

**DYSTOPIAN CHARACTERISTICS IN *THE GIVER* NOVEL BY LOIS LOWRY**



**Juwita Marina**

**2225121638**

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“Sarjana Sastra”

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
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## LEMBAR PENGESAHAN

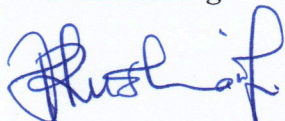
Skripsi ini diajukan oleh

Nama : Juwita Marina  
No. Reg. : 2225121638  
Program Studi : Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Dystopian Characteristics in *The Giver*  
Novel by Lois Lowry

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Sastra pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

### DEWAN PENGUJI

Pembimbing



Atikah Ruslianti, M.Hum  
NIP. 197203242006042001

Ketua Penguji



Ellita Widjayanti, M.A.  
NIP. 19841014201442001

Penguji Materi



Rahayu Purbasari, M.Hum  
NIP. 196507301998022001

Penguji Metodologi



Diyantari, M.App.Ling.  
NIP. 198005272005012003

Jakarta, Januari 2018  
Dekan Fakultas Bahasa dan Seni

Dr. Liliana Muliastuti, M.Pd  
NIP. 195712141990031001

## LEMBAR PERSETUJUAN PEMBIMBING

Skripsi ini diajukan oleh:

Nama : Juwita Marina  
No. Reg : 2225121638  
Program Studi : Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : **Dystopian Characteristics in *The Giver* Novel by Lois Lowry**

Telah disetujui untuk dipertahankan di hadapan Dewan Penguji.

**Jakarta, 30 Januari 2018**  
**Pembimbing**

**Atikah Ruslianti, M.Hum.**  
NIP. 197203242006042001

**LEMBAR PENGESAHAN****Skripsi ini diajukan oleh**

Nama : Juwita Marina  
No. Reg. : 2225121638  
Program Studi : Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Dystopian Characteristics in *The Giver*  
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**DEWAN PENGUJI****Pembimbing****Ketua Penguji**

**Atikah Ruslianti, M.Hum**  
NIP. 197203242006042001

**Ellita Widjayanti, M.A.**  
NIP. 19841014201442001

**Penguji Materi****Penguji Metodologi**

**Rahayu Purbasari, M.Hum**  
NIP. 196507301998022001

**Diyantari, M.App.Ling.**  
NIP. 198005272005012003

**Jakarta, Januari 2018**  
**Dekan Fakultas Bahasa dan Seni**

**Dr. Liliana Muliastuti, M.Pd**  
NIP. 195712141990031001

**LEMBAR PERNYATAAN**

Yang bertandatangan di bawah ini:

Nama : Juwita Marina  
No. Reg : 2225121638  
Program Studi : Sastra Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Dystopian Characteristics in *The Giver* Novel by Lois Lowry

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NIM. 2215121638

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Nama : Juwita Marina  
No. Reg : 2215121632  
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Fakultas : Bahasa dan Seni  
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NIM. 2215121638

**ABSTRAK**

**Juwita Marina.** *Karakteristik Distopia pada Novel The Giver Karya Lois Lowry.* Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. 2018.

Karya sastra adalah bagian dari kehidupan bermasyarakat. Dengan membaca dan menganalisa suatu karya sastra, seseorang bisa memperluas pengetahuannya mengenai masyarakat dalam hal pikiran mereka, cara mereka memandang isu-isu yang berbeda, dan kepercayaan mereka pada umumnya. Distopia sebagai salah satu genre sastra yang mengeksplorasi masalah-masalah sosial and politik. Distopia adalah kebalikan dari Utopia dimana dunia terbentuk secara ideal. Lois Lowry sebagai seorang penulis kelahiran Amerika, terkenal dengan karya-karyanya yang mengangkat masalah-masalah rumit dalam karyanya. Salah satu terkenal darinya adalah *The Giver* yang awalnya terlihat seperti utopia namun kemudian terungkap sebagai distopia. Penelitian ini bertujuan untuk melihat karakteristik distopia yang ada di dalam novel *The Giver* dan bagaimana dalam utopia memiliki unsur-unsur distopia dilihat menurut pendapat Rothstein. Karakteristik distopia yang ditemukan didalam novel ini adalah kontrol pemerintah dan perbudakan, kepatuhan, kemajuan teknologi, protagonis yang kuat dan akhir yang suram. Keteraturan dalam utopia yang merupakan salah satu unsur dala utopia yang dapat dilihat pula sebagai sisi represif merupakan cerminan dari distopia.

**Kata Kunci:** *distopia, karakteristik distopia, utopia, Rothstein, Lois Lowry.*

## ABSTRACT

**Juwita Marina.** *Dystopian Characteristics in The Giver Novel by Lois Lowry.* Skripsi. Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta. 2018.

Literary work is a part of human experiences, civilizations, and evolution. By reading or better analyzing a masterpiece, one widens his scope and knowledge about people in terms of their thoughts, their way of looking at different issues, their experiences, and their beliefs in general. Dystopian literature as a genre of literature explores the problems in social and political structures. It made as the counter of utopian literature where the setting made of an ideal society. Lois Lowry as an American children's literature writer is famous for her works that explore difficult subjects matter for her books. One of her notable work is *The Giver* that initially appears as a utopian society but later revealed to be a dystopian as the story progress. The study aims to see the dystopia characteristics in *The Giver* and how in utopia also contain the dystopian elements according to Rothstein in the novel using descriptive analytical study. The characteristics of dystopia found in the novel are the government control and enslavement, conformity, technology advancement, strong protagonist and dismal conclusion. Utopia as an idea of ideal world where orderliness is one of a needed element to create utopia is also a form of repressiveness which an element of dysopia.

**Key Words:** *Dystopia, dystopia characteristics, Utopia, Rothstein, Lois Lowry.*



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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Dystopian literature refers mostly to the deterioration of people reflected in acts of violence, sexual immorality and use of drugs. The protagonists indulge themselves in sin living only in the present. The basic characteristic of the type of society above-mentioned is that the authorities determined an “overall paralysis of any aesthetic sense...everything is machine products, mass-produced, and sterile, and as a consequence, civilization has lost touch with the qualities that once gave life zest, qualities of passion and vitality, of irrationality and excess that were both its peril and its promise" Whissen (1992). This system destroys human individualism, controls the information that people receives, and limiting individual freedom. Humans begin to be treated like machines which the citizen only process information in order to obtain a certain result that the end product is a dystopian society. Even if one thought that psychological control establishes the order in a society, major drawbacks and repercussions occur.

Dystopias are best understood in the context of utopias. In children's and young adult's literature, Carrie Hinz and Elaine Ostry (2003) explain that utopia can be used to signify a non-existent society that is posited as significantly better than that of the reader. It strives toward perfection, has a delineated social system, and is described in reasonably specific detail. Dystopias are likewise precise

descriptions of societies, ones in which the ideals for improvement have gone tragically in raze.

The ideas of ideal world, where people live in harmonious community and society with all necessities provided, grow in every generation of human race since a long time ago. This idea of ideal and perfect world called utopia. The concept of utopia grows and develops as time changes dynamically. The basic idea of utopia as a perfect and ideal place to live in remains the same. The word utopia represents the idea of an ideal of a perfect world, or at least, a perfect society.

According to Rothstein (2002), the topic and idea of utopia was continuously described and mention by prominent figures over the millennia. The term utopia remains when More named his book entitled “Utopia” in the sixteenth century, meaning “no place.” British philosopher Thomas More was the first one who used the word utopia, in 1516, when he wrote the book. The book was about an imagined paradise located in some seclude place that are so distance, beyond ordinary life, that only a few people could actually experience it. Utopia is not supposed to be an impossible place; it should be a place that exists.

Utopia represents an ideal place meant to be pursued by the mundane world. Utopias are visions of how this world should be and could be worked for. Utopian societies are established to consolidate absolute power by creating the most stable society possible to achieve the greatest contentment among the society

citizen. Utopian literature encourages people to examine their society critically, allowing for a turn to political action, should this be necessary.

In contrast, a dystopia refers to a world so imperfect that it destroys all hope for the better one. The citizen of such a society leads a dehumanized and fearful life; they struggle for survival. The thin line between friends and foe is blurred that anyone or anything might pose a danger. Dystopian literature is the portrayal of a failed of social order and its close relation to the present-day society. Religion is usually absent in these kind of societies. The citizens tend to replace God with the government which controls every single movement of their citizens. In concerns of the economy of their society, they do not have too much freedom of choice and are not given any career option. The government usually choose what kind of career obtains by the citizen.

Meanwhile, this study used *The Giver* novel by Lois Lowry as the corpus of the study. *The Giver* is a 1993 American utopian/dystopian novel by Lois Lowry. It is set in a society which at first appears to be utopian but is revealed to be dystopian as the story progresses. The novel follows a 12-year-old boy named Jonas. Jonas is selected to inherit the position of Receiver of Memory, the person who stores all the past memories of the time before Sameness, as there may be times where one must draw upon the wisdom gained from history to aid the community's decision making. Jonas struggles with concepts of all the new emotions and things introduced to him: whether they are inherently good, evil, or in between, and whether it is even possible to have one without the other. The Community lacks any color, memory, climate, or terrain, all in an effort to

preserve structure, order, and a true sense of equality beyond personal individuality.

*The Giver* won the 1994 Newbery Medal and has sold more than 10 million copies worldwide as of 2014. In Australia, Canada, and the United States, it is on many middle school reading lists but it is also frequently challenged and it ranked number 11 on the American Library Association list of the most challenged books of the 1990s. A 2012 survey based in the U.S. designated it the fourth-best children's novel of all time.

Lois Lowry, born in 20 March 1937, is an American writer credited with more than thirty children's books. She won two Newbery Medals, for *Number the Stars* in 1990 and *The Giver* in 1994. As an author, Lowry is known for writing about difficult subject matters within her works for children. She has explored such complex issues as racism, terminal illness, murder, and the Holocaust among other challenging topics. She has also explored very controversial issues of questioning authority such as in *The Giver* quartet. Her writing on such matters has brought her both praise and criticism. In particular, her work *The Giver*, the first novel in *The Giver* quartet, has been met with a diversity of reactions from schools in America, some of which have adopted it as a part of the mandatory curriculum, while others have prohibited the book's inclusion in classroom studies. A film adaptation of *The Giver* was released in 2014.

The writer choose this book because the story portrays government control their people though and abolish emotions from their people that makes the citizens

believe they live in an ideal place and society while it is not. The Giver novel Lowry writes as the perfect society where nationality, ethnic conflict nor suffering or illness no longer exists. 4 Michael Levy (1997) explains that “the world of The Giver is enormously seductive” because “Lowry has intentionally constructed its society to solve many contemporary problems, particularly those likely to be of significance to twelve year olds and their parents” (p. 52). Scientific progress has managed to erase difference and so, with the exception of a very few, everyone is the same. Having decided to embrace “Sameness” and obliterate historical and cultural memory, the people have trapped themselves in a dystopia that rejects real individual originality as it purports to celebrate community harmony. Myriad regulations govern every detail of the people’s existence—from family configurations, to clothing and food, to their assigned professions. The society restraint upon their people to have individual choice and freedom to decide for themselves is the opposite of the belief of utopia that viewed the orderliness as a necessary to reach the ideal society. With the explanation above, the writer wants to find out how the writer constructs dystopia in the society system with the characteristics of dystopia in literary works. Therefore, the writer purpose question as follows:

## **1.2 Research Questions**

Based on the background explains before, the research questions are:

1. What are characteristics of dystopia reveals in The Giver novel?



### **1.3 Purpose of the Study**

The purpose of this study is to identify the characteristics of dystopia revealed in *The Giver* novel by Lois Lowry.

### **1.4 Significant of the Study**

The study is expected to give significant that to enrich, enlighten and broaden the reader's knowledge of utopia and dystopia literature, the characteristics of dystopia literature in *The Giver* novel by Lois Lowry. The writer also hopes that this study will help the reader that interested to the utopian and dystopian literature in analyzing the content of these literary works.

### **1.5 Scope of the Study**

The scope of the study will be limited to narration and dialog in Lois Lowry's novel *The Giver* that is showing the characteristics of dystopia that deconstruct the utopia in *The Giver* novel with Derrida's deconstruction theory.

### **1.6 Previous Related Studies**

Several researches on utopia and dystopia literary works analysis has been conducted in some journal articles. Sana Mahmoudi (2013) "*A Study of the Concept of Utopia in Hakim Sanai's The Walled Garden of Truth and Thomas More's Utopia*" tries to highlight the similarities and the differences between Thomas More's *Utopia* and Hakim Sanai's *The Walled Garden of Truth* work; therefore, authors' writing style, mood, characterization and perspective are compared. The research results that both Sanai and More works used journey, narrator, secluded island and priority over story narration as the key methods in

writing their utopia. The similarity between the journal and the study is both analyze the characteristics of utopian literary works and the difference is this study analysing a different corpus.

In Rossanna Lauriora (2009) "*The Greek and Utopia: an overview through ancient Greek Literature*" the research analyze the portrayal of utopia through the Greek Literature and how it special trait is conveyed. The research concludes utopian motifs and utopian oriented works in Greek literature are not possible to be identified with the reference to the archaic and classical period. The absence of utopia term in ancient Greek language means they did not have the concept of utopia. The journal similarity to the study is both examine the utopia concept and orientation in literary works. The difference between the journal to this study, that the writer analyzes how the ideology utopia implanted on *The Giver* novel while the journal aims to find out the topic utopia in Ancient Greek literature.

In Davis Work (2016) "*The Erasure of Emotions in Dystopian Young Adult Fiction: Reading Lois Lowry's The Giver and Lauren Oliver's Delirium*" the research analyze the effect of erasement of emotion in *The Giver* by Lois Lowry and *Delirium* by Oliver Lauren using Sarah Ahmed model of emotions as a vehicle of political mobilization. The writer analyzes the connection and effect of emotion to the social life and current nation state in the novel. The difference between this journal to this study is the writer analzes the characteristics of dystopia in *The Giver* novel while this journal analyzed the connection and effect of emotions eration to the protagonist in *The Giver* and *Delirium* to challenge the configuration of their dystopic worlds.

In Stăncuța Ramona Dima-Laza (2011) "*A Dystopian Society or the Moral Decay of Humanity*" the research analyzes an anti-utopic society, emphasizing the importance of individual liberty over doing the right thing as described and satirized by British writer Anthony Burgess in the book entitled *A Clockwork Orange*. The journal finds a shocking effect of dystopian society over the individual. Dystopian society demoralize people by deprive them the ability of taking decisions that is taken over by the government. The similarity between the journal and the study is both analyze the society function to the people live in identified by the narration of the story. The difference of this study to this journal is the corpus and approach being used to analyze the corpus.

## **CHAPTER II**

### **LITERARY REVIEW**

#### **2.1 Dystopia**

Dystopian literature came as a counter back of utopian literature that was created at eighteenth century to early nineteenth century. Dystopian literature refers mostly to the deterioration of people reflected in acts of violence, sexual immorality and use of drugs. Dystopian literature is a form of critic of the current situation of technology advancement and this modern day's issue depicted in the future world as the extent and distort upon society. Dystopian literature is a fiction of speculation that depicts dystopia with hypothetical situation to motivate the young adult who still searching their self identity on their way to the adulthood. The protagonists indulge themselves in sin living only in the present. The basic characteristic of the type of society above-mentioned is that the authorities determined an "overall paralysis of any aesthetic sense... everything is machine products, mass-produced, and sterile, and as a consequence, civilization has lost touch with the qualities that once gave life zest, qualities of passion and vitality, of irrationality and excess that were both its peril and its promise" Whissen (1992). This system destroys human individualism, controls the information that people receives, and limiting individual freedom. Humans begin to be treated like machines which the citizen only process information in order to obtain a certain result that the end product is a dystopian society. Even if one thought that

psychological control establishes the order in a society, major drawbacks and repercussions occur.

The dystopian element is the key to the structure of the story and “provides a promising vehicle to depict adolescents’ political and social awakening and their mediation with the authority of adults and inherited institutions” (Kennon 2005). The society in dystopian fiction, and the tension it places against the protagonist, is one of the key strengths distinguishing the genre from other types of literature.

### **2.1.1 Dystopian Novel**

Dystopian literature, then, is part of the category of speculative fiction that depicts a dystopia with hypothetical situations “to motivate a generation on the cusp of adulthood” (Cart 103; Basu, Broad, and Hintz 1). Many dystopian worlds are formulated with utopic ideologies that have seemingly perfect ways of living and running a society, but only for the privileged few in charge. These limitations are significant for any population, but they become increasingly important to overwhelmed, selfsearching teenagers.

Citizens in a dystopian world have to deal with “harshly repressive societies” that constrict any free thought or individuality (Bethune 86). Adams traces the roots of the word dystopia to Ancient Greece’s dys- and -topia, meaning “bad” and “place” respectively. “Bad place” is a mild way to describe the denotative meaning of a dystopia; the connotative meaning

is much darker and includes multiple facets and implications. A dystopia is a future world that extends and distorts modern day issues into an inexhaustible and dehumanized state in which controls have been forced upon society and its inhabitants through social and physical limitations that restrict many aspects of life (Cart 103; Spisak 55). (Ryan, 2004, p.4)

### **2.1.1.1 Types of Dystopia**

Dystopian types divided into several types based on the oppressive control upon the society (Chung, 2006). They are:

#### **2.1.1.1.1 Corporate Control**

One or more corporates control the society through products, advertising, and the media.

#### **2.1.1.1.2 Bureaucratic Control**

Society is controlled by a mindless bureaucracy through a tangle of red tape, relentless regulations, and incompetent government officials.

#### **2.1.1.1.3 Technological Control**

Society is controlled by technology through computers, robot or scientific means.

#### **2.1.1.1.4 Philosophical Control**

The society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government.

### **2.1.2 Dystopia Characteristics**

There are some themes that mostly found in dystopian literature (Ryan, 2014, p.1-15). They are:

#### **2.1.2.1 Consistent Dystopian Elements**

In dystopian novels, readers commonly encounters one or more of these commonalities: a vivid and well-described setting, individual or group in charge of power, strong protagonist shaped by his or her condition, and a dismal conclusion.(Devin Ryan, 2014, p.7)

The vivid setting of the dystopia starts since the beginning of the novel. The author describes the setting using specific dialogue that reflects the story's culture. The oppressive force within the story is so strong that most of the people living in the story lost their ability to think for them self. It is important element in the story that there is some flaw of the oppressive force for the protagonist to see the flaw and enact a plan to highlight and expose that weakness (Spisak 56). (Ryan, 2014, p.7-8)

In order for the protagonist to find the fatal flaw, he or she oftentimes has a member of family that encourages the character to find a new way of thinking.

#### **2.1.2.1.1 Conformity**

The lack of individual thinking shows the stems from the dystopian society's "embrace [of] their uniformity out of a fear that diversity breeds conflict" (Basu, Broad, and Hintz 3). (Ryan, 2014, p.8)

Conformity shows the effects that happen when the government has pushed the boundary between unity and blindly obeying without question. Conformity traps individuals' right to express their feeling and thought.

#### **2.1.2.1.2 Control and Enslavement**

Physical control is a common thing in dystopia literature. Totalitarianism is one of the most commonly used elements in many dystopian literature, for example in *1984* (1949) and *Fahrenheit 451* (1953) (Reeve 35). (Ryan, 2014, p.9)

The restraint goes as far to the point of controlling the minds of citizens through government-induced drugs and mind-altering substances.

#### **2.1.2.1.3 Reliance on Technology**



Dystopia literature mostly marked by the technology advance the oppressive power used to control the citizen. The increase of technology and industrialization “expand[s] human possibility while also threatening it” because of the environmental harm that comes hand-in-hand with increase of construction and creation (Sugarman 110). (Ryan, 2014, p.10)

#### **2.1.2.1.4 Vivid and Well-Described Setting**

The vivid setting of the dystopian begins with the first word of the novel. Because the reader is not currently living in the world that is being described, it is imperative for the author to paint the picture of the setting using specific dialogue that reflects the story’s culture (Spisak 56).

#### **2.1.2.1.5 Strong Protagonist**

The protagonist of the story often times has a member of his or her family who knows what life was like before its current dystopian state, which encourages the character to spark a new way of thinking (57). This character is able to see things differently and convince others of his or her way of thinking to gather followers; the protagonist does not always have outstanding powers or

talents, but his or her ideas and opinions are so extraordinary and different than others that people begin to jump on the bandwagon (58).

#### **2.1.2.1.6 Dismal Conclusion**

The conclusion of many YA dystopian novels leave the reader with some small glimmer of hope, which is what distinguishes the YA variant from the mainstream variant of dystopian fiction, in which endings are not optimistic for the protagonist or affected society (Cadden 307). The endings are not overly positive; the protagonist usually has to give up a vital part of his or her life and/or loses something or someone who is significantly important to him or her (Spisak 58-9).

## **2.2 *The Giver* Novel**

*The Giver* is a 1993s American utopian/dystopian novel by Lois Lowry. Jonas is 12-year-old boy who lives with a non-biological family that stands of Father, Mother and a little sister named Lily Jonas lives in a safe, orderly, and predictable community. Rules are strict to every aspect of a person's life. People life is carefully planned. People rarely make choices on their own will; everything is decided for them by the community. There is no snow or sunshine, no colors or music, no animals or nature.

People in the community take special care to avoid doing or saying anything different. In the community, one must not say anything that causes discomfort to others, and one must use language precisely. Husbands and wives are matched as couples by a Committee of Elders who reviews each individual to see if a person's characteristics will be compatible with those of his mate. Exactly two children-one male and one female-are assigned to each family unit. The elderly live at the House of the Old. Those whose children have grown to have families of their own live with other Childless Adults. New-born infants are nurtured at the Nurturing Center until they become Ones and are assigned to family units.

The Giver won the 1994 Newbery Medal and has sold more than 10 million copies worldwide as of 2014. In Australia, Canada, and the United States, it is on many middle school reading lists but it is also frequently challenged and it ranked number 11 on the American Library Association list of the most challenged books of the 1990s. A 2012 survey based in the U.S. designated it the fourth-best children's novel of all time.

### **2.2.1 Lois Lowry**

Lois Lowry (born Lois Ann Hammersberg; March 20, 1937) is an American writer credited with more than thirty children's books. She has explored such complex issues as racism, terminal illness, murder, and the Holocaust among other challenging topics. She has also explored very controversial issues of questioning authority such as in *The Giver* quartet.

Her writing on such matters has brought her both praise and criticism. In particular, her work *The Giver*, the first novel in *The Giver* quartet, has been met with a diversity of reactions from schools in America, some of which have adopted it as a part of the mandatory curriculum, while others have prohibited the book's inclusion in classroom studies. A film adaptation of *The Giver* was released in 2014. Lois Lowry was born on March 20, 1937, in Honolulu, Hawaii. She published her first novel, *A Summer to Die*, in 1977. After several serious issues discussed in her books, Lowry showed her lighter side with 1979's *Anastasia Krupnik*, which became the first in a series of humorous books. She won her first Newbery Award for the 1989 novel *Number the Stars*. In 1993, Lowry received the honor a second time for *The Giver*, which would eventually become a film in 2014. Her recent works include *Son* (2012) and *Gooney Bird and All Her Charms* (2013).

### **2.2.2 Novel Synopsis**

The story begins when Jonas and other Elevens become Twelves in December, they receive their Assignments that assign them to their particular fields of profession. Because of his intelligence, integrity, courage, and a certain special capacity, Jonas was selected for the most honored and respected Assignment in the community. He assigned to become a Receiver of Memories who will succeed the current Receiver. A Receiver of Memories is the one person in the community who has access

to all the memories of the past. He must keep these memories within himself until he can train a new Receiver to whom he can pass them. Thus, the Receiver has knowledge of things that no one in the community has access to, but the Receiver also has the responsibility to shoulder the burden of sorrow and pain that the memories bring.

Jonas begins his training with the Receiver whom he calls The Giver. At first, The Giver gives Jonas happy memories of the past—memories of things Jonas has never known. Jonas is eager and excited to be able to experience new things. But The Giver must also give Jonas memories of loneliness, fear, grief, rage, and pain—all of which he has never felt in the community. Gradually, through the memories he receives from The Giver, Jonas comes to realize the various truths about the community. He realizes that it is unfair to deprive people of ever being able to make choices for themselves about their own lives. He understands that the people of the community have no genuine feelings. Feelings have never been a part of their lives. He also learns that there are different ways to live. Through the memories, he sees people in the past living differently, and feels that the community must change.

Together with The Giver, Jonas comes up with a plan to change the entire community. He decides to flee the community for the Elsewhere, a place he has only heard about that lies far beyond. If Jonas leaves, the memories he has received from The Giver will be let loose. Jonas departs

for the long and difficult journey during which he faces cold and starvation as well as the danger of being found. Seeing lights in the far distance after having come a long way, Jonas is confident that he has reached his destination.

### **2.3 Theoretical Framework**

This study used and analyze the characteristics of dystopia in Lois Lowry novel *The Giver* and deconstruct the utopia by using deconstruction theory by Derrida. The purpose of this study is to reveal the characteristics of dystopia found in the novel and deconstruct the utopia within the novel and find the indirect meaning in the written or unwritten lines and words in the story.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This study uses descriptive analytical method. Descriptive analytical method characteristics focus on solving the current issue and collect data, explain data, and analyze the data (Surakhman, 1990: 140). This methodology describes as a set of researches from focusing problems and the data, elaborated and analyzes by a researcher to find the appropriate problem solves. The data collected will be categorized into the characteristics of dystopia in *The Giver* novel by Lois Lowry.

#### **3.2 Source of the Data**

The source of the data for this study is *The Giver* novel by Lois Lowry. The data are the words, phrases, sentences, narrations and dialogues depicting the characteristics of dystopia.

#### **3.3 Data Collecting Procedure**

The steps that the writer does in collecting the data are:

1. Determine the novel with the topic of dystopia.
2. Read *The Giver* novel thoroughly to obtain a complete understanding of the story.
3. Highlight the narrations, phrases and dialogues that indicate the characteristics of dystopia.

### 3.4 Data Analysis Technique

The processes of data analysis are:

1. Categorize the narrations and dialogues that indicate the characteristics of dystopia into the six characteristics of dystopia;
2. Analyze each category of dystopia:
  - a) Analyze the narrations and dialogues indicating strong protagonist.
  - b) Analyze the narrations and dialogues indicating conformity in the novel.
  - c) Analyze the narrations and dialogues indicating control and enslavement in the novel.
  - d) Analyze the narrations and dialogues indicating the reliance on technology in the novel.
  - e) Analyze the narrations and dialogues indicating a vivid and well described setting.
3. Make the interpretation of the data analysis.
4. Draw a conclusion.



## CHAPTER IV

### DISCUSSIONS

#### 4.1 Data Description

The data collected from the narrations and dialogues in *The Giver* novel. The data is those which are indicating the characteristics of dystopia found in the story.

#### 4.2 Findings

There are six characteristics of dystopia reflected in the story, these characteristics are, conformity, strong protagonist, dismal conclusion, a vivid and well describe setting, control and enslavement and technology advancement. One data can at least content one or more dystopia characteristics in it. The characteristics of dystopia reflected from *The Giver* are conformity, strong protagonist, control and enslavement and technology advance. The non-existence description of a vivid and well describe setting in Lowry's story hide the reality of dystopia in Lowry's story for the purpose of the novel has intentionally constructed its society to solve many contemporary problems, particularly those likely to be of significance to twelve year olds and their parents as Michael Levy (1997) explains that "the world of The Giver is enormously seductive". (p.59)

#### 4.3 Discussions

Dystopia is a world where the people live in are oppressed and lost their freedom. The society is so repressive that it constricts any individual thought. A

dystopian world is formulated with utopic ideologies that have seemingly perfect ways of living and running a society, but only for the privileged few in charges. (Ryan, 2014, p.4) These few privileges are in control and held power over a bigger percentage of people.

Dystopian values implicitly occur in utopia literature shows that a world where it supposed to be presenting an “imaginary, yet positive” environment the supposedly perfect world is not perfect at all. One man’s utopia can be another man dystopia (Rothstein, 2003, p.4).

Derrida stated that "literary texts are not fenced off inside some specialized realm of figurative licence where rational commentary fears to tread....There is no language so vigilant or self-aware that it can effectively escape the conditions placed upon thought by its own prehistory and ruling metaphysic."(p.21)

Rothstein (2003) stated that utopianism creates a political program, giving direction and meaning to the idea of progress; progress is always on the way toward some notion of utopia. Utopia itself is something that meant to be pursued. But the road to utopia itself is complicated. Some utopias are critical than affirmative, invoking the elements of greed, envy and inequality. The unpredictable occurrence that might happen in order to pursue utopia is what later will contradicting the initial idea. There are several characteristics of dystopia can be found on utopia societies. Things like oppression, strong protagonist, dismal conclusion, conformity, totalitarianism and technology advancement are what readers can use to identify dystopia.

### 4.3.1 Control and Enslavement

Utopian society is a place where the people live in promising happiness provided in with all the positive consequences. Utopia presented this imaginary and positive environment where the characters are freely express themselves, share opinion, and stand up as their own individuals while together working an alternative social order.(Gordin, Tilley, and Prakash 1. Ryan. P.3)

In any utopia society would have a very strong central authority to construct harmony and social construction. They are the one to decide whether or not they are suitable to use and determines needs and variation from time to time and place to place. (Rothstein, p.6)

The government in dystopia is commonly set rules and orders demanding their citizens to follow and obey the set orders. The rules and orders in utopia is supposedly maintain the peace and order-ness in good way, while dystopia rules and orders are made for the people to control, train, and limit their freedom when later they are given roles for their society they will reach the government expectation for each roles. Utopian societies are designed by the ruler to be utopias not dystopias. They were established to consolidated absolute power. They did by creating the most stable society possible that distributed contentment among the largest number of people. For these people, no better society can be imagined but all these paradises are really varieties of hell. This suggests one man's utopia can be other man's dystopia. (Rothstein, p.4)

Meaning of a text can't be simplified or limited to the surface meaning. The readers need to dig deeper meaning to really understand what the text means to be. There are some lines in *The Giver* that contain this. The first one is in the beginning of page two:

“Then all of the citizens had been ordered to go into the nearest building and stay there. IMMEDIATELY, the rasping voice through the speakers had said. LEAVE YOUR BICYCLES WHERE THEY ARE.”(p.2)

In here, Lowry describes how the people lives in the community must obey the order of their leader. These lines show how the citizens immediately respond to the announcement and go along to the direct order. The capital letters used gave the impression that the speaker sounds booming through the air and made so that everyone is listened to it and there is no excuses for the citizen to disobey. The capital letters in the story depicted came out from the speaker order mean as contextual emphasis which can be considered a third form of emphasis, among Italics and Bold text. They are used to denote a louder, almost shouting (and in many cases actually shouting) pronunciation." (english.stackexchange.com/questions/8672/what-do-all-capital-letters-typically-refer-to-in-writing)

The community try to equalize right, property and privilage so all the sources of envy and conflict are eliminated. Desires are satisfied because no other desires develop. These ideals of justice and equality also have the potential of creating social hell as the risk of preventing the eruption of desire and ambition are increasing the regimentation of the government to prevent it all. (Rothstein,

p.5) This happened in *The Giver* as the reign supreme try to project these all in the Sameness.

“Maybe we could even keep him,” Lily suggested... Jonas knew; they all knew. “Lily,” Mother reminded her, smiling, “you know the rules.” Two children — one male, one female — to each family unit. It was written very clearly in the rules.” p.6

Lowry described how Lily desire to have another siblings but her mother rejects the idea because The Community don't allow it. The community control and decide that there are only two children allowed in a family. Even if they want to add more family member, they cannot have it because the rules forbid them to have it. They maintain the community rules within this family unit and no one in the community go against the rule.

... Each family member, in-cluding Lily, had been required to sign a pledge that they would not become attached to this little temporary guest, and that they would relinquish him without protest or ap-peal when he was assigned to his own family unit at next year's Ceremony.p.42

In the lines above show Jonas family required to sign a pledge to not get attach to the baby Gabriel as later they will have to give him back and get him a new family unit to grow and live with. The government strict and tight rule will not let Jonas family adopt Gabriel as it was a written rules and no one in the community to disobey this. They are not allowed to grow an attachment to the baby because Gabriel will get taken away an given to another family unit in the future.

Usually, at the morning ritual when the family members told their dreams....They all listened carefully and discussed with Lily the warning that the dream had given. p.34

The community engages in numerous rituals, such as the “evening telling of feelings”, and the morning telling of dreams, a sharing family session which actually becomes a way for adults to gently regulate their children’s personal preferences, ideas, feelings, towards the common aim of community harmony and for them to share their daily activity to their family members. While in reality, that is how the government knows they thought and experience and later takes some precaution to keep their people in line. They keep in tap on how their community members’ activity and thought all day long and takes immediate action if there is a sign of unacceptable occurrence and demand obedience to their resolution.

Indeed, the society in *The Giver* is designed to manage or eliminate all personal volition that may lead to suffering and conflict. The children in this world are uniformly polite, reciting standard phrases of apology to adults and to each other and having these accepted in a sincere scripted dialogue. They have no tolerance to mistake. They have to thoroughly follow every rules and orders set and cannot objected where in utopia should be allowed to speak out their opinion as the people in the society also take part in shaping their ideal social order together. This does not exist in the community. In Lowry story revealed how the school works when people make mistakes. They need to apologize publicly that later the people being address for the apology chant together their acceptance.

Asher had dashed into the classroom, late as usual, arriving breathlessly in the middle of the chanting of the morning anthem...When the class took

their seats at the conclusion of the patriotic hymn, Asher remained standing to make his public apology as was required.p.3

Asher address his mistake by apologize to the entire class then later the student and teacher together chant the apology acceptance. This event, where is someone make a mistake then they have to apologize to the people they are with or in room together did not happen only once but many times even when there is only two person in a room. They communnity make it into a habit the community members then later will unconsciously follow this habit and apologize when it is required. They does not allow any sign of disrespect and suppress any 'rebelious' will.

He was smiling. "And I thank you, because once again you have provided an opportunity for a lesson in language. 'Distraught' is too strong an adjective to describe salmon-viewing." He turned and wrote "distraught" on the in-structional board. Beside it he wrote "distracted."p.4

The lines above show how people in the community have been taught to use a specific word or adjective to express themself. They required using a specific word to address matters and will receive severe punishment if they considered miss used the words.

Once, when he had been a Four, he had said, just prior to the midday meal at school, "I'm starving." Immediately he had been taken aside for a brief private lesson in language precision. He was not starving, it was pointed out. He was *hungry*. p.70

The community also set rules to precise the language use by the community members to ensure there is no lie even if it is unintentional to spread within the community. While this is the reason the community give to stop the community member using some words, this also limit the community members to express their thought freely. ..."To say "starving"

was to speak a lie. A unintentioned lie, of course. But the reason for precision of language was to ensure that unintentional lies were never uttered.p.70-71... This rules also made the community looks and potrayed as a perfect place for they always provided everything the community members needed and they never lacks of anything the community needed.

The punishment used for small children was a regulated system of smacks with the discipline wand: ... the dis-cipline methods: a quick smack across the hands for a bit of minor misbehavior; three sharper smacks on the bare legs for a second offense.p.54

The first time they made a mistake they will take aside and get a lecture but teacher in the school will punish and hit children if they did not remember and keep making the same mistake. The surface meaning can be taken as how this method will make the reader believe that it is alright to give children punishment for the mistakes they made but it is not acceptable to punish children by hitting them because that will leave a severe trauma and make children retreat themself for trying things and hider them for that makes them cannot improve themself and broaden their knowledge and experience to improve themself to be a better person.

They have to thank, apologize and recite the morning anthem as the standard phrase for every occasion whenever they gather together or even they are only two people in a room like Jonas do when he begin his training with The Giver. In page seventy seven show how Jonas pardoning himself for interrupting The Giver.



"I apologize for interrupting," he added quickly. The man waved his hand impatiently. "No apologies in this room. We haven't time." p.77

The people in the community have to do these every day and every time they interact with each other. They have to recite these standard phrases in a lot of occasions such in the morning ritual ... "Thank you for your dream, Lily." Jonas said the standard phrase automatically." p34.... when they begin their class, ..." breathlessly in the middle of the chanting of the morning anthem. When the class took their seats at the conclusion of the patriotic hymn, ..." p.3 and at the night ritual, ... "Thank you for your dream, Lily." Jonas said the standard phrase automatically." p34.

"We accept your apology," they all uttered together. "Jonas," she said, looking down at him, "I apologize to you in particular. I caused you anguish." "I accept your apology," Jonas replied shakily. p.59

They chanted the standard apology phrase to pardon the unusual event at the Ceremony of Twelve when the Chief Elder skipped Jonas names and for causing an uneasy feeling for it toward the community. These standard phrases seems unhamful and have a positive effect for the people in the community will always showing respect and immediate acknowledgement to their mistakes but these restraint their freedom to express their thankfulness and apologies in their own way. They cannot have their own way of showing gratefulness and apologies that will be different from one individual to another.

The government also suppress emotions and body need with the help of some tools toward the community members. These lines below show

the government takes an immediate action in order to avoid future problems because of body needs.

"... There was a tub, in the dream. But only one ... And I had taken off my tunic, but hadn't put on the smock, so my chest was bare. I was perspiring, because it was so warm. And Fiona was there, ... "I think I was trying to convince her that she should get into the tub of water."p.35-36

When people grow their body needs also grow as it follows their body demand. Lines above describe how Jonas got his first stirring to his body basic needs show in his dream. Jonas start showing signs of puberty where his body is getting ready to reproduce and grow mature.

"Jonas," she said with a smile, "the feeling you described as the wanting? It was your first Stirrings...ATTENTION. A REMINDER THAT STIRRINGS MUST BE REPORTED IN ORDER FOR TREATMENT TO TAKE PLACE. " p.37

The government immediately takes action when they detect any indication of children got a Stirring or in other word puberty which is showing their reproduction organs is getting ready and mature. They warn them to takes pills to suppress these needs and tame them back. The hormones of the body that gowing mature are not stable and usually makes people getting moody that the government see it ass a sign of heighten human's aggresion that maybe will lead into people get fighting when they do not have mutual aggrement when viewing some matters. Th government used pills to suppress hormones and emotion that erase these two quality from the people who consume it and erase the qualities that makes people as human.

But his mother laughed again in a reassuring, affectionate way. “No, no,” she said. “It’s just the pills. You’re ready for the pill, that’s all. That’s the treatment for Stir-rings.”p.38

The lines above shows how every citizen that shows they go through puberty and adolescent get immediate treatment by getting pills to suppress their hormones and body needs that makes them into docile and obedient.

“Asher takes them,” Jonas confided. His mother nodded, unsurprised. “Many of your groupmates probably do. The males, at least. And they all will, soon. Females too.” “How long will I have to take them?” “Until you enter the House of the Old,” she explained.p.38

Adolescents are required to take these pills until they enter the House of The Old. When people reach the limit age they deem to be to old and seem unfit to carry on their assignment or job where they place at they get retired and move to The House of the Old. The continual of pills consumption will eventually kill the hormones and emotion within the people. This will totally erase the humany quality of human and makes them operates like robots.

Though the feelings were confused, he thought that he had liked the feelings that his mother had called Stirrings... Then... the dream slipped away from his thoughts. Very briefly, a little guiltily, he tried to grasp it back. But the feelings had disappeared. The Stirrings were gone.p.39

On his way to school after he is consuming the pills he have thought and want to experience The Stirring again but as the pills start to works, he slowly lost that urge and the memories start to fade and the feeling and memory is gone all together. The government made the pills to suppress the reproduction hormon to active and stimulate body from growing and exist on their people. This action take as hormones increase

the aggression rate and make emotion unstable that will makes people get triggered easier that may lead people into fights but it is also harmful because these pills then makes people infertile and castrated cannot have their own children. Research state the other side effect of these pills if they take before puberty, they would have detrimental effect on both brain and body development which would affect osteoporosis, muscle atrophy, weight gain, and atrophy of the prostate gland.  
(<http://www.sciencedirect.com/science/article/pii/S09598049060011560>)

The initial speech at the Ceremony of Twelve was made by the Chief Elder, the leader of the community who was elected every ten years.p.51

Lowry then in the middle of the story showed who hold the power over the community. The Elders are the one who choose what each of the community citizen occupation. They do not have a right to voice out or request on what they want to do or have interest in something else.

"But you can ...If you don't fit in, you can apply for Elsewhere and be released. My mother says that once, about ten years ago, someone applied and was gone the next day." Then he chuckled. "She told me that because I was driving her crazy. She threatened to apply for Else-where."p.48

The government does not tolerate any sign of resistance toward the community and immediately take a measure to eliminate the odd one by releasing them or in other word kill them. The community does not give a room showing disagreement and resistance for the action will punish severely. They immediately take the life of the people who applied to get release and did not reconsidered the reason to why and stop them to take

their life as they also not aware that the terms Release is the euphemism of get killed.

Then the Tens. ...each child's hair was snipped neatly into its distinguishing cut: females lost their braids at Ten, and males, too, relinquished their long childish hair and took on the more manly short style which exposed their ears.p.46

Their hairs get trimmed to differentiate children with age nine with children from different age. They do not have the freedom and choice to have or cut their hair to any other style.

Elevens..... There was new clothing: different undergarments for the females, whose bodies were beginning to change; and longer trousers for the males, with a specially shaped pocket for the small calculator that they would use this year in school.p.47

This is the last stage for children to get a significant change for their appearance. They got the same set of clothing and undergarment as they expected to gain and start growing into a more mature body and given the necessities they will need later.

“When the committee began to consider Asher’s Assignment,” she went on, “there were some possibilities that were immediately discarded. Some that would clearly, not have been right for Asher.p.54

The Elders are the one who choose what each of the community citizen occupation. They do not have a right to voice out or request on what they want to do or have interest in something else.

All Matches had been monitored by the Committee of Elders for three years before they could apply for children, had always been a successful one.p.49

If a couple want to apply for children they have to be monitored by The Elders for three years and considered capable then they are able to

apply for children. The Elders decided for their people and the one who is making the choices and decision over what they should do and receive

Like the Matching of Spouses and the Naming and Placement of newchildren, the Assignments were scrupulously thought through by the Committee of Elders.p.49

The Elders are in charge to even to naming a child. They initially named the children by number. The babies did not get their name right after they are born. They got number to identify the baby and they numbered the children based on the order of the birth. These show at these lines below:

They were arranged by their original numbers, the numbers they had been given at birth. The numbers were rarely used after the Naming. But each child knew his number, of course.p.50

The Elders involve in every single aspect in the community dynamic. ...“Like the Matching of Spouses and the Naming and Placement of newchildren, the Assignments were scrupulously thought through by the Committee of Elders.p.49”... The Elders play and hold such a significant power in the community. From the existence of a baby to the assignment of a person will have when they reach the age to work and contribute to the community.

"There's administrative work, and the dietary rules, and punishment for disobedience — did you know that they use a discipline wand on the Old, the same as for small children? And there's occupational therapy, and recreational activities, and medications, and — "p.90

These lines further convince that everything within the community is controlled and under the supervision of The Elders. They even went

crossed the line to discipline the olds to keep their community shape and in line.

... Father had gone before the committee ... behalf of Gabriel, who had not yet gained the weight ...nor begun to sleep soundly enough ...to be placed with his family unit. Normally such a newchild would be labeled Inadequate and released from the community.p.42

Every born child is being weight and measured by the government to see if they are qualified and deem fit to keep around. Their attitude and temper is also being watched by the government to see if they can easily fit their future family later. The community measure people worth by determining person with countable qualities and does not hesitate to trow them out the community if they are not qualified.

Then she seemed to notice his discomfort and to realize its origin. No doors in the community were locked, ever. None that Jonas knew of, anyway.p.73

This signified that there is no privacy within the community as it said that there is no doors were locked in the community. The authority can break into any house and room in the community. There is no secret or thing that can be keep and save for themself as they have no power or right in the community.

But the most conspicuous difference was the books. In his own dwelling, there were the necessary reference vol-umes that each household contained... The books in his own dwelling were the only books that Jonas had ever seen. He had never known that other books existed.p.74

The necessary inside of every house in the community is all the same. They do not have any other information and knowledge beside the information given by the community which is the description and funtion

of the necessary things in the community and the rules that they have to obey. The limited knowledge the community provided for the community members become another significant how The Elders give as little coincidence as possible to the community members so it would be easier for them to control people.

The man shook his head. "No, no," he said. "I'm not being clear. It's not my past, not my childhood that I must transmit to you.... "It's the memories of the whole world," he said with a sigh. "Before you, before me, before the previous Receiver, and generations before him."p.77

The members of community did not know the history of their ancestor. The community burden the whole memories of their history into one person. The community hold their history and pass it to one person then it passed between The Receiver from generation to generation.

"It's much the same. Everyone in the community has one-generation memories like those. But now you will be able to go back farther. Try. Just concentrate."p.93

The Community only limit their memories and knowledge to one generation only in order to create a reality where they live in is the perfect and only reality existed. They do not give the history and memory from their past ancestors so they do not have a comparison to the current state they are living in.

Jonas frowned. "The whole world?" he asked. "I don't understand. Do you mean not just us? Not just the community? Do you mean Elsewhere, too... I don't know what you mean when you say 'the whole world' or 'generations before him.' I thought there was only us. I thought there was only now."p.78

The community members did not know their history as in what happen in the past on how their ancestor live in as the basic human



history. The community create a reality where they living only by that time they are living at.

"It's as if ... "The man paused, seeming to search his mind for the right words of description. "It's like going downhill through deep snow on a sled," he said, finally... "That meant nothing to you, did it?" he asked. Jonas was confused. "I didn't understand it, sir."p.78

Jonas cannot understand the feeling of snow or sliding with a sled because there is no snow or hill or sled exists in the community. The Giver can explain the feelling and descript how it looks like because he has the memories of those while Jonas did not. ... "Of course you didn't. You don't know what snow is, do you?"Jonas shook his head. "Or a sled? Runners?" "No, sir," Jonas said.p.78... Jonas did not understand what is snow, sled or Runners because he did not given the knowledge of those by the community just like the rest of the community members.

He was sitting on a thing called *sled*. And the sled itself seemed to be poised at the top of a long, extended mound that rose from the very land where he was. Even as he thought the word "mound," his new consciousness told him *hill*.p.81

Jonas discover new thing such as sled and an extended mound that rose from where he stand by as hill from the memory The Giver gave to him. His discovery upon a hill implied ther is no hills within the community. The community holding or keeping their past to one person and not everyone get the access to this is the form of community trying to create the illusion that the only place and qualities people currently live in is the perfect and only society they suppose to live in. They did not give the community members to feel the luxury of people live in society that

allow people expressing themselves freely and live up their own quality and traits that others do not have.

"Why don't we have snow, and sleds, and hills." he asked. "And when did we, in the past? Did my parents have sleds when they were young? Did you?"p.83

The community did not have snow or hills implied that they did not have the typical weather and environment in the community land.

"...Snow, and the rest of it?" "Climate Control. Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times. It wasn't a practical thing, so it became obsolete when we went to Sameness.p.83

The community control over the climate in the community to manipulate the weather following their need and interest. They don't have changing seasons as that limit the crops to grow through the year. The community goes as far as they manipulate the climate in order to provide and fulfill their needs and necessary agenda.

....when we went to Sameness. "And hills, too," he added. "They made conveyance of goods unwieldy. Trucks; buses. Slowed them down. So —" He waved his hand, as if a gesture had caused hills to disappear. "Sameness," he concluded. p.84

The time or age the community live in named as Sameness where it is meant that everyone and everything will be treated the same and they expected to have same ability and endurance while live in the community. The later mention of the community time they are living the Sameness, revealed that the quality required living at that time is for the people to live in same standard and quality that further explain the community pressure and erosion to live in the rules and standard required in the community.

This is far from the supposedly ideal environment of utopia where individual traits are appreciated and taken into account within the society.

The old man smiled. "So do I" he said. "But that choice is not ours." "But sir," Jonas suggested, "since you have so much power —" The man corrected him. "Honor," he said firmly. "I have great honor. So will you. But you will find that that is not the same as power."p.84

The members of the community did not have a say to the choices they were making for themselves even The Giver as the one who gives advice to The Elders. They are restricted and bound to The Elders when making decisions for their lives.

...out of doors, lying down, and the warmth came from far above. ... Suddenly he perceived the word for it: *sunshine*. He perceived that it came from the sky. . "Just the way it used to. "Before Sameness. Before Climate Control," Jonas added.p.85

In here Lowry describes how Jonas feels the warm feeling come from the Sun. This implicitly means that there is no Sun in the community. They had that before but it changed as it was no longer necessary anymore because they can manipulate the weather.

It was the first thing Jonas noticed as he looked at the new child peering up curiously from the basket. The pale eyes.p.20

Jonas could only identify the baby's eye color as pale. He cannot tell the color of the eyes. The government takes away the ability to see colors from their people so they can only see everything in black and white. This hinders people from seeing the real reality of their environment and any individual traits such as hair, skin and color so that they see people around them have the exactly same traits with themselves.

The Giver sighed. "How to explain this? Once, back in the time of the memories, everything had a shape and size, the way things still do, but they also had a quality called *color*.p.94

The Giver explained to Jonas that they used to seeing color in past. The community take this ability from people so they would not make a fuss over and keep the orderliness within the community.

"No, flesh isn't red. But it has red tones in it. There was a time, actually — you'll see this in the memories later — when flesh was many different colors. That was before we went to Sameness. Today flesh is all the same, and what you saw was the red tones.p.94

The Giver explained to Jonas that they used to have the ability to see color before they enter the Sameness. The community take the ability from people by manipulating their dna so people cannot see color and the only trigger to gain this ability back is by getting the memories from the past because the memories contain colors and things that did not exist in the Sameness.

The Giver chuckled, suddenly. "We've never completely mastered Sameness. I suppose the genetic scientists are still hard at work trying to work the kinks out. Hair like Fiona's must drive them crazy."p.95

The community manipulate their genetic so they can eliminate traits that considered unnecessary. They manipulated any physical traits that will further differentiate and did not match the idea of The Sameness.

Sometimes I wish they'd ask for my wisdom more often — there are so many things I could tell them; things I wish they would change. But they don't want change. Life here is so orderly, so predictable — so painless. It's what they've chosen.p.103

The Elders did not want to change the things that have been going on in the Sameness because it will avoid them from chaos and

unpredictable future so they know what they expect happen in the future because it is all have been in order.

"When the new Receiver failed, the memories that she had received were released. They didn't come back to me... "It was chaos," he said. "They really suffered for a while... But it certainly made them aware of how they need a Receiver to contain all that pain. And knowledge."p.104

The community did not want to feel the pain ignite by the memories from the past so that they burden the memories from the whole world in the past to one man. They would occasionally ask for advices but the end of the decision is made by The Elders. The Elders is the one who makes the final decision to the the community and would likely makes decision that not suitable for all the community members but they do not have a say in this matter. Rothstein also state that, in order to reach utopia they need to stand outside of history. They need to break the continuity of history. In order to create utopia they need a revolution. They cast aside manners, morals, and convictions from the past. (Rothstein, p.8) The utopia society is supposed to be a place to accomodate the opinions of the people live within the same society are reconsidered because the social orders are supposedly made together. The community in the Sameness does not have this quality. The Elders are the only one that decide what action and rules the community need and have to live with.

He stared at the flat, colorless sky, bringing blue from it, and remembered sunshine until finally, for an instant, he could feel warmth.p.106

The environment of the community looks bland and monotone because the colorless vision Jonas saw and the comparison to the memory

of Sun he gets from The Giver. People in the community live in the colorless world where everything looks the same and indirectly erase the individual traits people can see in regular situations. The government forcefully takes their ability to see colors and forces people to see everything around them as the same and omits the awareness that people and things do have particular traits that differentiate them from the rest of the world.

...the bridge that citizens were allowed to cross only on official business. Jonas had crossed it on school trips, visiting the outlying communities, and he knew that the land beyond the bridge was much the same, flat and well-ordered, with fields for agriculture. p.106

The community members are not allowed to cross over the bridge that is the only way to get out of the community and access to the land beyond the community. The community keeps them inside so they would not get curious and explore the outside of the community to keep the belief that their community is the only place they could live in and stay. The government creates the illusion that they have the perfect place and society to live in.

"Who were the old people? Why were they there?" It had puzzled Jonas, seeing them in the room. The Old of the community did not ever leave their special place, the House of the Old, where they were so well cared for and respected. p.123

The olds that live in the House of the Olds cannot get out and are stuck inside the house. They did not have the freedom to wander around the community and are forced to stay inside the house so the community did not have difficulty watching over the Olds.

"As long as they're still working and contributing to the community, they'll go and live with the other Child-less Adults. And they won't be part of my life anymore.p.124

After the children are old enough to start contributing to the community, they cut ties with their parents and sibling to focus on the assignment the community gave to them. There is no personal attachment to their parents and sibling once they become an adult and forms their own family and the cycle continues.

TODAY IS DECLARED AN UNSCHEDULED HOLIDAY. Jonas, his parents, and Lily all turned in surprise and looked at the wall speaker from which the announcement had come. It happened so rarely, and was such a treat for the entire community when it did.p.130

The community members does not have a holiday for days long unless it is being announced by and they have to work and operates continuously unless they have been given a different orders. They have to work and keep their daily activities everyday without any off day that makes them did not have quality time for themselves and their family. The community force people to continuously work everyday without a break. They almost did not have free time to rest and spend for themself. They religiously follow this circumstance and does not have chance to explore and rest their body from all the works.

#### **4.3.2 Conformity**

One thing utopia demands from the society id obedience. Even an ordinary family can posses a threat to utopia because it would seem to create loyalties that might supersede demands from the state. (Rothstein, p.7) in order to reach the harmony and ideal social construction the

government enforce citizens to follow and obey the rule and law they have set. The government will erase any possibility that might endanger the stability within the society. This will create oppression from the government to make the citizens obey their rule and demand.

The effect of the oppressive power that repressed their people mind is they lost their ability to voice their opinions and critics. In this element, the citizens don't have a personal thought or opinion of things they didn't agree with. The government maintain their hold on people through several ways. Dystopia rejects real individual originality as it purports to celebrate community harmony. There some lines in the story obtain this characteristic. Paragraph four in chapter one page two describes:

"... obediently, Jonas had dropped his bike on its side on the path behind his family's dwelling. He had run indoors and stayed there... He saw only the abandoned bikes here and there on their sides..."p.2

In these lines where Jonas remember an event in the past, the citizen followed order yet didn't question why they were ordered to do that and obeyed as they ordered to do. These show how Jonas followed the speaker announcement because he saw it himself as it is a daily occurrence and he also saw how people urgently leave and abandon their current activities and immediately follow order. Lowry give the image of how it is already a daily occurrence how the citizen get orders and expect everyone to compile with this. They did not make a fuss to why they ordered to do this or that and what reasons are they have to obey it. Lowry also include the unsettled and anxious feeling Jonas experienced when he saw plane fly



over the community that give a different perspective on how an unexpected event.

“The little girl nodded and looked down at herself, at the jacket with its row of large buttons that designated her as a Seven. Fours, Fives, and Sixes all wore jackets that fastened down the back so that they would have to help each other dress and would learn interdependence.”(p.40)

Children rages from Fours, Fives, and Sixes wear jackets buttoned down the back so that they have to help each other dress. These train them to rely to others and they do not have a say in this. The children are trained to rely on their parents to button their dress that will be planted on their minds. They have to listen to the older which is the name of the community controller The Elders.

“The front-buttoned jacket was the first sign of independence, the first very visible symbol of growing up. The bicycle, at Nine, would be the powerful emblem of moving gradually out into the community, away from the protective family unit.”(p.41)

The front-buttoned jacket received at the public ceremony at Seven is the first mark of independence. Receiving a bicycle at Nine becomes “the powerful emblem of moving gradually out into the community, away from the protective family unit”.

Jonas had blinked, looked around, and then tested his eyesight, squinting at the small print on the identification badge attached to his tunic. He read his name quite clearly.p.24

Each citizen lives in community use a nametag attach to their tunic to identify themselves. All of them is wearing tunic as the designed clothes of.

"Then the Tens. Jonas never found the Ceremony of Ten...females lost their braids at Ten, and males, too, relinquished their long childish hair and took on the more manly short style which exposed their ear."p.46

At Ten, the children all receive their distinguishing haircuts: females lose their braids and males get a shorter cut. At Twelve, the children are assigned their vocations by the Committee of Elders, which has carefully watched them throughout their childhoods.

“That’s right,” Lily said, laughing too. “Like animals.” Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn’t fit in.p.5

These show how people living in the community never know the existence of animal as they never encounter or see what animal is but they only know it as a negative behaviour comparison.

It was right there in the office, and I looked up number Thirty-six — that’s the little guy I’ve been concerned about — because it occurred to me that it might enhance his nurturing if I could call him by a name. Just privately, of course, when no one else is around.p.12

They are being differentiated by number in birth order that born in the same year.

“... After Twelve, age isn’t important. Most of us even lose track of how old we are as time passes.... What’s important is the preparation for adult life, and the training you’ll receive in your Assignment.”p.17

After every children given their assignment at twelve, they only follow the training of their assignment as The Elder have given the assignment as their life purpose and only need to follow the flow. They never celebrate their birthday again after they reach twelve years old and only focus on their preparation to their adult life and lives on.

“What’s his comfort object called?” Lily asked, picking up the stuffed creature which had been placed beside the newchild in his basket. Father glanced at it. “Hippo,” he said. Lily giggled at the strange word. “Hippo,” she repeated, and put the comfort object down again.p.18

This again emphasizes the soft toy that in form of animal is considered never exist in real life and only come in form of a toy. These lines also tell that the comfort object is given since they are a baby and every child is assigned with. They could only have one toy that later taken when they reach the age of eight.

But her father had already gone to the shelf and taken down the stuffed elephant which was kept there. Many of the comfort objects, like Lily's, were soft, stuffed, imaginary creatures. Jonas's had been called a bear.p.18-19

The comfort object is actually shaped as portrayal of animal but they do not aware of this because they do not know what animal really is at the first place. They thought it as an imaginary creature means that they created by minds and never exist in the first place. They did not know that animals are once existed in the past as they never teach that in the first place. They only taught the necessary ability and knowledge to survive and live in the community.

"It's much the same. Everyone in the community has one-generation memories like those. But now you will be able to go back farther. Try. Just concentrate."p.93

They only given the knowledge by the government are the basic knowledge to live and adapt within the community. They did not taught their community history and any other story from their past so they did not know they can have the choice and decided what good or bad for themselves.

It was the first thing Jonas noticed as he looked at the newchild peering up curiously from the basket. The pale eyes.p.20

Jonas could only identify the baby eye color as pale. He cannot tell the color of the eyes. The government takes the ability to see colors from their people so they can only see everything in black and white. This hinder people from seeing the real reality of their environment and any individual traits such as hair, skin and color so that they see people around them have the exactly same traits with themself.

Almost every citizen in the community had dark eyes. His parents did, and Lily did, and so did all of his group members and friends. But there were a few exceptions: Jonas himself, and a female Five who he had noticed had the different, lighter eyes.p.20

As their genetic has been manipulated from generations ago, Jonas and the community members could only differentiate eye color as a lighter or darker color. He cannot tell other than that color.

... it was not a rule, but was considered rude to call attention to things that were unsettling or different about individuals.p.32

People cannot address any differences individual have as it consider rude and it is set up as a norm and habit. People unconsciously being push to ignore differences on individual traits.

The exemption from rudeness startled him... He was so completely, so thoroughly accustomed to courtesy within the community that the thought of asking another citizen an intimate question, of calling someone's attention to an area of awkwardness, was unnerving.p.69

Jonas and the rest of the community have grown accustomed for the rules that been set up, they follow it without protest. They already get used to these rules so the thought of breaking it even for asking for some personal things or draw in attention to themself is unnerving.

"Sir, I apologize for my lack of understanding...." He waited, but the man did not give the standard accepting-of-apology response.p.75

The standard phrase every community member has to utter every time they try to pardon their lack of knowledge or to pardon their action even if it is only for a small thing.

"Listen to me, Jonas. They can't help it. *They know nothing.*" "You said that to me once before." "I said it because it's true. It's the way they live. It's the life that was created for them. It's the same life that you would have, if you had not been chosen as my successor."p.153

The people that operates and working in the community did not have power and feeling to disobey the community because their consciousness, feeling and emotion being suppressed by the pills and makes them act like a heartless human that does not have sympathy and humanity's under the order and power of the community.

"This morning we celebrated the release of Roberto," she told him. "It was wonderful..." "They told his whole life before they released him," she said. ... — when they released Edna recently. Did you know Edna?"p.31

They make a celebration over the dead of their community member as the last time. They start chanting the name of the "release" person until it is only a murmur then they forget their existence.

"Fiona is already being trained in the fine art of re-lease," The Giver told him. "She's very efficient at her work, your red-haired friend. Feelings are not part of the life she's learned." P.153

Everyone in the community have been taught and work like a cyborg that did not have mercy over other people and continue to follow the order of community without protest.

### 4.3.3 Technology Advancement

Dystopia literature mostly marked by the technology advance the oppressive power used to control the citizen. The increase of technology and industrialization “expand[s] human possibility while also threatening it” because of the environmental harm that comes hand-in-hand with increase of construction and creation (Sugarman 110). (Ryan, 2014, p.10)

Technological innovation is driven by utopianism as it something new that introduce to the world that promise transformation. Technology is disruptive displacing older procedures, product and ideas. (Rothstein, p.16) technology advancement viewed as a key to dissolve the restrictions the world naturely cannot provided. The setting of story which usually portrayed in future world include the imaginary advancement of technology by the writer to support the story as it part critic to what effect these modern day technology advance. These lines show some technology advancement that exist in the story

Then all of the citizens had been ordered to go into the nearest building and stay there. IMMEDIATELY, the rasping voice through the speakers had said. LEAVE YOUR BICY- CLES WHERE THEY ARE.p.2

The speaker being installed all troughs the community so everyone can get any order or notification immediately. The speaker used in the story that installed in every room without exception which meant there is no privacy and everything exposed and monitored by the government. They watch every move and word by their citizen and took notice for even

a single disarrangement made by. They would notify through the speaker if they detect any disarray or unapproved behavior made by their citizen.

...out of doors, lying down, and the warmth came from far above. ... Suddenly he perceived the word for it: *sunshine*. He perceived that it came from the sky. . "Just the way it used to. "Before Sameness. Before Climate Control," Jonas added.p.85

In here Lowry describe how Jonas feel the warm feeling come from Sun. This implicitly means that there is no Sun in the community. They had that before but it change as it not necessary anymore because they can manipulate the weather.

"...Snow, and the rest of it?" "Climate Control. Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times... so it became obsolete when we went to Sameness.p.83

The community control over the climate in the community to manipulate the weather following their need and interest. They dont have changing seasons as that limit the crops to grow through the year.

He watched as the man rose and moved first to the wall where the speaker was. It was the same sort of speaker that occupied a place in every dwelling, but one thing about it was different. This one had a switch, which the man deftly snapped to the end that said OFF.p.79

Every room in every dwelling have a speaker that cannot be turn off. This further shows how the community invade thier privacy and spy on their community members. They are making sure to keep everthing under their radar so there is no blind spot to anything that will lead into a rebellion.

#### 4.3.4 Strong Protagonist

The main protagonist character of a story always able to see things differently and able to think out of the circumstance the environment around him or her and have a special power or way of thinking. The protagonist often gets pushed to act because of the urgent matter that forces him to react and act changing the environment. The trigger of the protagonist to act is usually their family member that being on the bridge of critical situation. These lines below will show the different trait that Jonas has within himself:

But when he looked out across the crowd, the sea of faces, the thing happened again. The thing that had happened with the apple. They *changed*. He blinked, and it was gone.p.61

Jonas experienced something particular that the rest of the community never know and experience in their lives. Jonas has the ability the rest of community members did not have and this will lead and show him things that the community did not know of.

From this moment you are exempted from rules governing rudeness. You may ask any question of any citizen and you will receive answers.p.62

Jonas got a special permission that will allow him to learn and discover the unseen things the community is trying to hide from the community members. He got this privilege after being chosen as the next Receiver of the community.

The old man smiled. "So do I" he said. "But that choice is not ours." "But sir," Jonas suggested, "since you have so much power —" The man corrected him. "Honor," he said firmly. "I have great honor. So will you. But you will find that that is not the same as power."p.84



The members of the community did not have a say to the choices they making for themselves even The Giver as the one who giving advice to The Elders. They are restricted and bound to The Elders when making decision for their life. In here Jonas start to protest and act following his insting and belief that they need to change the community.

There was no way to describe to his friends what he had experienced there in the Annex room... and how could you describe a hill and snow to someone who had never felt height or wind or that feathery, magical cold?p.89

Jonas have inner battle when he cannot share the experience he got from his training where he feel the thrilling new experience with his peers. He want to share the pleasant feeling of what they did not have in the community and have friends to share the experience together.

Dumbfounded, he stared at it. This time it was not a fleeting impression. This time the sled had — and contin-ued to have, as he blinked, and stared at it again — that same mysterious quality that the apple had had so briefly. And Fiona's hair. The sled did not change.

Jonas started gaining his ability to see color after he receiving memories from The Giver. These memories might be the trigger to awaken Jonas ability to see color.

"It happened," Jonas said. "It happened to the books, but it went away again." "I'm right, then," The Giver said. "You're beginning to see the color red."p.94

The color red that Jonas saw when he gained the ability to see color signified to his personality by Lowry. The color red signified as an intense color that packed with emotional ranging from passionate, intense love to anger and violence. The traits that mentioned and represented by the color

red are continuously appear on the actions that Jonas takes in the story. It is a hot and stimulating color that represents the excitement and energy. . Red is assertive, daring, determined, energetic, powerful, enthusiastic, impulsive, exciting and aggressive. Red represent physical energy, lust, passion, and desire. It symbolizes action confidence, and courage. Red is also linked to the most primitive physical, emotional, and financial needs of survival and self-preservation. ([www.bourncreative.com/meaning-of-the-color-red/](http://www.bourncreative.com/meaning-of-the-color-red/))

The Giver told him that it would be a very long time before he had the colors to keep. "But I want them!" Jonas said angrily. "It isn't fair that nothing has color!"p.97

Jonas start to fight back against the restraint over the community put him under. He wants people to experience and see what he is seeing and to be able to make choices for himself. The aggressions that Jonas shows in these lines are the trait that the color red is representating. He did not hesitate to voice out his disaggrement and thought of what is right and wrong in his eyes.

"Well ..." Jonas had to stop and think it through. "If everything's the same, then there aren't any choices! I want to wake up in the morning and *decide* things! A blue tunic or a red one?" He looked down at himself, at the colorless fabric of his clothing. "But it's all the same, always."p.97

Jonas wants his right to decide and the freedom to choose for himself. He does not want the community to control over him and do or wearing the same thing over and over again. Red is also color that symbolizes self-preservation. Jonas want to express himself and decide

based on his desire and mood to what does he wear and choose for himself.

"Lily," he asked that evening when his sister took her comfort object, the stuffed elephant, from the shelf, "did you know that once there really were elephants? Live ones?" She glanced down at the ragged comfort object and grinned. "Right," she said, skeptically. "Sure, Jonas."p.101

Jonas trying to tell his sister that the animals were once existed and it is not only an imaginary thing.

He placed one hand on each of their shoulders. With all of his being he tried to give each of them a piece of the memory... But his father had continued to comb Lily's long hair, and Lily, impatient, had finally wiggled under her brother's touch.p.101

Jonas trying to transfer his memory of the past to his family but it did not work. He wants to share the joyful memories with his family so they also know the wonderful feeling from the memories that he has but he cannot.

He lay on the bed, aching. "Why do you and I have to hold these memories?" "It gives us wisdom," The Giver replied. "Without wisdom I could not fulfill my function of advising the Committee of Elders when they call upon me."p.111

Jonas experienced the pain of the unpleasant memories from the past and start questioning why he and The Giver have to contain all the pain alone. He saw that the memories are not only contains of the pleasant memories but also unpleasant memories. Jonas then questions whether he could contain the entire burden alone after or not.

He wondered, though, if he should confess to The Giver that he had given a memory away. He was not yet qualified to be a Giver himself; nor had Gabriel been selected to be a Receiver.p.117

Jonas starts to make decisions by himself without the consent of anyone and breaking the rules in order to nurture Gabriel. He started to act and follow his own beliefs and slowly gain confidence over the action he took.

The next morning, for the first time, Jonas did not take his pill. Something within him, something that had grown there through the memories, told him to throw the pill away.p.129

After being given and enlightened by the memories he is been receiving from The Giver, Jonas start to stop taking the pills that suppress his needs and hormones in his body and his consciousness and basic instinct start to work normally and push him away from obeying the order of the community.

He had not taken the pills, now, for four weeks. The Stirrings had returned, and he felt a little guilty and em-barrassed about the pleasurable dreams that came to him as he slept. But he knew he couldn't go back to the world of no feelings that he had lived in so long.p.130-131

Jonas has stopped taking the pills and his hormones start working and awakening the body needs and nature to reproduce. He cannot go back to the time where he have his feelings being suppressed and living without emotion. Jonas realizes his ability to see color after he stopped taking the pills and seeing everything in color now.

Then, in the middle of the night before the Ceremony, Jonas would secretly leave his dwelling. This was probably the most dangerous part, because it was a violation of a major rule for any citizen not on official business to leave a dwelling at night.p.158

Jonas takes a drastic decision in order to save Gabriel from being released the next day after he knew what the community do to release

people and decide to leave the community in advance of his plan with The Giver. His impulsion to leave the community in order to save Gabriel is also the reflection of the red color.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

From the discussions above, it can be concluded that the idea of equality where society reach a harmonious and ideal social constructions that pursued in utopia is undeniably flawed. The qualities are meant to be and required in utopia also can possess the potentially of ruining it. The

The characteristics of dystopia reveal and reflected in *The Giver* novel are the government control and enslavement, conformity, the advancement of technology, strong protagonist and dismal conclusion. The government control and enslavement can be seen through the novel. Any utopia society would have a very strong central authority to construct harmony and social construction. They are the one to decide whether or not they are suitable to use and determines needs and variation from time to time and place to place. (Rothstein, p.6) but this also restricted people freedom and authority over themselves when it is supposedly one of the pursued thing in utopia. Utopian societies are designed by the ruler to be utopias not dystopias. They were established to consolidated absolute power. They did by creating the most stable society possible that distributed contentment among the largest number of people. For these people, no better society can be imagined but all these paradises are really varieties of hell. This suggests one man's utopia can is other man's dystopia. (Rothstein, p.4) In *The Giver*, the government use several tools or instruments to control the community members. The first one, the government use pills to control the community members. The

government used pills to docile and suppress the hormones of adults and growing adults that trigger the reproduction hormones which actively stimulate body to get ready to reproduce. These hormones can cause the unstable emotion and increase the aggression of people. The pills then suppress the need and urge of the boy until there is nothing left the people then become a living human without emotion and feeling. The community also invent rules to control they way people speaking by banning the used of several words that give the impression that the community is flawed and if these rules were not followed by the community members will receive a severe punishment to taught them up. The community also erase the ability to see colors so the only thing the community members could see is black and white. This indirectly erases the existance of individual traits and makes people and everything around them looks all the same. The community also did not give the history of their ancestor so the community members only know the existance of their generation. The members of the community also do not have holiday and have to works and continue their routine everyday. They continuously work and do activity from day to night to fullfil the needs of the community.

The other charateristic of dystopia found in the novel is comformity. The oppression the goverment inflict to their people makes them lost the ability to think of themself and follow the government rules and orders they are give in. In this novel, the members of the community wears the designed uniform to differentiate them within the age range and they do not protest or express their desire to have or wear any other thing for they have been taught and learned to obey every orders from the community.

The third characteristic of dystopia is technology advancement. Technological innovation is driven by utopianism as it something new that introduce to the world that promise transformation. Technology is disruptive displacing older procedures, product and ideas. (Rothstein, p.16) technology advancement viewed as a key to dissolve the restrictions the world naturely cannot provided. Rothstein also mention the problem of the projection of technology advancement that allows violations of privacy and property. The settings of the story which is usually written in the future world include the advancement of the technology from today modern day. The writers include the imaginary technology advancement that not yet exists in today time. One of the advancement of technology used by Lowry in her story is the invention of speaker in every room in the community. These speakers cannot be turn of and always hear and see everything that the community do and speak on. The speakers will immedietly notify and an get notified for every activity and the unusual occurance within the community. The community also control the climate so they can grow and harvest crops all year long without worrying the changing seasons would limit the agricultural periods. The community also have pills that can suppress hormones, needs, and emotions makes the people who consume it to be docile and a living human without feelings.

The last characteristic of dystopia can be found in The Giver novel is a strong protagonist. Strong protagonist as the main character of dystopia stories have several traits that the other character on the story does not have. In The Giver story, Jonas as the main character and the story told fromJonas point of view have



these traits that differ them from the other characters exist in The Giver novel. Jonas has the ability called the Capacity to See Beyond which only The Giver successor has. Jonas also gets the exception to break some rules in the community so he can further investigate the inside of the community. Jonas also has the courage to voice out his thoughts, make decisions for himself and take action following his gut feeling that the people of the community do not have in themselves. He took a drastic decision when he discovered that his father will release Gabriel, the baby that has been living with them for months and decided to leave the community together with Gabriel to seek a place where he and Gabriel can live.

From the characteristics of dystopia explained above that are founded on The Giver novel, it shows the existence of the perfect world that the community tries to convince the community did not exist. The community is trying to plant and force the ideal requirements of the perfect society upon their community members. The flaws of the community from trying to conduct and create the illusion of an ideal place to live in and stay, are violating the basic human rights and their freedom.

## **5.2 Recommendations**

After conducting this study, the writer suggested that dystopia and utopia are important to be learned. It can enlighten us on how to view things in life and teach us to think and prepare ourselves before interacting into the adult world. The purpose of a dystopia story is to help the young adults to prepare themselves to face the world and be able to criticize issues that surface within the society and become a more

critical person toward the problems they will face in the future. English Department or other institution which related to literature should not ignore this or can widen the further reseach related to this.

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## Tabel Identification of Dystopia Characteristics

NO.	Narations and dialogues	Characteristics of Dystopia					Strong Protagonist	Interpretation
		Dismal Conclusion	Teenology Advancement	Control and Enslavement	Conformity	Well-describe Setting		
1	Then all of the citizens had been ordered to go into the nearest building and stay there. <b>IMMEDIATELY</b> , the rasping voice through the speakers had said. <b>LEAVE YOUR BICY- CLES WHERE THEY ARE</b> .p.2			X				The orders make through speaker to the citizen so they can take order immidiately without any exception in any circuntance. The orders made out lout so that the citizen cannot give any reason to disobey.
2	Then <b>all of the citizens had been ordered</b> to go into the nearest building and stay there. <b>IMMEDIATELY, the rasping voice through the speakers had said. LEAVE YOUR BICY- CLES WHERE THEY ARE</b> .p.2		X	X				The capslock word signified the announcement made trough The speaker being installed all trough the community so everyone can get any order or notification immidiately
3	When the class took their seats at the conclusion of the patriotic hymn,			X				Asher needs to make his public apology for being late and intrupting class. He is required

	<b>Asher remained standing to make his public apology as was required.</b> Asher ran through <b>the standard apology phrase</b> rap-idly, still catching his breath p.3							to address and acknowledge his mistake by recieting the reason he is being late to class.
4	He was smiling. “And I thank you, because once again you have provided an opportunity for a <b>lesson in language. ‘Distraught’ is too strong an adjective to describe salmon-viewing.</b> ” He turned and wrote “distraught” on the instructional board. Beside it he wrote “distracted.”p.4			X				The people in the community being taught to used a spesific word or adjective to express themself.
5	“Who wants to be the first tonight, for feelings?” Jonas’s father asked, at the conclusion of their evening meal. <b>It was one of the rituals, the evening telling of feelings.</b> p.4			X				Every single member of family need to make a confession of what they been trough that day and what they feel for every event they experience that day. They later discuss how matters to be solve and they unconciusly feel and through this the goverment
6	“That’s right,” Lily said, laughing too. <b>“Like animals.” Neither child knew what the word meant, exactly, but it was often used to describe someone uneducated or clumsy, someone who didn’t fit in.</b> p.5				X			These show how people living in the community never know the existance of animal as they never encourter or see what animal is but they only know it as a negative behaviour comparison.

7	<p>“Maybe we could even keep him,” Lily suggested sweetly, trying to look innocent. The look was fake, Jonas knew; they all knew.p.8</p> <p>Lily,” Mother reminded her, smiling, “you know the rules.” <b>Two children — one male, one female — to each family unit. It was written very clearly in the rules.</b>p.8</p>			X				<p>The community rules on how one family should stand by only two children. One male and one female without any exception. They cannot add any additional family member if they want to, even when they can shoulder the responsibility to carry in.</p>
8	<p>“You know,” his father finally said, “<b>every December was exciting to me when I was young.</b> And it has been for you and Lily, too, I’m sure. <b>Each December brings such changes.</b>”p.11</p>			X				<p>Every year in December the hold a ceremony to celebrate together in community hall the new age and assignment they recieve each year untill they are eleven years old with all community member witness it together.</p>
9	<p>... night-crew nurturing, <b>assigned to those who lacked the interest or skills or insight for the more vital jobs of the daytime hours.</b> Most of the people on the night crew <b>had not even been given spouses because they lacked, somehow, the essential capacity to connect to others, which was required for the creation of a family unit.</b>p.8</p>			X				<p>People cannot choose their significant other without the consent of The Elder. They being judged and weight what job are they fit into. They dont have the freedom to choose their life path or following their interest because they considered lack of the requirement to work on a more significant job or form a family with their consent because they deem as unfit.</p>
10	<p><b>Each December, all the newchildren born in the previous</b></p>			X				<p>The community control the number of born children every year to fifty babies every year.</p>

	<p><b>year turned One.</b> One at a time — <b>there were always fifty in each year’s group, if none had been released</b> — they had been brought to the stage by the Nurturers who had cared for them since birth. P.11</p>							<p>The birthrate is controlled by by the government. The number will not increase but it can be less if they are condem unfit.</p>
11	<p>Each December, all the newchildren born in the previous year turned One ... <b>Some were already walking, wobbly on their unsteady legs; others were no more than a few days old,</b> wrapped in blankets, held by their Nurturers.p.11</p>			X				<p>Every born child is not precisely a certain date, they age concidered by the year they are born at and deem older by every year they pass by. The babies all regard as the same age when Desember come whether one already crawling and the other just barely days old/</p>
12	<p>His mother agreed, smiling. “The year we got Lily, we knew, of course, that we’d receive our female, <b>because we’d made our application and been approved.</b> But I’d been wondering and wondering what her name would be.p.11-12</p>			X				<p>If a family want to have children they must applied it as the children doesnt come on their own and they need the application to be approve before they get the child in Desember later.</p>
13	<p>But I <i>did</i> go in this afternoon and looked to see if <b>this year’s Naming list had been made yet.</b> p.12</p>			X				<p>Parent does not name their own child. They are given by name list the government made previously for the baby Naming Ceremony every year in December. They do not have control over how and what they will named their children of.</p>



14	It was right there in the office, <b>and I looked up number Thirty-six — that’s the little guy I’ve been concerned about</b> — because it occurred to me that it might enhance his nurturing if I could call him by a name. Just privately, of course, when no one else is around.p.12				X		They are being differentiated by number in birth order that born in the same year.
15	Jonas was surprised. There was no way, really, to know in advance. <b>It was a secret selection, made by the leaders of the community, the Committee of Elders, who took the responsibility</b> so seriously that there were never even any jokes made about Assignments.p.15			X			At the age of twelve, the children each later will get Assignment address by The Elder that made after monitoring the children as they grow up. The Assignment for each children decided by The Elder and they cannot deny or reject the assignment given to them.
16	Jonas nodded. During the past year he had been aware of the increasing level of observation. In school, at recreation time, and during volunteer hours, <b>he had noticed the Elders watching him and the other Elevens. He had seen them taking notes.</b> p.16-17			X			The Elders were monitoring the children closely and takes every note on every activity they do.
17	“Well, it’s the last of the Ceremonies, as you know. <b>After Twelve, age isn’t important. Most</b>				X		After every children given their assignment at twelve, they only follow the training of their assignment as The Elder have given the

	<p><b>of us even lose track of how old we are as time passes</b>, though the information is in the Hall of Open Records, and we could go and look it up if we wanted to. <b>What's important is the preparation for adult life, and the training you'll receive in your Assignment.</b>"p.17</p>							<p>assignment as their life purpose and only need to follow the flow. They never celebrate their birthday again after they reach twelve years old and only focus on their preparation to their adult life and lives on.</p>
18	<p>"Lily," her mother said fondly, <b>"you're very close to being an Eight, and when you're an Eight, your comfort object will be taken away.</b> It will be recycled to the younger children. You should be starting to go off to sleep without it."</p>			X				<p>The comfort object in this context is a soft toy. Every child has their comfort object to accompany them sleep at night. They cannot grow an attachment to their toy because it later will be taken away from them to given to younger children.</p>
19	<p>But her father had already gone to the shelf and taken down <b>the stuffed elephant</b> which was kept there. <b>Many of the comfort objects, like Lily's, were soft, stuffed, imaginary creatures. Jonas's had been called a bear.</b>p18-19</p>				X			<p>The comfort object is actually shaped as portrayal of animal but they do not aware of this because they dont know what animal really is at the first place. They thought it as an imaginary creature means that they created by minds and never exist in the first place.</p>
20	<p>It was the first thing Jonas noticed as he looked at the newchild peering up curiously from the basket. <b>The pale eyes.</b>p.20</p>				X			<p>Jonas could only identify the baby eye color as pale. He cannot tell the color of the eyes.</p>
21	<p>Almost every citizen in the</p>				X			<p>Jonas could only differentiate eye color as a</p>

	community had <b>dark eyes</b> . His parents did, and Lily did, and so did all of his group members and friends. But there were a few exceptions: Jonas himself, and a female Five who he had noticed had the different, <b>lighter eyes</b> .p.20						lighter or darker color. He cannot tell other than that.
22	... it was not a rule, but was considered <b>rude to call attention to things that were unsettling or different about individuals</b> .				X		People cannot address any differences individual have as it consider rude and it is set up as a norm and habit. People unconsciously being push to ignore differences on individual traits.
23	“What’s his <b>comfort object</b> called?” Lily asked, picking up <b>the stuffed creature</b> which had been placed beside the newchild in his basket. Father glanced at it. “ <b>Hippo</b> ,” he said. Lily giggled at <b>the strange word</b> . “Hippo,” she repeated, and put the comfort object down again.				X		This again emphasis the soft toy that in form of animal is considered never exist in real life and only come in form of a toy. These lines also tell that the comfort object is given since they are a baby and every child is assign with. They could only have one toy that later taken when they reach the age of eight.
24	Everyone had known, he remembered with humiliation, that <b>the announcement ATTENTION. THIS IS A RE-MINDER TO MALE ELEVENS THAT OBJECTS ARE NOT TO BE REMOVED FROM THE</b>			X			This shows that there is speakers installed all troughs the community so everyone is aware what will happen and what kind of punishment will recieved by every mistake or disorderness. The announcement did not address the suspect directly but the person to be aware that his mistake is acknowledged and the hummiliation

	<b>RECREATION AREA AND THAT SNACKS ARE TO BE EATEN, NOT HOARDED</b> had been specifically directed at him, the day last month that he had taken an apple home ... <b>the public announcement had been sufficient to produce the appropriate remorse.p.23</b>							to straighten them out so they will think twice before doing anything.
25	... Not by <b>the announcement or the neces-sary apology; those were standard procedures</b> , and he had deserved them — but by the incident itself.p.23				X			It is being a mandatory for everyone to get addressed for their mistakes and acknowledge them in general.
26	Jonas had blinked, looked around, and then tested his eyesight, squinting at the small print on <b>the identification badge attached to his tunic</b> . He read his name quite clearly.p.24				X			Each citizen lives in community use a nametag attach to their tunic to identified themselves. All of them is wearing tunic as the designed clothes of.
27	It was <b>against the rules for children or adults to look at another’s nakedness</b> ; but the rule did not apply to newchildren or the Old.p.30				X			The government made rules to suppress and avoid people to question and thinking why one physical appearance like that an suppress the basic desire of one to another.
28	“Well, they tried to make her life sound meaningful. And of course,”			X				Government assign women to work as a birthmother where she is forced to give birth to

	she added primly, “all lives <i>are</i> meaning-ful, I don’t mean that they aren’t. But <i>Edna</i> . My goodness. <b>She was a Birthmother, and then she worked in Food Production for years</b> , until she came here.”p.31							certain number of children then after she deemed done for the assignment, she is sent to another field the government feel appropriate for these women.
29	“ <b>This morning we celebrated the release of Roberto,</b> ” she told him. “It was wonderful.”... “They told his whole life before they released him,” she said. ... — when they released Edna recently. Did you know Edna?”p.31				X			They make a celebration over the death of their community member as the last time. They start chanting the name of the “release” person until it is only a murmur then they forget their existence
30	Jonas slowed the strokes of his hand on her back thoughtfully. “Larissa,” he asked, “ <b>what happens when they make the actual release?</b> Where exactly did Roberto go?” She lifted her bare wet shoulders in a small shrug. “I don’t know. <b>I don’t think anybody does, except the committee.</b> p.32			X				One one in the Community aware of what Release actually is and only the higher up knows what happens to the people being released. They have limited knowledge of what actually happens and why does it perform by the government rulers.
31	Usually, at <b>the morning ritual when the family members told their dreams</b> , Jonas didn’t contribute much. He rarely dreamed.p.34	-	-	X	-	-	-	This activity used by the people to express their feelings and thoughts to their family, telling their family member what they dream of the night before

32	<p>“Thank you for your dream, Lily.” Jonas said the standard phrase automatically.p34</p>	-	-	X	-	-	-	<p>They have the automatic answer for every occasion. They follow all this without exception because if they did not follow or obey these rules they wild get a side eye and it is a frown upon attitude. They almost operate like a robot with how the community grow norms and habit within their citizen.</p>
33	<p>Stirrings. He had heard the word before. He remem-bered that there was a reference to the Stirrings in the Book of Rules, though he didn’t remember what it said. And now and then the Speaker mentioned it. ATTENTION. A REMINDER THAT STIRRINGS MUST BE REPORTED IN ORDER FOR TREATMENT TO TAKE PLACE.p.37</p>			X				<p>The government immidietly takes action when they delect any indication of children got a Stiring or in other word puberty which is show their reproduction organs is ready. The hormones are not stable and usually heighten human’s aggression and easily get sensitive. They warn them to takes pills to suppress these needs and tame them back.</p>
34	<p>But his mother laughed again in a reassuring, affection-ate way. “No, no,” she said. “It’s just the pills. You’re ready for the pill, that’s all. That’s the treatment for Stirrings.”p.38</p>	-	-	X	-	-	-	<p>Every citizen that shows they go through puberty and adulecent get immediate treatment by getting pills to suppress their hormones and body needs that makes them into docile and obedient.</p>
35	<p>“Asher takes them,” Jonas confided.His mother nodded, unsurprised. “Many of your</p>	-	-	-	X	-	-	<p>Adulecents are required to take these pills until they enter the House of The Old. When people reach the limit age they deem to be to</p>

	groupmates probably do. The males, at least. <b>And they all will, soon.</b> Females too.” “How long will I have to take them?” “ <b>Until you enter the House of the Old,</b> ” she explained.p.38							old and seem unfit to carry on their assignment or job where they place at they get retired and move to The House of the Old.
36	Though the feelings were confused, he thought <b>that he had liked the feelings that his mother had called Stirrings...</b> Then, in the same way that his own dwelling slipped away behind him as he rounded a corner on his bicycle, <b>the dream slipped away from his thoughts.</b> Very briefly, a little guiltily, he tried to grasp it back. But <b>the feelings had disappeared.</b> The Stirrings were gone.p.39	-	-	X	-	-		On his way to school after he is consuming the pills he have thought and want to experience The Stirring again but as the pills start to works, he slowly lost that urge and the memories start to fade and the feeling and memory is gone all together.
37	The little girl nodded and looked down at herself, at the jacket with its row of large buttons that designated her as a Seven. <b>Fours, Fives, and Sixes all wore jackets that fastened down the back</b> so that they would have to help each other dress and would learn interdependence. p.40	-	-	-	X	-	- -	Children being grups by a certain range of age wear different clothes that the details are arranged by the government to fit a certain quality they want the children to learn and adapt to.

38	It was a short ride to the Auditorium, Lily waving to her friends <b>from her seat on the back of Mother's bicycle. Jonas stowed his bicycle beside Mother's</b> and made his way through the throng to find his group.p.41	-	-	-	X	-	-	From the beginning of the story, the only the only vehicle the citizen use is bicycle. At the age of nine they given own bicycle to transport from place to place in the community. They did not given any other vehicle choices.
39	... Father had gone before the committee with a plea on behalf of <b>Gabriel, who had not yet gained the weight appropriate to his days of life nor begun to sleep soundly enough at night to be placed with his family unit. Normally such a newchild would be labeled Inadequate and released from the community.</b> p.42			X				Every born child is being weight and measured by the government to see if they are qualified and deem fit to keep around. Their attitude and temper also being watched by the government to see if they can easely fit their future family later.
40	Gabriel had been labeled Uncertain and given the additional year... <b>Each family member, in-cluding Lily, had been required to sign a pledge that they would not become attached to this little temporary guest, and that they would relinquish him without protest or ap-peal when he was assigned to his own family unit</b> at next year's			X				Jonas family required to sign a pledge to not get attach to the baby Gabriel as later they will have to give him back and get him a new family unit to grow and live with. The government strict and tight rule will not let Jonas family adopt Gabriel as it wasa written rules and no one in the community to disobey this.



	Ceremony.p.42						
41	<b>This new Caleb was a replacement child.</b> The couple had lost their first Caleb, a cheerful little Four.p.44				X		They name the newborn baby with the recently passed Caleb as the new Caled will replace the old Caleb. They did not give him a new name, cycled the name and used it again for the new community member.
42	<b>The entire community had performed the Ceremony of Loss together,</b> murmuring the name Caleb throughout an entire day, less and less frequently, softer in volume, as the long and somber day went on, <b>so that the little Four seemed to fade away gradually from everyone's consciousness.</b> p.44				X		There is also another Caleb live in the past before, after an unfortunate even that take his life the community perform the ceremony of lost that makes them forget his existance in their life and gradually continue their life and forget it.
43	Now, at this special Naming, <b>the community per-formed the brief Murmur-of-Replacement Ceremony,</b> repeating the name for the first time since the loss: softly and slowly at first, then faster and with greater volume, as the couple stood on the stage with the newchild sleeping in the mother's arms. <b>It was as if the first Caleb were returning.</b> p.44				X		They then hold a ceremony where the unnamed children named as Caled and make him as the replacement of the passed Caleb. They do not find this weird or unusual as it seem to happen for numeral times if it does not do it often.
44	<b>Another newchild was given the</b>				X		They again did maned another baby with

	<p><b>name Roberto</b> and Jonas remembered that <b>Roberto the Old had been released only last week.</b> But there was no Murrur-of- Replacement Ceremony for the new little Roberto. Release was not the same as Loss.p.44</p>						<p>another passedby person but they di not perform the Ceremony of Lost or the Replacement Ceremony because the previous person that have been passed by is not die unplanned or by incident. His dead has been planned and perform the day he got Released and they already celebrate his released then.</p>
45	<p>Jonas watched and cheered as Lily marched proudly to the stage, became <b>an Eight and received the identifying jacket that she would wear this year,</b> this one with smaller buttons and, for the first time, pockets, indicating that she was mature enough now to keep track of her own small belongings.p.45</p>				X		<p>The government give children from an age grup, designed clothes to show and identified themself and people can easily determined their age. They cannot deny or reject over this. They follow without protest or any disaagrement for they have grow accustomed to this rule.</p>
46	<p>But Jonas could see that Lily, though she seemed attentive, was looking longingly at <b>the row of gleaming bicycles, which would be presented tomorrow morning to the Nines.</b>p.45</p>			X			<p>At the age of nine, they introduced and got bicycle for the first time. They cannot learn or have bicycle at a younger age as it is a frown upon behaviour and get the designed bicycle that the government give to them.</p>
47	<p>Then the Tens. Jonas never found <b>the Ceremony of Ten</b> particularly interesting — only time-consuming, <b>as each child's hair was snipped neatly into its distinguishing cut:</b> females lost their braids at Ten, and</p>			X			<p>Their hairs get trimmed to differentiate children with age nine with children from different age. They do not have the freedom and choice to have or cut their hair to any other style.</p>

	males, too, relinquished their long childish hair and took on the more manly short style which exposed their ears.						
48	Elevens..... <b>There was new clothing: different undergarments for the females</b> , whose bodies were beginning to change; <b>and longer trousers for the males</b> , with a specially shaped pocket for the small calculator that they would use this year in school; but those were simply presented in wrapped packages without an accompanying speech.p.47			X			The last stage for children to get a significant change for their appearance. They got the same set of clothing and undergarment as they expected to gain and start growing into a more mature body and given the necessities they will need later.
49	"Anyway," Jonas pointed out, "have you ever once known of anyone — I mean really known for sure, Asher, not just heard a story about it — who joined another community?"..."But you can. It says so in the rules. <b>If you don't fit in, you can apply for Elsewhere and be released.</b> My mother says that once, about ten years ago, someone applied and was gone the next day.p.48			X			The government does not tolerate any sign of resistance toward the community and immediately take a measure to eliminate the odd one by releasing them or in other words kill them.
50	Even the <b>Matching of Spouses was</b>			X			The citizen of the community did not get the

	<p><b>given such weighty consideration</b> that sometimes <b>an adult who applied to re-ceive a spouse</b> waited months or even <i>years</i> <b>before a Match was approved and announced.</b> .... Their Match, which like all <b>Matches had been monitored by the Committee of Elders</b> for three years before they could apply for children, had always been a successful one.p.48-49</p>							<p>chance or choice of who they are marrying with. The Elders are the one who is in charge of choosing one get match with another. They have to applied then get the approval from The Elders to get their couple. They even have to waits for years to get their matched one.</p>
51	<p>all <b>Matches had been monitored by the Committee of Elders for three years before they could apply for children,</b> had always been a successful one.p.49</p>			X				<p>If a couple want to apply for a child they have to be monitored by The Elders for three years and considered capable then they are able to apply for children.</p>
52	<p>Like the <b>Matching of Spouses and the Naming and Placement of newchildren, the Assignments</b> were <b>scrupu-lously thought through by the Committee of Elders.</b>p.49</p>			X				<p>The Elders are in charge of every single thing even to naming a child. They control over every aspect in the community dinamic.</p>
53	<p><b>They were arranged by their original numbers,</b> the numbers they had been <b>given at birth.</b> The numbers were rarely used after the Naming. But each child knew his</p>			X				<p>The children did not get their name right after they are born. They got number to identify the baby and they numbered the children based on the order of the birth.</p>

	number, of course.p.50						
54	Technically, Jonas's full number was Eleven-nineteen, since <b>there were other Nineteens</b> , of course, <b>in each age group</b> .p.51			X			There will be children with the same number for each age group because the community will only allow fifty babies every year.
55	The initial speech at the Ceremony of Twelve was made by the <b>Chief Elder, the leader of the community</b> who was elected every ten years.p.51			X			The one who hold the most power in the community. They were selected among The Elders then they would lead and rule the whole community.
56	“When <b>the committee began to consider Asher’s Assignment</b> ,” she went on, “ <b>there were some possibilities that were immediately discarded. Some that would clearly, not have been right</b> for Asher.p.54			X			The Elders are the one who choose what each of the community citizen occupation. They do not have a right to voice out or request on what they want to do or have interest in something else.
57	<b>The punishment</b> used for small children <b>was a regulated system of smacks with the discipline wand</b> : a thin, flexible weapon that stung painfully when it was wielded. The Childcare specialists were trained very carefully in <b>the dis-cipline methods: a quick smack across the hands for a bit of minor misbehavior; three sharper smacks on the bare legs for a</b>			X			The teacher in the school will punish and hit children if they did not remember and keep making the same mistake. The surface meaning can be take as how this method will make the reader believe that it is alright to give children punishment for the mistakes they made but it is not acceptable to punish children by hitting them because that will leave a severe trauma.

	second offense.p.54						
58	<b>The exemption from rudeness startled him.</b> Reading it again, however, he realized that it didn't compel him to be rude; it simply allowed him the option. He was quite certain he would never take advantage of it. He was so completely, <b>so thoroughly accustomed</b> to courtesy within the community <b>that the thought of asking another citizen an intimate question, of calling someone's attention to an area of awkwardness, was unnerving.</b> p.69				X		They have grown accustomed for the rules the community set up they follow it without protest. They already get used to these rules so the thought of breaking it even for asking for some personal things or draw in attention to themself is unnerving.
59	He couldn't seem to stop, though for <b>each lapse the discipline wand came again, escalating to a series of painful lashes that left marks on Asher's legs.</b> p.55			X			Since in the school, they have been taught there is no room for mistakes. For every mistake receive punishment so if someone made a repetitive mistake then they will get repetitive punishment to weather it is hurting or traumatizing the child or not they do not accept any excuse.
60	<b>"We accept your apology," they</b>				X		They chanted the standard apology phrase to

	<b>all uttered together.</b> "Jonas," she said, looking down at him, "I apologize to you in particular. I caused you anguish." "I accept your apology," Jonas replied shakily.p.59							pardon the unusual event at the Ceremony of Twelve when the Chief Elder skipped Jonas names and causing an uneasy feeling for it toward the community.
61	What we observe as playfulness and patience — the requirements to become Nurturer — could, with maturity, be revealed as simply foolishness and indolence. So we continue to observe during training, and <b>to modify behavior when necessary.</b> p.60			X				The Elders have power to correct and adjust the necessary behaviour The Elders deem to be unfit within the community and the citizen do not have a say to reject or deny this.
62	But when he looked out across the crowd, the sea of faces, <b>the thing happened again.</b> The thing that had hap-pened with the apple. <b>They changed. He blinked, and it was gone.</b> p.61						X	Jonas experienced something particular that the rest of the community never know and experience in their live. Jonas have tha ability therest of community member did not have and this will lead and show him things that the community did not aware off.
63	<b>From this moment you are exempted from rules governing rudeness.</b> You may ask any question of any citizen and you will receive answers.p.62						X	Jonas got a special permission that will allow him to learn and discover the unseen things the community trying to hide from the community members.
64	Once, when he had been a Four, he had said, just prior to the midday meal at school, <b>"I'm starving."</b>			X				The commuity set rules to precise the language use by the community members to ensure there is no lie even if it is unintentional to spread

	<p><b>Immediately he had been taken aside for a brief private lesson in language precision. He was not starving</b>, it was pointed out. <b>He was hungry. No one in the community was starving, had ever been starving</b>, would ever be starving. <b>To say "starving" was to speak a lie.</b> An unintentioned lie, of course. But <b>the reason for precision of language was to ensure that unintentional lies were never uttered.</b>p.70-71</p>							<p>within the community. While this is the reason the community give to stop the community member using some words, this also limit the community members to express their thought freely. This rules also made the community looks and potrayed as a perfect place for they always provided everything the community members needed and they never lacks of anything the community needed.</p>
65	<p>Then she seemed to notice his discomfort and to realize its origin. <b>No doors in the community were locked, ever.</b> None that Jonas knew of, anyway.p.73</p>			X				<p>This signified that there is no privacy within the community as it said that there is no doors were locked in the community. The authority can break into any house and room in the community. There is no secret or thing that can be keep and save for themself as they have no power or right in the community.</p>
66	<p>But the most conspicuous difference was the books. In his own dwelling, <b>there were the necessary reference vol-umes that each household contained:</b> a dictionary, and the thick community volume which contained descriptions of every</p>			X				<p>The necessary inside of every house in the community is all the same. They do not have any other information and knowledge beside the information given by the community which is the description and funtion of the necessary things in the community and the rules that they have to obey.</p>



	office, factory, building, and committee. And the Book of Rules, of course. The books in his own dwelling were the only books that Jonas had ever seen. <b>He had never known that other books existed.</b> p.74							
67	"Sir, I apologize for my lack of understanding...." He waited, but the man did not <b>give the standard accepting-of-apology response.</b> p.75				X			The standard phrase every community member has to utter every time they try to pardon their lack of knowledge or to pardon their action even if it is only for a small thing.
68	The man shook his head. "No, no," he said. "I'm not being clear. It's not my past, not my childhood that I must transmit to you.... <b>"It's the memories of the whole world,"</b> he said with a sigh. <b>"Before you, before me, before the previous Receiver, and generations before him."</b> p.77			X				The members of community did not know the history of their ancestor. They burden the whole memories of their history into one person. The community hold their history and pass it to one person then it passed between The Receiver from generation to generation.
69	<b>Jonas frowned. "The whole world?" he asked.</b> "I don't understand. Do you mean not just us? Not just the community? Do you mean Elsewhere, too... <b>I don't know what you mean when you say 'the whole world' or 'generations</b>			X				The community members did not know their history as in what happened in the past or how their ancestor lives in as the basic human history. The community creates a reality where they live only by that time they are living at.

	<b>before him.' I thought there was only us. I thought there was only now."</b> p.78							
70	"It's as if ... "The man paused, seeming to search his mind for the right words of description. <b>"It's like going downhill through deep snow on a sled,"</b> he said, finally... He shook his head suddenly, and peered at Jonas. <b>"That meant nothing to you, did it?"</b> he asked. <b>Jonas was confused. "I didn't understand it, sir."</b> p.78			X				Jonas cannot understand the feeling of snow or sliding with a sled because there is no snow or hill or sled exists in the community. The Giver can explain the feeling and describe how it looks like because he has the memories of those while Jonas did not.
71	"Of course you didn't. <b>You don't know what snow is, do you?"</b> Jonas shook his head. <b>"Or a sled? Runners?"</b> "No, sir," Jonas said.p.78			X				Jonas did not understand what is snow, sled or Runners because he did not have the knowledge of those by the community just like the rest of the community members.
72	He watched as the man rose and moved first to the wall where the speaker was. It was the same sort of <b>speaker that occupied a place in every dwelling, but one thing about it was different. This one had a switch,</b> which the man deftly snapped to the end that said OFF. Jonas almost gasped aloud. To have		X					Every room in every dwelling has a speaker that cannot be turned off. This further shows how the community invades their privacy and spies on their community members. They are making sure to keep everything under their radar so there is no blind spot to anything that will lead into a rebellion.

	the power to turn the speaker <i>off</i> . It was an astonishing thing.p.79							
73	<b>He was sitting on a thing called sled.</b> And the sled itself seemed to be poised at the top of a long, extended mound that rose from the very land where he was. <b>Even as he thought the word "mound," his new consciousness told him hill.</b> p.81			X				Jonas discover new thing such as sled and an extended mound that rose from where he stand by as hill from the emory The Giver gave to him. His discovery upon a hill implied ther is no hills within the community.
74	<b>"Why don't we have snow, and sleds, and hills."</b> he asked. "And when did we, <b>in the past? Did my parents have sleds when they were young? Did you?"</b> p.83			X				The community did not have snow or hills implied that they did not have the typical weather and enviroment in the community land.
75	<b>"But what happened to those things? Snow, and the rest of it?"</b> <b>"Climate Control.</b> Snow made growing food difficult, limited the agricultural periods. And unpredictable weather made transportation almost impossible at times. It wasn't a practical thing, so it became obsolete when we went to Sameness.p.83		X	X				The community control over the climate in the community to manipulate the weather following their need and interest. They dont have changing seasons as that limit the crops to grow through the year.
76	<b>....when we went to Sameness.</b> "And hills, too," he added. "They made conveyance of goods			X				The time or age the community live in named as Sameness where it is meant that everyone and everything will be treat the same and they

	unwieldy. Trucks; buses. Slowed them down. So — " He waved his hand, as if a gesture had caused hills to disappear. <b>"Sameness," he concluded.</b> p.84							expected to have same ability and endurance while live in the community
77	The old man smiled. "So do I" he said. <b>"But that choice is not ours."</b> "But sir," Jonas suggested, <b>"since you have so much power —"</b> The man corrected him. "Honor," he said firmly. <b>"I have great honor. So will you. But you will find that that is not the same as power."</b> p.84			X			X	The members of the community did not have a say to the choices they making for themself even The Giver as the one who giving advice to The Elders. They are restricted and bound to The Elders when making decision for their life.
78	<b>...out of doors, lying down, and the warmth came from far above.</b> ... Suddenly he perceived the word for it: <i>sunshine</i> . He perceived that it came from the sky. . <b>"Just the way it used to. "Before Sameness. Before Climate Control,"</b> Jonas added.p.85		X	X				In here Lowry describe how Jonas feel the warm feeling come from Sun. This implicitly means that there is no Sun in the community. They had that before but it change as it not necessary anymore because they can manipulate the weather.
79	There was no way to describe to his friends what he had experienced there in the Annex room. <b>How could you describe a sled without describing a hill and snow; and how could you describe a hill and</b>						X	Jonas have inner battle when he cannot share the experience he got from his training where he feel the thrilling new experience with his peers

	snow to someone who had never felt height or wind or that feathery, magical cold?p.89							
80	"There's ad-ministrative work, and the dietary rules, and punishment for disobedience — did you know that they use a discipline wand on the Old, the same as for small children? And there's occupational therapy, and recreational activi-ties, and medications, and — "p.90			X				These line further convince that everything within the community is controlled and under the supervision of The Elders. They even went crossed the line to discipline the olds to keep their community shape and in line.
81	"It's much the same. <b>Everyone in the community has one-generation memories</b> like those. But now you will be able to go back farther. Try. Just concentrate."p.93			X				The Community only limit their memories and knowledge to one generation only in order to create a reality where they live in is the perfect and only reality existed. They do not give the history and memory from their past ancestors so they do not have a comparison to the current state they are living in.
82	Dumbfounded, he stared at it. <b>This time it was not a fleeting impression.</b> This time the sled had — and contin-ued to have, as he blinked, and stared at it again — <b>that same mysterious quality that the apple had had so briefly. And Fiona's hair. The sled did not</b>						X	Jonas start gaining his ability to see color after he receiving memories from The Giver. These memories might be the trigger to awaken Jonas ability to see color.

	<b>change.</b>						
83	"It happened," Jonas said. "It happened to the books, but it went away again." "I'm right, then," The Giver said. <b>"You're beginning to see the color red."</b> p.94					X	The color red that Jonas saw when he gained the ability to see color signified to his personality by Lowry.
84	The Giver sighed. "How to explain this? <b>Once, back in the time of the memories, everything had a shape and size</b> , the way things still do, but <b>they also had a quality called color.</b> p.94			X			The Giver explained to Jonas that they used to seeing color in past. The community take this ability from people so they would not make a fuss over and keep the orderliness within the community.
85	The Giver shook his head. "No, flesh isn't red. But it has red tones in it. <b>There was a time, actually — you'll see this in the memories later — when flesh was many different colors. That was before we went to Sameness.</b> Today flesh is all the same, and what you saw was the red tones.p.94			X			The Giver explained that they used to have the ability to see color before they enter the Sameness. The community take the ability from people by manipulating their dna so people cannot see color and the only trigger to gain this ability back is by getting the memories from the past because the memories contain colors and things that did not exist in the Sameness.
86	The Giver chuckled, suddenly. "We've never completely mastered Sameness. <b>I suppose the genetic scientists are still hard at work trying to work the kinks out.</b> Hair like Fiona's must drive them			X			The community manipulate their genetic so they can eliminate traits that considered unnecessary.

	crazy."p.95							
87	The Giver told him that it would be a very long time before he had the colors to keep. <b>"But I want them!" Jonas said angrily. "It isn't fair that nothing has color!"</b> p.97						X	Jonas start to fight back against the restraint over the community put him under. He wants people to experience and see what he is seeing and to be able to make choices for himself.
88	"Well ..." Jonas had to stop and think it through. <b>"If everything's the same, then there aren't any choices! I want to wake up in the morning and <i>decide</i> things! A blue tunic or a red one?"</b> He looked down at himself, at the colorless fabric of his clothing. "But it's all the same, always."p.97						X	Jonas want his right to decide and the freedom to choose for himself. He does not want the community to control over him and wearing the same thing over and over again.
89	"Lily," he asked that evening when his sister took her comfort object, the stuffed elephant, from the shelf, <b>"did you know that once there really were elephants? Live ones?"</b> She glanced down at the ragged comfort object and grinned. "Right," she said, skeptically. "Sure, Jonas."p.101						X	Jonas trying to tell his sister that the animals were once existed and it is not only a imaginary.
90	Jonas went and sat beside them while his father untied Lily's hair ribbons and combed her hair. <b>He</b>						X	Jonas trying to transfer his memory of the past to his family but it did not work. He wants to share the joyful memories with his family so

	<p><b>placed one hand on each of their shoulders. With all of his being he tried to give each of them a piece of the memory...</b> But his father had continued to comb Lily's long hair, and Lily, impatient, had finally wiggled under her brother's touch.p101</p>							<p>they also know the wonderful feeling from the memories that he has but he cannot.</p>
91	<p>Sometimes I wish they'd ask for my wisdom more often — there are so many things I could tell them; things I wish they would change. <b>But they don't want change. Life here is so orderly, so predictable — so painless. It's what they've chosen.</b>p.103</p>			X				<p>The Elders did not want to change the things that have been going on in the Sameness because it will avoid them from chaos and unpredictable future so they know what they expect happen in the future because it is all have been in order.</p>
92	<p>The Giver smiled grimly. "<b>When the new Receiver failed, the memories that she had received were released. They didn't come back to me.</b> They went ... "..."<b>It was chaos,</b>" he said. "<b>They really suffered for a while.</b> Finally it subsided as the memories were assimilated. <b>But it certainly made them aware of how they need a Receiver to contain all that pain.</b></p>			X				<p>The community did not want to feel the pain ignite by the memories from the past so that they burden the memories from the whole world in the past to one man. They would occasionally ask for advice but the end of the decision is made by The Elders</p>



	<b>And knowledge.</b> "p.104							
93	"Oh, your instructors are well trained. They know their scientific facts. <b>Everyone is well trained for his job.</b> "It's just that . . . <b>without the memories it's all mean-ingless. They gave that burden to me. And to the previous Receiver. And the one before him.</b> " "And back and back and back," Jonas said, knowing the phrase that always came. The Giver smiled, though his smile was oddly harsh.p.105			X				Everyone in the community works like a machine because they only do their assigned job without pouring their interest and sentiments to it and without the memories it is not become a meaningful works.
94	<b>He stared at the flat, colorless sky, bringing blue from it,</b> and remembered sunshine until finally, for an instant, he could feel warmth.p.106			X		X		The environment of the community looks bland and monotone because the colorless vision Jonas saw and the comparison to the memory of Sun he get from The Giver.
95	He stood at the foot of the bridge that spanned the river, <b>the bridge that citizens were allowed to cross only on official business.</b> Jonas had crossed it on school trips, visit-ing the outlying communities, and he knew that the land beyond the bridge was much the same, flat and well or-dered, with fields for			X				The community members does not allowed too cross over the bridge that is the only way to get out the community and access to the land beyond the community. The community keep them inside so they would not get curious and explore the outside of the community to keep the belief that their community is the only place they could live in and stay.

	agriculture. p.106							
96	<b>He lay on the bed, aching. "Why do you and I have to hold these memories?"</b> "It gives us wisdom," The Giver replied. "Without wisdom I could not fulfill my function of advising the Committee of Elders when they call upon me."p.111						X	Jonas experience the pain of the unpleasant memories from the past and start questioning why he and The Giver have to contain all the pain alone. He saw that the memories is not only contains of the pleasant memories but also unpleasant memories. Jonas then question whether he could contain all the burden alone after or not.
97	He wondered, though, if he should confess to The Giver that <b>he had given a memory away</b> . He was not yet qualified to be a Giver himself; nor had Gabriel been selected to be a Receiver.p.117						X	Jonas start to make decisions by himself without the consent of anyone and breaking the rules in order to nurture Gabriel. He started to act and follow his own beliefs and slowly gain confidence over the action he took.
98	"Who were the old people? Why were they there?" It had puzzled Jonas, seeing them in the room. <b>The Old of the community did not ever leave their special place, the House of the Old</b> , where they were so well cared for and respected.p.123			X				The olds that live in the House of the Olds cannot get out and stuck inside the house. They did not have the freedom to wander around the community and force to stay inside the house so the community did not have difficulty to watch over the Olds.
99	"As long as they're still working and contributing to the community, they'll go and live with the other <b>Child-less Adults</b> . And they won't be part of my life anymore.p.124			X				After the children is old enough to start contributing to the community, they cut ties with their parents and sibling to focus on the assignment the community gave to them. There is no personal attachments to their parents and

								sibling once they become an adult and forms their own family and the cycle continues.
100	The next morning, for the first time, <b>Jonas did not take his pill. Something within him, something that had grown there through the memories, told him to throw the pill away.</b> p.129						X	After being given and enlightened by the memories he is been receiving from The Giver, Jonas start to stop taking the pills that suppress his needs and hormones in his body and his consciousness and basic instinct start to work normally and push him away from obeying the order of the community.
101	<b>TODAY IS DECLARED AN UNSCHEDULED HOLIDAY.</b> Jonas, his parents, and Lily all turned in surprise and looked at the wall speaker from which the announcement had come. <b>It happened so rarely</b> , and was such a treat for the entire community when it did.p.130			X				The community members does not have a holiday for days long unless it is being announced by and they have to work and operates continuously unless they have been given a different orders. They have to work and keep their daily activities everyday without any off day that makes them did not have quality time for themselves and their family.
102	<b>He had not taken the pills, now, for four weeks. The Stirrings had returned</b> , and he felt a little guilty and em-barrassed about the pleasurable dreams that came to him as he slept. <b>But he knew he couldn't go back to the world of no feelings that he had lived in so long.</b> p.130-131						X	Jonas have stopped taking the pills and his hormones start working and awakening the body needs and nature to reproduce. He cannot go back to the time where he have his feelings being suppressed and living without emotion.

103	Though he knew that his failure to take the pills accounted for some of it, <b>he thought that the feelings came also from the memories. Now he could see all of the colors; and he could <i>keep</i> them, too, so that the trees and grass and bushes stayed green in his vision. Gabriel's rosy cheeks stayed pink, even when he slept. And apples were always, always red.</b> p.131						X	Jonas realizes his ability to see color after he stopped taking the pills and seeing everything in color now.
104	The first steps of a newchild were always the occasion for celebra-tion at the Nurturing Center, Father said, but also for <b>the introduction of a discipline wand. Now Father brought the slender instrument home with him each night, in case Ga-briel misbehaved.</b> p.136			X				The community taught and force discipline from a very young age and taught them by inflicting pain if they misbehave or making mistakes.
105	Lily grinned. "I have a <i>better</i> idea for one more story," she announced. <b>"What if actually we were <i>all</i> twins and didn't know it, and so Elsewhere there would be another Lily, and another Jonas, and another Father, and another Asher, and another Chief Elder,</b>			X				

	<b>and another</b> — "Father groaned. "Lily," he said. "It's bedtime."p.138							
106	The Giver told him, then, something he had not known. " <b>All private ceremonies are recorded. They're in the Hall of Closed Records.</b> <i>Do you want to see this morning's release?</i> "p.147			X				The community keep their tracks and record every evidence of the release of their people.
107	"Listen to me, Jonas. <b>They can't help it. They know nothing.</b> " "You said that to me once before." "I said it because it's true. <b>It's the way they live. It's the life that was created for them.</b> It's the same life that you would have, if you had not been chosen as my successor."p.153	-	-	-	X	-	-	The people that operates and working in the community did not have power and feeling to disobey the community because their consciousness, feeling and emotion being suppressed by the pills and makes them act like a heartless human that does not have sympathy and humanity's under the order and power of the community.
108	" <b>Fiona is already being trained in the fine art of re-lease,</b> " The Giver told him. "She's very efficient at her work, your red-haired friend. <b>Feelings are not part of the life she's learned.</b> " P.153	-	-	-	X	-	-	Everyone in the community have been taught and work like a cyborg that did not have mercy over other people and continue to follow the order of community without protest.
109	Then, in the middle of the night before the Ceremony, <b>Jonas would secretly leave his dwelling.</b> This was probably the most dangerous part, because <b>it was a violation of a</b>	-	-	-	-	-	X	Jonas takes a drastic decision in order to save Gabriel from being released the next day after he knew what the community do to release people and decide to leave the community in advance of his plan with The Giver.

	<b>major rule for any citizen not on official business to leave a dwelling at night.p.158</b>							
110	As he pedaled through the nights, through isolated landscape now, with the communities far behind and no sign of human habitation around him or ahead, <b>he was constantly vigilant, looking for the next nearest hiding place should the sound of engines come.p.169-170</b>	-	-	X	-	-	-	The community was looking for Jonas and Gabriel after they discovered they went missing and start looking for them in order to erase and keep their secret from in fear they would revealed by Jonas.
111	<b>And the weather was changing.</b> It rained for two days. <b>Jonas had never seen rain, though he had experienced it often in the memories. P.174</b>	X	-	-	-	-	-	The ending of the story did not tell whether Jonas and Gabriel survive or not in the end of the story. Lowry end it with the suspend feeling and hanging ending that further add the unsettled resolve.

## **BIODATA PENULIS**



Juwita Marina, lahir Tarutung pada tanggal 6 Juli 1994. Anak pertama dari tiga bersaudara pasangan Suprihanto (ayah) dan Hernalia Lubis (ibu). Mengawali pendidikan di SDS Taman Pusaka pada tahun 2000, lalu pindah ke SDS Kemala Bhayangkari I pada 2005 hingga lulus. Kemudian melanjutkan pendidikan ke SMP Negeri 200 Jakarta, lalu SMA Negeri 52 Jakarta jurusan IPA, dan lulus pada tahun 2012. Melalui jalur SBMPTN UNJ pada tahun 2012 diterima menjadi Civitas Akademika Universitas Negeri Jakarta, Fakultas Bahasa dan Seni, Jurusan Bahasa dan Sastra Inggris, Program Studi Sastra Inggris.