established through five state’s institutions. The first institution is Ministry of Truth (Minitrue) which always change history when something does not seem right, or when a person has a thought against the ideals of the Party. It is done to make the people believe that the Party is always right. The second is The Ministry of Peace (Minipax) ensures that people believe that there was a war going onto install fear and paranoia in society so that the only way of security is to believe that the government is always taking the right measures to protect its citizens. The
third is Ministry of Love which is concerned with law and order. It makes sure that people do not even think against the ideals of the Party. If they do so they will be caught by the Thought Police and later conditioned to adopt themselves to the policies of the Party. The fourth is The Ministry of Plenty. It is responsible for the economic affairs of the country. It makes people believe that there is plenty of production and equal distribution of produce. In reality, only the members of the Inner Party enjoy all privileges while the other sections of the society are consuming dilapidated stuff. The last, institution is family. Family becomes government’s right hand in spreading the terror and surveillance to the citizen. All of those institutions are established structural violence due to its oppressive framework that operates through powerful associations, organizations and institutions that guarantees privilege amongst its leaders, prioritization of their political agenda, and an enforcement of their methods and ideologies. Moreover, that oppressive framework can kill or harm people involved in it.

The second problem formulation: what are the evidences of structural violence actions in the totalitarian state experienced by the citizens in the novel Nineteen Eighty-four? There are the evidences of structural violence toward citizens in totalitarian state as depicted in the novel. The first is the execution or brainwashing of dissidents. That violence can be seen from Winston experience when he was arrested and re-educated by Ministry of Love. The second is the divorce from values and memory of the past. One of the examples is when Winston was ordered to rewrite the speech of the Big Brother without mentioning FFCC and Withers. Therefore, he invented a name Captain Oglivy who sacrificed
his life fighting for the nation. The third structural violence is total terror and super surveillance toward the citizen. The violence can be found when the telescreens always monitor behaviour, everywhere people go, citizens are continuously reminded, especially by means of the omnipresent signs reading “BIG BROTHER IS WATCHING YOU,” that the authorities are scrutinizing them. The last is the hostility to the joy of personal relationships and the appetite for joy itself. The evidence of the violence is when Winston and Julia are arrested because of their love affair. All of those acts of violence are categorized in structural violence because of its connection with oppressive framework that operates through powerful associations, organizations and institutions that guarantees prioritization of political agenda, it can be categorized as structural violence.

B. Implications

This study could give some contributions to an educational aspect. First, it could teach the student about the bad sides of structural violence. By knowing structural violence, the student could respect humanity values. Starting from a small action, such as respecting their parents and their teacher or be more critical to the social condition. Through this study, the student can see that the act of violence has connection with the social structure existed. The factors that causing the acts of violence are not only from personal mistake but also from structural error. However, in the world we are living now, structural violence is inevitable but it can still be adjusted and reduced.
Second, it could give the understanding to the teachers in giving some learning activities to the students which are related to avoiding act of violence. This study could implicate English Language Education Study Programme (ELESP) students since Sanata Dharma University implements three important principles namely: competence, conscience, and compassion. As soon-to-be teachers, the ELESP students do not only give formal education to their students, however, they should also teach them how we respect humanity and care with others. By knowing and understanding structural violence, the ELESP students will consider how important peace for humanity is. Furthermore, based on the understanding in structural violence study, the ELESP student would be able to design education system to be more humanist and less violent.

C. Suggestions

This part has two sections. The first section is the suggestion for the future researchers that will work with Orwell’s *Nineteen Eighty-four* as the object of the study. The other section is the suggestions for the English teachers that will use Orwell’s *Nineteen Eighty-four* as one teaching materials for Book Report course.

1. Suggestion for Future Researchers

The novel discussed in this study is another challenging novel in the world of literature. This novel is written by one of British writers, George Orwell. The author has succeeded in conveying messages of universal dreams; it is freedom
and equality in humanity. The writer’s discussion on this novel is limited to the finding institution and the evidences of structural violence in totalitarian state. It, however, has other aspects that can be discussed further. There is a suggestion from the writer to the future researchers who will take this novel as the object of the study. The upcoming researchers can consider to discuss and to study the cultural violence in Orwell’s *Nineteen Eighty-four*’s society. It is important considering cultural violence, according to Galtung (1993) is a root of all violence occurred in society.

2. Suggestions for English Teachers

The writer suggests Orwell’s novel *Nineteen Eighty-four* as one of the materials used in teaching Book Report to develop the vocabulary acquisition of the students at intermediate level. The students can advance their reading comprehension, take benefits of a new perspective of social sensitiveness, and provide academic response presented orally before the lecturer. Other benefits to reap by the students are among other things the development of imagination, education of emotions, and the nourishment of the social awareness growth.

To relate Book Report and Orwell’s *Nineteen Eighty-four*, the writer suggests procedures to conduct the teaching-learning activities which are divided into three parts, i.e. assigning reading the novel individually, writing the personal response, and presenting the response before the lecturer.

The students are assigned to finish the individual reading within two weeks. The following one week is the time provided to the students to complete the
personal response and in the fourth week, the student is presenting the report individually to the lecturer.
REFERENCES


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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX A

SUMMARY OF ORWELL’S NINETEEN EIGHTY-FOUR

Winston Smith is a low-ranking member of the ruling Party in London, in the nation of Oceania. Everywhere Winston goes, even his own home, the Party watches him through telescreens; everywhere he looks he sees the face of the Party’s seemingly omniscient leader, a figure known only as Big Brother. The Party controls everything in Oceania, even the people’s history and language. Currently, the Party is forcing the implementation of an invented language called Newspeak, which attempts to prevent political rebellion by eliminating all words related to it. Even thinking rebellious thoughts is illegal. Such thoughtcrime is, in fact, the worst of all crimes.

As the novel opens, Winston feels frustrated by the oppression and rigid control of the Party, which prohibits free thought, sex, and any expression of individuality. Winston dislikes the party and has illegally purchased a diary in which to write his criminal thoughts. He has also become fixated on a powerful Party member named O’Brien, whom Winston believes is a secret member of the Brotherhood—the mysterious, legendary group that works to overthrow the Party.

Winston works in the Ministry of Truth, where he alters historical records to fit the needs of the Party. He notices a coworker, a beautiful dark-haired girl, staring at him, and worries that she is an informant who will turn him in for his thoughtcrime. He is troubled by the Party’s control of history: the Party claims
that Oceania has always been allied with Eastasia in a war against Eurasia, but
Winston seems to recall a time when this was not true. The Party also claims that
Emmanuel Goldstein, the alleged leader of the Brotherhood, is the most dangerous
man alive, but this does not seem plausible to Winston. Winston spends his
evenings wandering through the poorest neighbourhoods in London, where the
proletarians, or proles, live squalid lives, relatively free of Party monitoring.

One day, Winston receives a note from the dark-haired girl that reads “I
love you.” She tells him her name, Julia, and they begin a covert affair, always on
the lookout for signs of Party monitoring. Eventually they rent a room above the
second-hand store in the prole district where Winston bought the diary. This
relationship lasts for some time. Winston is sure that they will be caught and
punished sooner or later (the fatalistic Winston knows that he has been doomed
since he wrote his first diary entry), while Julia is more pragmatic and optimistic.
As Winston’s affair with Julia progresses, his hatred for the Party grows more and
more intense. At last, he receives the message that he has been waiting for:
O’Brien wants to see him.

Winston and Julia travel to O’Brien’s luxurious apartment. As a member
of the powerful Inner Party (Winston belongs to the Outer Party), O’Brien leads a
life of luxury that Winston can only imagine. O’Brien confirms to Winston and
Julia that, like them, he hates the Party, and says that he works against it as a
member of the Brotherhood. He indoctrinates Winston and Julia into the
Brotherhood, and gives Winston a copy of Emmanuel Goldstein’s book, the
manifesto of the Brotherhood. Winston reads the book—an amalgam of several
forms of class-based twentieth-century social theory—to Julia in the room above the store. Suddenly, soldiers barge in and seize them. Mr. Charrington, the proprietor of the store, is revealed as having been a member of the Thought Police all along.

Torn away from Julia and taken to a place called the Ministry of Love, Winston finds that O’Brien, too, is a Party spy who simply pretended to be a member of the Brotherhood in order to trap Winston into committing an open act of rebellion against the Party. O’Brien spends months torturing and brainwashing Winston, who struggles to resist. At last, O’Brien sends him to the dreaded Room 101, the final destination for anyone who opposes the Party. Here, O’Brien tells Winston that he will be forced to confront his worst fear. Throughout the novel, Winston has had recurring nightmares about rats; O’Brien now straps a cage full of rats onto Winston’s head and prepares to allow the rats to eat his face. Winston snaps, pleading with O’Brien to do it to Julia, not to him.

Giving up Julia is what O’Brien wanted from Winston all along. His spirit broken, Winston is released to the outside world. He meets Julia but no longer feels anything for her. He has accepted the Party entirely and has learned to love Big Brother.

http://www.k-1.com/Orwell/site/work/summaries/1984.html
APPENDIX B

George Orwell’s *Nineteen Eighty-four*
THE BIOGRAPHY OF GEORGE ORWELL

Born Eric Arthur Blair, George Orwell created some of the sharpest satirical fiction of the 20th century with such works as Animal Farm and Nineteen Eighty-Four. He was a man of strong opinions who addressed some of the major political movements of his times, including imperialism, fascism and communism.

The son of a British civil servant, George Orwell spent his first days in India, where his father was stationed. His mother brought him and his older sister, Marjorie, to England about a year after his birth and settled in Henley-on-Thames. His father stayed behind in India and rarely visited. (His younger sister, Avril, was born in 1908.) Orwell didn't really know his father until he retired from the service in 1912. And even after that, the pair never formed a strong bond. He found his father to be dull and conservative.

After completing his schooling at Eton, Orwell found himself at a dead end. His family did not have the money to pay for a university education. Instead he joined the India Imperial Police Force in 1922. After five years in Burma,
Orwell resigned his post and returned to England. He was intent on making it as a writer.

After leaving the India Imperial Force, Orwell struggled to get his writing career off the ground. His first major work, *Down and Out in Paris and London*, (1933) explored his time eking out a living in these two cities. Orwell took all sorts of jobs to make ends meet, including being a dishwasher. The book provided a brutal look at the lives of the working poor and of those living a transient existence. Not wishing to embarrass his family, the author published the book under the pseudonym George Orwell.

Sometimes called the conscience of a generation, Orwell next explored his overseas experiences in *Burmese Days*, published in 1934. The novel offered a dark look at British colonialism in Burma, then part of the country's Indian empire. Orwell's interest in political matters grew rapidly after this novel was published. Also around this time, he met Eileen O'Shaughnessy. The pair married in 1936, and Eileen supported and assisted Orwell in his career.

In 1937, Orwell traveled to Spain, where he joined one of the groups fighting against General Francisco Franco in the Spanish Civil War. Orwell was badly injured during his time with a militia, getting shot in the throat and arm. For several weeks, he was unable to speak. Orwell and his wife, Eileen, were indicted on treason charges in Spain. Fortunately, the charges were brought after the couple had left the country.

To support himself, Orwell took on all sorts of writing work. He wrote numerous essays and reviews over the years, developing a reputation for
producing well-crafted literary criticism. In 1941, Orwell landed a job with the BBC as a producer. He developed news commentary and shows for audiences in the eastern part of the British Empire. Orwell enticed such literary greats as T. S. Eliot and E. M. Forster to appear on his programs. With World War II raging on, Orwell found himself acting as a propagandist to advance the country's side. He loathed this part of his job and resigned in 1943. Around this time, Orwell became the literary editor for a socialist newspaper.

Orwell is best known for two novels, Animal Farm and Nineteen Eighty-Four, both of which were published toward the end of his life. Animal Farm (1945) was an anti-Soviet satire in a pastoral setting featuring two pigs as its main protagonists. These pigs were said to represent Josef Stalin and Leon Trotsky. The novel brought Orwell great acclaim and financial rewards.

In 1949, Orwell published another masterwork, Nineteen Eighty-Four (or 1984 in later editions). This bleak vision of the world divided into three oppressive nations stirred up controversy among reviewers, who found this fictional future too despairing. In the novel, Orwell gave readers a glimpse into what would happen if the government controlled every detail of a person's life, down to their own private thoughts.

Nineteen Eighty-Four proved to be another huge success for the author, but he had little time to enjoy it. By this time, Orwell was in the late stages of his battle with tuberculosis. He died on January 21, 1950, in a London hospital. He may have passed away all too soon, but his ideas and opinions have lived on.
through his work. Both Animal Farm and Nineteen Eighty-Four have been turned into films and have enjoyed tremendous popularity over the years.

Source: http://www.biography.com/people/george-orwell-9429833#synopsis
APPENDIX D

Syllabus and Lesson Unit Plan of Book Report

Lesson Unit Plan

KPE 132 Book Report

English Language Education Study Program

Credit
2 credits
2 x 50 minutes class meeting

Time Allocation
2 x 120 minutes independent work and structured tasks

Study Program
English Language Education Study Program

Lecturer
Henny Herawati, S. Pd. M. Hum.

Grading Policy

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1. Short Description of the Course

KPE 132 Book Report is designed to introduce students to English novels, increase their interest and improve their ability in reading literary works, in particular novels. Throughout the course, are to read four different novels, comprising three simplified/abridged novels and one original/unabridged novel. Students should write a report for each novel they read, including the information about the book, setting of place and
time, character’s name and description, conflict, theme, summary, and personal opinion about the novel.

This course is compulsory and offered in Semester II. There is no prerequisite course for KPE Book Report.

2. Competence Standard (Goals of the Course)
   On completing this course the students are able to:
   1. Develop basic understanding of reading of reading abridged and unabridged English novels.
   2. Write book reports, containing information about the book, setting of place and time, characters’ names and descriptions, conflict, theme, summary, and personal opinion about the novel.

3. Independent Work
   Task 1, 2, 3-to be submitted on Week 4, 9, 12
   Write book reports about the simplified/abridged novels you have read. The reports should be based on the report from provided containing information about the book, setting of place and time, characters’ names and descriptions, conflict(s), theme summary, and personal opinion about the novel. The book recommended are listed below. If you want to read and write reports on book other than the ones in the list, you need to consult with the lecturer.

   Task 4-to be submitted on week 15
   Write a book report about one of the original/unabridged novel assigned, those are Hemingway’s The Old Man and the Sea, Steinbeck’s The Pearl, Orwell’s Nineteen Eighty-four or Ho’s Sing to The Dawn. The report should be based on the report from provided, containing information about the book, setting of place and time, characters’ names and descriptions, conflict(s), theme, summary, and personal opinion about the novel.
4. Evaluation

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Introduction to Basic Intrinsic Element of Fiction

1. **Setting (of time and place)**
   Setting is the Where and When during which the story take place where a story happens can be a name of a particular country, town, village, street, or just the description of surrounding/place such as in a dark and damp vault, at a crowded, noisy party, or in tent in the woods. The setting of time can be very clear such as in the year (in 1984) or month (in December), seasons, during Christmas time, during French revolution, during slavery period, or we just know that it is at night. Setting also refers to the natural and artificial scenery of environment in which characters live and move.

For example: the setting of the novel is in a town named Lraine, in the northern United States in 1940’s

2. **(Major) Characters**
   A character is “an imagined person who inhabits a story and it shows a distinction type of person” (Abrams: 20). Similarly, Kriszner and Mandell state a character is “a fictional representation of person – usually (but not necessarily) a psychologically realistic depiction” (pp. 95). Basically, characters are often portrayal of human beings with
particular character descriptions. Character can be described in terms of their physical characteristics and their personality characteristics.

For example:

Miss Payne.

Description: She is beautiful young woman of mid 20s. She is tall with beautiful brown eyes and dark hair. She carries herself with a ladylike manner. Even though she rarely smiles, she is well-liked by people around her. Her being courageous and tough are admired by people in the village.

3. **Summary**

A summary tells the main points of the story. It reveals how the story goes. It should not be too detailed, but it should not fail to tell the important events in the story.

4. **Conflicts**

Conflicts is the (dramatic) struggle between opposing forces or points of view in a story. The conflict is a clash between the protagonist, a story's main character, and an antagonist, someone or something presented in opposition to the protagonist. Sometimes the antagonist is easily identified as a villain, he or she simply represents a conflicting point of view. Sometimes the antagonist is not a character at all, but a situation (war, poverty) or an event (a natural disaster, such as a flood or a storm that challenges the protagonist. In other stories, the conflict may be internal, occurring within a character’s mind.

For example:

The main conflict of a novel is different perception and values between the mother and the daughter caused by different generations and cultures (Chinese vs. American).

5. **Theme**

Theme is a statement that the author wants to convey about life or society through the story in the novel. The theme of a story presents
the author’s viewpoint about a particular subject. “Dishonesty” is not a theme, because it does not convey the writer’s opinion about dishonesty. “We should be honest to others and to ourselves” is a theme.
APPENDIX E

LIST OF THE NOVELS

Abridge/Simplified Novels

1. Alcott, Louisa May. *Little Women*
4. Bronte, Emily. *Wuthering Heights*
5. Caroll, Lewis. *Alice’s Adventures in Wonderland and through the looking Glass*
6. Cervantes, Miguel de. *Don Quixote*
7. Cooper, James Fennimore. *The Last of the Mohicans*
8. Defoe, Daniel. *Robinson Crusoe*
9. Dickens, Charles. *Christmas Carol*
10. Dickens, Charles. *Hard Times*
11. Dickens, Charles. *David Copperfield*
15. Landon, Margaret. *Anna and the King of Siam*
16. Melville, Herman. *Moby Dick*
17. Sewell, Anna. *Black Beauty*
18. Shelley, Mary. *Frankenstein*
20. Stevenson, R. I. *Dr. Jekyll and Mr. Hyde*
22. Swift, Jonathan. *Gulliver’s Travels*
23. Twain, Mark. *The Adventure of Mark Twain*
24. Twain, Mark. *The Adventure of Huckleberry Finn*
25. Twain, Mark. *The Prince and the Pauper*

Original/Unabridged Novels

1. Hemingway, Ernest. *The Old Man and the Sea*
2. Ho, Minfong. *Sing to the Dawn*
3. Orwell, George, *Nineteen Eighty-four*
4. Steinbeck, John. *The Pearl*
5. Tan, Amy. *The Kitchen God’s Wife*
# APPENDIX F

## Course Outline

<table>
<thead>
<tr>
<th>Meet</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb. 2</td>
<td>Intro to the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllabus and course outline</td>
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<tr>
<td></td>
<td></td>
<td>• Report form</td>
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<tr>
<td></td>
<td></td>
<td>• Plagiarism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Basic elements (setting of place, time, characters’ names and descriptions, conflict, theme) and summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What to write in the report form</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oral exam registration (1, 2, 3)</td>
</tr>
<tr>
<td>2</td>
<td>Feb. 9</td>
<td>Assignment: read a novel and write the 1st book report</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 16</td>
<td>Assignment: read a novel and write the 1st book report</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 24</td>
<td><strong>1st book report submission</strong> (Monday, Feb. 23 before 1 p.m.)</td>
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<tr>
<td>5</td>
<td>March 2</td>
<td>• Oral Examination: 1st report (cont.)</td>
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<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 2nd book report</td>
</tr>
<tr>
<td>6</td>
<td>March 16</td>
<td>• Oral Examination: 1st report (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 2nd book report</td>
</tr>
<tr>
<td>7</td>
<td>March 23</td>
<td>• Oral Examination: 1st report (cont.)</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>2nd book report submission</strong></td>
</tr>
<tr>
<td>8</td>
<td>March 30</td>
<td>• Oral Examination: 2nd report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 3rd book report</td>
</tr>
<tr>
<td>9</td>
<td>April 6</td>
<td>• Oral Examination: 2nd report (cont.)</td>
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<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 3rd book report</td>
</tr>
<tr>
<td>10</td>
<td>April 20</td>
<td>• Oral Examination: 2nd report (cont.)</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>3rd book report submission</strong></td>
</tr>
<tr>
<td>11</td>
<td>April 27</td>
<td>• Oral Examination: 3rd report</td>
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<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 4th book report</td>
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<tr>
<td>12</td>
<td>May 4</td>
<td>• Oral Examination: 3rd report (cont.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assignment: read a novel and write the 4th book report</td>
</tr>
<tr>
<td>13</td>
<td>May 11</td>
<td>• Oral Examination: 3rd report (cont.)</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>May 17</td>
<td>Final Test</td>
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- 4th book report submission (Unabridged compulsory novel)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX G

FORMAT OF THE REPORTS

BOOK REPORT FUN

Name :  
Student Number :  
Date of Submission :  

Book Report : (1, 2, 3, 4) Please circle one of the four reports

• Title of the Book :
• Author :
• Publisher :
• Year of Publication :

Setting (of time and place)
........................................................................................................................
....................................................................................................................................
....................................................................................................................................
....................................................................................................................................
........................................................................

Major Characters

1. .........................
2. .........................
3. .........................

Summary (make it into two to three paragraphs)
........................................................................................................................
....................................................................................................................................
........................................................................................................................................
What is (are) the major conflict(s) of the story?

How does the story end?

What is the theme of the book?
Do you like the book? Why or why not?

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APPENDIX H

LIST OF QUESTIONS FOR BOOK REPORT VERBAL EXAMINATION

Each report is written within 3 weeks. During those weeks, students are reading the novel and complete the report. In the fourth week, the students will present individually the report before the lecturer, can be in the classroom or the lecturer’s office. The presentation or examination is scheduled. This schedule is arranged independently by the lecturer.

This is an individual presentation before the lecturer. The presentation lasts around 5-8 minutes each student. The students are expected to show the fluency and mastery of the novels read, such as the literary features and other personal expressions. It is performed to promote speaking skill and reading comprehension of the students.

Based on the syllabus, the questions posed are in relation with the ability to retell the story, setting, characters, conflicts, and theme, and the ability to express personal opinions of the novel. The lecturer can select some of the listed questions to adjust with the time allotment. The questions, therefore, are as follows:

1. What is the title of the novel you read?
2. Do you find that the novel is interesting and worth of reading?
3. Do you find any new words and take them to enrich your vocabulary? What are they?
4. Can you tell me where or when does the story take place?
5. How many characters stated in the novel?
6. Who is the major character?
7. What do you find in the novel? Give some examples, please.
8. What is the theme of the story?
9. What is your opinion of the story?
APPENDIX I

THE ORGANIZATION OF BOOK REPORT INDIVIDUAL VERBAL EXAMINATIONS

A. Greetings (1’)
1. The students comes into the examination room
2. The lecturer asks the student to have a seat
3. The lecturer greets, “How are you today? “Are you ready for the presentation?”

B. Questions (5’). Select the questions to adjust with the time provided.
1. What is the title of the novel you read?
2. Do you find that the novel is interesting and worth of reading?
3. Do you find any new words and take them to enrich your vocabulary? What are they?
4. Can you tell me where or when does the story take place?
5. How many characters stated in the novel?
6. Who is the major character?
7. What do you find in the novel? Give some examples, please.
8. What is the theme of the story?
9. What is your opinion of the story?

C. Feedback (2’)
The feedback provided is covering the grammatical features of the report made and how to foster the examinees to pay attention carefully to the using of correct language features such as the structure and vocabulary without hindering them to express their ideas freely. By doing so, it is expected that the students are aware of their language use to advance the four basic skills of language: listening, speaking, reading, and writing.