

**FEMINISM TOWARDS MAIN CHARACTERS IN *LILAC GIRLS*  
MARTHA HALL KELLY**



**THESIS**

**Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree  
at Letters Faculty of Bosowa University**

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**ENGLISH LANGUAGE AND LITERATURE PROGRAM  
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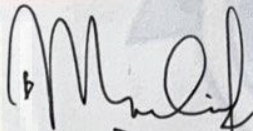
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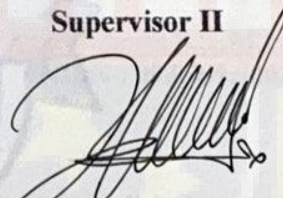
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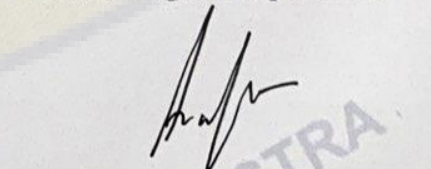
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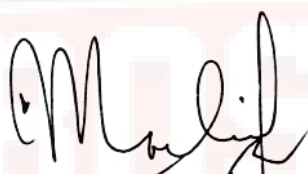
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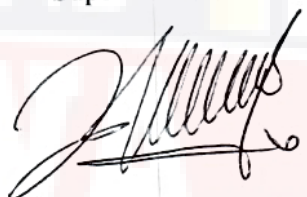
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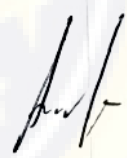
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Finally this research presented to **English Language and Literature Program of Bosowa University.**

**“Do or do not, there is no try”** -Yoda in Star Wars: Episode V – The Empire Strikes Back

## STATEMENT OF ORIGINALITY

I certify declare that the thesis entitled *FEMINISM TOWARDS MAIN CHARACTERS IN LILAC GIRLS BY MARTHA HALL KELLY* and all of its contents are truly the researcher's work. Content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Makassar, 2022  
The Researcher

Muh. Jumadil



## ABSTRACT

**Muh. Jumadil.** 2021. 4517051032. *Feminism towards Main Characters in Lilac Girls by Martha Hall Kelly (Feminism Study)*. (Supervised by Dahlia D. Moelier and Asyrafunnisa)

This study aims to find the types of equality, inequality and portrayed in feminism against World War II in the 40<sup>th</sup> century in the novel *Lilac Girls* by Martha Hall Kelly, this research is expected to be a reference for future researchers.

The data source in this research was *Lilac Girls* novel. In analyzing the data, the researcher used a qualitative descriptive research method. The data were obtained by using reading, noting and quoting continue with highlighting the data, analyzing techniques through a feminism approach specifically liberal feminism to literary works and to classify the types of equality, inequality and feminism portrayed inside the novel, the researcher used the theory of Allison M. Jaggar and Sarah Gamble.

There were 5 types of equality and 6 types of inequality with 26 data and an explanation of feminism portrayed in this research. The feminism types could be seen that inequality was more dominant with 20 data, divided into 2 data of discrimination, 3 data of objectification, 9 data of oppression, 4 data of patriarchy, 1 data of stereotype, 1 data of sexual objectification. The least data was equality with 6 data divided into 1 data of women had the same natural right as men do, 1 data of women had to develop in educational equality, 3 data of either woman or man could gain professional job, 1 data of women were defined such a rational creature to take control as men did. This research found 17 data of how feminism portrayed. There must be parity between men and women positions; they must not overlap. Despite this, the situation of women as seen by the data in this research indicated that they must support their subordination to men.

**Keywords:** *Feminism, Liberal Feminism, Equality, Inequality.*

## ABSTRAK

**Muh. Jumadil.** 2021. 4517051032. *Feminism towards Main Characters in Lilac Girls by Martha Hall Kelly (Studi Feminisme)*. (Dibimbing oleh Dahlia D. Moelier and Asyrafunnisa)

Penelitian ini bertujuan untuk menemukan jenis-jenis kesetaraan, ketidaksetaraan dan penggambaran feminisme terhadap Perang Dunia II pada abad ke-40 dalam novel *Lilac Girls* karya Marha Hall Kelly, penelitian ini diharapkan dapat menjadi referensi bagi peneliti selanjutnya.

Sumber data dalam penelitian ini adalah novel *Lilac Girls*. Dalam menganalisis data, peneliti menggunakan metode penelitian deskriptif kualitatif. Data diperoleh dengan menggunakan membaca, mencatat dan mengutip dilanjutkan dengan menyoroti data, teknik analisis melalui pendekatan feminisme khususnya feminisme liberal terhadap karya sastra dan untuk mengklasifikasikan jenis-jenis persamaan dan ketidaksetaraan dan feminisme yang tergambar dalam novel, peneliti menggunakan teori dari Allison M. Jaggar dan Sarah Gamble.

Terdapat 5 jenis kesetaraan dan 6 jenis ketidaksetaraan dengan 26 data dan penjelasan tentang feminisme yang tergambar dalam penelitian. Jenis feminisme terlihat bahwa Inequality lebih dominan dengan 20 data yang terbagi dalam 2 data discrimination, 3 data objectification, 9 data dari oppression, 4 data patriarchy, 1 data stereotype, 1 data sexual objectification. Data yang paling sedikit adalah Equality dengan 6 data yang terbagi menjadi 1 data women had the same natural right as men do, 1 data woman had to develop in educational equality, 3 data either woman or man could gain professional job, 1 data woman were defined such a rational creature to take control as men did. Penelitian ini menemukan 17 data how feminism portrayed. Harus ada kesetaraan antara posisi laki-laki dan perempuan; mereka tidak boleh tumpang tindih. Meskipun demikian, situasi perempuan sebagaimana terlihat dari data dalam penelitian ini menunjukkan bahwa mereka harus mendukung subordinasi mereka terhadap laki-laki.

**Kata Kunci:** *Feminism, Liberal Feminism, Equality, Inequality.*

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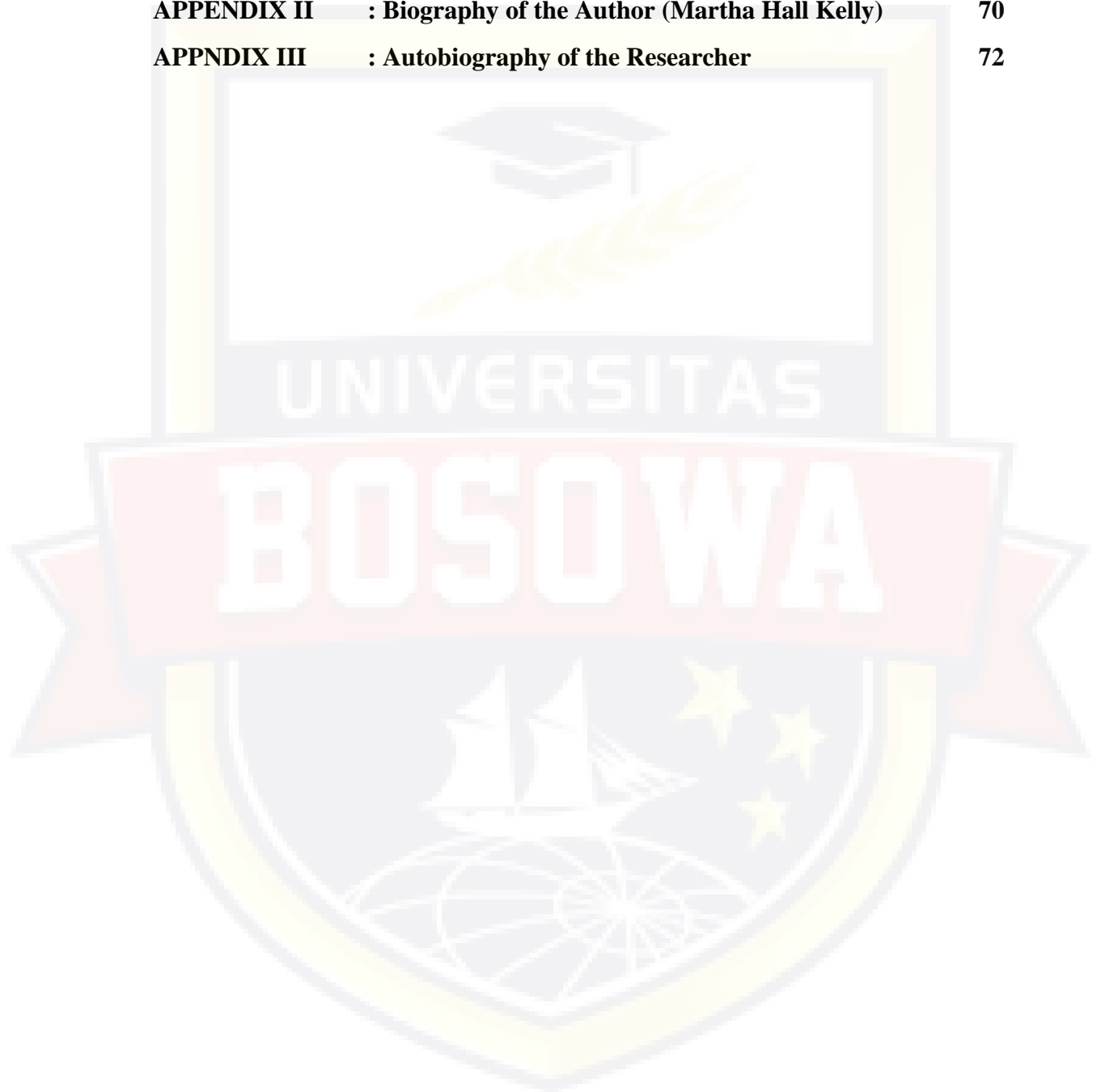
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## CHAPTER I

### INTRODUCTION

#### A. Background

Women have always been the object of issues in social life. This can be seen often encountering these people in everyday life, such as violence, sexual harassment, racial discrimination, economics and even social class (Rahayu, 2018:1). For this reason, there are often many literary works that make women's lives as the center of the story's focus.

Marshall in *Gender on The Home Front* (2018) states World War II changed the lives of women and men in many ways. Wartime needs increased labor demands for both male and female workers, heightened domestic hardships and responsibilities, and intensified pressures for Americans to conform to social and cultural norms. All of these changes led Americans to rethink their ideas about gender, about how women and men should behave and look, what qualities they should exhibit, and what roles they should assume in their families and communities.

The injustice against women is often told in the form of a novel. Sugihastuti (2016:105) states Novel is a modern narrative fiction that developed in the mid-18th century. Novels are in the form of prose which are longer and more complex than short stories, which express something about the quality or value of human experience. The problems contained in

it are taken from patterns of life known to humans in an exotic and imaginative time and place.

The forms of literary works classified as literary works in the form of written / nonverbal form are very numerous and continue to develop following the patterns and human life that are also constantly developing. One form of literary work that has an existence and describes how human life or a particular group is always developing is novel. Sugihastuti (2010: 82) states literary works elevate the elements of society which consist of women and men. The relationship between the two is one of the most interesting themes to study, because the position of women and men have different levels in the view of society.

Wahyuningtias in her book *Literature Theory and Implementation* (2011:31) states feminism is a theory about equality between men and women in politics, economic, and social, or activities organized struggle for women's rights. Over time, feminism is just a discourse but an ideology which is essentially resistance, anti, and free from goodness, domination, hegemony, injustice, and violence experienced by women.

Story of the *Lilac Girls* is quite clear that this novel reinforces the story on the feminist side, where female characters try to survive with the rarely of men's help that woman can get. Suaka in his book *Literature Analysis* (2014:126) states that feminists are women's movements in social class. Feminism is a movement undertaken by women to reject everything that is marginalized, subordinated, and degraded by the dominant culture,

in the economic, political, and also other social life. Woman is a very interesting image to be discussed by researchers. In one side, women have to obey and be attached with tradition, on the other hand women wants to stepped in the world of modernization that offers freedom.

*Lilac Girls* is a World War II-era novel based on real people and events. The novel tells the intertwined stories of three women: Caroline Ferriday, a New York socialite and philanthropist; Kasia Kuzmerick, a Polish prisoner at the Ravensbrück concentration camp for women; and Herta Oberheuser, a Nazi doctor at Ravensbrück. *Lilac Girls* is interesting and tells the lives of women and their struggle inside the novel are of history, based on the explanation above, the researcher interest to study the feminism more deeply the story of the *Lilac Girls*

### **B. Reason For Choosing Title**

The researcher chooses *Lilac Girls* Martha Hall Kelly's novel because the main characters are very wonderful woman and heartbreaking historical fiction novel about WWII (World War II-era) and the Ravensbruck camp for women. Many of the characters are based on real people. This is a gorgeous story of hope and perseverance. This can be analyzed through a feminist approach if literary works related to discrimination, objectification, sexual objectification, patriarchy, equal rights, occur to characters in stories or are discussed about women. The researcher found this topic is rarely discussed and equality and inequality are crucial to know.

### **C. Question of the Research**

The question research of this research:

1. What equality and inequality are in *Lilac Girls* by Martha Hall Kelly?
2. How does the feminism portrayed in *Lilac Girl* by Martha Hall Kelly?

### **D. Objective of the Research**

The researcher hopes the question above can be accomplished by this objective:

1. To describe equality and inequality of feminism in *Lilac Girls* by Martha Hall Kelly
2. To describe the feminism portrayed in *Lilac Girls* by Martha Hall Kelly

### **E. Scope of the Research**

The importance to make a scope because it will make this research more objectives. In this research, the researcher would like to analyze equality and inequality in the story, seen from the side liberal feminism.

### **F. Significance of the Research**

The significance of the research is to obtain the benefits. The benefits in this study are divided into two namely theoretical and practical benefits. The two benefits can be explained as follows:

1. Theoretically this study is expected to increase and enrich theory of feminism literature, especially in novel literature

2. Practically this study is expected to give additional beneficial information for the readers in understanding the content of *Lilac Girls* novel and feminism, motivate and cultivate understanding to students related to reading literary works, especially novels, that contained discrimination, objectification, sexual objectification, patriarchy, equal rights that still happening from then until now. This research also can be used as reference for other researcher who will study aspects of feminism, equality and inequality. The researcher hopes the analysis would motivate other researcher to be more active in contributing other researcher works in literature to do further analysis.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Studies

There are some studies related with this research. There are five related studies the researcher picked in this part, the first is from Widiatmi. (2013). *The Portrayal of Feminism in the Main Characters of Charlotte Bronte's Jane Eyre*. This journal describes since the 19<sup>th</sup> century, feminism has become one of the most important and popular topics. The results of this analysis are firstly, Jane Eyre, as the main character in this novel, is a round character. Her character develops in several phases. Secondly, Jane Eyre is a Liberal Feminist. Jane challenges the old tradition, the male domination, and subordination of women. In challenging the old tradition, Jane challenges the patriarchal system, where males dominate in society so that women become subordinate. Thirdly, Jane challenges the class structure of British society with her education.

The second is from Darmawati (2018). *Analysis of Feminism in The Novel of Little Women by Louisa May Alcott*. This research used a qualitative descriptive method and the source of data taken from Little Women novel. As the result of the research, it describes that there are four types of feminism from the novel Little Women. The characters in the novel reflected in Liberal, Marxist, Existentialist, and Radical. However, Feminism is reflected by the struggle of the characters in survival, in placing these lives in the patriarchy, in being comfortable with themselves to do what

they feel comfortable for her, as well as their protest form to no longer be the object of violence for men.

The third is from Astuti, et.al (2018). *Gender Inequality towards Women in the Novel Genduk by Sundari Mardjuki: A Study of Feminism Literature Criticism*. The method type used is a qualitative approach, namely research that does not carry out calculations. The result of the research is we can find the forms of injustice that exist in the novel Genduk, namely: marginalization, the problem of Yung being expelled from a large family and not getting an inheritance from his father. Subordination, when the degree of Genduk is lowered by Kaduk by holding the body without willingness. Yung's stereotype is that when he has to listen to people's words, his husband never comes home and there is no news. Sexual violence, namely when Genduk met Kaduk in Tuksari, then Kaduk squeezed her breasts hard. Workload, when Yung has to work at home and earn a living. The cause of gender inequality in Genduk's character who experienced injustice from Kaduk holding or harassing Genduk. Meanwhile, Yung's character caused the injustice, namely from his father, because he was marginalized by not getting the inheritance of tobacco fields, nor gold gems, and Yung left only carrying a bundle containing a few pieces of clothing.

The fourth is from Kurniawati. (2020). *Representation Of Feminism in Main Characters Movie "Maleficent Mistress of Evil" And "Frozen 2"*. In this study uses feminist theories and concepts of femininity as a

reference. The primary data collection was completed using observation and secondary data was taken from the study of literature and documentation.

Observations were accomplished by watching *Maleficent 2*, and *Frozen 2* films. The result of analysis showed that the transition in the representation of femininity in *Maleficent 2*, and *Frozen 2* films indicates equalities and emphasizes the rebellious side of women.

The fifth is from Rahmayanti, et.al (2021). *Gender Discrimination in the Novel Perempuan Terpasung by Hani Naqshabandi*. In this study describe the type of research is qualitative research and uses content analysis techniques.

The forms of discrimination experienced by female characters were seen in aspects of marginalization, subordination, stereotypes, and violence. The result of the research is described the most dominant form experienced by female characters in the novel *Perempuan Terpasung* is discrimination in the form of stereotypes, namely the assumption that the main task of women is to serve their husbands, their duties and functions are only to carry out work related to domestic or household work.

The last is from Nurfajriani, N. (2021). *Auggie's Motivation Facing Discrimination in Wonder Novel by R.J Palacio*. In this study in analyzing the data, this research used a qualitative research method through a psychology approach. This research found that the novel *Wonder* by R.J Palacio contained 13 data indicating that the character experienced discrimination there were 6 data direct discrimination and 7 data indirect

discrimination, and 25 data indicating the Hierarchy of human needs. This data is divided into 5 types of needs. The first need was physiological needs with 4 data, the second is safety needs with 4 data, love and belonging needs with 6 data, esteem needs with 7 data, and self-actualization needs with 5 data.

Based on the previous studies, the researcher will analyze “Feminism Towards Main Characters in *Lilac Girls* by Martha Hall Kelly”, feminism combines the position that society prioritizes the viewpoint of men and women are treated unfairly in that society. Efforts to change this include fighting gender stereotypes and seeking to build equal educational and professional opportunities for men. Feminists also seek to ensure access to legal abortion and social integration, and to protect women from rape, sexual harassment, and domestic violence. The difference between the research above and this research is, the researcher using *Lilac Girls* as the object of this research. The researcher will use feminism approach by Allison M. Jaggar and Sarah Gamble.

## **B. Theory**

### **1. History of Feminism**

Patriarchy is the main cause of the birth of feminism in women's thoughts. Patriarchy is defined as a straight vertical line where the end of the line is occupied by the masculine or male gender. Therefore, everything must get permission from the men in power first.

Tong (2009: 290) states three waves of feminism. According to Tong, the first wave began in the 1800s, and was the basis for subsequent women's movements. In this phase, women are busy as activists of the women's movement. The second wave developed in the 1960s, which was marked by the search for representation of the image of women and the position of women by feminists. It was at this time that the theory of women's equality began to grow. The third wave is suspected to be collaborating the theory of women's equality with contemporary thought, which later gave birth to various feminist theories.

a. First Wave Feminism

Sanders (2006:15) states modern feminism begins with Mary Wollstonecraft's *Vindication of the Rights of Woman* (1792) though the extent to which the book was initially ignored and its author vilified is often forgotten. Its argument, too, tends to be less memorable than the colorful details of Wollstonecraft's life and her personal significance as an icon of the women's movement. Everyone recalls her anguished search for love and economic survival, her unsuccessful liaison with Gilbert Imlay, her suicide attempts, marriage (against their principles) with William Godwin, and protracted death after a botched childbirth in 1797; fewer, perhaps, remember what Wollstonecraft actually said about the difficulties women faced in late eighteenth-century society. Yet the connection between her life and Wollstonecraft writing is vital, as it was to be for most of the women

whose contribution to the development of feminism is discussed in this section. Nineteenth-century feminism evolved very much as a response to the specific difficulties individual women encountered in their lives: hence the emergence of 'key personalities', and a series of campaigns to achieve clearly defined ends. By the end of the century, major reforms had been accomplished, but the terms 'feminist' and 'feminism' had only just begun to be used. This seems emblematic of the discontinuous, sometimes hesitant and inconsistent pattern that campaigner for women's rights established in the period under review.

Wollstonecraft's writings are seen as a milestone in the modern feminist movement. Wollstonecraft called for the development of a rational side in women and demanded that girls be able to study in government schools on an equal basis with boys. The struggle of Wollstonecraft was continued by the couple Harriet and John Stuart Mill. They fight for the expansion of job opportunities for women and women's legal rights in marriage and divorce. In the UK, the increasing number of working women demands the provision of schools that can prepare women for the professional workforce. Although the available job opportunities are generally in the domestic sector, this has encouraged the widespread need for education for women. In turn, more and more women are involved in education which sparked the idea that women have the right to vote. Walters (2005:1) this issue peaked in 1895 when the word feminist was used

for the first time in the Athenaeum. Suffrage for women was achieved in 1918.

In general, the 1850s saw a resurgence of feminist activity, and was the most important decade of the 19th century for Victorian women. Meanwhile, Gamble (2006:27) states that the growing number of single middle-class women who are looking for economic independence as an alternative to marriage raises attention to their limited job options. In the following decades, there began to be the formation of important legislative bodies and social change took place, partly through personal networks, and partly through the explosion of individual crises and the discovery of individual needs.

b. Second Wave Feminism

Thornham (2006:25-26) states the divergent views in the early 1970s signaled the complex origins of second wave feminism and its internal divisions. Following the impact of *The Feminine Mystique*, Betty Friedan herself founded NOW in 1966. It seeks 'to bring women into full participation in mainstream American society today, assuming all the privileges and responsibilities thereof in truly equal partnerships with men'. Thornham (2006:75) also states the second wave feminism is considered as the most compacting feminism in feminist understanding and movement.

Genz and Brabon (2009:48) states this understanding believes that power patriarchy works on institutions personal such as marriage,

parenting children, and sexual life. According to this flow, women have been forced by the patriarchy to be apolitical, to relent, and weak. They are against contests beauty because consider these contests as a means of to force a woman with beauty standards that undermine position woman.

According to the second wave of feminists, Conscious Raising (enlightenment of the oppressed condition of women by patriarchy) is the best alternative to awaken women from their captivity. Meanwhile, Kate Millett and Firestone have a more radical opinion. Engaged in literature, Kate Millett develops literary, film, and cultural studies to fight structured oppression through ideological control. Meanwhile Firestone follows Marxist teachings and invites women to control the reproductive organs

Gamble (2006:35) states in 1970 Juliet Mitchel said, at Ruskin University feminists felt they had one goal and agreed on feminism, namely "Women's Liberation". There were four goals formulated in the meeting, namely: equal pay, equal education and employment opportunities, twenty-four hours child care, as well as free contraception and abortion as required.

In England, Juliet Mitchel agrees that women's oppression is primarily carried out ideologically in *Psychology of Femininity* internalized by women through structured ideological feeding, this psychology of femininity then manifested in sexual behavior that



private and family service (Thornham, 2006). However, unlike Firestone, Mitchel argues that Women's Liberation lies in mastering control over production, reproduction, sexuality, and children's education (Tong, 2009).

Many people think that "Women's Liberation" only prioritizes white women and fails to cover issues of class and race (Zaslow, 2009:28). Although, Thompson (2010:39-49) argues that feminism from the beginning has always been influenced by issues regarding women in Latin America and Asia. Meanwhile, lesbians accuse second wave feminism of prioritizing heterosexuals and putting aside lesbianism (Thornham, 2006:75).

The position of lesbian women in the 1970s became one that was also fought for. Like black women, lesbian women have also been active in the radical feminist movement since its inception. Radical feminists suspect that there are pathological (abnormal) aspects of the lesbian label in the sexual policy of all women. In *The Woman Identified Woman* (1970), the lesbian radical group stated that a lesbian is a form of women's anger that peaks to the point of explosion.

In general, second wave feminist theories are considered half utopian predictions (Bammer, 1991:138). Despite the sense of solidarity that was built between the second wave of feminists, there were always differences between women of various classes, races and

ethnicities. because feminism is rooted in many different issues and therefore has a diverse history and development.

The reality of differences has pushed the development of feminism in different directions. The second wave of feminism is considered to have ended in 1975 and in the late 1980s, feminism developed divergently towards the third wave of feminism and coincided with the birth of the controversial postfeminism.

c. Postfeminism

Gamble (2006:48) states postfeminism is a term that is very much in vogue these days. In the context of popular culture, the Spice Girls, Madonna and the Girlie Show: women dressing like bimbos (attractive, sexualized, naive, and unintelligent woman), yet claiming male privileges and attitudes. Meanwhile, those who wish to maintain an allegiance to more traditional forms of feminism circle around the neologism warily, unable to decide whether it represents a con trick engineered by the media or a valid movement. In books such as *Tania Modleski's Feminism Without Women: Culture and Criticism in a 'Postfeminist' Age (1991)* and *Imelda Whelehan's Feminist Thought: From the Second Wave to 'Post-feminism' (1995)* the term is barricaded between inverted commas, thus keeping both author and reader at a properly skeptical distance.

Various criticisms of universalism in second wave feminism led to the redefinition of various concepts in feminism in the late 1980s.

Brooks (1997:8) states that there are at least three things that encourage the rearticulation of feminism concepts. First, from within feminism itself is starting to see that their concept is racist and ethnocentric which only represents middle class white women and marginalizes women from other ethnic groups and classes. Second, feminist the second wave is considered not enough to voice the issue of sexual difference. Meanwhile, outside of feminism, theories of postmodernism, poststructuralism and postcolonialism have developed which then intersect with the development of feminism.

Faludi (1992:70) states the term postfeminism appeared earlier in an article in 1920. This term was used to express pro-women but not men, which celebrated the success of the first wave of feminism in gaining suffrage.

The term postfeminism re-emerged in the 1980s with very diverse meanings. Brooks (1997:2) summarize the four definitions of postfeminism. First, postfeminism as a meeting point between feminism and postmodernism, poststructuralism, and postcolonialism, which means that postfeminism is a more critical study of feminism.

In the third wave, the term postfeminism originated in the media in the early 1980s, and has always tended to be used in this context as a sign of freedom from the ideological shackles of the feminist movement which is outdated and has no hope. In the ninth edition of *The Concise Oxford Dictionary* (1998), postfeminism is defined as

something related to ideas, which ignore or reject the ideas of feminism in the 1960s and subsequent decades. However, in general, those who are often labeled as postfeminist by the media do not consider themselves to be part of the anti-feminist movement in any form.

The changes in feminism over time and the plurality of feminism after the 1970s are not a weakness. Changes in the goals of feminism are evidence that feminism can adapt to the changing needs of women in accordance with the demands of the times faced by women. Meanwhile, pluralism in post-second wave feminism is nothing new for feminism. Tong (2009:1-9) states that feminism is a movement that has multiple roots. The various schools that have emerged in feminism, both in the second and third wave feminism are the development of the differences that feminism has had since its inception. They thrive when they get the right context in which women define the differences between them. These differences enrich feminism and encourage feminism to continue to thrive.

In the 1960s feminists tried to see patriarchal discourses that appeared aggressive towards women or did not include women's problems in it. From there then, in the development of feminist theory, the next general characteristics are efforts to include, Tong (2019: 150) states (1). Women and femininity become objects of extensive theory and research, (2). Women and femininity which have long been neglected in theory traditional are now conceptualized as equivalent to studies such as socio-economic

studies, (3). The patriarchal discourse itself has received sharp criticism, and at the same time as a ladder, (4). its role, and efforts to frame feminist discourse theory ontologically, epistemologically and politically, (5). Feminist theory wants to see a patriarchal discourse approach through its linkage to women's problems, as well as to broader "public" or "public" issues, (6). The dichotomous either/or discourse that has been frequently used must be rejected or must be adjustments made.

Bashin (1996:3) states that Patriarchy is a system of male domination and superiority, a system of control on women, in which women are controlled. In patriarchy the ideology sticks those men are higher class than women, that women are part of men's property.

In general, feminism define where the woman place is under the man. Fakihi (1997:99) states feminism emerged as an effort to resist the various efforts above of men control. Supposition that women have been oppressed and exploited show that feminism is the only way to end the persecution and exploitation. One of the reasons that support this case is the fact that feminism is not only fighting for gender issues, but also humanity issues.

## **2. Types of Feminism**

There is certain type of feminism, Tong (2009:14) states feminist thought is old enough to have a history complete with a set of labels: liberal, radical, Marxist/socialist, psychoanalytic, existential, postmodern, and ecofeminist. To be sure, this list of labels is incomplete and highly

contestable. Indeed, it may ultimately prove to be entirely unreflective of feminism's intellectual and political commitments to woman.

a. Liberal feminism

Jaggar in her writing entitled *On Sexual Equality* (1994:13-39) states that liberals define rationality into various aspects including morality and wisdom. If reasoning is translated as an ability to choose the best way to achieve the desired goal, then self-fulfillment is present.

Liberal feminists strongly support industrialization and modernization which they consider as a way to improve the position of women because they are based on liberal capitalism which requires equal rights for men and women in various fields including employment, political participation, and education (Mahfud, D. 2015: 104). So, a woman must obtain freedom and equality of treatment with men to advance her existence.

Gatlin (1987:121) explains the correlation between liberal feminism and its transformation into radical feminism. He defines liberal feminists as potential liberals. However, many liberals are not aware of this and deny that the liberalism they support is a political ideology like any other. They are often unaware that liberal values of individual rights and equality of opportunity actually contradict their

feminist recognition that women are a sex class whose conditions are generally determined socially and not individually.

b. Radical Feminism

Arivia (2003:100-102) states the core of the radical feminist movement is the issue of women's oppression. They suspect that the oppression is caused by the separation between the private sphere and the public sphere, which means that the private sphere is valued lower than the public sphere, where this condition allows patriarchy to flourish.

In the concept of radical feminism, the body and sexuality hold a very important essence. This is related to the understanding that oppression begins through the domination of women's sexuality in the private sphere. Radical feminists shout the slogan that “the private is political”, which means that oppression in the private sphere is oppression in the public sphere.

c. Marxist/Socialist Feminism

Tong (2009:97) states although it is possible to distinguish between Marxist and socialist feminist thought, it is quite difficult to do so. Over the years, the differences between these two of thought are more a matter of emphasis than of substance. Classical Marxist feminists work within the conceptual terrain laid out by Marx, Engels, Lenin, and other nineteenth-century thinkers. They regard classism rather than sexism as the fundamental cause of women's oppression.

In contrast, socialist feminists are not certain that classism is women's worst or only enemy. Marxists reject the liberal conception of human nature, claiming instead that what makes us different from other animals is our ability to produce our means of subsistence.

Like Marxists in general, Marxist and socialist feminists claim that social existence determines consciousness. For them, the observation that "women's work is never done" is more than an aphorism; it is a description of the nature of woman's work. Always on call, women form a conception of themselves they would not have if their roles in the family and the workplace did not keep them socially and economically subordinate to men. Thus, Marxist and socialist feminists believe we need to analyze the links between women's work status and women's self-image in order to understand the unique character of women's oppression (Mithcel, 1971:100-101).

d. Psychoanalytic Feminism

Freud a feminist (1968: 37) states women's oppression as rooted within psychic structures and reinforced by the continual repetition or reiteration of relational dynamics formed in infancy and childhood. Because of these deeply engrained patterns, psychoanalytic feminists wanted to alter the experiences of early childhood and family relations, as well as linguistic patterns, that produce and reinforce masculinity and femininity. Critical of Freudian and neo-Freudian notions of women as biologically, psychically, and morally inferior to



men, psychoanalytic feminists addressed political and social factors affecting the development of male and female subjects. Like radical feminists, they saw as key issues sexual difference and women's otherness in relation to men. Bernstein (1981) states Freud's theories about psychosexual development disturbed his late-nineteenth-century Viennese contemporaries not so much because he addressed traditionally taboo topics (homosexuality, sadism, masochism, and oral and anal sex), but because he theorized that all sexual "aberrations," "variations," and "perversions" are simply stages in the development of normal human sexuality.

As it so happens, several early twentieth-century psychoanalysts, including Alfred Adler, Karen Horney, and Clara Thompson, largely agreed with the points made by feminist critics of Freud. Like Friedan, Firestone, and Millett, they believed that women's (and men's) gender identity, gender behavior, and sexual orientation are not the result of biological facts. Rather, these facets of a human being are the product of social values.

Tong (2009:148) states Horney, and Thompson did not refer to themselves as psychoanalytic feminists, their work is quite feminist in spirit and content. They helped reinterpret Freud's work to demonstrate that women's lack of a penis is important only because patriarchal society privileges men over women. Psychoanalytic and gender feminists believe "women's way of acting is rooted deep in

women's psyche." For the psychoanalytic feminist, the ideal "human person is a blend of positive feminine and positive masculine traits."

e. Existential Feminism

Beauvoir (1989:38-52) states that in existentialism feminism based on women begins with the reproductive burden borne by the female body. Where there are various differences between women and men, so that women become an image of themselves and then become "others" because they are creatures that should be under the protection of men, part of the protection of men because they were created from men. Thus, women are defined from the point of view of men, so that men are subjects and women are objects or "the other". Previous theory is a theory of Sartre (2003:71-76) states that there are three kinds of existence or presence, namely *ens etre soi* (in him), *etre pour soi* (there is for him) and *être pour les autres* (exists for someone else).

f. Postmodern Feminism

Similar to existentialism theory, in postmodern feminism women are also considered as "other". A woman is alienated because of her way of thinking, her way of being, and women's language which hinders the creation of openness, plurality, diversification and difference. By looking at language as a system, postmodern feminists try to reveal the alienation of women in sexuality, psychology and literature (Arivia, 2003:128).

What we have in Postmodern Feminism is a wide variety of views from a wider source of thought or thoughts. It might be hard to pinpoint just where a researcher is coming from when reading a text by someone influenced by these theories. Tong (1998:193) states postmodern feminists invite each woman who reflects on their writings to become the kind of feminist she wants to be. There is no single formula for being a good feminist. It is interesting how the author brings up the issue of feminist theory versus the feminist practice, even though the context is pitting one versus the other, noting that the authors are good in theory, and mentioning little of the practice of feminism.

g. Ecofeminism

Daly (1978:8) reminds women to be wary of men's methods of mystification. He classified this mystification into four ways, namely erasure, reversal, false polarization and divide and conquer. The method of erasure can be seen from the fact that there are murders of millions of women who are suspected of being sorcerers in patriarchal knowledge. The method of reversal is reflected in patriarchal myths, such as Adam-Eve, Zeus-Athens. The wrong method of polarization is implicated in feminism according to the definition of man as opposed to sexism according to the definition of man in patriarchal media. Meanwhile, the method of dividing and

conquering is implemented in the form of lowly women who are trained to "kill" feminists in a patriarchal profession.

Furthermore, Daly emphasized that masculine culture brings degradation to humanity, in the understanding that the patriarchal system that glorifies power, is exploratory, destructive and overpowering. If the patriarchal system is contrasted with a gentle, together and loving matriarchal system, then nature will be maintained and sustainable in the matriarchal system.

### **3. Feminism Theory**

The approach of feminism in literary studies is often known as the critique of feminist literature. Feminism is also an awareness of oppression and extortion of women in society, both in the workplace and in the household. Feminism appeared since women are being assumed as lower class than men and one form of feminism is Liberal feminism. Liberal feminism is form of feminism though that is known widely.

Jaggar (1994:95) described liberal feminism as theory and work that concentrates more on issues such as equality in the workplace, in education, and in political rights. Liberal feminism also focuses on how private life impedes or enhances public equality. Therefore, the researcher will elaborate and uses the liberal feminism theory by Alison M. Jaggar to implement in this research to get women equality as follow:

- a. Women have the same natural rights as men,
- b. Women have massive impact to develop in educational equality,

- c. Either women or men could gain professional equality for better life,
- d. Both of women and men hold Ownership right goals, and
- e. Women are defined such a rational creature to take a control as men do.

Gamble (2004:34) states feminism is a theory on understanding the nature of gender inequality to analyze inequality as follow:

- a. Discrimination, the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of gender, race, age, or sex.
- b. Objectification, the act of treating a person, or sometimes an animal, as an object or a thing.
- c. Sexual objectification, the act when a body, body parts, or sexual functions are isolated, whole and complex being and treated as objects simply to be looked at, coveted, or touched.
- d. Oppression, the unjust or cruel exercise of authority or power.
- e. Patriarchy, an analytical concept referring to a system of political, social, and economic relations and institutions structured around the gender inequality of socially defined men and women, and
- f. Stereotyping, is a fixed, over generalized belief about a particular group or class of people.

#### **4. Literature**

A simple explanation of the meaning of literature is expressed by Bressler (1994:7) states literature as a work of imaginative or creative

writings. Literature as an imaginative work or creative writing, express emotions or feelings, analyze and express opinions.

Klarer (2004:14) states that “Literature is referred to as the entirety of written expression with the restriction that not every written document can be categorized as literature in the more exact sense of the word”. The definitions, therefore, usually includes additional adjectives such as “aesthetic” or “artistic”. Literature is a creation of humankind that has aesthetics and artistic sides. In the past, the form of literature was usually conveyed orally, such as Epic stories. In the further progress, literature was made in written form and then it was visualized as in drama. Later, Epic stories, written literature and drama are known as genre of literature. Klarer (2004:9-43) explains the parts of three major literary genres; these are fiction that consists of novel and short story, drama that consists of comedy and tragedy, and poetry that consists of narrative poetry and lyric poetry. These three genres of literature are applicable until now.

Based on the description above even when the researcher knows perfectly well what a novel is, we may have problems in defining it. Indeed, it may well be that definitions are more of a hindrance than a help; they limit unnecessarily what can be accommodated under a handy general label.

a. Novel

Novel is the most popular kind of literature, in several senses of the word 'popular'. It is the kind of literature most generally bought and read; it is easily and cheaply available in paperback. Novelists

have traditionally set out to arouse the interest of their readers, and to stimulate the novel in all sorts of ways.

Milligan (1985:8-15) states the word 'novella' (an Italian word meaning 'new little thing'), from which the English word 'novel' is derived, is associated with one of the founders of the kind of writing which developed into the modern novel. There are so many novels, and they are so varied in subject, style and achievement. novels bear witness to the curiosity of mankind about itself, novel show us how researchers see men and women in their societies, and novel often demonstrate men and women coming to terms with society in the process of growing up, of learning, of making crucial judgements, of taking decisions, either carrying out actions themselves or reacting to the thoughts, the emotions, the behavior of others. And behind all this analysis and action, this dialogue and description, this creation which reaches into realism or the infinities of imagination, or mingles these extremes, there is, almost inevitably, the human desire to tell a story, a story about people.

Milligan (1985:8) states the European novel, the English novel, the American novel have different nuances, but their general achievement has been the creation of a world, a fictional world where fact and fancy have intermingled, a populous world in which we find the living characters the novelists have created: men and women who have a vibrant, reverberating life, who have compelled the attention,

evoked the sympathy, deserved the repulsion, stimulated the thoughts of readers over centuries in many cases.

b. Synopsis of the Novel

The synopsis in *Lilac Girl* by Martha Hall Kelly (2016). In the late 1950s, Caroline returns to New York and establishes the Ravensbrück Rabbits Committee to benefit the medical experiment survivors. The women were first nicknamed the Rabbits at Ravensbrück, where they were known not only for being test subjects but also for the way they would limp around the camp.

One of the Rabbits is Kasia Kuzmerick from Lublin. The story of how she became a Rabbit begins in 1939, when Kasia, 16, is living a quiet life in Poland, Halina and Adalbert, and her sister Zuzanna, who works as a doctor. But when the Nazis invade, Kasia's life is turned upside down.

One doctor who performs experiments on the Rabbits is Herta Oberheuser. Before coming to Ravensbrück, Herta lived in Düsseldorf. Herta wasn't able to find a job as a doctor due to the Nazi belief that women belong at home.

Kasia finally gets out, Kasia struggles to find peace in the wake of her trauma at Ravensbrück to little avail. Then, in 1958, she and Zuzanna have the chance to go to New York with the other Rabbits. Eventually, Caroline asks Kasia, who is back in Lublin, for help.



## **CHAPTER III**

### **METHODOLOGY**

#### **A. Type of the Research**

The method used in this research is descriptive qualitative by method describing data and analysis in literary feminism. Kothari (2004:247) states descriptive research includes surveys and fact finding inquires of different kinds. He also believes that the main characteristics of descriptive method is that the researcher has no control over the variables; the researcher only report what happened or what is happening. Lambert (2012:255) states the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

#### **B. Object of the Research**

The subject of the research is a novel entitled "*Lilac Girls*" by Martha Hall Kelly Originally published in 5 April, 2016 in United States by Ballantine Books, an imprint of Random House, a division of Penguin Random House LLC, New York. The novel itself is a World War II-era novel based on real people and events. The novel has 3 parts with 47 chapters, and 576 pages. Moreover, tells the intertwined stories of three women: Caroline Ferriday, a New York socialite who championed a group of concentration camp survivors known as the Rabbits; Kasia Kuzmerick, a Polish prisoner at the Ravensbrück concentration camp for women; and Herta Oberheuser, a Nazi doctor at Ravensbrück. This acclaim debut novel

reveals a story of love, redemption, and terrible secrets that were hidden for decades.

### **C. Method of Collecting Data**

In order to collect valid data, the researcher follows the several steps in order to obtain valid data:

1. The researcher will read the novel "*Lilac Girls*" continuously.
2. The researcher will be noting and quoting and continues with highlights the content that related to the object of the research in the novel "*Lilac Girls*"
3. The researcher will be analyzed the data using feminism of literature theory and classify the data.
4. Provide a conclusion from the result after analyzing the data then provide the types of equality and inequality of feminism on the data.

### **D. Method of Analyzing Data**

In analyzing the data, the researcher uses feminism approach theory by Allison M. Jaggar who states that women have the same rights as men as follow; (1) Women have the same natural rights as men, (2) women have massive impact to develop in educational equality, (3) women or men could gain professional equality, (4) women and men hold an ownership goal, and (5) women are also rational creature as a men, and Sarah Gamble who states feminism is a theory on understanding the nature of gender inequality to analyze gender inequality. Theme explored in feminism include, (1)

Discrimination, (2) Objectification, (3) Sexual objectification, (4) Oppression, (5), Patriarchy and (6) Stereotyping. The data will be explained through qualitative descriptive method.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

This chapter aimed to answer the question of the researcher. The researcher found the answer of the research question about equality and inequality towards the main characters in *Lilac Girls* novel by Martha Hall Kelly

##### 1. Equality and Inequality in *Lilac Girls* by Martha Hall Kelly

###### a. Equality

Equality was part of the feminist purpose as a whole and more specifically of the liberal feminist tradition which focused on basic equality between men and women, and whose ultimate goal was equality of the sexes in all domains.

**Table 1. Women Had The Same Natural Rights As Men.**

No.	Pages	Equality Data
1.	10	<b>Data 1:</b> “Every day I see people help others. Americans inspired by Mrs. Roosevelt, who reaches her hand across the Atlantic to help French children. Americans like Miss Caroline Ferriday, who works every day to help French families here in America and keeps French orphans clothed.”

Data 1 explained as women had the same natural rights as men, Caroline Ferriday is fiercely independent woman. To Caroline, Hitler’s rise to power was something happening far away. It affected her job at the French Consulate but not her personal life, in line *Americans like Miss Caroline Ferriday, who works every day to*

*help French families here in America and keeps French orphans clothed.* In World War II era there were a lot of things going on, Paul in charity surrounded by donors used repetition to emphasis that Caroline could be an inspiration to society. Paul speech was a prove Caroline had the same natural as men.

**Table 2. Women Had To Develop In Educational Equality.**

No.	Pages	Equality Data
1.	84	<b>Data 2:</b> We'd had excellent first aid training in Girl Guides, but in the Gray Ranks, we continued educating ourselves and attended secret medical courses. The older girls fought alongside the boys or worked as nurses and seamstresses and managed orphanages. Some even helped free people from German prisons, blow up bridges, and steal German military plans.

Data 2 explained women had to develop in educational equality, after occupied by Germany, in line *We'd had excellent first aid training in Girl Guides, but in the Gray Ranks*, The Girl Guides (Szare Szeregi), they were wartime roles were predominantly domestic or caring for the sick. Gray Ranks was a codename for the underground paramilitary Polish Scouting Association (Związek Harcerstwa Polskiego) *we continued educating ourselves and attended secret medical courses. The older girls fought alongside the boys or worked as nurses and seamstresses and managed orphanages. Some even helped free people from German prisons, blow up bridges, and steal German military plans.* Kasia had joined Girl Guides and Scouts for the boys, after German invaded and deemed the organizations as criminal they clandestinely and become

known as Szare Szeregi (Gray Ranks) and continuously educating herself with the boys, while the older girl fought the Germany alongside with the boys or worked as nurses and seamstresses and managed orphanages. During the war Kasia took a part by educating herself and taking medical courses to support the paramilitary this could be considered as women have to develop in educational equality.

**Table 3. Either Woman Or Men Could Gain Professional Job**

No.	Pages	Equality Data
1.	67	<b>Data 3:</b> “May I touch your eagle please, Fräulein?” a young boy asked. He stood at my train seat, posture good, arms by his side, rocking slightly as the train swayed. His mother stood behind him, two fingers to her lips, eyes wide, as if meeting the Führer. Yes, it was somewhat burdensome to represent the Bund Deutscher Mädels, but flatter as well, since great respect was shown to those of us in that uniform. As young people, we had such power.
2.	104	<b>Data 4:</b> “You are joining an elite group. You’ll work with some of the best doctors in Germany to accommodate the medical needs of the camp staff and their families and of the women who have been resettled here to do the Führer’s work, Dr. Gebhardt has several projects as well.”
3.	196	<b>Data 5:</b> “ <i>The War Merit Cross?</i> Mutti would have a nervous collapse if I brought that home – the silver cross on a ribbon of red and black. The award was created by the Führer <i>himself</i> . I would be among Hitler’s chosen few who’d received this honor. Adolf Eichmann and Albert Speer to name just two. Was it for my participation in the sulfa experiment?”

Data 3 defined as either woman or men could gain professional equality for better life, in line *Yes, it was somewhat burdensome to represent the Bund Deutscher Mädels, but flatter as well, since great respect was shown to those of us in that uniform. As young*

*people, we had such power.* Bund Deutscher Mädel was a paramilitary organization made by the Nazi for the girl in Germany the purposed for girls between seventeen and twenty-one in the Nazi's belief system and training them for roles in German society, activities that involved strenuous outdoor exercise and physical training. They were always taught German ideology culture and history, intended to prepare them for marriage, home life, and future career goals. Ideally girls should marry and had children when they were old enough, but job training and education were also important. So did the Hitler Youth for the boys. This was an obviousness that Dr. Herta could gain professional job.

Data 4 explained as either women or men could gain professional equality for better life, Herta noticed in The Journal of Medicine, need a doctor at a reeducation camp for women. In line *You are joining an elite group. You'll work with some of the best doctors in Germany* After being accepted Dr. Herta joined an elite group consisting of the best doctors in Germany who were on duty at the Ravensbruck. Despite Nazi's belief about a woman's rightful place being at home raising children had taken root and many patients requested a male physician, Dr. Herta could obtain professional job.

Data 5 explained as either women or men could gain professional equality for better life, after two years being a doctor at

the Ravensbruck, in line *The award was created by the Führer himself. I would be among Hitler's chosen few who'd received this honor. Adolf Eichmann and Albert Speer to name just two. Was it for my participation in the sulfa experiment?* Dr. Herta achieved *Kriegsverdienstkreuz* (The War Merit Cross). The award made by the Führer (Hitler) himself. She was among Hitler's chosen few who would received this honor like Adolf Eichmann one of the major organizers of the Holocaust and Albert Speer was a German architect who served as the Minister of Armaments and War Production in Nazi Germany during most of World War II. Herta obtained an award was an action that either men or women could gain professional job.

**Table 4. Women Were Defined Such A Rational Creature To Take A Control As Men Did.**

No.	Pages	Equality Data
1.	374	<b>Data 6:</b> Dr. Hitzig and I arrived in Poland that spring. It was a pleasure to travel with the doctor, for he was blessed with a razor-sharp mind and a gentle way of generally finds only in the Amish.... I took seat next Dr. Hitzig, as twenty-nine other doctors, Polish and Russian, followed. There were also two members of ZBoWid there, the society of Fighters for freedom and Democracy, an official Polish veteran's association, the authority Norman and I worked to ensure the Rabbits' rights.

Data 6 defined women were such a rational creature to take control as men do, Caroline after convincing Norman Cousins, a famed editor of *Saturday Review* Magazine, to help and support The Rabbits for the one who survived. In line *There were also two*



*members of ZBoWid there, the society of Fighters for freedom and Democracy, an official Polish veteran's association, the authority Norman and I worked to ensure the Rabbits' rights.* Caroline traveled to Poland with an American medical expert in orthopedic surgery to determine which of the Polish ladies were healthy enough to withstand a trip to United States for medical support, at that time Caroline had control as twenty-nine other doctors, Polish, Russian, the Society of Fighters for Freedom and Democracy, an official Polish veteran's association, the authority Norman to ensure the Rabbits rights. Caroline lead this movement could be categorized as women were defined such a rational creature to take a control as men did.

#### **b. Inequality**

Inequality referred to the phenomenon of unequal and/or unjust distribution of resources and opportunities among members of a given society. Feminism itself would seem that in particular, evaluates the role of the patriarchy, discrimination objectification and the rest in perpetuating dominance of a gender.

#### **Table 5. Stereotype**

Stereotyping, was a fixed, over generalized belief about a particular group or class of people.

<b>No.</b>	<b>Pages</b>	<b>Inequality Data</b>
1.	7	<b>Data 7:</b> His attire was the issue: green trousers, and worst of all, a black shirt. Only priest and fascists wore black shirts. And gangsters, of course

Data 7 showed the stereotype, the line *Only priest and fascists wore black shirts. And gangsters, of course.* Caroline said an unbalanced assessment of a group of people. The assessment occurred because of the tendency to generalize without differentiation. It could be categorized as stereotype because people were free to wear what they wore as long as they were comfortable.

#### **Table 6. Discrimination**

Discrimination was the unjust or prejudicial treatment of different categories of people or things.

<b>No.</b>	<b>Pages</b>	<b>Inequality Data</b>
1.	21	<b>Data 8:</b> “We need to” Pietrik began, but before we could move to the ground, across the field below. In an instant, we heard their guns firing... Some of the bullet hit the field and sent puffs of dust up... the refugees in the fields dropped their potatoes and scattered, but bullets found some as they ran. I ducked as the last two planes flew back over us, leaving the field below strewn with bodies of men and women and cows.
2	28	<b>Data 9:</b> Another Schutzstaffel man, skinny and shorter than the first, steeped in with canvas bread bag across his chest. Matka stood, fingers locked at her chest, as the skinny one went about the house opening drawers and stuffing whatever papers we had into his bag. My stomach hurt as I watched the skinny guard fling our cabinet doors and toss what little food we had into his bag.

Data 8 categorized as discrimination, in line *In an instant, we heard their guns firing... Some of the bullet hit the field and sent puffs of dust up...* Hitler had declared War to Poland on 1 September, the biplane/planes firing guns towards Kasia and her friends while heading back to home back from school, luckily none

of the bullets hit Kasia. As known International Humanitarian Law stipulates, the principle of discrimination stated, soldiers were legitimate targets of violence in war, whereas civilians were not and that civilian under the control of enemy forces must be treated humanely in all circumstances, without prejudice to discrimination.

Data 9 categorized as discrimination in line *My stomach hurt as I watched the skinny guard fling our cabinet doors and toss what little food we had into his bag*. Schutzstaffel (Political Soldier) took all the food Kasia's family had because the Nazi confiscated food, jobs, and property from Jews and non-German Poles. By took all the food resources it could be categorized as discrimination.

#### **Table 7. Oppression**

Oppression was discrimination that led to the unjust or cruel exercise of authority or power.

<b>No.</b>	<b>Pages</b>	<b>Inequality Data</b>
1.	<b>140</b>	<b>Data 10:</b> “ <i>Out, out!</i> ” the woman guards on the platform shouted. They poked and swatted us with their sticks and leather truncheons, it stings like you cannot believe. I’d never been struck with anything before, and that sting was terrible shock, but the dogs were the worst part, snapping and barking at us, close enough for me to feel their ward breath on my legs.
2.	<b>142</b>	<b>Data 11:</b> “ <i>Hurry, hurry!</i> ” she cried, as she stung my bottom with her crop. I came to a desk, and a woman sitting behind it in a striped dress took down my name. In German, she told me to empty my pockets, and she dumped the few possessions I had—a handkerchief, my watch, some aspirin, the last vestiges of normal life—into a yellow envelope and placed it with the others in a file box. Next, I was ordered to strip while a prisoner-guard watched “ <i>Move along!</i> ” she said once I was naked.
4.	<b>143-</b>	<b>Data 12:</b> When that was finished, they sent me on to

	<b>144</b>	the women doctor, who said, "On the table," and took a cold silver instrument, put in me, and opened me up, all without even toweling it off! She spread me out for all the world to see and jabbed her rubber-gloved fingers inside me and felt around... She acted with no regard for the fact that I was young and she was violating me in a way that could never be undone.
5.	<b>197</b>	<b>Data 13:</b> We had prepared objects to insert the wounds to simulate battlefield injuries. Rusty nails, wood and glass splinters, gravel, and mix of garden soil and bacterial culture of <i>Clostridium tetani</i> . Each patient would have a different infectant introduced into her wound.
6.	<b>213</b>	<b>Data 14:</b> When Gebhardt cracked open my cast and I saw my leg, it no longer looked like a human limb. It was swollen fat as log, covered in dark blue and greenish-black patches. Black sutures strained to hold the flesh together along the incision from anklebone to knee... I woke up in the ward, my leg wrapped tight in gauze, the incision feeling like a thousand knives cutting it... "Is it bad?" I asked. "It isn't good, Kasia. I think they've removed bone. And maybe muscle" ... "It must be some sort of experiment," Zuzanna said. "They give you tablets, but some of the others received nothing."
7.	<b>215</b>	<b>Data 15:</b> I froze there on the floor. Dr. Oberheuser curled her strong fingers around my upper arm and pulled. She dragged me out through the <i>Revier</i> front entrance as one pulls carpets out on cleaning day. Dr. Oberheuser tossed a wooden crutch out after me and left me there in the cold, the sharp slag that covered Beauty Road like glass jabbing my skin.
8	<b>375-376</b>	<b>Data 16:</b> "Mrs. Bakoski was operated on in 1942. She underwent three subsequent surgeries. All group one: Bacteria, wood, glass, and additional materials were introduced. An incision was made in the left lower extremity and blood vessels on both side of the wound tied off"
9.	<b>376</b>	<b>Data 17:</b> "In addition to severe deformity, which affects the entire skeletal system, patient suffers posttraumatic reaction of the brain, depression-"
10.	<b>387</b>	<b>Data 18:</b> "Tibia has been reduced by six centimeters, resulting in antalgic gait. network of neuromas developed around site; partial source of localized nerve pain Mrs. Bakoski suffers from"

Data 10 categorized as oppression, Kasia just a civilian in line *They (The Guards) poked and swatted us (The Rabbits including Kasia) with their sticks and leather truncheons, it stings like you cannot believe.* Kasia was detained by the Nazis on false criminal charges and the truth because Kasia was a Polish woman, and being prisoners for the Nazi in concentration camp at Ravensbrück by the train. The guards were violent by poked and swatted Kasia with a sticks and leather truncheons which was a proof of oppression.

Data 11 showed oppression, in line *she (the guard) told me to empty my pockets, and she dumped the few possessions, I (Kasia) had—a handkerchief, my watch, some aspirin, the last vestiges of normal life—into a yellow envelope and placed it with the others in a file box. Next, I was ordered to strip while a prisoner-guard watched “Move along!” she said once I was naked.*

The guard wanted everything that Kasia had from the top to the bottom and left her naked body in front of other guards in a big open room with low ceilings and a shower room off to one side. Kasia was confuse why the guards took everything they had meanwhile she wanted only a bed for sleep and something to end her terrible thirst.

Data 12 showed oppression, in line *“On the table,” and took a cold silver instrument, put in me, and opened me up, all without even toweling it off, She acted with no regard for the fact that I was*

*young and she was violating me in a way that could never be undone.* Kasia after getting shaved, without telling Kasia, a woman doctor violating Kasia private parts with a cold silver tool on a table without Kasia permission and as known Kasia was a young girl and this was should not be happened to a young people. The doctor action to Kasia could be categorized as oppression.

Data 13 categorized as oppression, in line *We had prepared objects to insert the wounds to simulate battlefield injuries. Each patient would have a different infectant introduced into her wound.*

The doctors including Dr. Herta herself prepared objects for the Rabbits (Nazi human experimentation) into the wounds. Rusty nails, wood, glass splinters, gravel and a mix of garden soil and bacterial culture of *Clostridium tetani* (tetanus/lockjaw). The doctors had planned the operation to experimenting sulfonamide to stimulate battlefield injuries to women prisoner at Ravensbrück concentration camp. The Doctors prepared experimentation to the Rabbits could be categorized as oppression.

Data 14 categorized as oppression, in line *It was swollen fat as log, covered in dark blue and greenish-black patches. Black sutures strained to hold the flesh together along the incision from anklebone to knee.* Kasia and her sister Zuzanna were on the list of ten prisoners who suffered the sulfonamide experiment, and she knew she would get operation after Kasia saw her friend wrestled

onto a wheeled cot and sleepy over at the stab of the needle. Kasia's leg was operated by the doctors they had removed bone and maybe muscle, in line Zuzanna said *"It isn't good, Kasia. I think they've removed bone. And maybe muscle"* Zuzanna was a doctor and Kasia's sister. The doctors from Ravensbrück concentration camp treated Kasia unfairly by treating her as a guinea pig not once but four times and these could be categorized as oppression.

Data 15 categorized as oppression, in line *I froze there on the floor. Dr. Oberheuser curled her strong fingers around my upper arm and pulled. She dragged me out through the Revier front entrance as one pulls carpets out on cleaning day.* One morning Kasia's friend complained about how tired they were of being there and a moment Dr. Oberheuser (Herta) telling them to get out, Kasia difficulty to stand but fell, she could handle the pain on her leg, in line *Dr. Oberheuser tossed a wooden crutch out after me and left me there in the cold, the sharp slag that covered Beauty Road like glass jabbing my skin.* Kasia dragged and a wooden crutch was thrown to Kasia and left her there in the *Revier* (district) front entrance. After being operated still Kasia treated unfairly by the doctor at Ravensbrück concentration camp it could be categorized as oppression.

Data 16 explained oppression, in line *"Mrs. Bakoski (Kasia) was operated on in 1942. She underwent three subsequent*

*surgeries.*” Years after Kasia (Mrs. Bakoski) survived at the Ravensbruck as the Rabbits, she was being examine for medical support, she underwent three surgeries to her leg, specifically bacteria, wood, glass, and additional materials that was done by the doctors at the Ravensbruck. It could be categorized as oppression.

Data 17 explained oppression, in line *“In addition to severe deformity, which affects the entire skeletal system, patient suffers posttraumatic reaction of the brain, depression-”* Kasia had a dislocated limb because the sulfa experiment by the doctors, in addition Kasia suffered depression, posttraumatic reactions of the brain, because she experienced traumatic incident while at the camp concentration in Ravensbrück as a guinea pig by the doctor to stimulate battlefield injuries. What Kasia had experienced could be categorized as oppression.

Data 18 showed oppression, *“Tibia has been reduced by six centimeters, resulting in antalgic gait. network of neuromas developed around site; partial source of localized nerve pain Mrs. Bakoski suffers from”*. Kasia (Mrs. Bakoski) flew to New York to get medical support, her tibia (long bones located in the lower leg) was reduced by six centimeters by the doctors which caused an incorrect gait. Benign tissue tumors developed in the area of Kasia's limb wound, which was the source of her pain. What Kasia had experienced could be categorized as oppression.



### Table 8. Sexual Objectification

The act when a body, body parts, or sexual functions were isolated, whole and complex being and treated as objects simply to be looked at, coveted, or touched.

No.	Pages	Inequality Data
1.	69	<b>Data 19:</b> Heinz moved next to me and lifted my skirt. I felt the familiar creep of his calloused fingers onto my thigh.

Data 19 showed sexual objectification, in line *I felt the familiar creep of his calloused fingers onto my thigh*. Herta's uncle who paid for Herta's medical education costs, the price Herta paid for her medical education was Herta uncle named Heinz treated Herta as a sexual object, one of them was lifted Herta skirt and touch her thigh without any consent. Heinz action could be categorized as sexual objectification.

### Table 9. Patriarchy

An analytical concept referring to a system of political, social, and economic relations and institutions structured around the gender inequality of socially defined men and women.

No.	Pages	Inequality Data
1.	34	<b>Data 20:</b> "Herta graduates soon from medical school," Father said. "On an accelerated track. She's interested in surgery." I excelled in the few surgery classes I was allowed to take, but being a woman, under national socialism, I was not allowed to specialize in surgery.
2.	68	<b>Data 21:</b> Once home, I tried to find my first job as a doctor, but even though I'd graduated second in my class, practices were reluctant to hire a woman doctor. It seemed the Party rhetoric about a woman's rightful place being at home raising children had taken root and many patients requested a male physician. Since, as a female university student, I'd been required to

		take needlework classes, I took in sewing work for extra money.
3.	105	<b>Data 22:</b> “This is a <i>work</i> camp, Doctor. No fancy salons, no coffee klatches. How will men feel about you eating in the officers’ canteen? One woman among so many men spells trouble.”
4.	161	<b>Data 23:</b> “Do it. You know I outranked you.” Why does woman’s voice so often not command the respect it deserves?

Data 20 showed patriarchy, in line *I excelled in the few surgery classes I was allowed to take, but being a woman*. Herta almost done with medical school in the year 1939, while Herta visited Treater-of-the-sick (Jewish doctor) for treating her father illness, her father talked to the doctor about Herta was excelled in school but there were classes that was not allowed for Herta to applied because being a woman in under national socialism she could not be a doctor who specialized in surgical procedures because of that it could be categorized as patriarchy.

Data 21 showed patriarchy, in line *Once home, I tried to find my first job as a doctor, but even though I’d graduated second in my class, practices (apothecary) were reluctant to hire a woman doctor*. Herta was required to take needlework case which mean sewing only for female. Nazi Party only permitted and encouraged woman to fill the roles of mother and wife, the medical facility unwilling to hire a woman doctor because the Party rhetoric about woman in Germany, as a female university student, and because of that it could be categorized as patriarchy.

Data 22 showed patriarchy, in line *“This is a work camp, Doctor. No fancy salons, no coffee klatches. How will men feel about you eating in the officers’ canteen? One woman among so many men spells trouble.”* Herta interviewed by the commandant at the Ravensbrück camp concentration for an application to become a doctor there, the commandant believed that Herta as the only female doctor among men was a problem, and one woman among so many men cause trouble which determined women could not do what men could do. The commandant prioritized men over woman and it was a patriarchy.

Data 23 showed patriarchy, in line *Why does woman’s voice so often not command the respect it deserves?* Less than an hour into the evening, there was a great bang was heard and vibration from it shook the ground came from the main camp, in such situations, Dr. Herta asked the *Aufseherein* (Guard) to open the main camp gate for Dr. Herta who achieved *The War Merit Cross* outranked the *Aufseherein* however, because Dr. Herta was a woman the order was not implemented directly by the guard. The gate was opened after more stalling. The guard behavior towards Herta could be categorized as patriarchy.

#### **Table 10. Objectification**

Objectification was the act of treating a person, or sometimes an animal, as an object or a thing.

No.	Pages	Inequality Data
1.	183	<b>Data 24:</b> I stepped up to one kapo. “Where are you taking her?” Janina and Regina watched it all, hugging each other to on one of the bottom bunks... “We are prisoners, not guinea pigs,” I said
2	189	<b>Data 25:</b> One day Anise, Zuzanna’s French friend whom she worked with at the booty piles, tossed a gift she’d organized from the SS kitchen through our high window. It all showered down around me on my bed. Two carrots and an apple. A square of cheese and a sugar cube... “That is for the Rabbits,” she said just plod enough for us to hear, She would go to the bunker for sure if she was caught.
3	367	<b>Data 26:</b> “Not well, as you can imagine. They hopped about the camp. That, in part, is why they were called the Rabbits. That and the fact that they served as the Nazis’ laboratory animals.”

Data 24 categorized as objectification, in line *“We are prisoners, not guinea pigs,” I said*. Kasia, Janina and Regina were three of the ten list prisoner that being called to *Revier* after arrived in the *Revier* Kasia and nine others prisoners pushed to a room, shaved, injected. Kasia asked to a kapo *where are you taking her?* While her friends wrestled onto a wheeled cot, and the kapo pushed her back treated like a guinea pig. It could be categorized as objectification.

Data 25 showed objectification, in line *tossed a gift she’d organized from the SS kitchen through our high window*. The Rabbits were in *Revier* for few months, a French friend tossed booty piles, it all showered down through the window. Two carrots and an apple, a square of cheese and a sugar cube. In line *“That is for the rabbit”* said the French friend and after that the name Rabbits stuck,

and everyone at the camp called them that. Experimental rabbits. It could be categorized as objectification.

Data 26 categorized objectification, in line “*Not well, as you can imagine. They hopped about the camp. That, in part, is why they were called the Rabbits*” Caroline described how the rabbits were as Nazi laboratory animals, she said they were jumping around like rabbits due to their feet being operated on and that was why they were called the rabbits in the camp. What Caroline described could be categorized as objectification.

## 2. Feminism Portrayed Towards Main Characters

In this part the researcher analyzed the type of feminism portrayed in *Lilac Girl* by Martha Hall Kelly. In answering the problem formulation, the researcher analyzed the development of the female character of *Lilac Girls* on idea of feminism. All the 17 data found contained feminism portrayed towards main characters.

The first part of the novel *Lilac Girls*, In **Equality, Data. 1, (Data 1)** Caroline Ferriday was fiercely independent. As a prominent New York City socialite, in Table 1. Data 1 Caroline attended the most elite parties and dines at the finest restaurants. To Caroline, Hitler's rose to power was something happening far away. It affected her job at the French consulate but not her personal life.

**Table 11. Feminism Portrayed**

No.	Pages	Feminism Portrayed
1.	214	<b>Data 2:</b> “I think we should write a secret letters home to our families”

Kasia Kuzmerick was a freethinking, resourceful woman. When the Nazis invade, Kasia channels her anger into working with the resistance. Later, at *Ravensbrück*, Kasia remained focused on devising a plan to outsmart the Nazis. Using a code written in urine, she wrote secret letters to her father. Herta Oberheuser was raised to believe that Germans are superior.

In **Equality Data. 3 (Data 3)**, Herta as a member of the League of German Girls, the female Nazi youth movement, Herta saw herself as a role model for the next generation. Yet Herta does not fully acknowledge that the party in which she aspires to be a leader was predicated on a culture of structural violence against women, even German women like herself.

In second part of the novel *Lilac Girls*, Caroline was transformed when the man she loved, Paul Rodierre, disappeared along with many other French political resisters. When Paul finally resurfaced, Caroline left behind New York City's petty elite circles in order to be with Paul in Paris.

In **Equality Data. 6 (Data 4)**, Caroline went from being a wealthy, sheltered do-gooder to an on-the-ground activist, committing herself to helping the female survivors of World War II, especially the *Ravensbrück* Rabbits. Kasia, years after her returned to home from *Ravensbrück*, Kasia carried with her a deep bitterness. She remained angry with herself for

getting caught by the *Schutzstaffel* and she believed she was responsible for the arrest of her family.

In **Inequality Data. 10-15 (Data 5-10)**, Kasia was burdened by her simultaneous convictions that the world was unjust but that somehow she should had been able to stop her family and herself from became the victims of injustice.

In the third part of the novel *Lilac Girls*,

**Table 12. Feminism Portrayed**

No.	Pages	Feminism Portrayed
1.	356	<b>Data 11:</b> It was an elaborate fundraiser that supported any number of charities, French and American, including my new Ravensbrück Rabbits Committee.

The women Caroline champions, including the Rabbits were brave resisters who had stood up to state oppression. Caroline, came to represented a kind of resistance within the United States resistance to the apathy or willful ignorance some Americans exhibited during and after the war. She demanded that Americans paid attention to the continuing struggles of the Ravensbrück Rabbits despited American resistance to become openly involved in the matters of countries on the other side of the Iron Curtain.

In **Inequality Data. 16-18 (Data 12-15)**, Kasia was damaged but resilient. For many years, she remained both emotionally and physically disabled by the abuse inflicted upon her. But eventually, and with the support of other resilient women, Kasia was operated to have her leg reconstructed and to reconstruct her attitude as well. She became more open to the possibility of change and began to feel free again.

**Table 13. Feminism Portrayed**

No.	Page	Feminism Portrayed
1.	329	<b>Data 16:</b> “How could you participate in the sulfonamide experiments in good conscience, Herta Oberheuser?” “Those prisoners were Polish women who were sentenced to death” “They were scheduled to die anyway. That research helped German soldiers. <i>My blood.</i> ”
2.	330	<b>Data 17:</b> “Miss Oberheuser, were you ever given any awards or medals?” “I received the War Merit Cross, if I remember correctly” “And for what reason did you receive that medal?” “I Don’t Know”

Herta Oberheuser, when she was hired as a doctor at *Ravensbrück*, Herta had the highest of hopes. She told herself stories for instance, that she would be one of Hitler's select few female doctors and becomes fixated on gaining the respect she believed she was due. In her testimony after her 139 trial days. She considered herself a progressive feminist contributed to the advancement of her country. In her delusion, Herta was slow to understand that she had played a leading role in destroying the dignity of women all around her. As the situation at *Ravensbrück* became even grimmer, Herta became increasingly dissociative. She ended up undermining her own expressed interest in empowering herself and others, which was the reason she went into medicine in the first place.

## B. Discussion

### 1. Equality and Inequality

The researcher found the data by using Jaggar and Gamble theory that is able to see elements of equality and inequality.



The researcher found 6 data of equality by using Allison M. Jaggar theory which were (a) Women had the same natural rights as men (b) Women had to develop in educational equality (c) Either woman or men could gain professional equality for better life (d) Women were defined such a rational creature to take a control as men do.

Women had the same natural rights as men, feminism was the belief in full social, economic, and political equality for women, being a feminist means believing that everyone should be treated equally. The equality of the sexes economically, socially, politically and personally should to be thought regardless of gender. The presentment of woman has the same natural rights as men in the novel showed 1 data.

Women had to develop in educational equality, feminism recognized that gender equality ensure that girls and boys, girls and boys not only gain access to and complete the educational cycle, but equally empowered in and through education. The presentment of women has to develop in educational equality in the novel showed 1 data.

Either woman or men could gain professional equality for better life, when women get professional work opportunities with men, the whole society benefits. It revealed that a diverse workplace was more productive workplace. This diversity includes gender diversity. This

success translated into feminism as a whole counteracting the patriarchy that existed in society. Equal education and employment also significantly reduced poverty levels, uplifting entire nations. The presentment of either woman or men could gain professional equality in the novel for better life showed 3 data.

Women was defined such a rational creature to take a control as men did, feminism was based on a belief in the rational capacity of women and the necessity of developing it, women were under-represented in decision-making positions in society. Equality was a top priority, not only because equality between men and women were itself an important development goal, but also because women's economic participation was a part of the growth and stability equation. The presentment of women was defined such a rational creature to take a control as men do in the novel showed 1 data.

The researcher found 20 data of inequality by using Sarah Gamble theory which was, (a) Stereotype (b) Discrimination (c) Oppression (d) Sexual Objectification (e) Patriarchy (f) Objectification. Women rights were human rights, these included the right to live free from violence and discrimination: to enjoy the highest attainable standard of physical and mental health.

Stereotype was deeply embedded in society, an unbalanced assessment of a group of people. Groups were often stereotyped based on gender, gender identity, race and ethnicity, nationality, and so on.

Judgment occurred because of the tendency to generalize without discrimination which was usually provocative. The presentment of stereotype in the novel showed 1 data.

Discrimination often occurs in a war, such as inappropriate treatment and violence against a group. International Humanitarian Law stipulates, the principle of discrimination stated that soldiers were legitimate targets of violence in war, whereas civilians were not, civilian under the control of enemy forces must be treated humanely in all circumstances. The presentment of discrimination in the novel showed 2 data.

Oppression caused and led by discrimination, referred to persistent cruel and unfair treatment or control. It was a situation where people were controlled or governed in an unfair and cruel way. Discrimination creates groups with different levels of power. When one group of people has power over another, it created opportunities for the powerful group to exploit and oppress the less powerful group. The presentment of oppression in the novel showed 9 data.

Sexual Objectification. It could be defined as the seeing and/or treating a person, usually a woman, as an object. In this entry, the focus was primarily on sexual objectification, objectification occurring in the sexual realm. The presentment of sexual objectification in the novel showed 1 data.

Objectification was treating someone like an object without considering their dignity. Someone objectified if they were treated: like a tool for other people's purposes. The presentment of objectification showed 3 data.

Patriarchy was considered as a social system that places men as the main power holders and dominates in political leadership roles, moral authority, social rights, and property control. The presentment of patriarchy showed 4 data.

## **2. Feminism Portrayed**

The researcher found 17 data of feminism portrayed towards main characters, the main character in the novel *Lilac Girls* explored both positive and negative roles played by women during and after World War II. Every part of the novel mutually sustainable, the story recognized the women who played leading roles as feminist and in aiding and advocating on behalf of the war's victims (the Rabbits) by serving as volunteers on the ground and having a direct impact on the lives of returning servicemen and prisoners. Women were no just passive observers who stayed at home while the men off to play active roles in the war.

The novel *Lilac Girls* described how the suffering women endured as prisoners and forced laborers at concentration camps, as the subject of inhumane medical experiments and forced sterilizations, and as mothers who were forced to give their children caused

psychological trauma that persisted for many women long after the war's end. Without adequate cultural recognition and understanding of their trauma and suffering, compared to that of their male counterparts, women faced challenges as they struggled to re-assimilate and adapt post-war.

Based on the data the researcher found that Caroline could be portrayed as equality and a feminist, Caroline was helping orphanage during the World War II, fighting the oppression and helped the victims of human experimentation. Kasia could be portrayed as inequality such as discrimination and oppression. Kasia was operated by the doctors at Ravensbrück without Kasia consent.

Feminism seemed to involve at least two groups of claims. One was normative and the other is descriptive. Normative claims concerned how women should (or should not) be seen and treated and use broad background conceptions of justice or moral positions: descriptive claims concerned how women are, in fact seen and treated according to the standards of justice or morality used in normative claims. Together normatively and descriptively gave reasons to work on changing circumstances: hence. Feminism was not only an intellectual movement but also a political movement. Feminism was too simple if it is only said to be an intellectual movement, while to realize all of this there must be intervention in the political field.

Through the liberal feminism approach, the researcher portrayed, namely:

1. (Normative) men and women had the right to equal rights and respect.
2. (Descriptive) women were currently disadvantaged in terms of rights and respect. Compared to men.

In this research, feminism was portrayed as a movement that believed that men and women should have the same rights and respect and that those who were denied such rights and duties were women. Admittedly, it is not "purely descriptive" to say that women are treated less favorably than men in terms of rights and respect. However, the main point here was simply, that this kind of problem concerns what happened, not what should have happened. Additionally, as the ellipsis above demonstrates, the descriptive aspect of a substantive feminist view would not be able to be expressed in a single claim and would require an explanation of specific social mechanisms that deprive women of their rights, such as respect and rights, whether as a result of issues or men's inherent propensity for violence. It was crucial to consider all presumptions and scenarios surrounding how women's rights were violated and they were forced to act disrespectfully, unfairly, and unequally. Taking "feminism" to encompass both normative and empirical commitments also helped to

understand some of the uses of the term "feminism" in recent popular discourse. In everyday conversation, it was not uncommon to find men and women who preface the comments they might make about women with the warning, "I am not a feminist, but.... Of course, this qualification might be (and has been) used for various purposes, but one persistent use seems to qualify with some claims that are difficult to distinguish from those commonly made by feminists. For example, "I am not a feminist but I believe that women should get equal pay for equal work" or "I am not a feminist but I am glad that women are able to do many of the jobs that men have always known to do"



**BOSOWA**

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher provided the conclusion of the research and suggestion for further research and references.

#### A. Conclusion

The novel *Lilac Girls* by Martha Hall Kelly showed feminism towards main character, equality and inequality portrayed. From the novel *Lilac Girls* Martha Hall Kelly, it could be concluded that feminism sought to liberate all women from all form's Equality and Inequality. According to Sugihastuti (2016:105), Modern narrative literature known as a novel first appeared in the middle of the 18th century. Novels are longer and more sophisticated works of prose than short tales that reflect something about the value or quality of the human experience. Its difficulties are derived by human life patterns that existed in an exotic and fantastical period and place.

Based on the data, the feminism process could be seen that Inequality was more dominant with 20 data acquired which was divided into, discrimination, objectification, oppression, patriarchy, stereotypes were indeed have often happened in the past, followed by Equality with 6 data acquired which was divided into, despite the fact that Inequality was dominant, it was undeniable that women can also move to fight for their rights to a free life in the era World War II.



Based on the data the feminism portrayed towards main characters in the novel *Lilac Girls* was 17 data. The argument by means of overcoming was that women could claimed equality or an equal position with men based on human rights or essential human morals. This was reflected in early history, that liberal feminism issued many arguments to claimed gender equality. Liberals define rationality into various aspects including morality and wisdom. If reasoning was translated as an ability to choose the best way to achieve the desired goal, then self-fulfillment was present. Liberal feminists strongly support industrialization and modernization which they consider as a way to improve the position of women because they are based on liberal feminism which requires equal rights for men and women in various fields including employment, political participation, and education. Moreover, there must be parity between men and women positioned; they must not overlap. despite that, the position of women based on the data above showed the position of women who are under men which must be upheld equally. Additionally, as the ellipsis above demonstrates, the descriptive aspect of a substantive feminist view would not be able to be expressed in a single claim and would require an explanation of specific social mechanisms that deprive women of their rights, such as respect and rights, whether as a result of issues or men's inherent propensity for violence. It was crucial to consider all presumptions and scenarios surrounding how women's rights were violated and they were forced to act disrespectfully, unfairly, and unequally.

## **B. Suggestion**

Knowledge is power, to be educated is a choice. The researcher hopes there is a great knowledge that can be seen in this research from the reader. It is suggested that the society should be more consent to equality, good equality ensures that services provided to society are fair and accessible to all without distinction, ensures that people are treated equally, that people receive the dignity and respect they deserve and that differences are common. The inequality often occurs now and then, the researcher suggested to fight all forms of oppression.

The researcher hopefully in this research to the for further researchers and the public, especially those who have the same problem and are interested in conducting research, it is suggested that this research can be used as a reference. Hopefully there will be further research on how to perfected and improved with different theory.

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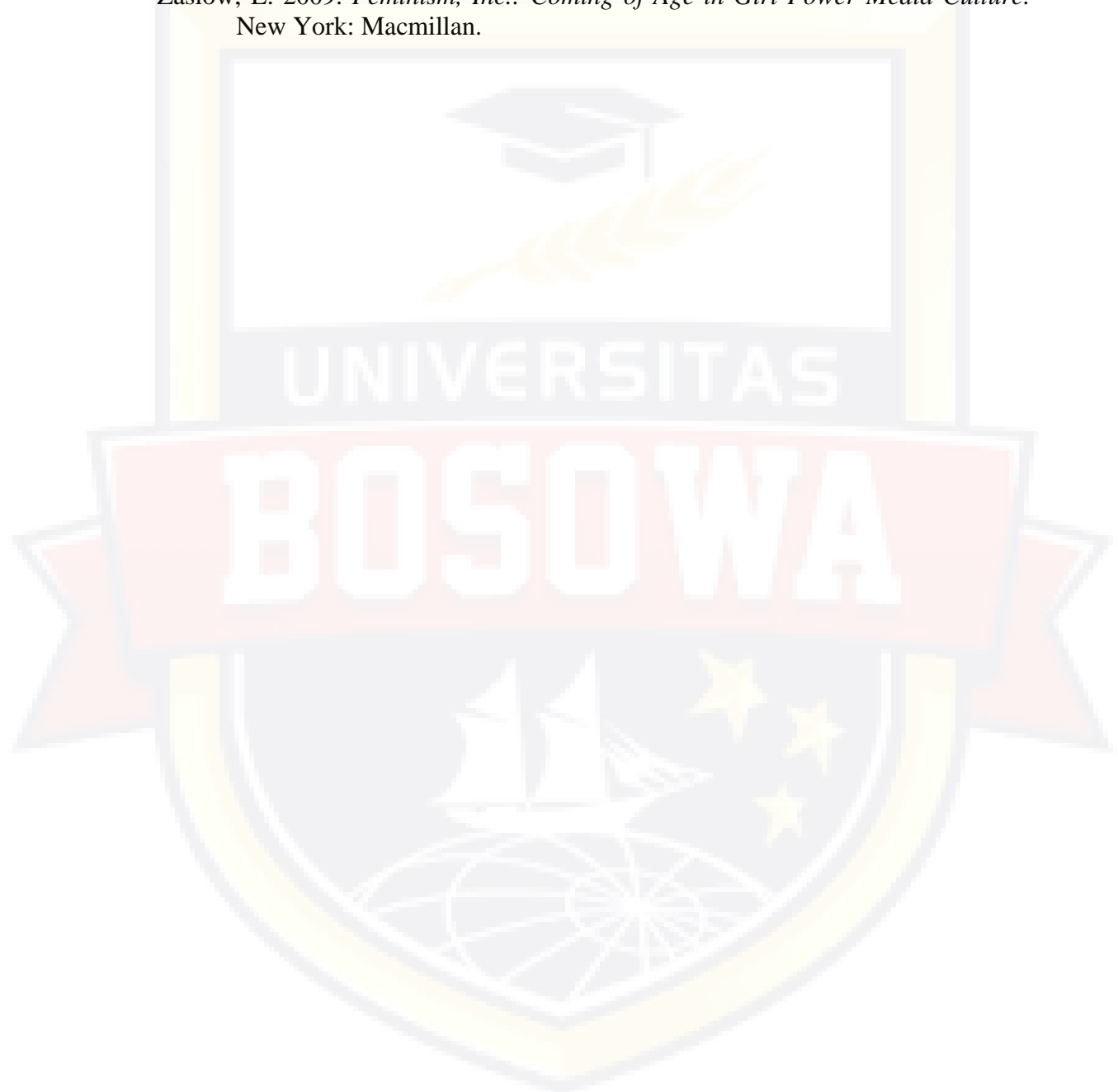
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**APPENDICES**

## APPENDIX I

### SYPNOSIS OF THE NOVEL

The synopsis in *Lilac Girl* by Martha Hall Kelly (2016). In the late 1950s, Caroline returns to New York and establishes the Ravensbrück Rabbits Committee to benefit the medical experiment survivors. The women were first nicknamed the Rabbits at Ravensbrück, where they were known not only for being test subjects but also for the way they would limp around the camp.

One of the Rabbits is Kasia Kuzmerick from Lublin. The story of how she became a Rabbit begins in 1939, when Kasia, 16, is living a quiet life in Poland, Halina and Adalbert, and her sister Zuzanna, who works as a doctor. But when the Nazis invade, Kasia's life is turned upside down.

One doctor who performs experiments on the Rabbits is Herta Oberheuser. Before coming to Ravensbrück, Herta lived in Düsseldorf. Herta wasn't able to find a job as a doctor due to the Nazi belief that women belong at home.

Kasia finally gets out, Kasia struggles to find peace in the wake of her trauma at Ravensbrück to little avail. Then, in 1958, she and Zuzanna have the chance to go to New York with the other Rabbits. Eventually, Caroline asks Kasia, who is back in Lublin, for help.



## APPENDIX II

### BIOGRAPHY OF THE AUTHOR



Martha Hall Kelly is a native New Englander, and author of *Lilac Girls*, which was an instant New York Times bestseller the week it was published in April 2016. This beautiful debut novel is based on the true story of 72 Polish women who were imprisoned and experimented on at Ravensbruck Concentration Camp, and how Caroline Ferriday, an American philanthropist and former actress brought them to the US for rehabilitation and the trip of a lifetime. Martha researched the story for over ten years; Publishers Weekly lauded it as "a page-turner, demonstrating the tests and triumphs civilians faced during war, complemented by Kelly's vivid description of history and excellent characters."

Martha worked as an advertising copywriter for many years, and raised three wonderful children while researching and writing *Lilac Girls*. She has been hard at work on two prequels to *Lilac Girls*. The first, *The Last Roses*, takes place in WWI and tells the story of Caroline's mother Eliza's fight to help Russian refugees displaced by the revolution there. The second prequel, *Sunflower Sisters*, released

in March 2021, takes place during The Civil War and tells the story of Caroline's ancestors, the incredibly philanthropic Woolsey women, staunch abolitionists who tended to wounded soldiers on the Gettysburg battlefield.

Martha holds a degree in Journalism from the Newhouse School at Syracuse University and a Master's degree in Journalism from Northwestern University's Medill School. She lives in Connecticut and Martha's Vineyard.

Lilac Girls has been published in 20 languages, and the Bellamy-Ferriday house, former residence of the novel's Caroline Ferriday, is breaking records as Lilac Girls readers flock to the destination by the busload.



### APPENDIX III

#### AUTOBIOGRAPHY OF THE RESEARCHER



Muhammad Jumadil was born on 12 September 1997 in Sungguminasa. His forename is Adil. He studied at BP2IP Barombong but did not complete the study and continue home schooling for two years. He studied for two years at STIE Tri Dharma Nusantara but did not complete his study, and continue enrolled at Bosowa University in English Language and Literature department. His father's name is Muhammad Syahrir and he was a BUMD worker in PDAM until he passed away in 2016. His mother name was Aisyah Ngurawan and she is a housewife. He is the fourth child of six siblings.

He had a few experienced in student executive board and student activity units. He was a young member in 2017 and became an important member in Linguistics Dept in 2018. He was a member in a choir in 2017 until 2019. He was promoted as the secretary of the Student Executive Board of Letters Faculty in the period 2019-2020. He was promoted as the head of public relation after the choir became student activity units in 2019. He joined as a Singer at the theater called Sastra Bulang Macorayya 3 and Sastra Bulang Macorayya 4 as The Main Actor of the theater and Sastra Bulang Macorayya 5 as Head of the Production and will continue become a couch in the following years. His belief is to put rational after inner voice.