

AN ANALYSIS OF RACHEL'S TRAUMA IN NOVEL "SPEAK"

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Abstract

This paper focuses on identifying the trauma that caused Rachel Bruin's character changes in Laurie Halse Anderson's novel "Speak". The purpose of the analysis is to determine the relationship between trauma and character development in one of the characters, Rachel. This paper applies descriptive qualitative research by identifying the triggers of trauma that happened to Rachel using Laurie Vickroy's theory and identifying character changes using Richard Kraut's theory. Based on the findings of this research, it is found that the trauma Rachel experiences to be friends with Melinda again so that Rachel tends to have a worse character before she became hated with Melinda. In fact, she tried to deal with his trauma by being able to let her best friend Melinda be alone in the new season. The implication of this research is to clarify the relationship between trauma and character development in a novel narrative.

Keywords: *Character, Narrative, Psychoanalysis.*

Introduction

Novel *Speak* allows readers to fully understand Melinda's trauma level and how Melinda as a victim of sexual violence overcomes the trauma she experienced. On the other hand, Rachel's character who used to have a good character as Melinda's best friend becomes a bad former friend. Some actions and explanations that portray a different side to Rachel after leaving her best friend identified as a change in moral character. According to Kraut (2001), changes in moral character have been the subject of philosophical and psychological investigations since Aristotle theorized three levels of change in moral character: fear, shame, wisdom. Meanwhile, Wise is a trauma reaction when a person begins to feel that he wants to be a better self and this feeling arises when there are factors from the environment that make him want to fight the trauma itself.

At the end of the story, the change in moral character is wise by Rachel describing how this is part of the trauma Rachel faced, namely her decision to have a relationship with Andy and then after all has been uncovered, Rachel broke up with Andy. Heidarizadeh (2014) states that trauma in literary works means explaining the understanding of trauma that is "late" and listening aloud to indirect expressive experiences. Through literary works, trauma is narrated through language and depicting traumatic stories of characters. The trauma that is present in the novel is the trauma that is too late. Readers have many different points of view in reading trauma stories. The position of the reader can be different, it can be someone who has experienced the trauma,

reminded and then healed. Or it could be that people who have never experienced the trauma then get a new perspective on experiences they have never experienced before.

This paper cannot be achieved without a theory of the trauma and character development necessary for the character to successfully play its role. theory by Laurie Vickroy (2002) which is used to analyze the trauma of Rachel Bruin in the novel "Speak" which is explained thoroughly. To identify trauma narratives, the authors used special narrative aspects that help readers empathize with the characters. One of them is a combination of testimonial elements and various subject positions, for example, voice, experience, or emotion. This is used to create "a dialogical conception of the witnessing" (Vickroy, 2002: 27).

The author uses the narrator; This technique makes the viewer witness the traumas of the character. Another aspect of narrative that is often used in this kind of narrative is the use of flashbacks. Parts of the novel that contain flips often show the reader how it really is, and what actually happened at the time of the event and how the victim reacted to it at that moment. Related to the flashback idea, the author also often uses techniques such as time changes that affect the character's thinking, making the reader more empathetic. Meanwhile, the theory of character change by Richard Kraut (2001) entitled "Aristotle's ethics". The psychoanalytic theory by SuwardiEndraswara (2008) "Literary Research Methodology" as a theory developer. However, this study has limitations, namely it does not identify other figures.

This research is expected to provide information to readers that trauma can change a person's character and cause them to become a different person from what is commonly known.

The purpose of the analysis is to determine the relationship between trauma and character development in one of the characters, Rachel. There are two questions that navigate the research, namely (1) What trauma has caused Rachel's character change in Novel Speak? and (2) How did Rachel deal with the trauma?

Method

The object of this research focuses on the trauma experienced by her former friend, Melinda, a high school girl who is depicted as the main character in Laurie Halse Anderson's novel Speak. The issue found in the object of this research is the trauma that made Rachel stay away from Melinda which also resulted in Rachel's character experiencing a change in character.

This paper also discusses the causes of Rachel's character development to rise from her trauma by facing external conflicts between her and other characters such as Melinda and Andy Evans. Thus, the object in this study is not only the trauma experienced by the characters but also changes in character that affect the character's characterization.

Qualitative research is a research approach that represents naturalistic (phenomenological) understanding (Mulyadi, 2010). Qualitative methods are used in the data analysis procedure of this study.

The data taken comes from Laurie Halse Anderson's novel "Speak" which will then be analyzed using descriptive methods to describe this problem. The writer will take data from the novel by reading it over and over again and by observing Rachel's character to find and identify the triggers for trauma that happened to Rachel.

The data is taken from Laurie Halse Anderson's novel "Speak" which will then be analyzed using descriptive methods to describe more clearly the problems taken. The research focus, namely the character Rachel, will be analyzed sequentially according to the storyline in the novel. Rachel's character and trauma will be the limitation of this research.

In analyzing the data, the researcher will explain the background of the data quotations that have been taken from each category such as answering the questions what, when, who, where, how, and why.

Data will be taken from the novel diachronic by observing Rachel's character to find and identify character changes and efforts to overcome trauma.

Discussion

Rachel's trauma affecting character change was identified by observing the character speaker Melinda. Based on the trauma and character development, this chapter identifies Rachel's trauma through a combination of elements of testimonials and flashbacks narrated by Melinda that are part of the trauma narrative. It can be shown from the data below:

1. The combination aspect of the testimonial element

- Part 1, Chapter 6: Home. Work:

In her bedroom, Melinda describes how out of place she feels in it, having decorated it with her friends when she was in fifth grade. She describes its rose decorations and pink walls, and recounts the different ways that Rachel, Ivy, Nicole, and Jessica decorated their rooms when they were in fifth grade.

Melinda saw that the object of her room decoration became so childish because the decoration was made when Melinda and Rachel became friends. In this narrative, Rachel has a sincere character to help Melinda decorate her room when they are together. The character change comes after a flashback of her past.

- Part 1, Chapter 9: Friend:

Although Melinda attempts to engage in conversation as Rachel smudges mascara under her eyes (in order to look "exhausted" and artsy), Rachel refuses to even speak with her. Melinda reminds herself to act like ice in order not to feel anything. Despite her attempts, however, she imagines shaking Rachel by her neck and screaming at her; she wonders why Rachel didn't try to find out the truth, and decides that this makes her a bad friend.

Rachel was silent as if terrorized by Melinda for asking her to speak repeatedly. Identified change in character is the fear of talking to Melinda without the right reason. Melinda's existence makes Rachel's character change into a fearful person until she tries to stay away from Melinda.

- Part 1, Chapter 18: Student Divided by Confusion Equals Algebra:

As Melinda mentally mocks her former best friend's clothes (even while she criticizes her own, calling them "Dumpster togs" and realizing that she needs to wash her hair), Rachel glares at her, before doing the problem on the board. Melinda bites her lip and imagines eating herself alive, forgetting that she is supposed to sit down. The class laughs at her.

Rachel glares at Melinda because her treatment embarrasses her so that the character that appears between Melinda who hates Rachel and Rachel changes. This was the beginning of a change in character, namely the shame that happened to Melinda and also as a type of developmental trauma. Developmental trauma referring to her turning away from Melinda.

- Part 3, Chapter 4: Code Breaking:

Hairwoman attempts to engage the class in a conversation about the symbolism of glass within the novel, and Rachel (whom Melinda now calls Rachel / Rachele) responds that she doesn't believe in symbolism. To Hairwoman's dismay, Rachel claims that Hawthorne didn't actually intend to put hidden meaning into his work; the two argue, and in revenge, Hairwoman assigns a 500-word essay on symbolism. The whole class is angry at Rachel; "That's what you get for speaking up," Melinda's comments.

This narrative describes that Rachel has a character who cannot understand the symbols used by someone. This is related to Melinda's problem regarding her rape case, which Rachel finds difficult to solve because Melinda's character

can't be honest with Rachel and Rachel who can't read the symbols given by Melinda. this is the main part of the character change between Rachel and Melinda.

- Part 3, Chapter 14: Half of Mirrors:

I stumble from thornbush to thornbush - my mother and father who hate each other; Rachel who hates me, a school that gags on me like I'm a hairball.

Melinda directly revealed that Rachel hated her. She tells the problem she is facing while the deviating character of Rachel's character who hates Melinda at that time. Rachel's trauma shows the problem of their friendship which has run aground. it made Rachel's feelings filled with hatred for Melinda. This character change went through a process of being good to bad due to the trauma that disappointed Melinda's personal affairs (rape) which had not been exposed at that time.

- Part 3, Chapter 16: Bologna Exile:

She watches as the Marthas interview a new member, and wonders if they are laughing at her; imagines Heather fat and middle aged; and observes Rachel, who is wearing harem pants and a headscarf because she "is experimenting with Islam" sitting with an Egyptian exchange student named Hana

Last together with Melinda, Rachel did not wear a veil. This makes the reader understand how Rachel's character is trying to become a new person so that it seems that she seems to have forgotten all her memories and past but that doesn't mean her character is good because when she met Melinda she became bad.

- Part 4:

Comparing herself to a dog, Melinda comments that she has been going to classes and passing tests. Andy Evans (or Andy Beast as she calls him), meanwhile, has joined the International Club and has begun to hang out with Rachel and Greta-Ingrid.

...Andy accuses a horrified Melinda of lying to Rachel about having been raped. He tells her that she “wanted it,” and that she’s been “spreading lies” because she’s jealous and ugly.

...Rachel, meanwhile, broke up with Andy in the middle of prom because he was groping her during a slow song. Afterwards she danced with another boy for the rest of the night and burned all of Andy’s gifts, leaving the ashes by his locker. He, meanwhile, got too drunk at a party and “passed out in a bowl of bean dip.”

It was the worst part mentally for Melinda. while she saw Andy (the rapist) hanging out with her best friend and at that time they were not friends. On the other hand, Rachel’s individual character is someone who is to the point and requires openness. it’s just Melinda’s unwillingness to tell the truth as she can’t blame Rachel for forcing her into another character. Rachel is only the victim of a fraud from Andy who covers up his mistakes. This may be one of the shortcomings of someone with to the point character like Rachel.

In the end, Rachel broke up with Andy after she felt Andy’s feel-good treatment at the prom at that time. Rachel was embarrassed too so she dumped him on Andy. This trauma has a positive impact on Rachel for disappointing her best friend Melinda and being disappointed by Andy who is her boyfriend. through this trauma, Rachel was able to better

understand loyal friendships and be more concerned about the situation by making careful decisions.

2. Flashback

- Part 1, Chapter 1: Welcome to Merryweather High

..... be in a clique called the Plain Janes: Nicole the jock; Ivy the artist; and Rachel, Melinda's former best friend (the fifth member of their group, Jessica, has moved to Nevada)

"Former friends" explain to readers that they used to have a good relationship with each other. The writer involves other character elements who are the people around Rachel.

- Part 1, Chapter 6: Home. Work:

...while all her other former friends of the past nine years, especially Rachel, continue to ignore and even bully her. Melinda describes being bumped in the hallways, and having her books thrown to the floor. She tries not to think about it, and tells herself that the bullying can't go on forever.

- Part 1, Chapter 19: Halloween:

She remembers dressing up as witches with her friends the year before — she describes buying wigs, trading clothes, and renting "black satin capes lined in red" with Rachel. In short, she comments, "We rocked." The memory is a happy one, but ends on a disturbing note: at midnight, the girls lit a candle and held a candle to a mirror to see their futures. Melinda, however, couldn't see anything. Meanwhile, this year, Rachel will be going to an exchange student party. In the present, Melinda decides to spend the night reading *Dracula*.

Melinda who remembers the past when the party arrived with Rachel who always accompanied her. Isolated Melinda

froze with her memories while Rachel might feel the same way, on the other hand Rachel might forget her old memories with Melinda by spending a party with new friends.

- Part 4, Chapter 5: My Life as a Spy:

His lips move poison and she smiles and then she kisses him wet. Not a Girl Scout kiss. He gives her the notebook. His lips move. Lava spills out my ears. She is not any part of a pretend Rachele-chick. I can only see third-grade Rachel who liked barbecue potato chips and who braided pink embroidery thread into my hair that I wore for months until my mom made me cut it out. I rest my forehead against the prickly stucco.

Rachel's character who turns into a stranger in the eyes of her former friend Melinda. Melinda can only imagine flashbacks of Rachel's character who used to be what she was but now Melinda only sees her as a former friend who is so different.

- Part 3, Chapter 19: A Night to Remember:

She recalls the farm where the party took place, and how babyish she felt around the upperclassmen (unlike Rachel, who immediately fit in).

..her memories still blurry, Melinda recalls dialing the phone and calling 911. Seeing her reflection in the window, she was struck dumb — her face is streaked with tears, and her lips are bruised. As she tried to talk to the operator, someone grabbed the phone from her, and screamed that the police were coming. Melinda's memories become even hazier — she sees Rachel's angry face, feels a slap on her face, and remembers crawling through a forest of legs.

Rachel's character, who has always been sociable and sociable, is different from Melinda. This could also be another factor that makes Rachel feel Melinda is not suitable to be friends with her anymore because to unite two different characters requires considerable effort.

Melinda who was silent and couldn't tell everything because she was embarrassed was a trauma for her. However, Rachel became angry because she didn't understand the symbol that Melinda had given her. Since then Rachel has become a person who has a different character. Serious problems due to the arrival of the police and without any reason from Melinda made Rachel think to Melinda that she had only wanted to destroy Rachel's happiness.

Conclusion

Melinda's trauma is very different from the trauma Rachel experienced. Rachel tended to have a worse character before she became hated with Melinda. In fact, she tried to deal with her trauma by being able to let his best friend Melinda be alone in the new season. She also changed his habits and style of dress so that he felt reborn without knowing Melinda. It seems the reader will conclude that Rachel is traumatized to be friends with Melinda again because Rachel really didn't want to talk to Melinda after Melinda destroyed her party by calling the police. The flashback that tells of Rachel who has an outgoing character in Melinda's memories. However, when Melinda gave a traumatic narrative to tell her current self, Rachel became someone who

had the heart to let her best friend, Melinda, be trapped in her trauma because of Andy. Most likely the effect of Rachel's trauma was feeling embarrassed and afraid to trust others because Andy had disappointed her. However, the positive trauma that occurs, Rachel can learn from her mistakes to care more about her friends and understand other people's circumstances more intensely.

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