

LANGUAGE, MEMORY, AND HISTORICAL RECONSTRUCTION IN MAARTEN HIDSKES' *DI BELANDA TAK SEORANG MEMPERCAYAI SAYA*

Jordy Satria Widodo^{*)}, Eka Murti Rahayu^{*}

English Literature Department, Faculty of Social Sciences and Humanities, Universitas Pakuan
Doctoral Student, Literature Department, Faculty of Humanities, Universitas Indonesia
Email correspondence: jordysatriawidodo@unpak.ac.id

Article History: Accepted: August 17, 2024 ; Revised: September 30, 2024 Approved; October 31, 2024

ABSTRACT

This research examines the interconnectedness of language, memory, and literature through Maarten Hidskes' book *Di Belanda Tak Seorang Mempercayai Saya: Korban Metode Westerling di Sulawesi Selatan 1946-1947*. The study investigates how Hidskes reconstructs his father's involvement in the 1946 South Sulawesi violence, focusing on the role of language in shaping memory and historical narrative. By analyzing the author's use of limited personal memories, interviews, letters, and archival documents, this work explores how fragmented historical accounts are pieced together through linguistic resources. The research applies theories from memory studies, particularly the dynamic interplay between memory and language and the concept of "Verbal Overshadowing", to understand how language affects memory retrieval and narrative construction. The study also contextualizes Hidskes' approach within the broader literary tradition of memory studies, comparing his narrative techniques with other works that address the relationship between language, memory, and history. This research sheds light on how language not only represents but also constructs memory, especially in post-conflict societies where historical narratives are often fragmented and contested.

Keywords: Language; Memory; Literature; Historical Reconstruction; Cultural Memory; Verbal Overshadowing
1946-1947 by Hidskes (2018) narrates how Maarten

I. INTRODUCTION

Language is a system of symbols that represents individual experiences and conveys information. It also serves as a primary medium for interpreting and storing experiences. Language has a close relationship with memory, as it shapes memory and, in turn, is influenced by it. Furthermore, the effect of language on memory reflects the cultural dimension of memory itself, as language is both a product of culture and a tool for shaping it.

In the context of memory and language, the book *Di Belanda Tak Seorang Mempercayai Saya: Korban Metode Westerling di Sulawesi Selatan*

Hidskes reconstructs the history of his father, Piet Hidskes, and his involvement in the violence that occurred in South Sulawesi in 1946 under the command of Raymond Westerling. The author's father never disclosed his involvement or role in these events. Dwicahyo (2019) explains that historical events were uncovered and reconstructed by Maarten Hidskes through filling in the gaps of existing facts using assumptions and interpretations derived from interviews with veterans under his father's command, letters, and supporting documents about his father. The experiences of the author's father during his involvement in the South Sulawesi

events could not be verbally expressed, as they were deliberately concealed by his father until his death in 1992 due to a severe illness (DwicaHYo, 2019).

This academic work aims to explain the interconnectedness of language, literature, and memory. Furthermore, the book by Hidskes, titled *Di Belanda Tak Seorang Mempercayai Saya: Korban Metode Westerling di Sulawesi Selatan 1946-1947*, is discussed to illustrate the relationship between language, literature, and memory.

The relationship between the concepts of memory and language as a symbolic system representing experience lies in memory, which refers to structures, processes, and systems (Echterhoff, 2008). This interplay demonstrates how events and experiences simultaneously influence how individuals act and experience subsequent situations. Language, on the other hand, is a symbolic system that represents individual experiences in conventional ways that can be communicated and shared (Echterhoff, 2008). Language enables symbols to be combined or synthesized to convey information that has not been previously expressed. Therefore, language and memory are interrelated in the sense that language serves as a mechanism for creating messages and representing memories.

Echterhoff (2008) states that language is regarded as a symbolic system that represents human experiences. In the context of language learning, acquiring a foreign language requires learners to rely on memory to retain vocabulary. The use of memory and the association between words and meanings

facilitate effective communication in the target language. In storytelling, language plays a significant role in preserving and shaping memory, as it conveys the narrator's experiences and memories to the audience (Echterhoff, 2008). The words and narrative structures employed by narrators in their storytelling can influence how memories are recalled and interpreted by both narrators and their audiences.

Cultural memory is also shaped by language, as different languages may use distinct words and phrases to describe historical events or cultural phenomena (Echterhoff, 2008). The memory of a historical event within a culture is shaped by the specific language used to describe it, leading to variations in how such events are remembered and understood across cultures. Language can subtly influence memory; for instance, linguistic categories—or the lack thereof—affect memory. According to Echterhoff (2008), when a language lacks specific terms for describing a stimulus, event, or situation that demands a response, speakers of that language may have limited memory of the stimulus compared to individuals who have access to linguistic concepts that capture it.

Language is also essential to memory and thought. An individual's thoughts and memories are intrinsically linked to language, shaping how they think and remember (Echterhoff, 2008). The phenomenon of "Verbal Overshadowing" demonstrates that describing stimuli that are difficult to verbalize—such as the taste of wine or the appearance of a person's face—can negatively affect

memory of those stimuli (Schooler et al., 1997). This indicates that language plays a critical role in encoding messages and retrieving information from memory. Liu et al., (2024) argue that the influence of language on color perception highlights how the presence or absence of color terms in a language can affect how individuals perceive and recall colors.

For example, some languages distinguish between light blue and dark blue with separate terms, while others use a single term for both (Liu et al., 2024). Speakers of languages with distinct terms for these colors tend to have better memory for differentiating between light and dark blue compared to speakers of languages with a single term (Boroditsky, 2001; Yang et al., 2022). The structuring and recall of stories are influenced by narrative schemata present in a language. Cultural and linguistic differences result in varying storytelling conventions, shaping how individuals remember and interpret narratives (Bilgin, Adıgüzel, Göksun, and Gülgöz, 2023; Libersky, Crespo, Reppe, and Kaushanskaya, 2023; Merín, Mateo, Nieto, Ros, and Latorre, 2024; Mace, Keller, and Ingle, 2024; and Ortigosa-Beltrán, Jaén, and García-Palacios, 2023). This illustrates how thought and memory processes are shaped by language. Language provides speakers with a symbolic system and rules for representing and communicating experiences, profoundly impacting perception, message creation, meaning, and information retrieval.

Language and cognition are often viewed as distinct phenomena. This perspective suggests that the content and processes of thought, including knowledge and memory, are independent of the language used for communication (Higgins et al., 2021). First, Non-Linguistic Cognition suggests that certain aspects of cognition can operate independently of language.

Higgins et al. (2021) observes that pre-linguistic children exhibit advanced cognitive capacities, such as reasoning about cause and effect and drawing inferences, before acquiring language. This suggests that cognitive abilities precede language development (Echterhoff, 2008). Second, Intact Cognition in Language Disorders illustrates those individuals with severe clinical language impairments, such as aphasia, often demonstrate intact cognitive and memory domains despite their language deficits. This implies that cognitive processes in language can function independently (Boroditsky, 2001).

Third, Thoughts without Words highlights how Albert Einstein famously described his thoughts as non-verbal, with verbalization occurring afterward. This suggests that thought processes can occur without reliance on language (Boroditsky, 2001). Fourth, the Language of Thought concept posits the existence of a universal and abstract mental language called "mentalese," distinct from natural languages, used exclusively for internal cognitive processes (Echterhoff, 2008). This indicates that cognition can function using mental modes separate from language.

Thus, cognition can operate independently and is distinct from language as a phenomenon.

The Sapir-Whorf hypothesis, or linguistic relativity, explains how the structure and vocabulary of a language influence how its speakers perceive and think about the world (Echterhoff, 2008). First, in terms of color perception, languages categorize colors differently. Some languages have distinct terms for light and dark blue, while others use a single term for both. Studies show that speakers of languages with distinct color categories are better at distinguishing colors within those categories than speakers of languages lacking such distinctions. Second, spatial orientation reveals that some languages use absolute directions, such as north, south, east, and west, to describe spatial relationships. Echterhoff (2008) notes that such linguistic differences influence how speakers perceive and navigate their surroundings.

Third, time perception demonstrates how languages vary in expressing temporal concepts (Echterhoff, 2008). For example, some languages use absolute terms like past, present, and future, while others employ relative terms like “yesterday” to refer to “two days ago.” Research shows that speakers of different languages perceive and recall time differently based on their linguistic representations.

Fourth, gender roles are significantly reflected in languages with grammatical gender systems, where nouns are categorized as masculine or feminine. Such systems can influence speakers’ perceptions and thoughts regarding gender roles and stereotypes

(Echterhoff, 2008). Thus, the hypothesis suggests that language shapes thought and influences cognition.

Echterhoff (2008) explains that the relationship between memory, language, and literature is evident in how language shapes memory and how memory influences language. Language itself is a symbolic system representing individual experiences and conveying information. Furthermore, the effect of language on memory reflects the cultural dimensions of memory, as language is both a product of culture and a tool for shaping it. Language plays a crucial role in constructing and narrating stories, both of which are central to literature. In relation to experience and information transmission, language significantly impacts individual memory and the interpretation of experiences (Echterhoff, 2008; Mohammed, 2024).

Different languages express and describe experiences in ways that influence how individuals construct messages, receive, and recall information (Echterhoff, 2008). Specific uses of language, such as word choice and communication style, shape memory and knowledge. For example, how individuals describe complex behaviors or events varies based on linguistic and cultural backgrounds (Echterhoff, 2008). Expressing experiences actively engages information and facilitates consolidation, enhancing memory. However, verbal expression can also negatively affect memory, especially when describing stimuli that are challenging to articulate in words.

Language not only constructs individual memory but also influences cultural and collective memory (Higgins et al., 2021). The structure of language significantly impacts memory at individual, collective, and cultural levels. Differences in linguistic categories and descriptions result in varied interpretations and evaluations of historical events, shaping how they are remembered.

Linguistics is the scientific study of language or the discipline that considers language as its primary object of investigation. Linguistics is often referred to as general linguistics, which implies that it does not focus on a single language but rather examines the general characteristics and intricacies of language as a whole. The field of linguistics focuses on the natural aspects of language and communication. Linguists emphasize that the goal of linguistics is not merely to understand how language is formed and its functions but also to gain deeper insights into human language and the cognitive processes underlying human thought (Akmajian et al., 2017).

Linguistics has undergone three stages of development, namely: (1) The Speculative Stage, where conclusions are drawn through speculative reasoning; (2) The Observation and Classification Stage, involving the meticulous collection and categorization of linguistic facts without proposing theories or conclusions; and (3) The Theory Formulation Stage, which entails addressing fundamental linguistic issues and posing questions about these issues based on empirically gathered data.

Literature can be defined as a form of expression presented by individuals in works, either written or oral, that represent experiences, emotions, and thoughts (Ramdhani & Nugraha, 2023). The primary focus of literary works is how the representation of an individual's life or experiences is narrated and conveyed through language. Literature employs symbols and language as tools and mediums to articulate its focus (Ramdhani & Nugraha, 2023). Furthermore, literature can also be viewed as a medium for channeling the author's emotions about life and the human condition, as suggested by Ramdhani and Nugraha (2023).

In addition to written forms, literature can also take the form of oral expressions, commonly referred to as oral traditions, which fundamentally focus on emotions, thoughts, and experiences (Ramdhani & Nugraha, 2023). Literature is also a productive and creative activity that can be categorized as an art form (Ramdhani & Nugraha, 2023).

II. METHODS

This research employs a qualitative approach to explore the relationship between language, memory, and literature in Maarten Hidskes' book *Di Belanda Tak Seorang Mempercayai Saya: Korban Metode Westerling di Sulawesi Selatan 1946-1947*. The study focuses on the narrative techniques used by the author to reconstruct his father's involvement in the South Sulawesi violence, drawing from limited personal memories and historical archives.

The primary methodology involves a literary analysis of the text, emphasizing how language constructs and conveys memory, and how the author uses available linguistic and cultural resources to piece together the fragmented historical account of his father's experiences. The research will focus on how Maarten navigates the absence of direct narratives from his father through interviews with veterans, letters, and archival documents to reconstruct a historical memory that is incomplete and heavily mediated by language.

Additionally, this research integrates theories from memory studies, such as the concepts proposed by Echterhoff (2008), who discusses the dynamic interplay between memory and language. This framework is used to analyze how language not only represents but also shapes memory. The study explores how Maarten Hidskes, through the use of language, addresses the limited memories he inherited from his father and fills in the historical gaps using indirect sources. This analysis highlights the role of cultural memory and linguistic expression in shaping historical narratives, especially in the context of post-conflict societies where memory is often contested and fragmented. The research will also draw on the concept of "Verbal Overshadowing" (Schooler et al., 1997) to understand the impact of language on memory retrieval and narrative construction.

The final aspect of the methodology focuses on comparative analysis with similar works of literature and historical reconstruction. By examining other

literary works that explore the relationship between memory, language, and history, the research will contextualize Maarten Hidskes' approach within a broader literary tradition of memory studies.

The analysis will compare how different linguistic and cultural frameworks influence the representation of traumatic historical events, as explored through the lens of language and memory. This methodology will provide a comprehensive understanding of how Maarten's narrative technique serves as both a personal and cultural act of remembering, revealing the complexities of historical truth and the subjective nature of memory.

III. FINDINGS AND DISCUSSION

Linguistics is the study of language. Linguistics can have a significant impact on individual and collective memory as well as cultural manifestations. Edward Sapir (Echterhoff, 2008) argued that our experiences with the world are inherently linguistic and that cognition is inherently shaped by the language of the thinker. Conversely, some perspectives suggest that the content and processes of thought, including our knowledge and memory, possess distinct characteristics independent of the linguistic forms used to communicate them. The linguistic differences encountered in daily life often stem from varying ways of expressing experiences within the same language. Linguistics relies on and influences cultural environments and is also regarded as a marker and carrier of cultural memory.

Therefore, linguistics plays a vital role not only in articulating one's thoughts but also in expressing memory and culture.

Language is a system primarily based on conventional rules. It is both a cultural product and a tool for humans to shape culture. Language generally functions as a symbolic system that represents societal experiences in a conventional, communicable format. Through specific grammatical rules, the symbols of a language can be combined to convey information that has never been expressed before. Thus, language greatly influences the preservation of experiences as memory and knowledge while reflecting the cultural dimension of memory.

Memory refers to the various processes, structures, and systems that enable events and experiences at one point in time to influence societal experiences and behaviors at another. Memory is divided into two categories: declarative memory and non-declarative memory (Echterhoff, 2008). Declarative memory typically refers to memory that can be expressed verbally, encompassing what an individual can state. It includes semantic memory (memory based on acquired knowledge) and episodic memory (awareness of personal experiences in a spatial-temporal context).

However, declarative memory is not solely composed of words. Not all cognition is based on language or linguistics. For example, a picture may convey more than a thousand words, but a single word might suffice to define one of many possible

interpretations of an image. Similar to episodic memory, this form of memory is largely constructed from non-linguistic representations, such as visual, spatial, or auditory elements encoded during the initial experience.

Meanwhile, non-declarative memory refers to memory that is difficult or impossible to articulate regarding how it was formed. Language serves as the primary medium for interpreting and storing experiences. Daily life offers numerous opportunities to describe experiences, leading to different mental and memory representations of those experiences. When the same event is described differently, it may also be remembered differently. Mental representation is unlikely to occur without language. On one hand, language provides the essence of human thought, memory, and mental representation, inherently linguistic and inseparable. Linguistic representations tend to capture experiences in an abstract format.

There are two primary ways to examine the relationship between language and memory. First, one can study whether and how language shapes memory. This approach focuses on memory as a central phenomenon and how it depends on or is influenced by the formal representation of language and linguistics. Second, one can investigate how memory influences language, where language becomes the central phenomenon dependent on the functions and processes of memory. For example, the ability to recall information about words or syntax.

The first approach treats memory as the dependent variable and language as the potentially relevant independent variable, whereas the second approach treats language as the dependent variable.

Psychological research provides insights into how language shapes memory, despite the existence of cognitive aspects that can operate independently of language (Echterhoff, 2008). This research also demonstrates that non-verbal forms of human cognition, based on representations of visual, spatial, auditory, olfactory, or motoric information, are relatively challenging to describe verbally. Experiences such as faces, melodies, or sounds often resist verbal articulation.

Language influences universally constrained experiences. Sapir and Whorf (Echterhoff, 2008, p. 266) explained that differences in the linguistic structures of speakers create variations in cognition: “We see and hear and otherwise experience largely as we do because the language habits of our community predispose certain choices of interpretation.”

Linguistic differences among speakers of distinct languages result in cognitive differences between them. For example, differences in color terminology between a speaker’s language and a listener’s language may lead to divergent memories. Language differences guide individuals to distinct aspects of experiences, reinforcing, modulating, or even erasing prelinguistic categories of their mental representations during language acquisition.

The effects of language on memory extend to bilingual individuals. For example, a person’s native language, commonly used in daily life, may lead to migration between different linguistic groups. This indicates that cultural differences can influence the communication of experiences and memories.

At the lexical and semantic levels, the use of words to describe or convey experiences can affect memory in various ways. First, a speaker’s memory of an experience may be influenced by their verbalization of it, such as a crime victim verbally describing the perpetrator’s face to identify the criminal. Second, word usage can also impact the memory of the message recipient. For instance, an eyewitness may recall an event differently after hearing distinct verbal cues about what they witnessed. Verbal labels activate cognitive schemas or categories, which are used to organize information meaningfully, subsequently guiding what individuals remember about an experience.

The influence of language on memory is not limited to lexical or semantic dimensions, nor to encoding and decoding verbally represented information. It also extends to the pragmatic realm, encompassing audience alignment and socially shared realities. From a pragmatic perspective, language is an interpersonal communication tool motivated by and dependent on context, adhering to explicit and implicit rules and assumptions. Communication must follow Grice’s conversational principles, where communicators convey truth as they perceive it, prioritize relevance, avoid excessive

or insufficient information, and consider their audience's perspectives, knowledge, attitudes, and preferences when using language.

Audience alignment not only biases the speaker's message but can also influence their memory and cognitive representation of the topic. Verbal communication disseminates knowledge, memory, and beliefs subtly as individuals actively participate, not just as passive recipients. Through this dynamic, communicators adhere to general rules, create, and experience shared realities with their communication partners.

Regarding literature, language, and memory, Echterhoff (2008) highlights that memory plays a central role in influencing language, and conversely, language can influence an individual's memory. An individual's experiences are stored in memory and can be represented through the symbolic system of language, used to convey stored information (Echterhoff, 2008). Language serves as a crucial tool for storytelling and constructing narratives of events or occurrences. Individual memory and experiences interact with language, shaping how a person interprets their experiences and how those experiences influence the memory and language of the individual (Echterhoff, 2008).

The book *Di Belanda Tak Seorangpun Mempercayai Saya* written by Marteen Hidskes is a unique novel that combines elements of historical study with imaginative aspects as its primary framework of thought (DwicaHYo, 2019). This book narrates the story of Marteen Hidskes' father, Piet

Hidskes, a commando soldier who was involved in the violence that occurred in South Sulawesi in 1946. Marteen conducted a study and investigation into his father's involvement in the Westerling tragedy in South Sulawesi, relying on the insufficiency of evidence regarding the matter. Piet Hidskes shared very little about his involvement in the tragedy with the author until his death in 1992, as highlighted in the following excerpt.

“Di Belanda tak seorang pun mempercayai saya tentang peran ayah saya selama 12 minggu dalam hidupnya. Dari tiga tahun hidup di Hindia, dia hanya meninggalkan sedikit materi saja, tetapi dari sedikit materi yang ditinggalkan itu, cukup banyak yang ada kaitannya dengan Sulawesi Selatan...” (Hidskes, 2018, pg. 8)

Language and memory play a crucial role in recounting Marteen's father's involvement in the violent events in South Sulawesi in 1946. As Echterhoff (2008) explains, memory can influence language, and experiences can significantly shape memory. However, Marteen possessed limited information about the events in South Sulawesi due to the absence of conversations with his father. Obstacles such as Marteen's assumptions (DwicaHYo, 2019) and his father's reluctance to share details of the incident created a barrier, making it challenging for Marteen to interpret and understand the events, as highlighted in the following excerpt.

“Buku ini adalah hasil percakapan yang tak pernah terjadi... bagaimana saya harus memulai bertanya kepada ayah saya?... terlepas

dari semua angan-angan itu, saya tahu bahwa setiap usaha ke arah percakapan pastilah akan terhenti. Karena asumsi yang salah yang pasti akan terdengar dalam nada pertanyaan saya. Karena ketidakinginannya berbincang. Tetapi, terutama karena usahanya untuk melindungi saya, karena dia menyayangi saya... bahkan dengan teknik percakapan yang paling halus pun, tukar kata-kata antara dia dan saya tidak mungkin dilakukan pada tahun 1987... ketidakpedulian akan dunia ayah saya pasti yang menyebabkan saya sama sekali tidak menghubungkan bagian cerita ini dengan ayah saya.” (Hidskes, 2018, pg. 1)

DwicaHYO (2019) highlights that Marteen's father, Piet Hidskes, faced a significant moral dilemma between obeying orders from his superiors and prioritizing humanitarian values. This predicament became Marteen Hidskes' motivation to write the book, aiming to uncover why his father went to South Sulawesi as part of a commando unit hailed as heroes but returned labeled as war criminals. With limited knowledge due to his father's reluctance to share, Marteen embarked on a journey to study and examine his father's experiences as a soldier involved in the violent events in South Sulawesi, as reflected in the following excerpt.

“Apabila saya kembali lebih jauh lagi pada masa lalu, pada masa lalu, pada pertengahan tahun tujuh puluhan, ingatan yang jauh lebih kuat muncul sehingga secara naluriah saya dapat merasakan masa lalu ayah saya di Hindia.

Ketika itu saya berusia tujuh atau mungkin delapan tahun. Ayah dan saya sering bermain perang-perangan di rumah dan dia selalu menang karena dia mantan tentara komando. Tiba-tiba saya bertanya: ‘Papa, apakah Papa pernah menembak mati orang?’ Saya masih merasakan tangannya yang lembut di kepala saya: ‘Tentang hal itu kita akan bicarakan lain kali ya, Nak.’” (Hidskes, 2018, pg. 4)

In recounting his father's experiences, Marteen possessed only limited memory of his father's involvement in South Sulawesi. This limitation constrained Marteen's ability to use language effectively in narrating information about his father's past under Westerling's command. The restricted memory provided a narrow scope for Marteen to tell his father's story, aligning with Echterhoff's (2008) explanation of the critical role of language in preserving and shaping memory, and vice versa. His father's experiences in the violence of South Sulawesi served as a stimulus or object—an event and situation whose narrative was hindered by limited memory (Echterhoff, 2008). The lack of information Marteen Hidskes had about his father's story influenced how he perceived and remembered the event or stimulus, as described by Liu et al. (2024).

In narrating whether his father was a hero or a perpetrator of violence in South Sulawesi, Marteen experienced uncertainty and confusion due to his father's untold experiences. The absence of the stimulus (Echterhoff, 2008) resulted in Marteen

having minimal memory and limited vocabulary to articulate the narrative. However, the reports detailing the execution of Westerling's violent actions provided fragments of the stimulus, narrating the events. These reports offered pieces of representation (Liu et al., 2024) that filled in parts of Marteen's understanding of his father's experiences, which had remained untold, as reflected in the following excerpt.

“Kalau saya bertanya pada diri sendiri setelah membaca laporan pelaksanaan aksi pada pagi hari itu, maka saya akui bahwa yang melintas langsung di benak saya adalah: mustahil ayah saya terlibat dalam eksekusi-eksekusi semacam itu. Ayah yang saya kenal bukan seperti itu dan saya juga tidak bisa membayangkan bahwa dia seperti itu. Pasti telah terjadi kesalahpahaman di sini.” (Hidskes, 2018, pg. 24)

In narrating the story and expressing his experiences and emotions, Marteen employs a first-person singular perspective, “I.” This indicates that throughout the narrative, Marteen consciously channels his own thoughts and experiences, inviting readers to imagine the events depicted in the book. The history conveyed in the narrative is heavily influenced by the chosen perspective. Additionally, Marteen demonstrates a strong determination to piece together the fragmented representations of his father's narrative by collecting archives, including documents and interviews with veterans.

However, the stimulus (Echterhoff, 2008) retained by these veterans had begun to fade due to

their advanced age. This decline implies that the veterans, too, had only limited memory of the events, which, in turn, influenced the language they used when providing information to Marteen. This phenomenon aligns with Echterhoff's (2008) explanation of the interplay between language and memory. This dynamic is elaborated in the following excerpt.

“Para veteran tentara komando itu sekarang mendekati usia sembilan puluhan dan ingatan mereka menipis. Peristiwa-peristiwa yang terjadi melayang berputar dalam ingatan, lepas dari waktu dan tempat kejadian.” (Hidskes, 2018, pg. 153)

Ultimately, language operates within a system that governs how experiences can be effectively communicated. The stimuli and representations of a historical narrative can shape the language and vocabulary possessed by an individual. This influences how one perceives those representations and conveys them in language and storytelling (Echterhoff, 2008). Marteen had very few conversations with his father, who was always reluctant to discuss his experiences in South Sulawesi, which limited the stimuli Marteen received. As a result, he could not fully narrate whether his father was truly a villain or a hero. Therefore, additional pieces of stimuli and representations, particularly from historical archives such as documents and interviews with veterans, were necessary to reconstruct fragments of his

father's experiences during the Westerling events in South Sulawesi.

IV. CONCLUSION

In relation to literature, language, and memory, memory plays a central role in influencing language, and conversely, language can also impact the memory held by an individual. The experiences encountered by an individual are stored in memory and can be represented through a system of symbols in the language used to convey information within the memory. The book written by Hidskes illustrates the connection between language, literature, and memory. It demonstrates how language is used in the process of gathering information to reveal an individual's memory, which is preserved in the form of archives. This memory is disclosed to show how someone's experience at a particular time is remembered. Subsequently, the memory is written and translated into an engaging literary work.

REFERENCES

- [1.] Akmajian, A., Demer R.A., Farmer A.K., & Harnish R.M. (2017). *Linguistics: An introduction to language and communication* (ed ke-5). London: The MIT Press.
- [2.] Boroditsky, Lera. (2001). Does Language Shape Thought? Mandarin and English Speakers' Conception of Time. *Cognitive Psychology*, 1-22.
- [3.] Bilgin, E., Adıgüzel, Z., Göksun, T., & Gülgöz, S. (2023). The cost of changing language context:

The language-dependent recall of fictional stories. *Memory & Cognition*, 51(7), 1607–1622. <https://doi.org/10.3758/s13421-023-01415-5>

- [4.] Dwicahyo, S. (2019). *Book Review: Di Belanda Tak Seorangpun Mempercayai Saya: Korban Metode Westerling di Sulawesi Selatan 1946-1947*. *Jurnal Humaniora*, 31(1), 102–103.
- [5.] Echterhoff, G. (2008). Language and Memory: Social and Cognitive Processes. Dalam A. Erll & A. Nunning (ed.), *Cultural Memory Studies: An International and Interdisciplinary Handbook*. Berlin: Walter de Gruyter, 263 – 274.
- [6.] Hidskes, Maarten. (2018). *Di Belanda tak seorang pun mempercayai saya: Korban metode Westerling di Sulawesi Selatan 1946-1947*. (S. Moeimam, M. Sutedja-Liem & N. Santoso, Penerj.). Jakarta: Yayasan Pustaka Obor Indonesia.
- [7.] Higgins, E. T., Rossignac-Milon, M., & Echterhoff, G. (2021). Shared reality: From sharing-is-believing to merging minds. *Current Directions in Psychological Science*, 30(2), 96–103. <https://doi.org/10.1177/0963721421992027>
- [8.] Libersky, E., Crespo, K., Reppe, A., & Kaushanskaya, M. (2023). Effects of bilingualism on autobiographical memory: Variation in idea density and retrieval speed. *Memory*, 31(4), 491–501. <https://doi.org/10.1080/09658211.2023.2171435>
- [9.] Liu, D., Wang, L., & Han, Y. (2024). Mental simulation of colour properties during language comprehension: Influence of context and

- comprehension stages. *Cognitive Processing*, 25(4), 587–600. <https://doi.org/10.1007/s10339-024-01201-4>
- [10.] Mace, J. H., Keller, S. R., & Ingle, K. E. (2024). Semantic-to-autobiographical memory priming: The role of cue repetition. *Memory*, 32(9), 1199–1210. <https://doi.org/10.1080/09658211.2024.2393782>
- [11.] Merín, L., Mateo, A., Nieto, M., Ros, L., & Latorre, J. M. (2024). Language and autobiographical memory development from 5 to 12 years: A longitudinal perspective. *Memory & Cognition*, 52, 1313–1324. <https://doi.org/10.3758/s13421-024-01544-5>
- [12.] Mohammed, A. J. (Ed.). (2024). *Literary Translation in Practice: Arabic into English*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-031-59333-8>
- [13.] Ortigosa-Beltrán, M., Jaén, M., & García-Palacios, A. (2023). Processing negative autobiographical memories in a foreign language. *Memory*, 31(8), 1223–1233. <https://doi.org/10.1080/09658211.2023.2171435>
- [14.] Ramdhani, Ridho & Nugraha, Y. S. (2023). Analisis Pendekatan Ekspresif melalui Puisi “Hatiku Selembar Daun” Karya Sapardi Djoko Damono. *Jurnal Humaniora*, 1(2), 99–101.
- [15.] Schooler, Jonathan W *et al.* (1997). At a Loss from Words: Verbal Overshadowing of Perceptual Memories. *The Psychology of Learning and Motivation*, 291-340.
- [16.] Yang, W., Gu, Y., Fang, Y., & Sun, Y. (2022). Mental representations of time in English monolinguals, Mandarin monolinguals, and Mandarin–English bilinguals. *Frontiers in Psychology*, 13, 791197. <https://doi.org/10.3389/fpsyg.2022.791197>